AN ANALYSIS OF GRAMMATICAL ERRORS MADE BY INTERMEDIATE LEVEL STUDENTS IN WRITING TASK AT “LIVING ENGLISH COURSE”

THESIS

This thesis is submitted to meet one of the requirements to achieve Sarjana Degree in English Education

By:
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FACULTY OF TEACHER TRAINING AND EDUCATION
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1. ........................................
2. ........................................
3. ........................................
4. ........................................
MOTTO AND DEDICATION

"Allah akan meninggikan orang-orang yang beriman diantara kamu dan orang-orang yang diberi pengetahuan derajat (yang banyak).”
(Al Mujaadilah:11)

“Menuntut ilmu adalah fardlu bagi tiap-tiap orang-orang Islam laki-laki dan perempuan”
(H.R Ibn Abdulbari)

“Barangsiapa yang pergi untuk menuntut ilmu, maka dia telah termasuk golongan sabilillah (orang yang menegakkan agama Allah) hingga ia sampai pulang kembali”.
(H.R. Turmudzi)[2]

“Education is the most powerful weapon which you can use to change the world.” ((Nelson Mandela)

“Indeed, Allah S.W.T will not change the condition of people if they do not try hard to change it themselves.”

I dedicated this thesis to:

My beloved father and mother,

My brothers and sisters,

My future husband.
AN ANALYSIS OF GRAMMATICAL ERRORS MADE BY INTERMEDIATE LEVEL STUDENTS IN WRITING TASK AT “LIVING ENGLISH COURSE”

ABSTRACT

This study was intended to find out students’ grammatical errors in writing tasks. It was conducted at “Living English Course” in Jombang. In line with the purpose of the study, the design of this study was quantitative design since this study was designed to describe errors of the students made in writing task products.

The subjects were the 37 students of intermediate level class of “Living English Course”. The instruments used to collect the data were the students’ writing tasks on the themes of favorite activities, description of a person, unforgettable experience, and plans for the future. The study revealed the following findings; the students’ grammatical errors on writing were numerous. The result shows that there were 987 errors found from 37 students’ writing tasks of intermediate level class. The first highest frequency and the most dominant error was misformation errors (46.6%) that consisted of: misformation of verb, misformation of to be, misformation of –ing (gerund), misformation of modal auxiliary, misformation of preposition, and other misformation errors. The second highest frequency was errors of omission (34.0%) including omission of to be, omission of third singular person verb marker (s), omission of –ing (gerund), omission of article, omission of plural marker –s/-es, omission of subject and verb in a sub clause, and other omission errors. The next highest frequency was errors of addition, it made up (15.5%) that comprised of addition of to be, addition of verb inflection –ed, addition of plural marker –s/-es, addition of preposition, addition of verb inflection –ing, and other addition errors. The lowest frequency of errors found from the data was misordering errors that only amount to (3.9%) from all data. Errors of misordering consisted of misordering of adverb, misordering of to be, misordering of modal auxiliary, misordering of preposition, misordering of object pronoun, misordering of verb, and misordering article.

Based on the research findings, some suggestion were given to the English teacher and the next researches. The English teacher was expected to give more exposures to the English structure that often create difficulties for the students such as misformation error, omission error and error of addition and paying more attention for the students’ problems. For the next researchers, they should investigate errors in more specific part of English structure by using one of several kinds of text in students’ composition such as narrative text, argumentative text, recount text etc.

Key words: grammatical errors, writing

Advisor I,

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Malang, January 27, 2014

The Researcher
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