

THESIS

**AN ANALYSIS OF GRAMMATICAL ERRORS IN THE
CONVERSATION OF ELEVENTH GRADE STUDENTS
OF SMAN 2 KUPANG IN SCHOOL YEAR 2014/2015**



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WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
2014**

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**Presented in the Partial Fulfillment of the Requirements
of Sarjana Pendidikan in English Language Education**

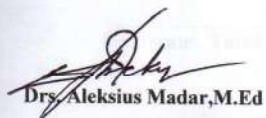
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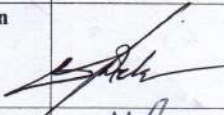

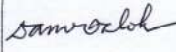
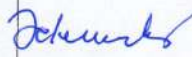

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MOTTO

DON'T STOP TO STRUGGLE BEFORE YOU
ATTAIN SUCCESS

(Metris b. Tamonob)

DEDICATION

This thesis is particularly dedicated to:

- 1) My beloved father Benyamin Tamonob**
- 2) My beloved mother Sisilia Tony Tamonob**
- 3) My beloved sisters Je and Diant.**
- 4) My beloved brothers Randy and Ronal**
- 5) All relatives who are meritorious contributors to the success of my Study.**
- 6) My beloved almamater Widya Mandira Chatolic University Kupang.**

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Kupang, October, 2014

The writer

ABSTRACT

This study is entitled “**An Analysis of Grammatical Errors in the Conversation of the Eleventh Grade Students of SMA Negeri 2 Kupang in the School Year 2014-2015**”. It was conducted to answer the following questions: (1). What are the grammatical errors in the conversation made by eleventh grade students of SMAN 2 Kupang? (2). What are the most frequent grammatical errors in the conversation made by eleventh grade students of SMAN 2 Kupang? Based on the problems stated above, the objectives of the study were as follows: (1). To find out the grammatical errors in the conversation made by eleventh grade students of SMN 2 Kupang. (2). To find out the most frequently grammatical errors in the conversation. In conducting this study, the writer used descriptive method. The subject of this study was 10 students of language class of the eleventh grade students of SMAN 2 Kupang. The instrument used was conversation. In collecting the data, the writer gave some topics chosen by the students and then the writer recorded the students’ conversation. The taxonomy used by the writer in analyzing the data was surface strategy taxonomy, entailing omission, addition, misformation, and misordering. The result of the analysis showed that the errors committed by the eleventh grade students of SMA Negeri 2 Kupang in the school year 2014/2015 were omission 20 (44.44%), misformation 12 (26.67%), addition 9 (20%) and misordering 4 (8.89%). The total number of errors was 45. The most frequent error was **omission**. Based on the result above, the writer suggests (1). The student should improve their grammar knowledge and practice it in the conversation. Of course this will need a lot involvement from their English teacher to provide exercises of grammar through speaking. (2). The teacher should pay attention on the students’ grammar when he is teaching. The attention refers to the providing the speaking materials and exercises for grammar

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