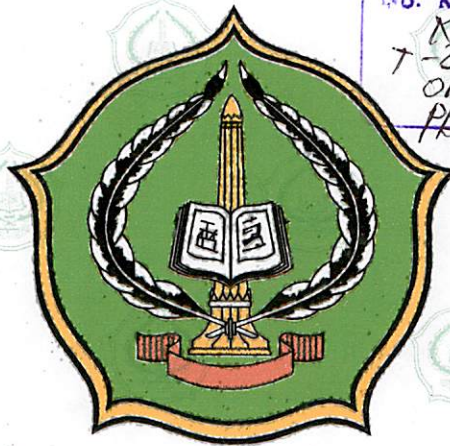


**THE ANALYSIS OF GRAMMATICAL ERRORS IN  
RECOUNT TEXT BY THE FIRST YEAR STUDENTS OF  
SMA WACHID HASYIM 2 TAMAN SIDOARJO**

**THE S I S**

By :

**JANNATUL LAILY NOVIABAHARI**  
**NIM. D05205080**



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**Submitted to State Institute For Islamic Studies Sunan Ampel Surabaya As a  
Partial Fulfilment Of Requirement for the Degree of English Education**

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## APPROVAL SHEET

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Title : The Analysis of Grammatical Errors in Recount Text by The First Year  
Students of SMA Wachid Hasyim 2 Taman Sidoarjo.

Has been accepted and approved to be examined.

Surabaya, January 18, 2010

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Menyatakan dengan sebenarnya bahwa skripsi yang saya tulis benar-benar merupakan hasil karya saya sendiri, dan bukan merupakan pengambilalihan tulisan atas pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran saya sendiri.

Surabaya, 18 Januari 2010

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- b. Grammatical : Conforming to the rules of grammar or usage accepted by native speakers
- c. Error : The noticeable deviation from the adult grammar of a native speaker; reflect the competence of the learner
- d. Writing : The physical act of committing words or ideas to some medium
- e. Recount text : It is a text that tells us about what had happened in series of events in sequence.











































































































process of second language learning, every learner always produces any errors or mistakes. Based on the description of findings above, the writer notes that most of the students make errors in their recount writing. Mostly, the students made errors in using verb form and omission. A student supposed that the target language and his language were similar so he made errors. There are many students think that writing is something terrible. They are often confused what and how to write in English.

The learners' error may be caused by many factors. English was foreign for students. And this is one of the possible causes of their errors. The students' error in using English tenses made by bilinguals is caused by their mother tongue interference since Indonesian language was common language. They first think in their mother tongue or native language first, and then they translate into English when they are writing in English. Indonesian language does not have verb conjugation and time signaling in expressing idea, whether something happens at present, past and future. In Indonesian language is only expressed by adverb of time such as *sekarang*, *besok*, *kemarin*, and *sedang*. The verbal form does not change although the adverb of time changes. In other words, there are no tenses in Indonesian language.

Besides, they do not understand about grammar, although the teacher had taught it. Besides, the materials of the students' English lesson are mostly taken from the kinds of text, and grammar is an addition only. They never try

to use grammar both in writing and speaking. And it is also the vocabularies that students have are still poor or lack.

The other causes of students' errors are based on how to recognize the part of speech. They still have difficulties to understand and use the functions part of speech. In this case they can not arrange or make their owned sentences well.

In these cases, the writer has several examples and described bellow. The students produced two items rather than one were marked for the same tense i.e. they added double marking of verb "did" and "brought" in sentences "I did not brought food". . They had over-generalized of verb 2 in constructing the past sentence.

The student did not know the rule. The students failed to apply the rules correctly. For example: "in there we enjoyed with a scenery". The students added "in" on "in there" in which it should be unnecessarily. The sentence should have been "we enjoyed the scenery there". Another example: "after that we tired", the students omitted *to be* (were) in their sentence. It should have been "we were tired".

In the following example: "we return home with safe". The errors in this sentence, some students omitted *-ed* in their past tense. The sentences should have been "we returned home safely. Another example: "I very happy" and "we very hungry". From both of sentences, the students omitted *be* of "was" and "were". The examples above showed that the students tended to





difficulties the students have. Beside by giving worksheet, the teacher was giving games related to grammar in order that the students were bored.

Actually, the teacher's strategy to solve the students' errors is not maximal because he just giving worksheet. He should give understanding and practicing continually. Besides, he has to give feedback in his students' writing by marking their writing right or wrong, possibly penciling in the correct sentences for them to study, responding to the students' work or giving comments.





1. In teaching English related to its grammar, the teacher should give more easily understood explanation and attractive games in order to make the students more interested in learning English, especially the grammar.
2. The teacher teaches the grammar elements explicitly with adequate exercises.
3. The teacher should give more exercises in applying grammar not only by giving the theory of grammar. Because, based on the results the students seem not quite understand how to differentiate when to use either past or present form of the verbs.
4. Teacher could apply a method where he/she explains the correct uses of the verb (when to use past and present) forms, gives examples of the usage, and tests the students understanding which will assure the teacher that the students really understand it. Otherwise, the students will face difficulties in differentiating the uses of past and present forms of verbs whenever they learn English and because this is the very basic step to learn English.
5. The teacher could also apply the communicative language teaching method especially when he/she teaches English grammar.
6. In writing class, the teacher should give more writing exercises to the students. So that, they will be familiar to English writing forms.
7. The students have to bring dictionary every English lesson.
8. The students must pay attention when the teacher teaches in teaching English grammar.
9. The teacher should give understanding and practicing continually.









