

THESIS

**ANALYSIS ON GRAMMATICAL ERRORS IN RECOUNT TEXT
PRODUCED BY EFL LEARNERS**



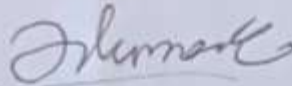
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**ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATIONAL SCIENCES FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
2022**

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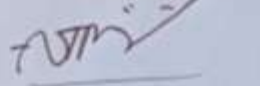
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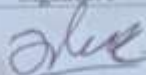
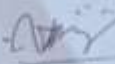
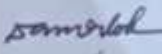
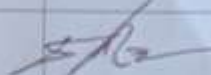
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Presented in partial fulfilment for
Sarjana Pendidikan Degree in English Language Education

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ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATIONAL SCIENCES FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
2022

MOTTO
***THE FEAR OF THE LORD IS THE START OF KNOWLEDGE: BUT THE
FOOLISH HAVE NO USE FOR WISDOM AND TEACHING.***
(AMSAI 1:7)

DEDICATION

This thesis dedicated to the following beloved people and institution;

1. Primarily to God Almighty, The Son, and The holy Spirit
2. To my beloved Almamater Widya Mandira Catholic University Kupang.
3. To my grandfather Nilus No'ong (the late)
4. To my grandmother Maria Tenung.
5. My father Melkior Jeharu
6. My mother Koernelia Reni (the late).
7. My uncles Nabor (the late), Piter (the late), Dus, and Ande.
8. My aunts Gina, Neli, Erni, and Feli.
9. My sibling Ani.
10. My nephews Epak, Inok, Jojon, Kenji, and Alto.
11. My cousins Orlin, Arlin, Febi, Jisel, Greisa, and Viona.
12. My beloved Almamater, Widya Mandira Catholic University.
13. My Congregation Holy Family Brothers of Nazareth de Belley.

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Kupang, June 2022

The Writer

ABSTRAK

Penelitian ini berjudul “Analisis Kesalahan Tata Bahasa dalam Teks Recount yang Diproduksi oleh Pembelajar EFL”. Penelitian ini dibuat untuk menjawab pertanyaan, apa saja kesalahan-kesalahan dalam tata bahasa yang dilakukan oleh siswa SMPK St. Yoseph Naikoten-Kupang? Dan kesalahan tata bahasa apa yang dominan dilakukan oleh siswa kelas delapan SMPK St. Yoseph Naikoten-Kupang? Tujuan dari penelitian ini adalah untuk mengetahui jenis-jenis kesalahan tata bahasa yang dilakukan oleh siswa kelas VIII SMPK St. Naikoten-Kupang dan juga untuk mengetahui jenis kesalahan tata bahasa yang dominan dilakukan oleh siswa SMPK St. Yoseph NaikotenKupang. .

Dalam penelitian ini peneliti menggunakan metode kualitatif dan analisis datanya menggunakan teori surface strategy taxonomy yaitu untuk menentukan dan mengetahui jenis-jenis kesalahan. Partisipan dalam penelitian ini adalah siswa kelas VIII SMPK St. Yoseph Naikoten-Kupang. Untuk mengetahui jenis kesalahan, siswa diminta untuk membuat teks recount. Teks recount adalah instrumen penelitian ini. Ada lima langkah yang peneliti gunakan yaitu: (1) Penulis menjelaskan kepada siswa tentang jenis tugas yang diberikan untuk membuat proposal dan skripsi, (2) Penulis menjelaskan kepada siswa teks recount, (3) penulis menjelaskan tujuan penelitian, (4) Meminta siswa untuk mengerjakan tugas menulis. (5) Mengumpulkan tulisan siswa. Peneliti juga menganalisis data melalui beberapa teknik sebagai berikut: (1) Mengidentifikasi kesalahan yang dilakukan siswa, (2) Menandai kesalahan dengan menggarisbawahi dan menandai huruf “A” untuk kesipaan *omission*, “B” untuk *addition*, “C” untuk *missformation*, dan “D” untuk *missordering*, (3)

Mengklasifikasikan kesalahan yang mereka buat ke dalam jenis-jenis kesalahan di atas, (4) Menghitung jumlah kesalahan, (5) Mendeskripsikan kesalahan, (6) Menyimpulkan hasil dari analisis.

Dari hasil penelitian peneliti menemukan bahwa ada lima jenis kesalahan yaitu *omission* (10), *addition* (9), *misformation* (48), *misordering* (2), dan jenis kesalahan tata bahasa yang paling dominan dilakukan oleh siswa adalah *misformation*. Selain keempat jenis kesalahan tata bahasa tersebut di atas ada kesalahan-kesalahan lain yang muncul dalam penelitian ini, peneliti mengumpulkannya sebagai (unclassified errors). Sehubungan dengan temuan penelitian ini, beberapa saran diajukan (1) kepada guru. Mereka harus lebih fokus pada pengajaran simple past tense yang digunakan dalam membaca teks yang mereka pelajari. (2) Bagi siswa mereka harus berusaha lebih keras untuk mempelajari simple past tense dan mempraktikkannya. Siswa juga tidak hanya belajar dengan guru tetapi juga dengan mencari sumber lain seperti internet, buku, kamus dan sebagainya untuk meningkatkan keterampilan menulis, (3) Bagi pembaca dalam memberikan informasi kepada pembaca lain khususnya dalam tulisan, sebaiknya memperhatikan pola gramatikal teks.

Kata kunci; recount text, surface strategy taxonomy, grammatical errors.

ABSTRACT

This research entitled “Analysis on Grammatical Errors in Recount Text Produced by EFL Learners”. This research is made to answer the questions, what are kinds of grammatical errors made by the students of SMPK St. Yoseph NaikotenKupang? And what is the dominant kind of grammatical error made by the eighth grade students of SMPK St. Yoseph Naikoten-Kupang? The objectives of this study are to find out the kinds of grammatical errors made by the eighth grade students of SMPK St. NaikotenKupang and also to find out the dominant kind of grammatical error made by the students of SMPK St. Yoseph Naikoten-Kupang.

In this study the researcher used qualitative method and analysis the data used surface strategy taxonomy i.e. to determine and find out the kinds of errors. The participants of this study were eighth grade students of SMPK St. Yoseph NaikotenKupang. To find out the kind of errors the students were asked to make a recount text. Recount text was the instrument of the study. There are four steps that the researcher used namely:

(1) The writer explained to the students about the kinds of task which were given to make a proposal and thesis, (2) The writer explained to the students what recount text is, (3) The writer explained the aim of the study, (4) Asking the students to do the writing task. (5) Collecting the students’ writings. The researcher also analyzed the data through some techniques as follow: (1) Identifying the errors committed by the students, (2) Marking the errors by underlining and marking the letters “A” for omission, “B” for addition, “C” for miss formation, and “D” for miss ordering, (2) Classifying the errors that they committed into the type of errors, (3) Calculating the number of errors, (4) Describing the errors, (5) Concluding the results of the analysis. From the result the researcher found that there were five types of errors they were omission (10), addition (9), misformation (48), misordering (2), and the most dominant kind of grammatical error made by the student was misformation. Beside these four types of grammatical errors there were another errors that appeared in the study, the researcher collected them as unclassified errors. Regarding to the findings of the study some suggestions are proposed to the teachers. They should give more focus on teaching simple past tense used in reading texts they learned. For the students they should try harder to study simple past tense and put it to practice. Students also not only study with the teachers but also by looking for other sources like internet, books, dictionary and so on in order to improve writing skill. For the readers in giving information to the other readers especially in writing, it is better to pay much attention to the grammatical pattern of the text.

Keywords; recount text, surface strategy taxonomy, grammatical errors.

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