

GRAMMATICAL ERROR ANALYSIS IN RECOUNT TEXTS

Written by the Eleventh Grade of Language Class Students of

MAN 1 Salatiga in the Academic Year 2010/2011

A GRADUATING PAPER

Submitted to the Board of Examiners in Partial Fulfillment of the

Requirement for the Degree of Sarjana Pendidikan Islam (S.Pd.I)

In The English and Education Department



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SALATIGA

2011



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DECLARATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah The most Gracious and The most merciful.

Hereby, the writer fully declares that this paper made by the writer herself and does not contain materials written or has been published by other people, and other people's idea except the information from the reference.

The writer capable for this thesis if in the future this thesis can be proved of containing other's ideas or in fact, the writer imitates the other's thesis.

Likewise, the declaration is made by the writer and the writer hopes this declaration can be understood.

Salatiga, September 21st 2011

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ATTENTIVE COUNSELDR'S NOTE

Case : Siti Nur Rosidani's Graduating Paper

To

The Head of State Islamic
Studies Institute of Salatiga

Assalamu'alaikum, Wr. Wb.

After reading and correcting Siti Nur Rosidani's Graduating Paper's entitled "GRAMMATICAL ERROR ANALYSIS IN RECOUNT TEXTS Written by the Eleventh Grade of Language Class Students of MAN 1 Salatiga in the Academic Year 2010/2011", I have decided and would like to propose that if it could be accepted by educational faculty, I hope it would be examined as soon as possible.

Wassalamu'alaikum, Wr. Wb.

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A GRADUATING PAPER

GRAMMATICAL ERROR ANALYSIS IN RECOUNT TEXTS

Written by the Eleventh Grade of Language Class Students of
MAN 1 Salatiga in the Academic Year 2010/2011

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Has been brought to the board of examiners of English Department of Education Faculty Islamic State Studies Institute (STAIN) Salatiga in October 31st 2011, and hereby considered to completely fulfillment of the requirement for the degree of S1 Kependidikan Islam (S.Pdi)

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MOTTO AND DEDICATION

MOTTO

"The best way to predict your future is to
create it."

(Dee Dee Freeman)

"One of the secrets of a long and fruitful life
is to forgive everybody and everything in every
night before you go to bed."

(Ann Landers)

"Allah gave us two ears and two eyes, but only
one mouth.

So, give more times to listen and rare the
others and speak less"

"Focus on what we brave to do, and authorize
Allah SWT to settle on the result."

(Mario Teguh)

DEDICATION

All My Beloved Family

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Alhamdulillah rabbi'l alamin, praise to Allah SWT for the blessing love and the immeasurable love so that the writer can finish writing this graduating paper. Secondly, peace and salutation always be given to our Prophet Muhammad SAW who has guided us from the darkness to the lightness.

This graduating paper is presented to English department of State Islamic Institute (STAIN) Salatiga in partial fulfillment of requirement for the degree of Educational Islamic Studies (S.Pdi). It is important for the writer to thank for people behind composing this graduating paper. The writer extremely gives deep gratitude goes to the following:

1. Dr. Imam Sutomo, M. Ag, as the head of STAIN Salatiga.
2. Mr. Suwardi, M. Pd, as a chief of Education Faculty.
3. Mrs. Mastihatul Umami, S. Pdi, M.A as a chief of English Department.
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10. To all of teachers in MI Karang Duren Wedilelo Kecamatan Tenggara, thank for giving me opportunity to learn and teach together.
11. And, for every body, who cares on me.

Furthermore, the writer would like to appreciate any detailed criticisms leading to improvements of this graduating paper, both in style and in content, because this graduating paper is still far from perfect. This graduating paper is expected to be able to provide useful information to the readers.

Salatiga, November 16th, 2011

The writer

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ABSTRACT

Rusidani, Siti Nur. 2011. "GRAMMATICAL ERROR ANALYSIS IN RECOUNT TEXTS Written by the Eleventh Grade of Language Class Students of MAN 1 Salatiga in the Academic Year 2010/2011", A *Graduating Paper*. English Department of Education Faculty, State Islamic Studies Institute (STAIN) Salatiga. Advisor: Mrs. Setia Rini, M.Pd.

Keywords: *grammatical error, descriptive analysis*

Through this research, the writer purposes to describe the grammatical errors and the possible causes of the errors in recount text written by the eleventh grade of language class students of MAN 1 Salatiga in the academic year 2010/2011. Moreover, the other goal of this study is to describe the possible solutions can be taken to overcome those errors.

This final project primarily deals with grammatical error analysis. It describes the grammatical errors on recount texts written by the eleventh grade of Language Class students of MAN 1 Salatiga in the academic year 2010/2011. The writer use the descriptive analysis approach of which the data were obtained from the students' recount text writing. Then, those writings were then analyzed. The grammatical errors were classified into seven groups. They were errors in producing verb group, errors in subject-verb agreement, errors in the use of articles, errors in the use of prepositions, errors in plural form of noun, errors in the use of pronouns, and errors in the use of conjunctions.

From the result in chapter IV, the writer can conclude that the students made 157 grammatical errors which were classified into; 103 errors in producing verb groups, 10 errors in subject-verb agreement, 15 errors in the use of article, 5 errors in the use of preposition, 12 errors in plural form, 8 errors in the use of pronoun, and 4 errors in the use of conjunction.

From the result, the writer is able to conclude that the students have not a deep understanding in using grammatical composition especially in composing the text in a good structure yet.

It is suggested that the students, need more practices dealing with verb forms since they were the basic knowledge needed for telling their experiences.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a means of communication among individuals. It is a system of sounds, which is structured and used to communicate people's feelings, intentions, purpose, etc to the others. It is a special characteristic of human or it could also be regarded as one of human criteria, because only human beings speak a language. Nevertheless, the ability to speak a language should be developed in a social group.

Language is an arbitrary sound or sequence of speech sounds used in particular area Carroll as quoted by Ramelan (1992: 10):

"Language is an arbitrary speech sounds or sequence of speech sounds which is used in interpersonal communication by an aggregation of human beings, and which rather exhaustively catalogs things, and events in the human environment."

Canale (1983) outlines four major components of communicative competence: grammatical competence, including knowledge of vocabulary, rules of words and sentence formation, linguistic semantics, pronunciation and spelling; sociolinguistic competence, including rules of appropriateness of both meanings (allowable messages) and grammatical forms in different sociolinguistic contexts; discourse competence, the knowledge required to combine forms and meanings to achieve unified spoken or written texts; and strategic competence, knowledge of verbal and non-verbal communication

strategies that may be called upon to compensate for limitations in one or more of the other areas of communicative competence.

Moreover, to master language, people also have to understand what called language skills. These skills would be able to allow them communicate easily and as the media of communication. They consist of listening, speaking, writing, and reading.

One of languages that is internationally used is English. It is used in communication almost in all over the world, mainly in Britain and its commonwealth countries all over the world. For instance in Singapore and Malaysia, English is used as second language, and in Australia, it is used as first language. Therefore, it becomes main languages in the international communication. Since English has become one of the main languages of international communication, it has a very important role in technology and scientific advances.

When someone learns a foreign language, he often faces interference, where he/she applies his/her mother tongue structure in the structure of foreign language, which is different, each other.

Indonesian students learn English as the first foreign language. Therefore, English is a new language for them, so they catch some difficulties in learning it that they need much time to understand.

Competence based curriculum 2004 said:

“.....when one learns a foreign language, he is involved in creating and interpreting various kinds of texts made from the foreign culture which are different from his own.”

Thus, every language learners should notice kinds of texts, which are colored by various communicative objectives, parts arrangement of the text, and certain linguistics features. It means that the learners can not only create English sentences in separation, but also arrange them to become a kind of texts that are accepted by native speakers.

Moreover, Rametan (1992: 5) said that most of learning problems are caused by different elements found between the two languages. Therefore, he will be able to learn the elements of target language, which are similar with his mother language easier than those that are not found in his native language.

The differences of sentence's structure between Indonesian and English could let students make some errors, for instance grammatically. Brown (1980: 165) stated that an error is a noticeable grammar from the adult grammar of native speaker, reflecting the interlingua competence of the learners.

These errors occur because of many things. Richards (1974: 124) distinguishes three sources of competence errors:

1. Interference errors occur because of the use of element from one language while speaking another. An example might be when a German learner of L2 English says, "I go not"; the reason why that is the equivalent sentence in German is "*Ich gehe nicht.*"

2. Intralingua errors' reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply.
3. Developmental errors occur when the learner attempts to build up hypotheses about the target language based on limited experience. Indonesian does not have tenses like English. It could be seen in the table below:

| Indonesian sentences | English sentences |
|--|-----------------------------------|
| 1. <i>Kami sedang berenang sekarang.</i> | 1. We are swimming now. |
| 2. <i>Kami berenang kemarin.</i> | 2. We swam yesterday. |
| 3. <i>Kami akan berenang besok.</i> | 3. We are going to swim tomorrow. |

Table 1.1 Indonesian and English sentences

From the description above, it is clear that the structure of Indonesian sentences formed differently from the English way.

In the competence-based curriculum 2004, recount is being taught in tenth year, so the eleventh year students have mastered how to write a good recount composition in English. They have had the basic to compose a good texts composition in English. Therefore, it is interesting to observe the grammatical errors in writing made by the eleventh grade students of Senior High School, especially in Language Class that has more intelligence in language than the other class.

B. Reasons for Choosing the Topic

People tend to acquire spoken language easier than writing language, since the first step in learning language is understanding the spoken language and then the written one. Moreover, a human child always speaks a language first before accustomed to the writing system.

The explanation above does not imply that writing or written language is less important than the spoken one. In the technology and science development, writing also plays an important role in a modern society.

Nowadays writing language is getting more and more essential. It should be mastered in order to be educated and knowledgeable. However, Indonesian students, especially in Senior High School, commonly have a little enthusiasm for managing their writing tasks. Whenever they have writing tasks, they feel it is difficult to do. Nevertheless, they should have strong foundation for their writing skill before entering a higher level of education. Therefore, it is crucial for them to master this skill.

In composing a good writing, we should notice some aspects. Grammar is one important aspect that should be mastered in order to make a well-structured writing, but writing in different language is not always as easy as writing in our own language since there are some different rules in the writing systems. Moreover, these differences sometimes find us make errors. That is the reason why the researcher chooses to analyze the grammatical errors in writing.

This study primarily deals with the students' English grammar mastery in writing. Therefore, the main reasons for choosing this topic are the distinctions between Indonesian and English sentence's structure, and the students' difficulties in writing a good English text composition.

C. Statement of the Problem

The problems to solve are:

1. What kind of grammatical errors occur in recount text written by the eleventh grade of language class students of MAN 1 Salatiga in the academic year 2010/2011 in writing recount texts?
2. What are the possible causes of the errors that occur in recount text written by the eleventh grade of language class students of MAN 1 Salatiga in the academic year 2010/2011 in writing recount texts?

D. Objectives of the Study

The objectives of the study are:

1. To describe the grammatical errors that occur in recount text written by the eleventh grade of language class students of MAN 1 Salatiga in the academic year 2010/2011 in writing recount texts.
2. To describe the possible causes of the errors that occur in the recount text written by eleventh grade of language class students of MAN 1 Salatiga in the academic year 2010/2011 in writing recount texts.

E. Significance of the Study

The significance of this study can be classified into three parts, for the teachers, the students, and the researcher.

1. For the teacher

By reading the result of this study, they are able to know what the students' errors are, and then to find new methods that can anticipate the creation of errors and improve their teaching ability.

2. For the students

By reading the result of this study, they are able to understand what their errors are, so that they can improve their ability in writing especially in writing English recount texts.

3. For the researcher

- a. To understand what kind of grammatical errors made by students
- b. To find what possible causes of those errors

F. Limitation of Study

The limitations of this study are:

1. This research will be limited in analyzing the grammatical errors of students' recount texts composed by eleventh grade of language class students of MAN 1 Salatiga in the academic year 2010/2011.
2. This research will be limited in analyzing the students' errors in using verb groups, subject-verb agreements, articles, prepositions, pluralisation, pronouns, and in using conjunctions.

G. Literature Review

In this graduating paper, the writer takes three literature reviews from the previous researcher to support. The first review related to this research, the title is "A Descriptive Study on the Mastery of Using Plural Form of the Second Year Students of SLTP Sultan Fatah Salatiga in 2003-2004". The researcher is Sri Hasruti, the student of State Islamic Studies Institute (STAIN) of Salatiga in the academic year 2004.

In that study, she analyzed about the type of errors occurred when the respondents faced the English grammatical item, which they were unfamiliar. As the result, they tried to create forms based on the four types of error categories. According to her, the dominant errors occurred because the students ignore the application of the rule that using structure.

The second review, "The Error Analysis of Using Future Simple in the Sentence Made by the Second Year of MA Al Bidayah Candi, Ambarawa in the Academic year 2003/2004." The researcher is Mazulfa, the student of STAIN Salatiga.

In that study, she analyzed about the errors usage of future simple in the sentence made by the second year of MA Al Bidayah Candi, Ambarawa. Moreover, she did not analyze the grammatical error thoroughly in the students' sentences.

In this study, the writer presents a grammatical error analysis in students' recount texts, composed by the eleventh grade of language class

students of MAN 1 Salatiga in the academic year 2010/2011 that have great significance not only for the researcher, but also for teachers and students.

H. Theoretical Framework

Before stepping further, the writer intends to note first at the discussion about error analysis.

Brown (1980: 166) stated that error analysis is the study of the learners' errors, which can be observed, analyzed, and classified to reveal something of the system operating within the learner. Furthermore, according to Ellis, as quoted by Tarigan (1990: 68), error analysis is procedure, which is used by researcher and teacher language that consists of collecting sample, identifying error and evaluation of error.

I. Research Methodology

1. Research Approach

Sukmadinata (2006:72) explained that descriptive research is a kind of research, which tries to describe and to interpret a factual phenomenon.

Moreover, Arikunto (1990:309) explained that descriptive research is a kind of research designed to gather information about indication status, that is indication when the research done.

For the reason of it, in this research, the writer tries to use a descriptive method to describe the grammatical errors in recount texts written by the eleventh grade of language class students of MAN 1 Salatiga in the

academic year 2010/2011.

2. Research Procedure

In conducting this research, the writer comes to the class twice. In the first meeting, the writer explains what is recount to refresh the students' understanding about recount itself, and ensures that the students have understood about recount texts. Furthermore, in the second meeting the writer gets the students write a recount text. After that, the writer collects all of the students' texts, analyzes and describes what errors made by the students.

3. Research Instrument

The instrument of this research is the free recount writing made by the students, which is applied as the data to be analyzed and described the errors made by the students.

4. Data Collection

To collect the data, the writer applies classroom observation to analyze the students' errors and the concern of this final project is to find out the grammatical errors done by students in writing recount texts. In accomplishing this research, the writer comes to the class twice. In the first, the writer explains recount text to refresh the students' understanding about recount itself. Furthermore, in the second the writer gets the students write recount texts, later than collects all of the students' texts, analyzes and describes what errors made by the students. In this way, the writer tries to get the data as objective as

possible.

5. Participants of the Study

Arikunto (1998: 115-117) stated that population is whole subjects of investigation, and sample is a part or representative population, which is investigated. In addition, he also stated that if the participants of the study are more than one hundred, we could take sample 10-15% of them; however if the participants are smaller amount than it we should not take sampling in research.

In this research, the population of the study is the eleventh grade of language class students of MAN 1 Salatiga in the academic year 2010/2011. The total number of them is thirty-one students. Based on the Arikunto's statement above, the writer does not take sampling in this research; as a result, the participants of this study are all of Language Class students in MAN 1 Salatiga in the academic year 2010/2011, which total number of them is thirty-one students.

The writer chooses them to be the participants of this study; the reason why are that they have already learnt the English grammar and they have more capability in English than the students of other classes.

6. Statistic Analysis

The data are collected to find out the proportion in each kind of grammatical error and to find out the proportion of error frequency in each type as well as the dominant error occurred.

The percentage of the error is found by taking the percentage descriptive analysis as follows:

$$P = \frac{nl}{\sum N} \times 100\%$$

Where P : The percentage of error

nl : Total of given error

$\sum N$: The sum of whole errors

By calculating the frequency of each error, the writer would be able to identify the most frequent errors and the least frequent errors made by the students.

7. Drawing a conclusion

The last step would be drawing a conclusion based on the analysis. In this step, the writer has to make a valid conclusion in the form of a brief description of the errors based on the study.

J. Graduating Paper Outlines

It is necessary to divide a graduated paper into several parts. The writer decides to divide this graduated paper into five chapters. They are as follows:

Chapter 1 starts with Introduction, which consists of Background of the Study, Reason for Choosing the Topic, Problem Statements, the Objectives of the Study, Significance of the Study, Limitation of the Study, Literature Review, Theoretical Framework, Research Methodology and Graduating Paper Outlines.

Chapter II presents The Theoretical Review, which consists of definition of grammar –especially about verbs groups, subject-verb agreement, articles, preposition, pronouns, and in using conjunctions– writing, recount texts, errors, and mistake, error analysis, the sources of errors and grammatical error.

Chapter III deals with the method of investigation consists of research design, participants of the study, role of the researcher, types of the data, procedure of collecting data, the procedure of analyzing the data and data presentation deals with the general description of MAN 1 Salatiga.

Chapter IV discusses the grammatical errors in writing made by the students, the error analysis, and the possible causes of errors.

Chapter V concludes what the grammatical errors are made by the students, the possible causes of errors and the suggestions that are explained based on the errors made.

CHAPTER II

THEORETICAL REVIEW

A. Grammar

There are two components that should be mastered in teaching learning process of language, that are grammar and vocabulary. The word grammar has several meanings and there is no universally accepted definition.

Harmer (2001: 12) defined grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language.

Gernt & Wignell (1994: 2) stated that grammar is a theory of a language, of how language is put together and how it works.

Having known the definition of grammar, it is not hard for us to understand why grammar is useful and important. Without knowing the grammar of a language, one could not be said to have learned the language. Besides, it seems impossible to learn a language without learning the grammar because it tells him how to use the language.

People learn how to construct a good message base on the rules they have known and try to convey the message to the others. These rules are termed as grammar. The mechanism of grammar cannot be seen concretely, because it is rather abstractly represented in the human mind, but we know it is there because it works.

One way of describing this mechanism is by means of a rule set which allows us to put words together in certain ways. The meaning of a message

conveyed by language has to be converted into words put together according to grammatical rules and then convey through sounds.

In this research the focus of grammar that would be analyzed are the usage of verb groups, subject-verb agreements, articles, prepositions, plural form, pronouns, and conjunctions.

1. Verbs Groups

A verb is a word that expresses action or otherwise helps to make statement. It is one of the foundation words of a sentence. Every sentence must contain a verb. The verb gives the sentence meaning by saying something about the subject. Notice the verbs in these sentences:

- a. I like homemade ice cream.
- b. Are alligators reptiles?

A verb has many forms, which should be known if we would like to speak and write correctly. It has several different forms because it expresses different times (present, past, and future). The time expressed by a verb is called its tense: present tense, past tense, future tense.

Every verb has four basic parts, which are called its principal parts. The four basic forms of a verb are the infinitive, the present participle, the past, and the past participle. These basic forms are called the principal parts.

| Infinitive | Present Participle | Past | Past Participle |
|------------|--------------------|--------|-----------------|
| Talk | talking | talked | (have) talked |
| draw | drawing | drew | (have) drawn |
| give | giving | gave | (have) given |
| walk | walking | walked | (have) walked |
| Write | Writing | wrote | (have) written |

Table 2.1 Verb Groups

The following sentences show how each form is used to express time.

They **draw** excellent picture. (Present time)

Susan **is drawing** one now. (Present time)

Last week she **drew** two maps. (Past time)

She **has** often **drawn** cartoons. (Past time)

Perhaps she **will draw** one for you. (Future time)

2. Subject-Verb Agreement

A verb must agree with its subject in number. A singular subject (one person or thing) take a singular verb. A plural subject (more than one person or thing) takes a plural verb. Mistakes in subject-verb agreement are sometimes made in the situation listed below:

- a. When words come between the subject and the verb

Words that come between the subject and the verb do not change subject-verb agreement. In the sentence:

The tomatoes in this salad are brown and mushy.

The subject (tomatoes) is plural, and so the verb (are) is plural. The

words in this salad that come between the subject and the verb do not affect subject-verb agreement.

To find out the subject of certain sentences, we should cross out prepositional phrases:

Nell, ~~with her three dogs close behind~~, runs around the park every day.

- b. When a verb comes before the subject

A verb agrees with its subject even when the verb comes before the subject. Words that may precede the subject include there, here, and in questions, who, which, what, and where.

On Glen's doorstep were two police officers.

If you are unsure about the subject, look at the verb and ask who or what. With the first example above, you might ask, "Who were on the doorstep?" The answer, police officers, is the subject.

- c. With compound subject

Subjects joined by and generally take plural verb.

Apple syrup and sweet butter taste delicious on pancakes.

When subject are joined by either...or, neither...nor, not only...but also, the verb agrees with the subject closer to the verb.

Neither TV shows nor the Internet is as enjoyable to me as spending time with my friends.

The nearer subject, Internet, is singular, and so the verb is singular.

- d. With indefinite pronouns

The following words, known as indefinite pronouns, always take singular verb:

| (-one words) | (-body words) | (-thing words) | |
|--------------|---------------|----------------|---------|
| One | Nobody | Nothing | Each |
| Anyone | Anybody | Anything | Either |
| Everyone | Everybody | Everything | neither |
| Someone | Somebody | Something | |

Table 2.2 Indefinite Pronouns

Note: **Both** always take a plural verb.

Everybody at my new school is friendly.

Each of the children needs some attention.

3. Articles

The two articles are the and a. The could be used with a singular or plural noun; a is generally used with a singular countable noun. Each of the articles undergoes a change before a word beginning with a vowel sound -the changes in pronunciation, a changes in both pronunciation and spelling.

The chief structural function of articles is as determiners that precede nouns. The chief semantic function of articles is to mark nouns as definite or indefinite. The signals a particular person or thing that has been singled out from others. While a signals an unspecified one of others.

Actually a number of factors, both semantic and structural, determine the use or non-use of articles. These factors are related to:

- a. Whether the noun head is singular, plural or countable.
- b. Whether the referent –the person or thing in the outside world that the noun head refers to– is familiar or not to the speaker.
- c. Whether the statement which contains the noun has general or specific application
- d. Whether the noun head has a classifying function or not.
- e. Whether the noun head has a post-modifier or not.

4. Preposition

The preposition is a useful little word. It shows relationship of a noun or pronoun to some other words in the sentence. In the sentence, 'The plane is on the runway, the word on shows the relation of plane to runway. The meaning of the sentence would be different if on were replaced by over or beside. On, over, and beside are all prepositions.

The following words are commonly used as prepositions.

Table 2.3 Example of Prepositions

| | | | | | |
|--------|---------|---------|--------|------|---------|
| aboard | between | until | around | in | past |
| about | except | up | during | into | since |
| above | down | upon | before | like | through |
| across | at | with | behind | of | under |
| after | by | within | below | off | among |
| along | for | without | beside | over | from |

5. Plural Form

The general rule for writing the plural of English nouns is to add *s* to singular form (boy-boys, apple-apples). However, this rule is complicated because of many exceptions given below.

- a. After a sibilant sound spelled as *s*, *z*, *ch*, *sh*, *x*, *es* is added (classes), however if final *ch* is pronounced [k], only *s* is added (stomachs).
- b. After *y* preceded by a consonant, the *y* is changed to *i* and *es* is added (lady-ladies). If final *y* is preceded by a vowel, no change made (balls).
- c. In one-syllable words, final *f* or *fe* becomes *ves* in plural (wife-wives).
- d. After final *o*, *es* is sometimes added, especially in some common words (heroes).
- e. Irregular plurals based on older English may take the form of an internal change (man-men, foot-feet, mouse-mice) and on ending (child-children, ox-oxen), brethren (the older plural of brother) is found mainly in religious contexts.
- f. The plural has the same form as the singular (sheep-deer, deer-deer).
- g. The plural has the same form as the plural (series, means).
- h. No plural is used for uncountable words (furniture, clothing, sugar).
- i. Some words ending in *s* are used chiefly as plural (brains, goods).

6. Pronouns

Pronouns are words that take the place of nouns (persons, places, or thing). In fact, the word Pronouns means "for a noun." Pronouns are shortcuts that keep you from unnecessarily repeating words in writing. Here is an example of pronouns:

Shirley had not finished her paper.

(Her is a pronoun that takes the place of Shirley's)

| Subject I did it | Object Show | Possessive Adj. book | Poss. Pronoun It is | Reflexive flirt |
|---------------------|----------------|-------------------------|------------------------|--------------------|
| Sing. | | | | |
| I | me | my | mine | myself |
| You | you | your | yours | yourself |
| He | him | his | his | himself |
| She | her | her | hers | herself |
| It | it | its | | itself |
| P plural | | | | |
| We | us | our | ours | ourselves |
| You | you | your | yours | yourselves |
| They | them | their | theirs | themselves |

Table 2.4 Kinds of Pronouns

7. Conjunctions

The term conjunction comes from two Latin words: con, which means "together," and Jung ere, which means "join." A conjunction is a word that joins words or groups of words. The conjunctions in the following examples are printed in bold type.

E.g.: We could go to the library, **or** we could go to the park.

There are some types of conjunctions, they are:

a. Coordinate conjunctions

Coordinate conjunctions are used to join two similar grammatical constructions; for instance, two words, two phrases or two clauses.

- 1) **and:** in addition =>She tried **and** succeeded.
- 2) **but:** however =>They tried **but** did not succeed.
- 3) **or:** alternatively =>Did you go out **or** stay at home?
- 4) **nor:** and neither =>I did not see it, **nor** did they.
- 5) **yet:** however =>The sun is warm, **yet** the air is cool.

As illustrated above, when a coordinate conjunction joins two verbs which have the same subject, the subject need not be repeated. It should also be noted that when a coordinate conjunction joins two verbs which do not have the same subject, the two coordinate clauses may be separated by a comma or semicolon, in order to make the meaning clear.

b. Correlative conjunctions

Correlative conjunctions are used in pairs, in order to show the relationship between the ideas expressed in different parts of a sentence.

- 1) **both ... and** He is **both** intelligent **and** good-natured.
- 2) **either ... or** I will **either** go for a walk **or** read a book.
- 3) **neither ... nor** He is **neither** rich **nor** famous.

For instance, in the following example, the expression **either ... or** is used to indicate that the ideas expressed in the two clauses represent two alternative choices of action.

E.g.: **Either** you should study harder, **or** you should take a different course.

e. Subordinate conjunctions

Subordinate clauses may begin with relative pronouns such as:

1) As

a) Because : As he is my friend, I will help him.

b) When : We watched as the plane took off.

2) After

Later in time: After the train left, we went home.

3) Before

Earlier than: I arrived before the stores were open.

4) Because

For the reason that: We had to wait, because we ate early.

5) For

For, because: He is happy, for he enjoys his work

6) If

On condition that: If she is here, we will see her

7) Since

a) From a past time: I have been here since the sun rose.

b) As, because: Since you are here, you can help me.

8) Whether

If: I do not know whether she was invited.

9) As soon as

Immediately when: Write to me as soon as you can.

10) Even

In spite of a possibility: I am going out even if it rains.

B. Writing

There is no particular definition about writing stated by an author or a linguist. L. Strauss in J. Hartley, et al (1962- 66) stated that "writing might, that is to say, be regarded as a form of artificial memory, whose development should be accompanied by a deeper knowledge of the past and, therefore, by a greater ability to organize the present and the future."

In fact, there are some acts of writing which can be used as the basis for conceiving the meaning of writing. Those acts of writing are in line with the development of learning to write through which a student should pass.

Writing involves more than just producing words and sentences. To be able to produce a piece of writing, we should be able to write a connected series of words and sentences which are grammatically and logically linked, so that the purpose we have in our mind would suit the intended readers. In this way, it is meant that the style of language used in a piece of writing designed for layman and people living in the village, for example should be different from the one designed for educated people such

as students, teachers, doctors, professors, etc. Therefore, in presenting a piece of discourse we should consider the correctness of form, the appropriateness of style, and the unity of topic (Harmer, 2004: 2).

Whereas discourse, as explained by Candlin (1997: viii) is a means of talking and writing about and acting upon worlds, a means which both constructs and is constructed by assertion of social practices within these worlds, and in so doing both reproduces and constructs afresh particular social-discursive practices, constrained or encouraged by more macro movements in the overarching social formation. Whether style is feature of literary composition which belongs to form and expression rather than to the substance of the thought or matter expressed and also a manner of discourse or tone of speaking, adapted in addressing others or in ordinary conversation.

Writing should be done with the understanding from the past time in order to inform and express what had happened. It should be well-organized in order to be understandable for the readers (Harmer, 2004: 3).

Just like speaking, writing is a way of communicating a message with an intended audience. It is a means of expressing thoughts, ideas, and feelings. By writing we may flow out a burden occupying our mind offer our ideas and concepts to others, and share our knowledge and experiences.

However, different from writing, much of our speaking is spontaneous, noncomplex, and linked to the particular situation at hand. Speech is ephemeral. It lasts not longer than the moment of speaking. It is gone as soon as it is uttered. In some cases, especially in informal situations, a speaker pays

a little attention to the conventions of speaking such as the composition of talk, the organization, development, and the articulation. However, it does not reduce the comprehensibility of the nuances delivered by the speaker to the audience.

Writing is more than just public communication; it is also a way of thinking. Writing involves a range of writer's consciousness. When we sit down, holding a pen and facing a piece of paper and ready to write, apparently we are engaging in more than just one act of consciousness, such as the contents of thoughts, the style of thoughts, the organization of thoughts, the purpose of thought, and so on. These acts lead us to create a good and careful thinking which is strongly needed when we want to produce a good writing.

Writing as one of the four language skills, in real world contexts, is not a solitary enterprise, it is a social act. It is not an activity in its own right but one which serves the other skills. So, writing has a relation with grammar, reading, listening, and speaking.

Most students find writing foreign language is difficult; they rarely need to write in adult life, so they would decrease the amount of writing. We should also consider the writing process. It is influenced by the content and the medium of the writing. The processes are planning, drafting, editing, and final draft. They are the steps if we want to compose a good writing.

Before writing, we should plan what we are going to write about and the

purposes of the writing. After that, we can start to write. We may produce a number of writing (draft) and editing in order to get the good writing -- that is the final draft.

Writing involves some activities before, when we write, and after writing. The activities before we write include exploring ideas which could be building vocabulary, interviewing someone, discussion, etc; and organizing ideas which could be ordering information in a paragraph, writing topic sentences, limiting information, using a time sequence, making an idea map, categorizing and making outline, summarizing ideas, writing titles, etc. When we write we should develop cohesion and style which includes connecting ideas, adding details, selecting the correct verb tense, selecting the correct tense, and writing the first draft.

This is not the end of writing. After we write the first draft we should edit and revise it. It could be the content, form, organization, cohesion and style, and grammar. In order to produce a good writing we should write more than just one draft. A good writing could be the fourth or fifth draft or even more.

C. Recount Text

Recount is a reconstruction of something happened in the past. It is the unfolding sequence of events over time and the purpose is to tell what happened. Recounts begin by telling the reader who was involved, what happened where this event took place and when it happened. The sequence of

event is then described in some sort of order, for instance a time order (Seaton, 2007).

The generic structure of a recount consists of three parts; they are the setting or orientation, events, and conclusion. The setting or orientation is the background information answering who, when, where and why. It is also where you give an outline of what you are writing about. Events are where you write about the things that happened and are identified and described in chronological order. And the conclusion expresses a personal opinion regarding the events described. In other words this is where you bring your writing to a close by; saying how things went, saying what you felt about the things that happened and/or mentioning something which will or may happen later.

A recount has a title, which summarizes the text. Since recount tells about past experiences, it uses past tenses; such as simple past, past perfect, past continuous, past perfect continuous tenses. A recount describes events, so plenty of use is made of verbs (action words), and of adverbs (describe or add more detail to verbs). And since it describes events in a chronological order, to describe the events words which link events in time can be used, such as next, later, when, then, after, before, first.

The grammatical features of recount are focus on specific participants, use of past tense, use of material processes, circumstances of time and place, and focus on temporal sequence. According to the 2004 Competence Based Curriculum, recount is being taught in the fifth year. The basic competence is

the students can use various kinds of language, i.e.: either written or verbal in smooth and accurate transactional and monologue texts especially on the form of recount, narrative, procedure, report and news item.

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that is the differences from narrative.

Example:

My Adventure at Leang Cave

Orientation On Sunday, my parents, my best friend Novi, and I visited a cave at Maros called Leang-leang. It was my first time to visit the cave, better yet; my best friend came to visit it with me!

Event 1

The cave was famous for its primitive cave wall paintings which were some hand prints and wild bear paintings. The cave and its surroundings were turned into a national park, so it was taken care of. My parents took a rest in a small hut for visitors of the park, while Novi and I adventured around the cave with a guide. We had to climb some metal stairs to get to the cave, because the cave was embedded into a small mountain. Next stop was a place where some seashells littered the ground and some were actually piled into a big mound! The guide said that these piles of seashells are called kitchen trash.

Event 2

The humans who lived here ate the shells and dumped the left over's in their 'kitchen'. The last place was a small museum where they have skeletons

of the humans who lived in the caves. The skeletons along with some roughly made jewelry and weapons were placed inside glass cases for display. The walls of the museum were adorned with photographs taken when they did an excavation there.

Reorientation

After a quick lunch with Novi and my parents, we decided it was time to go back home. We really had the time of our lives! (HEADLIGHT, 2009:98)

D. Errors and mistake

The different system of languages could let learners make errors and mistakes. In order to analyze learners' errors in a proper perspective, it is crucial to make a distinction between "mistake" and "error".

1. Errors

As stated above, the different system of language could let the learners to make errors when using the target language. Here the writer would like to define what an error is. An error is a noticeable deviation from the adult grammar of native speaker, reflecting the interlingua competence of the learners. (Brown, 1980: 163).

Errors are typically produced by people who do not yet fully command some institutionalized language system (Corder, 1974: 29). The errors themselves are competence errors. According to Corder, true errors are marker of the learners' competence (Richards, 1974). Errors are caused by deficiency in competence and a shortcoming in the

knowledge of language learners make errors when they have not learnt something correctly. From the linguists' opinion above, the writer would conclude that errors refer to the failure to use the system correctly caused by the lack of the learners' competence.

2. Mistake

Mistake is different with error. A mistake refers to a performance error that is either random or a slip of the tongue, in that it is failure to utilize a known system correctly (Brown, 1980: 165).

A mistake refers to performance errors that are a random guess or a slip, in that it is failure. Or in other words mistake refers to the failures to use the language system correctly caused by some factors such as carelessness, memory lapses, physical condition, hesitation, and slips of the tongue. The learner, who makes mistakes, sometime uses one form and sometime the others. This shows an inconsistency. For example:

1. If learners produce "he must go" and "he must to go".
2. If the Indonesian learners pronounce the word error "instraction" nor "instruction".

E. Error Analysis

According to James (1998: 1), error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.

As Lado (1977), one of the prime movers of contrastive analysis, makes

clear, "The teacher who has made a comparison of the foreign language with the native language of the students will know better what the real problems are and can provide the easy way for the teaching and learning process."

As a learner, making errors in language process is very common. It involves making mistakes and errors. Errors help the learners to establish the closer and closer approximations to the system of the target language. Brown (1980: 163) stated, "...by gradual process of trial and error and hypothesis testing, the learner slowly and tediously succeeds in establishing closer and closer approximation to the system used by native speakers of the language."

The students get problems in learning English because there are many differences between Indonesian and English in terms of grammar, vocabulary, etc. The study of learners' errors has been a primary focus of foreign language research. It is called Error Analysis.

According to Corder as cited by Richards (1974) noted that errors "could be significant in three ways: they provided the teacher with information about how much the learner had learnt, they provided the researcher with evidence of how language was learnt, they served as devices by which the learner discovered the rules of the TL."

F. Source of errors

According to Richards (1974: 124), "the sources of errors in studying a language might be derived from the interference of the

learners' mother tongue and the general characteristics of the rule learning. The errors that are caused by the general characteristics of the rule learning are also called the intralingua errors. And the errors caused by the interference of the learners' mother tongue are called the Interlingua errors."

Richards (1974: 124) distinguishes three sources of competence errors:

1. Interference errors occur as a result of the use of element from one language while speaking another. An example might be when a German learner of L2 English says, "I go not" because the equivalent sentence in German is "*Ich gehe nicht*".
2. Intralingua errors' reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply.
3. Developmental errors occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience.

G. Grammatical Errors

Fotos (1993) did an experiment involving noticing. She hypothesized that noticing would be persuaded to different degrees by two sorts of teaching: teacher-formed formal instruction, and doing grammar tasks in groups.

So she gave two matched groups of learners grammar-noticing opportunities under these two conditions in order to find out which way is the more effective (James, 1998: 257).

This is why analyzing learner's grammatical errors in learning other language would be interesting. Learning other language becomes difficult since the target language has different system from the native language. This difference sometimes makes the learners (in this case - the students) make errors especially in applying the grammar. These errors will be analyzed further in Chapter IV.

CHAPTER III

RESEARCH METHODS

A. Research Approach

Surakhmad (1990: 139) gave details that descriptive research is a kind of research, which tries to describe and to interpret a factual phenomenon.

Moreover, Arikunto (1990:309) explained that descriptive research is a kind of research designed to gather information about indication status, that is indication when the research done.

The characteristics of descriptive research are:

1. Centered in actual problem solving
2. The data are collected, explained and then analyzed.

There are many kinds of researches that could be involved as a descriptive research; that are survey research, case study, comparative study, quantitative analysis study, etc. Surakhmad (1990: 145) explained a quantitative analysis study as a document study which concerns in collecting data that would be quantified, for example by calculating the frequency or intensities of certain factors in the documents. The goals of this study are to explain a kind of situations; to find difficulties level in learning source of certain book; to analyze kinds of errors in a document.

From the explanation above, in this research, the writer tries to use a descriptive method, especially quantitative analysis study, to describe and analyze the grammatical errors in recount texts written by the eleventh grade of language class students of MAN 1 Saratiga in the academic year

2010/2011.

B. Research Procedure

In conducting this research, the writer comes to the class, explains what is recount to refresh the students' understanding about recount itself, get them write a recount text, analyzes and describes the errors made by the students.

In conducting this research I came to the field, explained what is recount to refresh the students' understanding about recount itself, got them writing a recount, analyzed and described the errors made by the students.

C. Research Instrument

The instrument of this research is the free recount writing made by the Eleventh Grade of Language Class Students of MAN 1 Salatiga in the academic year 2010/2011, which is applied as the data to be analyzed and described the errors made by the students.

D. Data Collection

To collect the data, the writer comes to the class twice. In the first meeting, the writer explains what is recount to refresh the students' understanding about recount itself, and ensures that the students have understood about recount texts. Furthermore, in the second meeting the writer

gets the students write a recount text. After that, the writer collects all of the students' texts, analyzes and describes what errors made by the students. In this way, the writer tries to get the data as objective as possible.

E. The General Description of Man 1 Salatiga

1. The History of MAN 1 Salatiga

MAN 1 Salatiga locates in K.H. Wahid Hasyim Street Salatiga. This school opened as a place of teaching learning in 1997. The constructing goal of it is to accommodate the students that have graduated from Islamic junior high school and want to advance their collage.

In the beginning, MAN 1 Salatiga was PGAN (Pendidikan Guru Agama Negeri), which was built in 1953, and became MAN 1 Salatiga in 1990, based on a letter of decision by Religion Minister of Republic Indonesia No. 64/ 1990. Its location is in K.H. Wahid Hasyim Street Sidorejo, Salatiga. This school has a religion characteristic that has four study program; Science, Social, Language and Religion Class. Beside that, this school also serves technique automotive, clothing design and computer lessons as its local lessons.

In facing the challenges with other Senior high schools, MAN 1 Salatiga keeps trying to create educational program with the goal to improve their quality and capability.

Based on the new curriculum, KTSP, MAN 1 Salatiga as a formal school commits not only to held education as theory but also practice to

fill up environments' demands by forming students that have high quality, capability, independent and future minded.

2. Vision and Mission of MAN 1 Salatiga

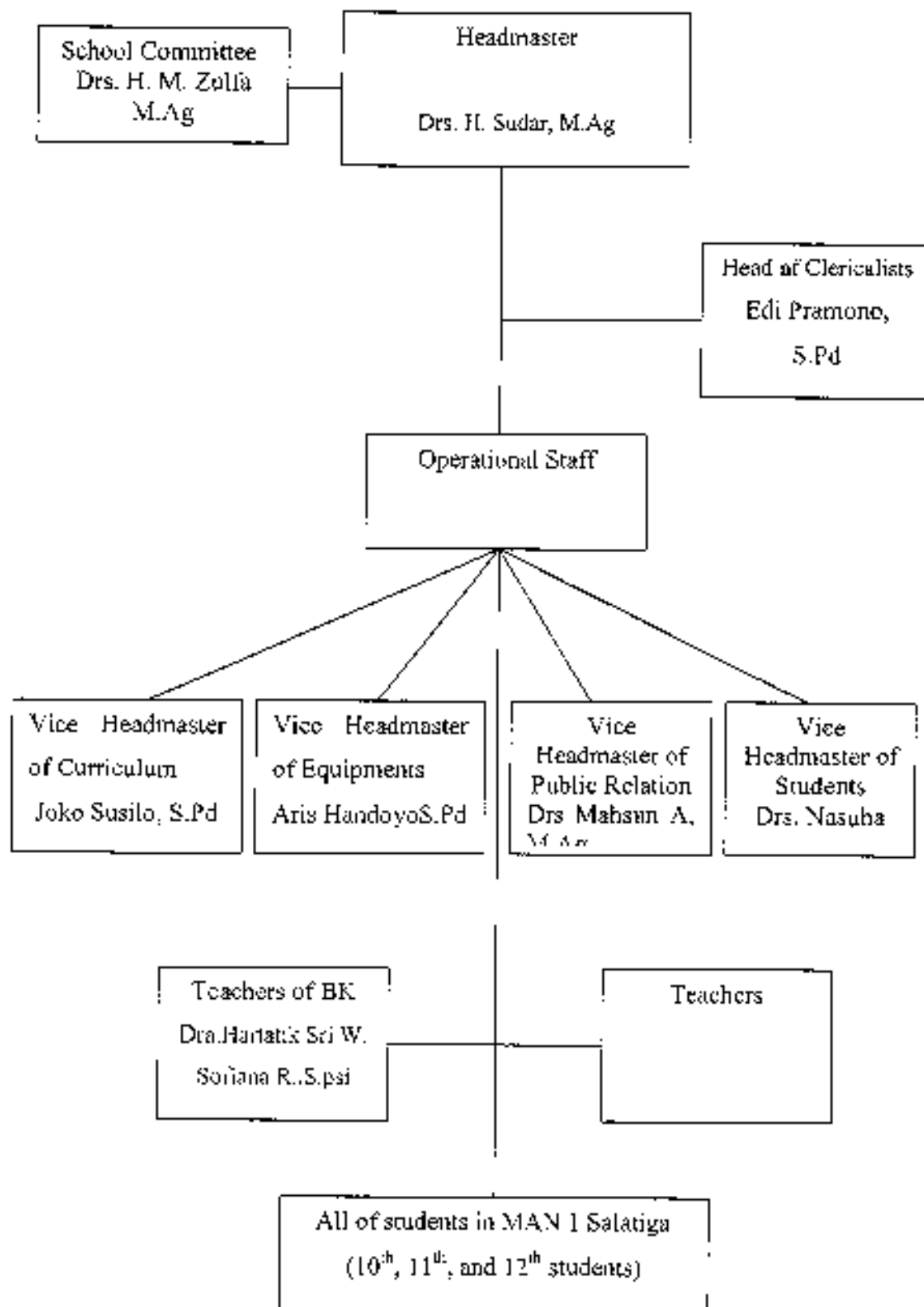
a. Visions of MAN 1 Salatiga

Combine *dzikir, fikir*, and skill to prepare competent, independent and Islamic generations.

b. Mission of MAN 1 Salatiga

1. Held a democratic and high quality education.
2. Prepare Islamic generations that master technology and skill as devices to manage their life.
3. Capable to expand creativity and innovation.
4. Increase the students' faith and piety to Allah SWT.
5. Form Islamic behavior in the daily life.

3. The Organization Structure of MAN 1 Salatiga



4. The Subject Of The Research

Arikunto (1998: 115-117) stated that population is whole subjects of investigation, and sample is a part or representative population, which is investigated. In addition, he also stated that if the participants of the study are more than one hundred, we could take sample 10-15% of them; however if the participants are smaller amount than it we should not take sampling in research.

In this research, the population of the study is the eleventh grade of language class students of MAN 1 Salatiga in the academic year 2010/2011. The total number of them is thirty-one students. Based on the Arikunto's statement above, the writer does not take sampling in this research; as a result, the participants of this study are all of Language Class students in MAN 1 Salatiga in the academic year 2010/2011, which total number of them is thirty-one students.

The writer chooses them to be the participants of this study; the reason why are that they have already learnt the English grammar and they have more capability in English than the students of other classes.

Here are the students' names of the Eleventh Grade of Language Class Students of MAN 1 Salatiga in the Academic Year 2010/2011 which the total students of it is 31 students, consisted of female and male students.

| No. | Name | Sexual Category | |
|-----|----------------------|-----------------|--------|
| | | Male | Female |
| 1. | Alin Mujtamiah | - | √ |
| 2. | Anni Alfi Rahmawati | - | √ |
| 3. | Aprilia Devi S | - | √ |
| 4. | Ariyani Nurahmawati | - | √ |
| 5. | Dewi Pertiwi | - | √ |
| 6. | Dewi Woro Ambac | - | √ |
| 7. | Dian Tafrikhai | - | √ |
| 8. | Indriyati Aprilia S | - | √ |
| 9. | M. Arif Eko S. | √ | - |
| 10. | Muh Aulia Esa | √ | - |
| 11. | Mustaqim Dwi Laksono | √ | - |
| 12. | Nani Lestari | - | √ |
| 13. | Nunik Zabiroatul H | - | √ |
| 14. | Nuc Fitri Zuaita N. | - | √ |
| 15. | Nurlina Oktaviani | - | √ |
| 16. | Nurul Hidayatul J. | - | √ |
| 17. | Purnama | √ | - |
| 18. | Putri Ratih P. | - | √ |
| 19. | Ria Aditya | - | √ |
| 20. | Riska Hapsari | - | √ |

| | | | |
|-----|--|---|---|
| 21. | Rosidiana Ma'rufah | - | √ |
| 22. | Solikhatus N. | - | √ |
| 23. | Siti Arifatus S. | - | √ |
| 24. | Susiyanti | - | √ |
| 25. | Tri Ahmad Hasan | √ | - |
| 26. | Turik Alfiah | - | √ |
| 27. | Wahyu Fajar S. | √ | - |
| 28. | Yanuar Kusuma Wardani | - | √ |
| 29. | Yanuarisa R. | - | √ |
| 30. | Hardiyanti | - | √ |
| 31. | Laily Salbiya (She was sick and did not join the class at the moment) | - | √ |

Table 3.1 Subject of the Research

5. Procedure of Investigation

In analyzing the data, the writer uses error analysis method. Corder as quoted by Ellis (1994: 48) suggested the following steps to conduct an error analysis research:

Referring to the steps of error analysis method above, the data will be analyzed as follows:

a. Identification of errors

In this step, the writer studies the acquired data and tries to find out the grammatical errors by underlying the errors. The writer tries to analyze the data as objective as possible.

b. Classification of errors

Once the errors have been identified, the writer classifies them into 7 categories, they are:

- i. errors in using verb forms
- ii. errors in subject and verb agreement
- iii. errors in the use of article
- iv. errors in the use of preposition
- v. errors in plural form of noun
- vi. errors in the use of pronoun
- vii. errors in the use of conjunction

c. Calculating of the errors

The data are collected to find out the proportion in each kind of grammatical error and to find out the proportion of error frequency in each type as well as the dominant error occurred.

The percentage of the error is found by taking the percentage

descriptive analysis as follows:

$$P = \frac{n1}{\sum N} \times 100 \%$$

Where

P : The percentage of error

n1 : Total of given error

$\sum N$: The sum of whole errors

By calculating the frequency of each error, the writer would be able to identify the most frequent errors and the least frequent errors made by the students.

d. Tabulating the result

Formerly the errors are calculated and arranged, then the writer tabulating the result of the analysis. This table is intended to ease the identification of the percentage of each error. Therefore, the result of the analysis of the grammatical errors in recount writing made by the Eleventh Grade of Language Class Students of MAN 1 Salatiga in the academic year 2010/2011 is presented in the form of a table.

e. Drawing conclusion

The last step would be drawing a conclusion based on the analysis. In this step, the writer has to make a valid conclusion in the form of a brief description of the errors.

CHAPTER IV

FINDINGS AND DISCUSSION

After conducting the research, the result and its discussion would be presented in this chapter.

A. Findings

As previously stated in chapter 1, the goal of this study is to explain the grammatical errors in recount texts written by the eleventh grade of language class students of MAN 1 Salatiga in the academic year 2010/2011. After collecting and analyzing the data, the writer finds that there are a lot of grammatical errors. The errors are classified based on the traditional English grammar. There were 7 classifications of the errors.

One hundred fifty seven (157) grammatical errors of various kinds were found: they were classified as follows:

| | | |
|----|-----------------------------------|-------|
| 1. | Errors in using verb groups | : 103 |
| 2. | Errors in the use of articles | : 15 |
| 3. | Errors in plural form | : 12 |
| 4. | Errors in subject-verb agreements | : 10 |
| 5. | Errors in the use of pronouns | : 8 |
| 6. | Errors in the use of prepositions | : 5 |
| 7. | Errors in the use of conjunctions | : 4 |

As stated in the previous chapter that in calculating the frequency of each error, the writer employs the following formula:

$$P = \frac{nl}{\sum N} \times 100 \%$$

Where

- P : The percentage of error
 nl : Total of given error
 $\sum N$: The sum of whole errors

The frequency calculation of each error described as follows:

1. Errors in using verb groups

The errors in this area are 103, the total errors are 157. Therefore, the frequency of this error is

$$\begin{aligned} P &= \frac{nl}{\sum N} \times 100 \% \\ &= \frac{103}{157} \times 100 \% \\ &= 65.6 \% \end{aligned}$$

2. Errors in the use of articles

The errors in the use of articles are 15 and the total errors are 157.

Therefore, the frequency of this error is

$$\begin{aligned}
 P &= \frac{n1}{\sum N} \times 100 \% \\
 &= \frac{15}{157} \times 100 \% \\
 &= 9.6 \%
 \end{aligned}$$

3. Errors in plural form

The errors in the use of articles are 12 and the total errors are 157.

Therefore, the frequency of this error is

$$\begin{aligned}
 P &= \frac{n1}{\sum N} \times 100 \% \\
 &= \frac{12}{157} \times 100 \% \\
 &= 7.6 \%
 \end{aligned}$$

4. Errors in subject-verb agreements

The errors in this area are 10, the total errors are 157. Therefore, the frequency of this error is

$$\begin{aligned}
 p &= \frac{n1}{\sum N} \times 100 \% \\
 &= \frac{10}{157} \times 100 \% \\
 &= 6.4 \%
 \end{aligned}$$

5. Errors in the use of pronouns

The errors in the use of pronouns are eight and the total errors are 157. Therefore, the frequency of this error is

$$\begin{aligned}
 p &= \frac{n1}{\sum N} \times 100 \% \\
 &= \frac{8}{157} \times 100 \% \\
 &= 5.1 \%
 \end{aligned}$$

6. Errors in the use of prepositions

The errors in the use of preposition are five, so its frequency is

$$\begin{aligned}
 P &= \frac{n_i}{\sum N} \times 100 \% \\
 &= \frac{5}{157} \times 100 \% \\
 &= 3.2 \%
 \end{aligned}$$

7. Errors in the use of conjunctions

The errors in the use of conjunctions are four and the total errors are 157.

Therefore, the frequency of this error is

$$\begin{aligned}
 P &= \frac{n_i}{\sum N} \times 100 \% \\
 &= \frac{4}{157} \times 100 \% \\
 &= 2.5 \%
 \end{aligned}$$

The result of the analysis could be presented in this table as follows:

| No | Type of error | Total of error | Percentage |
|-------|-----------------------------------|----------------|------------|
| 1. | Errors in using verb groups | 103 | 65.6 % |
| 5. | Errors in plural form | 12 | 7.6 % |
| 2. | Errors in subject-verb agreements | 10 | 6.4 % |
| 6. | Errors in the use of pronouns | 8 | 5.1 % |
| 3. | Errors in the use of articles | 5 | 9.6 % |
| 4. | Errors in the use of prepositions | 5 | 3.2 % |
| 7. | Errors in the use of conjunctions | 4 | 2.5 % |
| Total | | 157 | 100% |

Table 4.1 Result of Grammatical Errors Analysis

B. Discussions

The errors made by the Eleventh Grade of Language Class Students of MAN 1 Salatiga in the Academic Year 2010/2011 would be written with "asterisks" (*) and underlined, and the correct one would be written below in underlined. They would be discussed as follows:

1. Errors in using verb groups

Errors in using verb groups are the most frequent ones made by the students. In using verb groups, there are some rules to be obeyed, such as: the form of the sentence whether it is in the active or passive form, and the tense of the sentence. These rules are so complex that the students often make errors in this area.

Some of the errors are illustrated as follows:

a. Errors in the use of past tense

In sentences below, the students failed to recognize the past form of the verbs. They still used the simple form of the verbs. This is incorrect since in telling their experiences, they should use the past form of the verbs (verb2). The student also failed to recognize the past form of the verb. Instead of using the past form, she added the verb with -ed. This is wrong since the verb is the irregular one. She cannot add -ed. She just generalized that the past forms of the verbs are always added by -ed.

1) Errors in the use of tenses

a) Regular Verb

The students made error in the use of verb tense, most of them still use present tense. This is incorrect since in telling their experiences, they should use the past form of the verbs (verb2).

(1) *Miss Angel suggest picking the red ones because they had a meaning of love, respect and courage. (Atin Mujtaniab: A 17)

-Miss Angel suggested me to pick the red ones because they had a meaning of love.

(2) *The Australian primer minister, John Howard, called its borders, saying it has been a problem for a long time.

(Dewi Pertiwi: D 7)

-The Australian prime minister, John Howard, called its borders, said it has been a problem for a long time.

- (3) *So I need a long time to understand the language.

(Dewi Woro Ambar S.: Dw 7)

-So, I needed a long time to understand the language.

- (4) *I can do all the question. (Dewi Woro Ambar S.: Dw 13)

-I could do all the question.

- (5) *I always remember so many fun times with Sandy, like when we would run and jump off the end of our pier.

(Dian Tafrikhati: Dt 7)

-I always remember so many fun times with Sandy, liked when we would run and jump off the end of our pier.

- (6) *We went by bus at 08.00 o'clock and arrive at 09.00 o'clock. (Nurul Hidayatul J: Nh 2)

-We went by bus at 08.00 o'clock and arrived at 09.00 o'clock.

- (7) *Arrive, we were surprised because the scenery is very beautiful. (Nurul Hidayatul J : Nh 3)

-Having arrived, we were surprised because the scenery was very beautiful.

(8) *We sit on the sand and look the sea's scenery. (Nuwul Hidayatul J : Nh 9)

-We sat on the sand and looked the sea's scenery.

(9) *Then it was time for tea (that is what my grandma calls dinner). (Purnama : P 9)

-Then it was time for tea (that was what my grandma called dinner).

(10) *Depi and I want to the beach today. (Riska H. : Ri 1)

-Depi and I wanted to the beach that day.

(11) *Nobody notice her, except us, so we ran after her.

(Riska Hapsari : Ri 14)

-Nobody noticed her, except us, so we ran after her.

(12) *When the exercise we had gloses. (Solikhatun N: So 3)

-When the exercise we had closed.

(13) *The match was attend at marina beach

(Solikhatun N:So 6)

-The match was attended at marina beach.

h) Irregular Verb

In this case, the students failed to recognize the past form of the verb. Instead of using the past form, she added the verb with *-ed*. This is wrong since the verb is the irregular one. She cannot add *-ed*. She just generalized that the past forms of the verbs are always added by *-ed*.

- (1) *I have a best friend, she leave in the sub hubs of my birth. (Aprilia Dewi : Ap 1)
-I have a best friend, she lived in the sub hubs of my birth.
- (2) *I will feel lost his. (Aprilia Dewi : Ap 4)
-I would feel lost his.
- (3) *But, I can't do it (Yanuarisa R.: Yr 13)
-But, I could not do it.
- (4) * Because I think if I can't to do that.
(Dewi Woro Ambar S. : Dw 11)
-Because I thought if I could not to do that.
- (5) *Finally I can do the competition well.
(Dewi Woro Ambar S. : Dw 11)
-Finally, I could do the competition well.
- (6) *I was very happy because I can do well.
(Dewi Woro Ambar S. : Dw 15)
-I was very happy because I could do well.
- (7) *She will 8 years. (Yanuar Kusuma W. : Yk 9)
-She would be 8 years.
- (8) *I can wash dress, can iron, and all I work alone.
(Yanuarisa R. : Yr 4)
-I could wash dress, iron, and did all works alone.

(9) *I can read al Quran. (Yanuarisa R. : Yr 8)

-I could read al Quran.

(10) *I can study realigi, and etc. (Yanuarisa R. : Yr 9)

-I could study realign, and etc.

(11) *We agreed that whoever got the most fish will keep all the fish caught.(Muh Aulia Esa : Mu 8)

-We agreed that whoever got the most fish would keep all the fish caught.

(12) *She will continue the school after she have enough money. (Aprilia Dewi : Ap 7)

-She will continue her school after she had enough money.

(13) *Then we eat cucumbers and chocolates together.

(Nurlina Oktaviani : No 6)

-Then we ate cucumbers and chocolates together.

(14) *I choose a pair of blue jeans to buy and paid of them at the cashier. (Mustaqim Dwi L. : Md 6)

-I chosg a pair of blue jeans to buy and paid of them at the cashier.

(15) * When school's holiday, my friend and I going to sea.

(Nurul Hidayatul J : Nh 1)

-When school's holiday, my friend and I went to sea.

(16) *Then, we swim in the sea and get on the speedboat.

(Nurul Hidayatul J : Nh 7)

-Then, we swam in the sea and got on the speedboat.

(17) *Then, we eated the snack which I bring from home.

(Nurul Hidayatul J : Nh 10)

-Then, we ate the snack, which I brought, from home.

(18) *The time was 04.00 o'clock; I and my friend will go

home. (Nurul Hidayatul J : Nh 11)

-The time was 04.00 o'clock, my friend and I would go home.

(19) *She has lost balance and was sinking into the water.

(Riska Hapsari : Ri 16)

-She had lost balance and was sinking into the water.

(20) *Because I have so many friends that accompany me.

(Solikhatus N. : So 4)

-Because I had so many friends that accompanied me.

(21) *Three days were go on. (Solikhatus N. : So 5)

-Three days were gone.

(22) *We were leaving home at 08.00 a.m. and arrived at

10.00 a.m. (Siti Arifatus S : St 3)

-We left home at 08.00 a.m. and arrived at 10.00 a.m.

(23) *Then at 04.00 p.m., we were leaved the Parangtritis

beach to Malichoro art market. (Siti Arifatus S : St 9)

-Then at 04.00 p.m., we left the Parangtritis beach to Malioboro art market.

(24) *After we had eaten, we go to Malioboro art market.
(Siti Arifatus S. : St 11)

-After we ate, we went to Malioboro art market.

(25) *We go to bought some accessories like skirt, bag, and we also bought some handicraft. (Siti Arifatus S : St 12)

-We went to buy some accessories like skirt, bag, and we also bought some handicraft.

(26) *At 10.00 p.m., we back to the car and then we go home.

(Siti Arifatus S : St 13)

-At 10.00 p.m., we back to the car and then we went home.

(27) *On Sunday, I go to the mall. (Yanuar Kusuma W:Yk 2)

-On Sunday, I went to the mall.

(28) *Unfortunately my father doesn't come...

(Yanuar Kusuma W. : Yk 13)

-Unfortunately, my father did not come...

(29) *I have some experience when I class one junior high school. (Yanuarisa R. : Yr 1)

-I had some experiences when I was in class one junior high school.

- (30) *In boarding, I have friends. (Yanuarisa R. : Yr 5)
-In boarding, I had friends.
- (31) *I feel happy. (Yanuarisa R.: Yr 6)
-I felt happy.
- (32) *I get lesson. (Yanuarisa R. : Yr 7)
-I got lesson.
- (33) *When the first in boarding, I feel sad so cry.
(Yanuarisa R. : Yr 10)
-At the first in boarding, I felt sad so cry.
- (34) *Because I have not to far with my family.
(Yanuarisa R.: Yr 11)
-Because I had not been faraway from my family.
- (35) *But, after one month and then I feel comfortable.
(Yanuarisa R. : Yr 12)
-But, after one month and then I felt comfortable.
- (36) *When in boarding, I think that I must to be the best
for my self and for my family. (Yanuarisa R. : Yr 13)
-When in boarding, I thought that I must to be the best
for my self and for my family.
- (37) *When I class three junior high school after
examination, I speak with my mother, if I will out from
boarding. (Yanuarisa R. : Yr 15)
-When I was class three junior high school after

examination, I spoke with my mother, if I would out from boarding.

(38) *Actually, my mother feels disappointed.

(Yanuarisa R : Yr 16)

-Actually, my mother felt disappointed.

(39) *I feel happy, because I have to friends.

(Yanuarisa R. : Yr 19)

-I felt happy, because I had many friends.

(40) *The next hour we spent time listening to Miss Angel explanation about every kind of flower there.

(Alin Mujtamiah : A 5)

-The next hour we spent time listened to Miss Angel's explanation about every kind of flower there.

(41) *My sister was so happy, she laughed, and played on the sands, the view was beautiful that made my eyes so freshed. (Indriyani Aprilia S. : In 8)

-My sister was so happy, she laughed, and played on the sands, the view was beautiful that made my eyes so fresh.

(42) *I was so sad and did want to do anything that day.

(Dian Tafrikhnti : Dt 18)

-I was sa sad and did not want to do anything that day.

(43) *After that, we went to home. We were feeled happy.

(Nurlina Oktaviani : No 7)

-After that, we went to home. We were felt happy.

(44) *We swim to the beach. (Siti Arifatus S. : St 7)

-We swam to the beach.

2) Error in the use of to be

In this case, the students made error in using linking verb, especially to be.

a) *When I come to the home her, she is writing a sentences in her book. (Aprilia Dewi : Ap 8)

-When I came to her home, she was writing sentences in her book.

b) *I was very nervnus because that is my first experience followed the competiti*n. (Dewi Woro A.S. : Dw 4)

-I was very nervous because that was my first experience followed the ~~e~~*mpetiti*n.

c) *But all of that not same with what I think. (Dewi Woro A.S. : Dw 12)

-But all of that were not same with what I thought.

d) *It is my mom and dad went *outside to look for Sandy. (Dian Tafrikhati : Dt 12)

-It was my m*m and dad went outside to look for Sandy.

- e) I am so happy when I stayed at Semarang.
(Solikhatun N. : So 3)
-I was so happy when I stayed at Semarang.
- f) *But, that day is a happiness day. (Siti Arifatus S: St 15)
-But, that day was a happiness day.
- g) *My sister is happy and said "thank you" for my mom and I.
(Yanuar Kusuma W. : Yk 11)
-My sister was happy and said "thank you" for my mom and I.
- h) *And now, when I have class one senior high school, I school
in MAN Salatiga. (Yanuarisa R. : Yr 18)
-When I was class one senior high school, I schooled in MAN
Salatiga.

3) Error in the use of past perfect tense

- a) *Unfortunately, my best friend had not parent.
(Aprilia Dewi : Ap 6)
-Unfortunately, my best friend did not have parents.
- b) *Because since formerly she had helped me to study English
until now. (Aprilia Dewi : Ap 5)
-Because since the first she helped me to study English until
now.
- c) *We had started off early in the morning.
(Riska Hapsari : Ri 3)
-We started off early in the morning.

d) *The exercise had whetted our appetite, so we ate out packed lunch. (Riska Hapsari : Ri 8)

-The exercise whetted our appetite, so we ate out packed lunch.

e) *I had gone with my sister, my brother, and my friend.

(Siti Arifanus S : St 2)

-I went with my sister, my brother, and my friend.

f) *In the restaurant, we had eaten everything.

(Tutik Alfiah : Tu 5)

-In the restaurant, we ate everything.

4) Error in the use of incorrect verb

a) *And now, is the day where I must do the competition.

(Dewi Woro Ambar S. :Dw 8)

-And the days when I must do the competition came.

b) *It was big and beautiful cake safer by chocolate and cream cheese. (Yanuar Kusuma W. : Yk 6)

-It was big and beautiful cake covered by chocolate and cream cheese.

c) *At 12.00 p.m. my mom and I prepared moment little party celebrate my sister's birthday.

(Yanuar Kusuma W. : Yk 8)

-At 12.00 p.m., my mom and I prepared little party to celebrate my sister's birthday.

d) *When she go to home, my mom and I made surprice, "happy birthday" song for her. (Yanuar K. W. :Yk 10)

-When she arrived in home, my mom and I made surprise, "happy birthday" song for her.

e) *The match day was arrived. (Solikhatus N. : So 6)

-The match day was come.

f) *Finally, my time to fight was came.

(Solikhatus N.: So 8)

-Finally, my time to fight was come.

b. Errors in using verb come after "to" and modal verb

In sentences below, the students failed to figure out the non-finite verbs. Here the students made errors in producing verb 1 or infinitive. They failed to recognize where to put the infinitives. They should be in the form of infinitives (to + the simple form of the verb). Although the tense used in writing recount is in past form, but there are still infinitives should be used, especially in the word comes after modal verb and the word "to."

Here are the sentences in errors and the correct ones come after them.

1) Incorrect modal

a) *... because we can had been twelve grad the next year we had been learning in the outown university option. (Aprilia Dewi ; Ap 3)

... because we would have been in twelve grade next year and
we would have been learning in the out town university.

2) Error in the form of verb comes after "to"

a) Regular verb

(1) *Five month ago, I had to followed the competition.

(Dewi Ware Ambar S. : Dw 1)

-Five month ago, I had to follow the competition.

(2) *Before I went to Semarang to do competition, I had 2
weeks to prepared that. (Dewi Ware Ambar S. : Dw 3)

-Before I went to Semarang to do competition, I had 2
weeks to prepare that.

(3) *I certain would had been realized their wish become to a
doctor six month later. (Aprilia Dewi : Ap 9)

-I am certain would realize their wish to become a doctor
six month later.

(4) *I and my brother came to the restaurant to celebrated it.

(Tutik Alfiah : Tu 2)

-My brother and I came to the restaurant to celebrate it.

(5) *... because must worked out the side island.

(Yanuar Kusuma W : Yk 13)

... because must work out side island.

b) Irregular Verb

(1) *My parent would had been rested peace fully in the heaven and ... (Aprilia Dewi : Ap 9)

-My parent would have been rested peace fully in the heaven and ...

(2) *All we need were completed to brought it the sea. (Indriyani Aprilia S. : In 5)

-All we need were completed to bring it the sea.

(3) *And hope could saw the beautiful bird.

(Nur Fitri Zunita N. : Nf 17)

-And I hope could see the beautiful bird.

(4) *I just thought she got lost and would came back tomorrow.

(Dian Tatrikhati : Dt 15)

-I just thought she got lost and would come back tomorrow.

(5) *He would grounded any one who come late and not obeyed the team's rules. (M. Arif Eko S. : M 5)

-He would ground any one who came late and did not obey the team's rules.

3) Missing "to"

a) *I was happy and tried touch it. (Nur Fitri Z N.: Nf 2)

-I was happy and tried to touch it.

b) *And if we had a time again, we wanted went to the garden.

(Nur Fitri Z.N. : Nf 16)

-And if we had a time again, we wanted to go to the garden.

- c) *Although I had 2 weeks to prepared that, but I am not yet to understand the language. (Dewi Woro A.S: Dw 5)

-Although I had 2 weeks to prepare that, but I did not understand the language.

4) Error in Using Gerund Comes After "To"

- a) *In the party we could join and dancing together.

(Tutik Alfiah : Tu 4)

-In the party, we could join and dance together.

- b) *But my mother can understanding what I want...

(Yaouanisa R. : Yr 17)

-But my mother can understand what I wanted...

c. Error in Using Linking Verb

1) Lost of to be

In this case, the students failed to put the linking verbs. In sentences below; they failed to put the linking verbs before a noun and an adjective.

- a) *We proug of our job. (Soliknaun N : So 13)

-We were proud of our job.

- b) *After we satisfied to enjoy the view,...

(Siti Arifatus S : St 17)

-After we were satisfied to enjoy the view, ...

c) *I still in my boarding Ta'miril Islam Surakarta.

(Yanuarisa R. : Yr 2)

-I was still in my boarding, Ta'miril Islam Surakarta.

d) *When I there, I can study to individuunlly.

(Yanuarisa R. : Yr 3)

-When I was there, I could study individually.

2) Error in Using Tenses

*Parangtritis beach is a place with beautiful view, unfortunately the clean was bad. (Siti Arifatus S. : St 6)

-Parangtritis beach is a place with beautiful view, unfortunately the clean is bad.

3) Redundaney of to be

Moreover, the students also have made a redundaney verb in the sentence.

Here are the error sentences:

a) *She was smart, did not arrogant and the people respect her, we called her "the smart." (Aprilia Dwi : Ap 2)

-She was smart, not arrogant and people respected her, we called her "smart."

b) *Then, we visited was Joger, is the shopping centre, and it was a realy nice holiday. (Susiyanti : Su 9)

s-Then, we visited Joger, it is the shopping centre, and it was a nice holiday.

2. Errors in Subject-Verb Agreements

Agreement between subject and verb is influenced by the subject form whether it is singular or plural. To construct a correct sentence structurally, the verb must agree with the subject. If we fail to recognize this means, we would be failed to construct correct sentences structurally. Thus, the students must be able to identify the subject whether it is singular or plural. Having no competence in identifying the subject will make students fail to produce the correct form of the verb. It means that the students have made errors in making the agreement between subject and verb.

As the explanation before, in writing a recount we should use past tense since it tells about experiences. In past tense, there is an agreement between subject and verb in this case to be. For third person singular subject we should use was, and for the other forms of subject we should use were.

The students made some errors in this area. They are as follows:

a.) Error in the Use of Verb

(1) *Even my friends was crying with me.

(Dian Tafrikhati : D1 22)

-Even my friends were crying with me.

(2) *The wind were blew my hair. (Indriyani Aprilia S:In 9)

-My hair was blown by the wind.

- (3) *On the first day, the weathers were sheared.
(Pumama: P 3)
-On the first day, the weathers was sheared.
- (4) *In the Kuta beach many people was visited
(Putri Ratih P.: Pr 7)
-In the Kuta beach many people were visited.
- (5) *And my friends to be a champion too, but a few of us
that was a participant lose o that. (Solikhntun N.: So 11)
-And my friends to be champions too, but a few of us
that were participants lose on that.
- (6) *That mean that I was on 7 grade. (Wahyu Fajar : Wf 2)
-That means that I was on seven grades.
- (7) *... because the foods was so tasty. (Tutik Alfiah : Tu 5)
-... because the foods were so tasty.

b) Error in the Use of Verb and Pronouns

- (1) *Friends and me was very happy. (Putri Ratih P. : Pr 3)
-Friends and I were very happy.
- (2) *So, friends and me was very happy visited Bedugul,
because me and friends could many experience.
(Putri Ratih P. : Pr 9)
-So, friends and I were very happy visited Bedugul,
because friends and I got many experiences.
- (3) *Arrived there in 08.30 p.m. (Siti Arifatus S. : St 12)

-We arrived there in 08.30 p.m.

- (4) *When me and friends arrived at the beach, there were not many people there yet. (Putri Ratih P. : Pr 6)

-When we arrived at the beach, there was not many people yet.

3. Errors in the use of articles

The use of articles is also determined by the noun whether it is countable or uncountable and whether it is singular or plural. There are two kinds of article; they are definite article (the) and indefinite articles (a/ an). We use definite article (the) if the noun has been mentioned before or if the noun has been familiar. The developed historically from a word meaning **this** and still retains some of the basic meanings of the pointing demonstrative. The serves to particularize a noun.

It helps to distinguish the known from the unknown. It may narrow down a class, or it may even limit the class to one.

While, we use indefinite article (a/ an) if the noun has not been mentioned before. The use of indefinite article also takes into account whether the noun is countable or not and whether it is singular or plural. If the noun is countable, singular and has not been mentioned before, the indefinite article must be used.

Thus, to be able to use an article properly, the students have to be sensitive in differentiating the use of definite article, indefinite article and even using no article at all. If they are not able to

differentiate them, they will make errors as follows:

a. Redundancy Article

- 1) *She will continue the school after she have enough money.

(Aprilia Dewi : Ap 7)

-She will continue school after she had enough money.

- 2) *When I come to the home her, she is writing a sentences in her book. (Aprilia Dewi : Ap 8)

-When I came to her home, she was writing a sentence / sentences in her book.

- 3) *Then, friend and me visited in the Bedugul.

(Putri Ratih P : Pr 8)

-Then, friend and I visited Bedugul.

- 4) *A Memorable in the Bali Beach (Putri Ratih P: Pr 1)

-A Memorable in Bali Beach

- 5) *I went to the Bali beach with my friends.

(Putri Ratih P: Pr 1)

-I went to Bali beach with my friends.

- 6) *In the Kuta beach many people was visited.

(Putri Ratih P: Pr 7)

-In Kuta beach many people were visited

- 7) *So, holiday in the Bali beach was very excited.

(Putri Ratih P: Pr 10)

-So, holiday in Bali beach was very excited.

8) *That was a Sunday afternoon.(Mustaqim Dwi L: Md 4)

-That was Sunday afternoon.

b. Lost of -s/-es

*This year is last years for together with her. (Aprilia Dewi : Ap 3)

-This year is the last year for me together with her.

c. Improper Use of a / the

1) *My Experience Followed the Competition

(Dewi Woro Ambar S: Dw 1)

-My Experience Followed a Competition

2) *Five month ago, I had to followed the competition.

(Dewi Woro Ambar S: Dw 1)

-Five month ago, I had to follow a competition.

3) *I was very nervous because that is my first experience followed the competition. (Dewi Woro Ambar S: Dw 4)

-I was very nervous because that was my first experience followed a competition.

4) *Because, the Japan language is the new language for me.

(Dewi Woro Ambar S: Dw 6)

-Because, the Japan language is a new language for me.

5) *We were a bit late because we tried a find our way to the harbor and got a bit lost. (Muh Aulia Esa : Mu 6)

-We were a bit late because we tried to find our way to the harbor and got a bit lost.

6) *But, our team to be a first champion. (Solikhatus N. : So 12)

-But, our team was to be the first champion.

4. Errors in the use of prepositions

Prepositions are always followed by nouns (or pronouns). They are connective words that show the relationship between the nouns following them and one of the basic sentence elements: subject, verb, object, or complement. They usually indicate relationships, such as position, place, direction, time, manner, agent, possession, and condition, between their objects and other parts of the sentence. A preposition may be composed of one, two, or three parts. For instance:

- a. One part: of, on, in, at, for, from
- b. Two parts: because of, according to, etc
- c. Three parts: in front of, on top of, as far as, etc

In using a preposition, one should be aware because there is no certain rule for this. One has to determine which preposition should be used based on its context.

Some of the errors made by the students in this area are as follows:

- a. *On our way to the harbor, we bought some beef mince at the butcher's. (Muh Aulia Esa : Mu 2)
-On our way to the harbor, we bought some beef mince from the butcher.
- b. *I hesitated when friends of mine asked me to join them on a one night camping and mountain nearing activity.

(Tri Abmal Hasan : Tr 2)

-I hesitated when friends of mine asked me to join them in one night camping and mountain nearing activity.

c. *Apparently, no one caught hy big fish.(M. Aulia Esa : Mu 9)

-Apparently, no one caught big fish.

d. *By mid afternoon, most of swimmers had come out of the water to lie on the beach. (Riska Hapsari : Ri 10)

In the mid afternoon, most of swimmers had come out of the water to lie on the beach.

e. *In Bedugul was very beautiful. (Putri Ratih P : Pr 8)

-Bedugul was very beautiful.

5. Error in the plural form

Forming plural is a process of adding morpheme (s/es) to pluralize nouns. There are many exceptional nouns that do not use adding -s/es to construct their plural forms. For instance:

The students' errors in this area are as follows:

a. Redundancy

1) *A box of roseses caught my sister's attention.

(Alin Mujtariah: A 4)

-A box of roses caught my sister's attention.

2) *We decided to buy a dozen of roseses and gave them to our someone. (Alin Mujtariah : A 16)

-We decided to buy a dozen of roses and gave them to our

special one.

- 3) *She also informed us that each color of roseses has a separate meaning. (Alin Mujtamiyah : A 10)

-She also informed us that each color of roses has a separate meaning.

- 4) *We played on the sands, made a castle from the sands, all of us were played happily. (Indriyani Aprilia S.: In 10)

-We played on the sands, made a castle from sand; all of us were played happily.

b. Lost of -s/-es

- 1) *Miss Angel said that those rose were the most beautiful flower she had. (Alia Mujtamiyah : A 8)

-Miss Angel said that those roses were the most beautiful flower she had.

- 2) *She is writing a sentences in her book.

(Aprilin Dewi: Ap 8)

-She was writing sentences in her book.

- 3) *They were burnt beyond recognition, some tourist who were at the scene of the blast said there were two explosions around the night club. (Dewi Pertiwi : D 4)

-They were burnt beyond recognition, some tourists who were at the scene of the blast said there were two explosions around the nightclub.

- 4) *Hundred were injured in the explosion and about 220
Australians remain unaccounted for.(Dewi Pertiwi : D 5)
-Hundred were injured in the explosion and about 220
Australians remains unaccounted for.
- 5) *I can do nil the question.(Dewi Woro Ambor S.:Dw 14)
-I could do nil the questions.
- 6) *Some minute later, my friend tried too.
(Nur Fitri Zamita : Nf 3)
-Some minutes later, my friend tried too.
- 7) *I have some experience when I class one junior high school.
(Ynmuarisa R.: Yr 1)
-I had some experiences when I was in the first of junior high
school.
- 8) * ... because me and friends could many experience.
(Patri Rntih P.: Pr 9)
-... because me and friends could many experiences.

6. Errors in the use of pronouns

Pronoun is used to substitute nouns. It has many types; they are personal, reflexive, indefinite, relative, interrogative, demonstrative, and expletive pronouns.

The students made errors in this area. They are as follows:

n. Error in the Use of Possessive Pronoun

- 1) *I will feel lost his. (Aprilia Dewi : Ap 4)
-I would feel lost him.
- 2) *When I came to the home her. (Aprilia Dewi : Ap 8)
-When I came to her home

b. Error in the Use of Subject and Object Pronoun

- 1) *Friends and me was very happy. (Putri Ratih P. : Pr 9)
-My friends and I were very happy.
- 2) *When friends and me arrived at Kuta beach.
(Putri Ratih P. : Pr 6)
-When my friends and I arrived at Kuta beach.
- 3) *Thea. friend and me visited in the Bedugul.
(Putri Ratih P.: Pr 8)
-Then, my friend and I visited in the Bedugul.
- 4) *The girl's parents kept thinking Depi and me.
(Riska Hapsari : Ri 20)
-The girl's parents kept thinking Depi and I.

c. Error in the Pronoun Composition

- 1) *So, friends and me was very happy visited Bedugul, because me and friends could many experience.
(Putri Ratih P. : Pr 9)
-So, my friends and I were very happy visited Bedugul,

because friends and I got many experiences.

- 2) *Before the match day was come, me and my friends from Semarang to exercise together for 3 days. (Solikhuntun N. : So 2)
 -Before the match day was come, my friends from Semarang and I exercised together for 3 days.

7. Errors in the Use of Conjunctions

Conjunctions are used to connect words. They connect not only words, but also phrases and clauses. The rules in using them are the same with their rules in Indonesian. Despite the same rules, the students still make errors in this area. In this case, the error occur in the use of but. But, in written grammatical language is inappropriate to use in the beginning of sentence.

The errors are as follows:

- a. *But one night, right before I went to bed, my mom let her out.
 (Dian Tafrikhari : Dt 9)
 -Nevertheless one night, right before I went to bed, my mom let her out.
- b. *So I thought she probably went inside my neighbor's house.
 (Dian Tafrikhari : Dt 11)
 -Therefore, I thought she probably went inside my neighbor's house.

c. *But I did not want another cat. (Dian Tafrikhati: Dt 27)

-However, I did not want another cat.

d. *And now, is the day where I must do the competition.

-Now, the day when I must do the competition was come.

(Dewi Woro Ambar S.: Dw 18)

The conclusion of the analysis would be presented in the next chapter.

CHAPTER V

CLOSURE

After conducting the research, doing the analysis, and presenting the results, the conclusion and suggestion or pedagogical implications of this study would be presented in this last chapter.

A. Conclusion

1. Based on the finding of the analysis, it shows that the students made a total of 157 errors which consists of:
 - a. 103 or 65.6 % errors in using verb forms,
 - b. 15 or 9.6 % errors in the use of article,
 - c. 12 or 7.6 % errors in plural form,
 - d. 10 or 6.4 % errors in agreement between subject and verb,
 - e. 8 or 5.1 % errors in the use of pronoun, and
 - f. 5 or 3.2 % errors in the use of preposition,
 - g. 4 or 2.5 % errors in the use of conjunction.

2. According to the result of this study, it could be concluded that the students have not mastered the use of verb groups. The writer is able to see it from the number of the errors made that is 103 or 65.6%. Although they had been taught about it before, they were still confused which word to be used in composing a grammatical sentence. It could be caused in Indonesian Language; we do not have the verb conjugations, and time signaling in expressing ideas. So the students are unfamiliar to the form of grammatical English and English is still unfamiliar for them. Moreover,

those are the possible, which cause their errors. Next the students were also still confused in differentiating whether to use the definite or indefinite articles, the amount of these errors are 15 or 9.6 %.

Then, the students also made errors in over generalized the plural form of nouns, the quantity of these errors is 12 or 7.6 %. They just added the -s/-es without considering that there are some irregular forms of plural nouns. It could be because in Indonesian language grammar there is no definite article used. Beside that, the students were still confused in making the agreement between subject and verb, the amount of the errors are 10 or 6.4 %. It could be because in Bahasa Indonesia there is no agreement between subject and verb. The errors that are also made by students are in deciding which pronoun should be used to substitute nouns, whether it is personal, relative, possessive, or demonstrative pronouns, the amount of these errors are 8 or 5.1 %. The following errors are in deciding preposition which preposition should be used, whether to use in, on, or at, the amount of these errors are 5 or 3.2 %. The last errors made by students are in forming conjunctions, the sums of these errors are 4 or 2.5 %.

From the explanations above, the writer is able to conclude that the students still confused in dealing with English grammar systems.

B. Suggestions / Pedagogical Implications

Based on the findings, the writer would like to offer some pedagogical implications to be considered in teaching learning process to improve the students' writing ability.

1. In teaching English related to its grammar, the teacher should give more easily understood explanation 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.

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APPENDIX

Students' Recount Texts

1. Alin Mujtamiyah

Going to the flower shop

- A 1 Last Saturday, my sister and I went for a walk on Jl Soekarno Hatta.
- A 2 It was 2.00 pm.
- A 3 Suddenly we saw a small flower shop in the corner of the road.
- A 4 We met the florist named Miss Angel. She looked happy to see us.
- A 5 The next hour we spent time listening to Miss Angel explaining about every kind of flower there.
- A 6 A box of roses caught my sister's attention.
- A 7 She started admiring them.
- A 8 Miss Angel said that those roses were the most beautiful flower she had.
- A 9 Many customers love to buy it because it is the symbol of love.
- A 10 She also informed us that each color of roses has a separate meaning.
- A 11 Unfortunately she had difficulty in keeping them fresh.
- A 12 Since the weather was not really nice recently.
- A 13 Many flowers were wilted and they had to be thrown away.
- A 14 Then I looked at my watch. It was already 4.00 pm.
- A 15 It was time to end our visit.

A 16 We decided to buy a dozen af roseses and gave them to aur someone.

A 17 Miss Angel suggest picking the red anes because they had a meaning of lave, respect and courage

A 18 It was really a wonderful afternoon for us.

2. Anni Alfi Rahmawati

PERSAMI

An 1 Last weekend the girl scouts and the boy scouts had a "PERSAMI" activity outside their school.

An 2 They left for the woods at five in the morning.

An 3 After a long drive they arrived at the woods and found a good camping site.

An 4 "Lets set up tents here," said the leader.

An 5 Then they started to work.

An 6 They needed two pales, some ropes and nails for each tents.

An 7 In a short time the tents were ready and they put a small flag on the top of each tent.

An 8 The girls made a fire and enoked their lunch while the boys were busy working.

An 9 As soon as the lunch was ready, they immediately started to eat.

An 10 Of course, it was a very good lunch for them.

An 11 After a little rest, the leader blew his whistle and all then girls scouts gathered around to start their "PERSAMI" programs.

3. Aprilia Dewi

My Poor Best Friends

- Ap 1 I have a best friend, she leave inn the sub hubs of my birth.
- Ap 2 She was smart, didn't arrogant and the people respect her, we called her "the smart."
- Ap 3 This year is last years for together with her, because we can had been twelve grad the next year we had been learning in the outtown university option.
- Ap 4 I will feel lost his.
- Ap 5 Because since formerly she had helped me to study English until now.
- Ap 6 Unfortunately, my best friend had not parent.
- Ap 7 She will continue the school after she have enough money.
- Ap 8 When I come to the home her, she is writing a sentences in her book.
- Ap 9 My parent would had been rested peace fully in the heaven and I certain would had been realized their wish become to a doctor six month later.

4. Ariyani Nurannawati

An Unlucky Day

- Ar 1 One morning, I got up with the feeling that the day was going to be an unlucky one for me.
- Ar 2 How right it was! I found that it was already 06.15 a.m.

- Ar 3 I rushed into bathroom.
- Ar 4 I did not see a piece of soap lying on the floor.
- Ar 5 I stepped on it and slipped, almost breaking my back in the process.
- Ar 6 Then, I went into the dining room for my breakfast.
- Ar 7 I gulped the tea without realizing that it was very hot.
- Ar 8 It burnt my tongue. I spat it out and could not eat anything because my tongue hurt.
- Ar 9 I got dressed and rushed to the bus stop.
- Ar 10 Unfortunately, I just missed the bus.
- Ar 11 My heart sank and I knew that I would be late for school.
- Ar 12 When I reached school, my name was taken down by the teacher.
- Ar 13 The teacher scolded me for being late.
- Ar 14 To my humiliation, I was made to stand outside the class.
- Ar 15 I was so upset by the incident that I could not study properly but worse was to come.
- Ar 16 After school, I was on my way home when something hard hit me on the head.
- Ar 17 Someone had thrown a bag of fish bones out the window and it landed on me!
- Ar 18 I was boiling with rage but could do nothing.
- Ar 19 However, luckily for me, this only raised a small lump on my head.
- Ar 20 I managed to reach home safe and sound, and did not dare to go out again for the rest of the day.

5. Dewi Pertiwi

Bomb in Bali

- D 1 The bomb, in the resort at Kuta, destroyed the sari club and a crowded night spot.
- D 2 Many people have fallen victims to this blait.
- D 3 Many of them were foreign tourists, especially from Australia.
- D 4 They were burnt beyond recognition, some tourist who were at the scene of the blast said there were two explosions around the night club.
- D 4 One bomb hit the sari club which was located some meters away.
- D 5 Hundred were injured in the explosion and about 220 Australians remain unaccounted for.
- D 6 The U.K. foreign secretary, Jaek Straw, said that 33 Britons were among those killed in the Bali a crack.
- D 7 The Australian primer minister, John Howard, called its borders, saying it has been a problem for a long time.
- D 8 List of missing people have been posted in Bali and official said that it could three days to identify all the victims, some of whom were trapped in the Sari Club by a wall of flames.
- D 9 A notice board at the hospital in Bali includes a section called "unknown identify", and detailed list on victims such as "young girl in intensive care 11-14 years old, face burned, in come,

causation,” or girl in intensive care, about 5 years old, 130 cm, fair skin, causation with reddish brown hair.

D 10 She has a purplish belly button ring.

6. Dewi Woro Ambar S.

Dw 1 My Experience Followed the Competition

Five month ago I had to followed the competition.

Dw 2 The competition is Kanna Contest.

Dw 3 Before I went to Semarang to do competition. I had 2 weeks to prepared that.

Dw 4 I wash very nervous because that's my first experience followed the competition.

Dw 5 Although I had 2 weeks to prepared that, but I am not yet to understand the language.

Dw 6 Because the Japan language is the new language for me.

Dw 7 So I need a long time to understand the language.

Dw 8 And now, is the day where I must do the competition.

Dw 9 Two hours latter we were arrived in Semarang.

Dw 10 Three hours latter the competition started. I was very afraid.

Dw 11 Because I think if I can't to do that.

Dw 12 But all of that not same with what I think.

Dw 13 Finally I can do the competition well.

Dw 14 I can do all the question.

Dw 15 I was very happy because I can do well

7. Dian Tafrikhati

My Cat Sandy

- Dt 1 I remember the day when I first got Sandy, my 7 years old cat.
- Dt 2 I wanted to name her because she was so cute.
- Dt 3 My older sister Michelle convinced me to name her Sanday Bucket instead; so we could call her Saody for short.
- Dt 4 I was so attached to Sandy. Every time I saw her, I couldn't walk away.
- Dt 5 I would just have to hug her.
- Dt 6 I even slept at the end of my bed, so I could hug her the whole night even though I was freezing.
- Dt 7 I always remember so many fun times with Sandy. Like when we would run and jump off the end of our pier,
- Dt 8 and Sandy would chase after us when I was scared or mad, I would just hug Sandy and everything wouldn't be so bad.
- Dt 9 But one night, right before I went to bed, my mom let her out.
- Dt 10 While I went to sleep, my mom went to call Sandy back in.
- Dt 11 But she didn't come in, So I thought she probably went inside my neighbor's house.
- Dt 12 It is my mom and dad went outside to look for Sandy.
- Dt 13 I became really worried. They couldn't find her.
- Dt 14 Every ten minutes they would go out to look for her, so I went to bed hoping she was safe.

- Dt 15 I just thought she got lost and would come back tomorrow.
- Dt 16 The next day was the worst.
- Dt 17 My mom woke us up early and told me and my sister, Micelle, that Sandy had died the night before.
- Dt 18 I was so sad and did want to do anything that day.
- Dt 19 When I was going to school, I could not stop crying.
- Dt 20 At school all my friends made me cards and tried to make me stop crying, but I couldn't.
- Dt 21 My teachers looked at me and asked why I was crying.
- Dt 22 Even my friends was crying with me.
- Dt 23 When I got home, I went to my room crying really loudly.
- Dt 24 I wanted to scream. I came downstairs and hugged my mom.
- Dt 25 She said we could get another cat.
- Dt 26 Then, she was trying to find a new cat on the internet.
- Dt 27 But I did not want another cat.
- Dt 28 I wanted Sandy, my mom never found one that looked like Sandy.
- Dt 29 That night I slept with my mom and we prayed for Sandy.
- Dt 30 I kept thinking she was a ghost at the end of the bed.
- Dt 31 So I stayed close to my mom.
- Dt 32 The next day I figured out that if Sandy was a ghost, she would not scare me or haunt me.
- Dt 33 She would be waiting for me to play with her.
- Dt 34 I still think about Sandy every day and wish she could come back.

8. Indriyani Aprilia S.

Went To the Sea

- In 1 I and my family went to the sea on Sunday.
- In 2 It was made us very happy, because it was the first time that we visited the sea. I was 5th years old.
- In 3 We went to the sea at 06.00 a.m. when the day was sunny.
- In 4 It was a good day. We had prepared the equipment that we need.
- In 5 All we need were completed to brought it the sea.
- In 6 We came to the sea at 09.05 a.m.
- In 7 We immediately prepared what we need.
- In 8 My sister was so happy, she laughed, and played on the sands, the view was beautiful that made my eyes so froshed.
- In 9 The wind were blew my hair. The climate was windy.
- In 10 We played on the sands, made a castle from the sands, all of us were played happily.
- In 11 At 15.15 p.m., we waited for the sun set, when the sun set, that is beautiful moment in the sea. So, we waited for that moment.
- In 12 And the time was came, that so beautiful view in the sea.
- In 13 The Sunset, the sky has a beautiful color.
- In 14 Oh ... God, sa beautiful your creature.

9. M. Arif Eko S.

My Basketball Experience

- M 1 When I was in junior high school, I really loved basketball.
- M 2 Every Saturday afternoon I practiced in school field with my team and my coach.
- M 3 They were strong and smart players.
- M 4 My coach, Mr Santana was a kind person, but while he was coaching us, he was very discipline.
- M 5 He would grounded any one who come late and not obeyed the team's rules.
- M 6 With Mr. Santana, our team won many tournaments in many big cities.
- M 7 Our team named after our school. 67 team (from MAN Salatiga) and we had many fans too.
- M 8 Now, I still love basketball and have a team too.
- M 9 But, my parents warn me to pay attention more to my study, basketball just for hobby.

10. Muht Aulia Esa

Fishing in the Harbor

Mu 1 Last New Year's eve, my family joined some other families on a fishing trip at Tanjung Mas Harbor; we went fishing so we could step up late.

Mu 2 On our way to the harbor, we brought some beef mince at the butcher's.

Mu 3 We used the mince as bait.

Mu 4 My parents friends brought the fishing tools for us to use.

Mu 5 When we got the harbor, some families were already there.

Mu 6 We were a bit late because we tried a find our way to the harbor and got a bit lost.

Mu 7 We started a fishing competition

Mu 8 We agreed that whoever got the most fish will keep all the fish caught.

Mu 9 Apparently, no one caught by big fish. We caught mostly small yellow tail fish.

Mu 10 After fishing for nearly three hours, my mom got the most fish.

Mu 11 All the participants gave all their fish to us.

Mu 12 We come home with a bucketful of fish. It was not bad at all.

Mu 13 Next, we enjoyed some fish fried yellow tail fish with steamed rice for ate. That was very special because we had never had fried yellow tail fish.

11. Mustaqim Dwi L.

Shopping

- Md 1 I had a bad experience when I did shopping because of the shop assistants fault.
- Md 2 However, the security officer of the shop really embarrassed me.
- Md 3 He accused me of stealing a pair of blue jeans.
- Md 4 That was a Sunday afternoon.
- Md 5 I went to a fashion shop with my friends.
- Md 6 I choose a pair of blue jeans to buy and paid of them at the cashier.
- Md 7 Unfortunately, the shop assistant was careless.
- Md 8 She forgot to take the cursor chip on the blue jeans.
- Md 9 So when I left the shop, the detector beeped.
- Md 10 The security officer shouted at me "Hey you! Stop!!" then he took me to the manager's room.
- Md 11 After examining, the security officer and the manager realized that it was not my fault.
- Md 12 They said they were very sorry about what had happened.
- Md 13 Finally the manager asked me to take one piece of clothing for free.

12. Nani Lestari

Earth Quake

- Nu 1 I was driving along the coast road when the car suddenly lurched to one side.
- Nu 2 At first I thought a tyre had gone but then I saw telegraph poles collapsing like matchsticks.
- Nu 3 The rock came tumbling across the road and I had to abandon the car.
- Nu 4 When I got back to town, well, as I said, there wasn't much left.

13. Nunik Zahironul H.

Going to Andy's House

- Nu 1 Yesterday my brother and I went to Andy's house, we went there by public transportation.
- Nu 2 We left at seven in the morning and arrived there at 07.35 a.m.
- Nu 3 Arriving there we were greeted by Anna.
- Nu 4 Anna is Andy's sister.
- Nu 5 She said that Andy was still sleeping.
- Nu 6 We asked her to wake Andy up because we did not want to wait.
- Nu 7 Shortly, Andy met us.
- Nu 8 He showed his poster collections.
- Nu 9 All of Andy's posters were super star posters.
- Nu 10 He collected them since two years ago.
- Nu 11 After we saw all of his posters, we watched television.

Nu 12 We went home at 1 o'clock.

Nu 13 It was firing but we were happy.

14. Nur Fitri Zunita N.

A Beautiful Bird

Nf 1 When I and my friend walked in the garden, we saw a beautiful bird.

Nf 2 It flew very short. I was happy and tried touch it.

Nf 3 Some minute later, my friend tried too.

Nf 4 But could not.

Nf 5 The bird flew to me.

Nf 6 I wanted arrested.

Nf 7 But could not.

Nf 8 We ran and tried arrested. Ran and ran.

Nf 9 Bughht, my friend was down, she was cried.

Nf 10 Me felt was sad, because my friend was cried.

Nf 11 And the bird was flew right. We could not touch it.

Nf 12 But no problem.

Nf 13 And then we came back to my home.

Nf 14 I was very happy, because could see a beautiful bird in the garden.

Nf 15 My friend was happy too.

Nf 16 And if we had a time again, we wanted went to the garden.

Nf 17 And hope could see the beautiful bird.

15. Nurlina Oktaviani

Holiday

- No 1 Last week, I and my family went to my grandmother's home.
- No 2 We went by car at 16.00 and arrived at 18.00.
- No 3 In there I and my sister went to river, In river, we fished.
- No 4 We got much fish. Then, I and my sister went to field.
- No 5 In the field we picked cucumbers and chocolates.
- No 6 Then we eat cucumbers and chocolates together.
- No 7 After that, we went to home. We were feelled happy.

16. Nurul Hidayatul J

My Holiday

- Nh 1 When school's holiday, I and my friend going to sea.
- Nh 2 We went by bus at 08.00 o'clock and arrive at 09.00 o'clock.
- Nh 3 Arrive, we were surprised because the scenery is very beautiful.
- Nh 4 The water, trees, sand etc is very good.
- Nh 5 I and my friend walked around the sea.
- Nh 6 We looked a surfing, it's very beautiful.
- Nh 7 Then, we swim in the sea and get on the speed boat. Amazing!
- Nh 8 After speedboat, we were tired.
- Nh 9 We sit on the sand and look the sea's scenery.
- Nh 10 Then, we eated the snack which I bring from home
- Nh 11 The time was 04.00 o'clock, I and my friend will go home.
- Nh 12 We were very happy.

17. Purnama

A Visit to a Sheep Property

- P 1 Last holiday, I visited a sheep property.
- P 2 I helped in the shearing sheds and in the yards.
- P 3 On the first day the weathers were sheared.
- P 4 I helped by sweeping and picking up wool pieces.
- P 5 Shears start early at 07.30 a.m
- P 6 I was tired by the end of the day in the shed, but our work was not finished.
- P 7 We all had to help to get the weathers and lambs back into the paddocks.
- P 8 As well, we had to get a mob of ewes and lambs into the yards for shearing the next day.
- P 9 Then it was time for tea (that's what my grandma calls dinner).
- P 10 This was a very long day, but I enjoyed it a lot.

18. Putri Ratih P.

- Pr 1 A Memorable in the Bali Beach
- Yesterday, on date 28 October 2010, I went to the Bali beach with my friends.
- Pr 2 Bali beach was very beautiful and many tourists visited Bali Beach.
- Pr 3 Friends and me was very happy.
- Pr 4 While we were there, something happened to make this memorable day for both of us.

Pr 5 I went to the Bali beach with my friend started off early in the morning at 07.00 WIB.

Pr 6 When me and friends arrived at the beach was Kuta beach.

Pr 7 In the Kuta beach many people was visited.

Pr 8 Then, friend and me visited in the Bedugul. In Bedugul was very beautiful.

Pr 9 So, friends and me was very happy visited Bedugul, because me and friends could many experience.

Pr 10 So, holiday in the Bali beach was very exited.

Pr 11 And also Bali beach was a memorable unforgettable.

19. Ria Aditya

Ra 1 One summer when they were there, they went to visit a friend Mr. Bobi.

Ra 2 He had two young daughters, Agesta and Agesti.

Ra 3 One afternoon after lunch, Mr. Rafi was talking to one of them in the garden.

Ra 4 He asked if Agesta and her sister had been ill when he and his wife had been there last year.

Ra 5 Agesta said they had been very ill.

Ra 6 Mr. Rafi said nothing for a minute, because he was thinking.

Ra 7 Then at last he said he remembered one of them had died.

Ra 8 He asked which one died, Agesta or her sister. Agesta answered it was her.

20. Riska Hapsari

A Memorable Day at the Beach

- Ri 1 Depi and I want to the beach to day.
- Ri 2 While we were there something happened to make this memorable day for both of us.
- Ri 3 We had started off early in the morning.
- Ri 4 When we arrived at the beach, there were not many people there yet.
- Ri 5 Depi and I sat down to gaze at the sea.
- Ri 6 Soon, however, the beach was crowded with picnickers, Depi and I changed into our swimming trunks and raced into the water.
- Ri 7 The water was cool and refreshing, and we swam until we were tired.
- Ri 8 The exercise had whetted our appetite, so we ate our packed lunch.
- Ri 9 Then we rested a while before going into the sea again.
- Ri 10 By mid afternoon, most of swimmers had come out of the water to lie on the beach.
- Ri 11 Depi wanted to collect sea shells for his sister, so we took a walk along the shore.
- Ri 12 Suddenly, we saw a little girl about two year old running toward the sea.
- Ri 13 She went deeper and deeper into the water.
- Ri 14 Nobody notice her, except us, so we ran after her.

- Ri 15 Depi reached her just as she got into trouble.
- Ri 16 She has lost balance and was sinking into the water.
- Ri 17 Depi picked her up and carried her to the shore.
- Ri 18 Just then, her parents arrived on the scene.
- Ri 19 They had discovered that their daughter was missing.
- Ri 20 The girl's parents kept thinking Depi and me, which made us rather embarrassed.
- Ri 21 Soon after that, we packed our things and came home.

21. Rosidiana Ma'rifah

- Ro 1 One day, mom had just returned from the market.
- Ro 2 She placed the basket on the table and went to the kitchen to wash her hands and feet.
- Ro 3 As there was no one in kitchen at that time.
- Ro 4 My brother could not resist taking a look at the things in the basket.
- Ro 5 When he discovered that there were some red "sweets" inside the basket, he quickly climbed the table and put one into his mouth.
- Ro 6 When he started chewing it, his mouth became hot and he started to cry.
- Ro 7 When my brother stopped crying, Mom gave him a good scolding.
- Ro 8 She told him not to be greedy and take things without her permission.

Ro 9 Everyone in the family had a good laugh when they learned about this incident later on. Everyone, of course, except Kevin who did not find his experience amusing.

22. Solikhatun N.

A Memorable Day at the Beach

- Sa 1 Last month, I went to Semarang for match.
- Sa 2 Before the match day was come, me and my friends from Semarang to exercise together for 3 days.
- So 3 When the exercise we had efases, I'm so happy when I stayed at Semarang...
- So 4 ...Because I have sa many friends that accompany me.
- Sa 5 Three days were go on.
- So 6 The match day was arrived.
- So 7 The match was attend at marina beach. The temperature was so hot.
- So 8 Finally, my time to fight was came.
- So 9 With hot temperature, I fight with spirit, because of my friends' support.
- So 10 Finally, I won the match.
- So 11 And my friends to be a champion too, but a few of us that was a participant lose o that.
- So 12 But, our tim to be a first champion.
- So 13 We proud of our job.

23. Siti Arifatus S

One Day in Jogjakarta City

- St 1 A month ago, I went to Jogjakarta city.
- St 2 I had gone with my sister, my brother, and my friend.
- St 3 We were leaving home at 08.00 a.m. and arrived at 10.00 a.m.
- St 4 The place which we were visited is Parangtritis beach.
- St 5 In Parangtritis beach, we enjoyed the view.
- St 6 Hm... in my opinion, Parangtritis beach is a place with beautiful view, unfortunately the clean was bad.
- St 7 After we satisfied to enjoy the view, we swim to the beach.
- St 8 We also played the sand. We were very satisfied after swim in the beach.
- St 9 Then at 04.00 p.m., we were leaved the Parangtritis beach to Malioboro art market.
- St 10 Before that, we went to a restaurant to rest and eat for a short time.
- St 11 After we had eaten, we go to Malioboro art market.
- St 12 Arrived there in 08.30 p.m. We go to bought some accessories like skirt, bag, and we also bought some handycraft.
- St 13 At 10.00 p.m., we back to the car and then we go home.
- St 14 We arrived at home at 11.30 p.m. We were very tired.
- St 15 But, that day is a happiness day.

24. Sasiyanti

Going To Bali

- Su 1 Last month, I and my friends went to Bali.
- Su 2 We left at 06.00 a.m. and arrived there at 01.00 p.m.
- Su 3 We went by car.
- Su 4 The first place we visited was Kuta beach.
- Su 5 We swam and played sand castle.
- Su 6 We also spoke to some tourist to practice our English.
- Su 7 The second place we visited was Garuda Wisnu Kencana.
- Su 8 We watched some dance performances and took some pictures.
- Su 9 Then, we visited was Joger, is the shopping centre, and it was a really nice holiday.

25. Tri Ahmad Hasan

The Mountain

- Tr 1 I had never thought of climbing Mt Kerinci.
- Tr 2 I hesitated when friends of mine asked me to join them on a one night camping and mountain hearing activity.
- Tr 3 Frankly, I had never done this type of challenging activity before.
- Tr 4 I could not really refuse because I had a lot of spare time in my semester holidays.
- Tr 5 I went there with five of my friend -Antok, Rio, Danang and Indra.
- Tr 6 We started to walk upwards through the bushes first and then into the real jungle.

Tr 7 As we moved on we heard wild animal noises and we saw monkeys jumping from branch to another.

Tr 8 Judging from the plants, we were sure that we were in a rainforest area.

Tr 9 At midday, we came to the peak of the mountain and saw the large crater.

Tr 10 There was a white flag there to remind visitors of dangers.

Tr 11 We took our photos and then we began to rush down the mountain.

26. Tutik Alfiah

My Friend's Birthday

Tu 1 Yesterday was my friend's birthday.

Tu 2 I and my brother came to the restaurant to celebrated it.

Tu 3 The party was amazing because my friend's 17th birthday.

Tu 4 The party had a dance competition. In the party we could join and dancing together.

Tu 5 In the restaurant we had eaten everything because the foods was so tasty.

Tu 6 My friends looked happy because her friends came and enjoyed to the party together.

Tu 7 At the end of the party we were tired. But happy because we had a wonderful time last night.

27. Wahyu Fajar

Mmm.....???

Wf 1 July, 2007

Wf 2 I was 13th years old. That mean that I was on 7 grade.

Wf 3 That dny, exactly 7th July was my trip to Purbalingga.

Wf 4 What for? Ok, I went there for a Red Cross competition.

Wf 5 Approximately 5 days I went there.

Wf 6 Just one word I said: Happy.

Wf 7 Because I could get friends from the other city.

Wf 8 I could play flying fox, looked the beautiful scenery every day, got money, and most important I got my first love... (ha...ha...forget it)

Wf 9 Well, that was my second day.

Wf 10 I followed the handcraft competition.

Wf 11 Do you know what? I was the winner.

Wf 12 In the third day I followed a competition again, but I was not alone, because my friends.

Wf 13 They were: Adit, April, and Vivi followed also.

wf 14 We followed the knowledge about Red Cross competition.

wf 15 Do you know? We were the winner.

Wf 16Hah, that was my story about my trip to Purbalingga.

Wf 17 I was so proud and never forget that.

28. Yanuar Kusuma W.

My Sister's Birthday

Yk 1 It was my sister's birthday last Monday.

Yk 2 On Sunday I go to the mall.

Yk 3 I bought a beautiful green aqua doll.

Yk 4 Green aqua is my sister's favorite color.

Yk 5 On Monday at 06.00 a.m. my mom and I made special cooking and cake.

Yk 6 It was big and beautiful cake cafer by chocolate and cream cheese.

Yk 7 I wrote "Happy birthday my sister's always love you" on cake.

Yk 8 At 12.00 p.m. my mom and I prepared moment little party celebrate birthday my sister's.

Yk 9 She will 8 years.

Yk 10 When she go to home. my mom and I made surprises. "happy birthday" song for her,

Yk 11 My sister's happy and said "thank you" for my mom and I.

Yk 12 Finally I gave a beautiful green aqua doll for her. and my sister cut the cake.

Yk 13 Unfortunately my father doesn't come because must worked out the side island.

29. Yanuarisa R.

My Boarding

- Yr 1 I have some experience when I class one junior high school.
- Yr 2 I still in my boarding Ta'mirul Islam Surakarta.
- Yr 3 When I there, I can study to individually.
- Yr 4 I can wash dress, can iron, and all I work alone.
- Yr 5 In boarding, I have friends.
- Yr 6 I feel happy.
- Yr 7 In boarding, I get lesson.
- Yr 8 I can read al Quran.
- Yr 9 I can study realigi, and etc.
- Yr 10 When the first in boarding, I feel sad so cry.
- Yr 11 Because I haven't to far with my family.
- Yr 12 But, after one month and then I feel encomfortable.
- Yr 13 When in boarding, I think that I must to be the best for my self and
for my family.
- Yr 14 But, I can't do it.
- Yr 15 When I class three junior high school after examination, I speak
with my mother, if I will out from boarding.
- Yr 16 Actually, my mother feels disappointed.
- Yr 17 But my mother can understanding what I want.
- Yr 18 And now, when I have class one senior high school, I school in
MAN Salatiga.

Yr 19 I feel happy, because I have to friends.

Yr 20 And I promise to my self, if I must to be the best for my family before that.

30. Hardiyanti

My Horrible Experience

- Hr 1 Let me remind you my experience during an earth quake last week.
- Hr 2 When the earth quake happened, I was on my car.
- Hr 3 I was driving home from my vacation to Bali
- Hr 4 Suddenly my car launched to one side, to the left.
- Hr 5 I thought I got flat tire. I did not know that it was an earth quake.
- Hr 6 I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, match sticks.
- Hr 7 Then I saw a lot of rocks tumbling across the roads.
- Hr 8 I was trapped by the rock. Even I could not move my car at all.
- Hr 9 There were rocks everywhere.
- Hr 10 There was nothing I could do but left the car and walked along way to my house in the town.
- Hr 11 When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town.
- Hr 12 Although nothing was left, I thanked God that nobody was seriously injured.

31. Lolly Salhiya



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SURAT KETERANGAN

Nomor : Ma.11.58/TL.00/845/2011

Salatiga, 15 Desember 2011

Berdasarkan surat Pembantu Ketua Bidang Akademik Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga nomor : Sti.24/K-1/TL.01/1023/2011, tanggal 13 Mei 2011 tentang Izin Penelitian, bersama ini kami Kepala Madrasah Aliyah Negeri Salatiga menyanggah dengan sesungguhnya bahwa :

Nama / NIM : **SITI NUR ROSIDANI / 11307021**
Mahasiswa : **Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga**
Jurusan : **Tarbiyah**
Program Studi : **Tadris Bahasa Inggris (TBI)**
Judul Skripsi : **GRAMMATICAL ERROR ANALYSIS IN STUDENTS' RECOUNT TEXTS A CASE STUDY IN THE ELEVENTH GRADE OF LANGUAGE CLASS STUDENTS' OF MAN SALATIGA IN THE ACADEMIC YEAR 2010/2011**

Yang bersangkutan benar-benar telah mengadakan Penelitian di Madrasah Aliyah Negeri Salatiga pada tanggal 16 Mei s.d 14 Desember 2011.

Demikian surat keterangan ini di buat, untuk dipergunakan sebagaimana mestinya



Kepala,
Dr. H. Sudar, M.Ag
NIP. 195608201981031009



**YAYASAN PENDIDIKAN ISLAM AMANAT UMMAT
MADRASAH IBTIDAIYAH KARANGDUREN**

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Alamat : Weditela, Karangduren, Kecamatan Tengaran Kabupaten Semarang

SURAT KETERANGAN AKTIF MENGAJAR

Nomor: 046/MI.012/VIII/2011


Yang bertanda tangan di bawah ini Kepala MI Karangduren Kec. Tengaran Kab. Semarang,
dengan ini menerangkan bahwa :

Nama : Siti Nur Rosyidani
Tempat tanggal lahir : Salatiga, 18 Oktober 1989
Pendidikan terakhir : SMAN 3 Salatiga
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Keterangan : Yang bersangkutan aktif mengajar di madrasah kami sejak 01 Juli 2011
sampai sekarang.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat digunakan sebagaimana
mestinya.

Karangduren, 24 Agustus 2011

Kepala MI Karangduren


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