AN ANALYSIS ON THE GRAMMATICAL ERRORS
IN THE STUDENTS’ WRITING
(A Case Study of the First Year Students of “SMA Negeri 1 Cigudeg-Bogor”)

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AN ANALYSIS ON THE GRAMMATICAL ERRORS IN THE STUDENTS’ WRITING
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in Partial Fulfillment of the Requirements
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ABSTRACT

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Advisor: Drs. Zaenal Arifin Toy, M.Sc

Key words: Analysis on Grammatical Errors, Students Writing, SMA Negeri 1 Cigudeg

After the writer did the research in SMA Negeri 1 Cigudeg-Bogor, she got the result of grammar errors made by the first year students of SMA Negeri 1 Cigudeg-Bogor in writing recount text. The error was done in Tense for the highest errors by 19 students or 95%, the second is errors in Spelling and Punctuation by 18 students or 90%, the third is errors in Sentence Pattern by 17 students or 85%, the forth is errors in Preposition by 7 students or 35%, and the last errors in Pronoun with 6 errors or 30%.
ABSTRAKSI


Dosen Pembimbing: Drs. Zaenal Arifin Tyo, M. Sc.


Setelah penulis melakukan penelitian di SMA Negeri 1 Cigudeg –Bogor, dia mendapatkan hasil dari kesalahan-kesalahan Grammar yang dibuat oleh para siswa tahun pertama (kelas 1) di SMA Negeri 1 Cigudeg-Bogor dalam menulis Recount Text. Kesalahan-kesalahan ada pada Tenses sebagai kesalahan tertinggi oleh 19 siswa atau dengan persentase 95 %, kesalahan kedua ada pada Spelling and Punctuation oleh 18 siswa atau dengan persentase 90%. Kesalahan ketiga ada pada Sentence Pattern oleh 17 siswa atau dengan persentase 85%. Kesalahan keempat ada pada Preposition oleh 7 siswa atau dengan persentase 35%. Dan kesalahan terakhir pada Preposition oleh 6 siswa atau dengan persentase 30%.
AKNOWLEDGMENT

In this occasion, the writer would like to express her great love to her sweetest family; her mother Emma Surahwati, S.Pd. SD., her father Suryana, S.Pd, M.M., her brother Muhammad Lazuardi Emmaryana for their supports to finish her study.

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Finally, the writer realizes that this “Skripsi” is still far from being perfect. Criticism and suggestions would be acceptable to make it better.

Jakarta, October 2010

Writer
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CHAPTER I
INTRODUCTION

A. The Background of Study

In Indonesia, English is taught as a foreign language. English generally has been learned by the students since they were in the basic level of education. When students learnt English, they are focused on mastering four language skills: Listening, Speaking, Reading, and Writing. Listening and reading are receptive skills while speaking and writing are productive skills. All of the skills are to be improved in the process of teaching and learning English.

In the process of teaching and learning English, writing ability is the most difficult and complicated language skill to be learned almost by the students in every level of education. According to the curriculum in SMA Negeri 1 Cigudeg, Writing in the First Year students is taught into 5 kinds of texts: Recount, Narrative, Procedure, Descriptive, and News Item. Here the writer only used writing Recount text to be analyzed.

Actually, Writing needs well knowledge and hard thinking when the students produce words, sentences, paragraph at the same time with good English grammatical. English grammar is more complicated than Indonesian grammar. Some mistakes are made when the students do not understand well about the English grammar. Many of the students commonly make grammar mistakes in their learning especially in writing. But, sometimes the teacher did not aware about students’ mistakes. Then the students made their mistakes repeatedly because they do not have the correction and it was what we have called as error.

Carl James said that:
If the learner is inclined and able to correct a fault in his or her output, it is assumed that the form he or she selected was not the one intended, and we shall say that the fault is a mistake. If, on the other hand, the learner is unable or in any way disinclined to make the correction, we assume that the form the learner used was the one intended, and that is an error.1

1 Carl James, Errors in Language Learning and Use; Exploring Error Analysis, (London and Newyork: Addison Wesley Longman Limited, 1998), p.78
Errors in foreign language teaching especially in English are the cases which are difficult enough to avoid. Many aspects that can cause the learners of English as a foreign language make errors and sometimes mother tongue interference also became one of the caused.

Errors in language learning are natural. Therefore, when the teachers teach in the school, they will find many phenomena; they will find many students who have good writing in English, many students who have middle writing, and maybe they will find many students who have low ability in writing English.\(^2\)

According to the explanation above, it was important by the teacher to give error analysis in students writing. Error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences.\(^3\) Carl James stated that Error Analysis is the process of determinating the incidence, nature, causes, and consequences of unsuccessful language.\(^4\)

Although errors are bad things in learning English, error analysis is advantageous for both students and teachers. For students, error analysis is needed to show them in what aspect in grammar which is difficult for them, to show the errors made by the students, to know the source or the cause of the error and how the students can learn from their mistakes in order that they will not make some errors repeatedly. And for teachers, it is required to evaluate themselves whether they are successful or not in teaching English.

Based on the explanation above, the writer is interested in analyzing students’ writing especially in their grammatical errors. The writer would like to carry out a research under the title “An Analysis on the Grammatical Errors in the Students’ Writing” (A Case Study of the First Year Students of “SMA Negeri 1 Cigudeg-Bogor”).

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\(^2\) http://etd.eprints.ums.ac.id/4959/1/A320040154.pdf

\(^3\) http://puslit2.putra.ac.id/ejournal/index.php/ing/article/viewFile/15485/15477

\(^4\) Carl James, Errors in Language . . . p.1
B. The Limitation of the problem

It is important to make the limitation of the problem, to avoid misunderstanding and to clarify the problem. According to the curriculum of SMA Negeri 1 Cigudeg for class X, writing is taught in 5 kinds of text; Recount, Narrative, Procedure, Descriptive and News Item. The writer focused her study on analyzing the student’s grammatical error in writing Recount Text. The writer just concerned in analyzing five aspects: Sentence Pattern (subject and verb), Tenses, Pronoun, Preposition, Punctuation and Spelling.

C. The Formulation of the problem

Based on the limitation above, the formulation of the problem is to find out the percentage of the grammar errors into five aspects: Sentence Pattern (subject and verb), Tenses, Pronoun, Preposition, Punctuation and Spelling made by the first year students of SMA Negeri 1 Cigudeg in writing recount text.

D. The Objectives of Study

The objective in this study is one of the important things in order the study will reach the target what the writer hopes.

- To detect, to identify and to analyze the grammatical errors was done by the students in their written text.
- To find the reasons why the students make errors in their writing.

E. The Method of Study

In this research, the writer used field research. The writer used test of writing recount text that implemented in writing the story about the unforgettable moment in students’ live. The text must be written based on the generic structure of recount text; Orientation, Events and Re-orientation. Then the writer analyzed the errors that the student made in their writing and calculated them using simple statistic formula. And the data will be explained in description analysis. The writer used book and other materials such as the data from internet which have topic related to this study that support to the discussion.
F. The Organization of Writing

The writer divides this paper into five chapters. The first chapter is introduction, which consists of the background of study, the limitation of the problem, the formulation of the problem, the objectives of the study, the method of study and the organization of study.

The second chapter is theoretical framework, which consists of error analysis, writing and grammar. Error analysis consists of the definition of error and error analysis, the differences between error and mistake, the causes of errors, the kinds of errors, the procedures of errors. Writing discusses about the definition of writing, the process of writing, the types of writing, and the purposes of writing. Then grammar consists of the definition of grammar, the importance of grammar in teaching, the grammatical errors in writing.

The third chapter is about the profile of SMA Negeri 1 Cigudeg-Bogor which consists of the English teacher with their background of education, the English Lesson’s books, the curriculum and syllabus, the method in teaching English.

The fourth chapter is about research methodology and research finding. The research methodology consists of the place and time of research, the technique of sample taking, the technique of data collecting, the instrument of research, and the technique of data analysis, the procedure of research. Then, the research finding consists of the description of data, the analysis of data, and interpretation and discussion.

The fifth chapter is conclusion which consists of conclusion that is related to the problem.
CHAPTER II
THEORITICAL FRAMEWORK

This chapter explained about theoretical framework, which consists of error analysis, writing and grammar. Error analysis consists of the definition of error and error analysis, the distinction between error and mistake, the causes of errors. Writing discusses about the definition of writing, and the process of writing, the types of writing, and the purposes of writing. Then grammar consists of the definition of grammar, the importance of grammar in teaching, the grammatical errors in writing.

A. ERROR ANALYSIS
1. Definition of Error Analysis

Errors in foreign language teaching especially in English are the cases which are difficult enough to avoid. Error analysis is the process of determinating the incidence, nature, causes, and consequences of unsuccessful language.\(^1\)

Richards et.al state that:

Error analysis is an activity to reveal errors found in writing and speaking. Error analysis also is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. This definition stresses the functions of error analysis.\(^2\)

Another concept of error analysis is given By Brown, he defined error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner.\(^3\) It seems this concept is the same as the one proposed by Crystal i.e. Error analysis is

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a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics. The three definitions above clarify that error analysis is an activity to identify, classify and interpret or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences. Another thing which should be noticed is the procedure of error analysis.

2. The Differences Between Error and Mistake

Sometimes we confuse to differentiate between error and mistake. If the learner is inclined and able to correct a fault in his or her output, it is assumed that the form he or she selected was not the one intended, and we shall say that the fault is a mistake. If, on the other hand, the learner is unable or in any way disinclined to make the correction, we assume that the form the learner used was the one intended, and that it is an error.

Mistakes can only be corrected by their agent if their deviance is pointed out to him or her. If a simple indication that there is some deviance is a sufficient prompt for self correction, then we have a first-order mistake. If additional information is needed, in the form of the exact location and some hint as to the nature of the deviance, then we have a second-order mistake.

Errors cannot be self-corrected until further relevant (to that error) input (implicit or explicit) has been provided and converted into intake by the learner. In other words, errors require further relevant learning to take place before they can be self-corrected.

Error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong’ (Norrish). It seems that the phrase ‘systematic

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5Carl James. Errors in Language ..., p.78
6Carl James. Errors in Language ..., p.83
deviation’ in these definitions is a key word which can be interpreted as the deviation which happens repeatedly. Further, it is necessary to differentiate between error and mistake. A mistake is also a deviation of the norms of the language but is not systematic. It means that the use of the norms of the language in sentences is sometimes true and sometimes wrong. Norrish says that a mistake is an inconsistent deviation that is sometimes the learner ‘gets it right’ but sometimes wrong. Richards et.al state that mistake is made by a learner when writing or speaking which is caused of lack of attention, fatigue, carelessness, or other aspects of performance. From these two definitions, it can be concluded that a mistake is made by a learner because he does not apply the rule (s) that he actually knows, in other words, a mistake is a non systematic deviation from the norms of the language.

3. The Causes of Error

Norrish classifies causes of error into three types that is carelessness, first language interference, and translation. The three types of causes of error will be discussed briefly below.

1) Carelessness. It is often closely related to lack of motivation. Many teachers will admit that it is not always the student’s fault if he loses interest, perhaps the materials and/or style of presentation do not suit him.

2) First language. Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called first language interference”.

3) Translation. It is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression in

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8J. Norrish. Language Learning ..., p.8
9J.C. Richards, Error Analysis ... p.95
to the target language word by word. This is probably the most common cause of error.\footnote{J. Norrish, \textit{Language Learning} \ldots p.21-26.}

Another expert who discusses the sources of error is Richards in Schumann and Stenson in his article “Error Analysis and Second language Strategies”. He classifies sources of errors into six points:

1) \textit{Interference}, that is an error resulting from the transfer of grammatical and/or stylistic elements from the source language to the target language

2) \textit{Overgeneralization}, that is an error caused by extension of target language rules to areas where they do not apply

3) \textit{Performance error}, that is unsystematic error that occurs as the result of such thing as memory lapses, fatigue, confusion, or strong emotion

4) \textit{Markers of transitional competence}, that is an error that results from a natural and perhaps inevitable development sequence in the second language learning process (by analogy with first language acquisition)

5) \textit{Strategy of communication and assimilation} that is an error resulting from the attempt to communicate in the target language without having completely acquired the grammatical form necessary to do so

6) \textit{Teacher-induced error} that is an error resulting from pedagogical procedures contained in the text or employed by the teacher.\footnote{J.C. Richards, \textit{Error Analysis} \ldots p.32}

\section*{4. The Kinds of Error}

According to Corder, errors divided into four categories: omission of some required element, addition of some necessary or incorrect element, selection of an incorrect element, and miss-ordering of element. And here are the explanations:

\begin{enumerate}
  \item Omission

  Certain linguistic forms may be omitted by the learners because of their complexity in production. Omission also occurs in morphology. Learners often leave out the third person singular morpheme \textit{-s}, the plural
marker –s and the past tense inflection –ed. A learner could say, for example: “I watch the movie last night”. Instead of: “I watched the movie last night”.

b. Addition

Learners not only omit elements which they regard as redundant but they also add redundant element.

For example: - I swims  
- The books is here

Instead of: “I swim” and “The book is here”

c. Selection

Learners commit errors in pronunciation, morphology, syntax and vocabulary due to the selection of the wrong, phoneme, morpheme, structure or vocabulary item. For example: “Fika is smartest than Femy”.

Instead of “Fika is smarter than Femy”.

d. Ordering

Miss-ordering can occur in morphological level. Miss-ordering of bound morpheme in English is perhaps less frequent, given their limited number, but in the example “He is got upping now”, the learners attaches the inflection –ing to the particle of the two words verb “get up”.

Students’ errors may be distinguished as follows:

a. Errors Performance is unsystematic and not very serious, because the students themselves can correct them when their attention is drawn to them. These errors are attributed to carelessness, lapse of memory, ill health, emotional health, etc., and they should not worry us.

b. Errors Competence is persistent and systematic and in consequence serious, and their treatment calls for careful analysis to discover their cause. These errors represent the learners’ traditional competence.

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5. The Procedures of Error

Gass and Selinker stated that “A great deal of the work on error analysis was carried out within the context of the classroom. The goal was clearly one of pedagogical remediation. There are a number of steps taken in conducting an error analysis.\textsuperscript{14}

a. Identify errors, what is the error (e.g. incorrect sequence of tenses, wrong verb form, etc)

b. Classify errors. Is it an error of Tense? Is it an error in sentence pattern?

c. Quantify errors. How many errors of Tense occur?

d. Analysis of source/causes.

e. Remediation. Based on the kind and frequency of an error type, pedagogical intervention is carried out.

A. WRITING

Writing is one of the parts of language skills besides Listening, Speaking and Reading. Writing is more difficult rather then the other language skills because it needs well knowledge and hard thinking when they are produce words, sentences and paragraphs with a good grammatical.

Written text has a number of conventions which separate it out from speaking. Apart from differences in Grammar and Vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuation.\textsuperscript{15}

Writing is not easy. It takes study and practice to develop this skill. For both native speakers and new learners of English, it is important to note that writing is a process, not a product.\textsuperscript{16}

\textsuperscript{14} Susan M. Gass, Larry Selinker., Second Language Acquisition; An Introductory Course, (2nd ed), (Lawrence: Erlbaum Associates Publisher, 2001), p. 79


1. **Definition of Writing**

There are many definitions of writing according to many experts. Writing is to make letters or other symbols (ideograph) on a surface.\(^{17}\) It means that writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system). It is distinguished from illustration, such as cave drawing and painting, and the recording of language via a non-textual medium such as magnetic tape audio.\(^{18}\)

Berthoff has defined writing as an act of the mind by which writers create meaning. It is means that writing is the creating of meaning from one’s own intellectual and linguistic resources and activity, rather than the copying of someone else’s text, or the use of prepared lists of words to create sentence or stories.\(^{19}\)

From the definitions above, it can conclude that writing is the way or the process to express or to represent writer’s knowledge into a textual medium by following the linguistic rules.

1. **The Process of Writing**

John Langan stated on his book that there are four bases in writing an effective paper: unity, support, coherence, and sentence skills.

a. **Unity**

To achieve unity is to have all the details in your paper related to your thesis and to your three supporting topic sentences. Each time you think of something to put into your paper, ask yourself whether it relates to your thesis and your supporting points.

b. **Support**

After realizing the importance of specific supporting details, all your papers should include such vivid details.


\(^{18}\)http://en.wikipedia.org/wiki/Writing

c. Coherence

All the supporting ideas and sentences in a paper must be organized so that they cohere. Key techniques for tying together the material in a paper include a clear method of organization (such as time order or emphatic order), transitions, and other connecting words.

d. Sentence Skills

Here are the examples of sentence-skills mistakes: quotation marks, capitalization, singular-plural, parallelism, sentence fragment, misspelled, tenses, apostrophe, etc.\(^{20}\)

Kate Grenville stated in his book that short stories, essays, reports—they all look very different, and they are doing different jobs, but you can go about them all in the same way using these same six steps:

a. Getting ideas (in no particular order)
b. Choosing (selecting the ideas you think will be most useful)
c. Outlining (putting these ideas into the best order—making a plan)
d. Drafting (doing a first draft from beginning to end, without going back)
e. Revising (cutting, adding or moving parts of this draft where necessary)
f. Editing (proof reading for grammar, spelling and paragraphs).\(^{21}\)

2. Types of Writing

Determining the type of writing you will need to do, will help you determine your topic or subject, purpose (why you are writing), style (how you should write) and your attitude toward your subject supportive, objective, etc.\(^{22}\)

Here are the types of writing:


\(^{22}\)http://ksdl.kobe.edu/writingresource/typeswriting.html
a. Recount

Recount provides information about what it happened, when it happened, where it happened and who was involved. Recount has a social function to retell events for the purpose of informing or entertaining the reader. The schematic structure of Recount are:

- Orientation: provides the setting and introduces participants. Usually use descriptive words to give detail information about who, when, where, why and what.
- Events: tell what happened, in what sequence
- Re-orientation: optional-closure of events.

Recount has language features, such as: proper nouns to identify those involved in the text, descriptive words to give detail who, what, when, where, and how, the use of the past tense to retell the events, words that show the order of events (for example: first, next, then).

Recount also focused on individual participants, use of past tense, use a temporal sequence of events, use of material (or action) clauses.

The examples of a recount text are experiences, diary entries, newspaper reports, interviews, conversation, and letters.

b. Narrative

Narrative has social function to amuse, entertain and to deal with actual vicarious experience in different ways, narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction,
romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.\textsuperscript{28}

The schematic structures of narrative are divided into three parts:
- **Orientation**: sets the scene and introduces the participants.
- **Complication**: begins when a crisis arises.
- **Resolution**: the crisis is resolved, for better or for worse.\textsuperscript{29}

c. **Procedure**

Procedure is written to help us how to do a task or make something. They can be a set of instructions or directions.

The generic structure of a procedure text:
- **Goal**: informing how to do the instruction
- **Materials**: ingredients, utensils, equipments to do the instructions
- **Steps**: a set of instructions to achieve the goal.

The language features of a procedure text:
- **Use of imperatives** (e.g.: cut, don’t mix, slide, stir, etc.)
- **Use of action verbs** (e.g.: turn, put, mix, etc)
- **Use of connectives** (e.g.: first, second, then, finally, etc)
- **Use of adverbial phrases** (e.g.: for five minutes, 2 centimeters from the top)\textsuperscript{30}

d. **Descriptive**

Description deals with perceptions, most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern. Unlike the logic of exposition, the pattern is spatial: above/below, before/behind, right/left, and so on.\textsuperscript{31}

When we are writing a description essay, you are "painting a picture" with words. Descriptive text creates a main impression—an overall effect, feeling, or


\textsuperscript{29}Ahmad Dody, Ahmad Sugeng and Effendi, *Developing English ...* p.50

\textsuperscript{30}Ayu Istiana S., Suryani, Habibi Nur H., *Bahasa Inggris ...* p. 61

\textsuperscript{31}Thomas S. Kane, *The Oxford ...*, p.7
image -about the topic. It uses concrete, specific details to support the main impression. It uses details that appeal to the five senses: sight, hearing, smell, taste, and touch.32

e. Explanation

Explanation has social function to present (at least many different aspects of an issue and to explain the processes involved in the information or workings of natural or socio-cultural phenomena.

Here are the schematic structures of explanation text:
- General Statement: provides a general statement to position the reader. It focuses on generic, non human participants.
- Explanation: gives a sequence explaining of why or how something occurs. It is comprised mainly of material and relational process, temporal, causal circumstances and conjunctions.33

There are the language features of explanation text: Focus on generic, non-human participants, use of simple present, use of temporal and causal conjunctive relations, use of mainly material or action clauses; some passives to theme right.34

f. Exposition

Expository writing is writing that is designed to convey information or explain what is difficult to understand.35

But whatever its subject, exposition reveals what a particular mind thinks or knows or believes. Exposition is constructed logically. It organizes around cause/effect, true/false, less/more, positive/ negative, general/particular, and assertion/denial. Its movement is signaled by connectives like therefore, however, and so, besides, but, not only, more important, in fact, for example.36

32http://ksdl.ksbe.edu/writingresource/description.html
33Doddy, Ahmad., Ahmad Sugeng and Effendi, Developing English . . . p. 42 and 78.
36Thomas S. Kane, The Oxford ... , p.6-7
3. The Purpose of Writing

There are many different kinds of writing, such as: novels, poems, short stories, scripts, letters, essays, reports, reviews, instructions. All of them are writing. They all have the basic purpose of getting ideas from one mind into another. And here are some purposes of writing:

a. Writing to entertain

Entertain doesn’t necessarily make the readers laugh, but it at least engages their feelings in some way. Think what it’s like to be a reader, you can be entertained by something very serious, even sad, as well as by something funny. Writing to entertain generally takes the form of so-called ‘imaginative writing’ or ‘creative writing’ (of course, all writing requires some imagination and creativity). Examples of imaginative writing are novels, stories, poems, song lyrics, plays and screenplays. Sometimes imaginative writing disguises itself as a ‘true story’ for added effect.

b. Writing to inform

Inform tells the reader about something. These kinds of writing can also be ‘entertaining’ in the sense that they’re a good read. But entertaining the reader isn’t their main purpose.

Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.

c. Writing to persuade

Persuade tries to convince the reader of something. This includes advertisements, some newspaper and magazine articles, and some types of essay. This type of writing might include your opinion, but as part of a logical case backed up with evidence, rather than just as an expression of your feelings. 37

37Kate Grenville. Writing from Start ..., p. 10-11
B. GRAMMAR

1. The Definition of Grammar

James E. Purpura stated in his book *Assesing Grammar*: “Grammar is defined as a systematic way accounting for a predicting an ideal speaker’s or hearer’s knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language.”

Penny Ur said that: “Grammar is sometimes defined as the way words are put together to make correct sentences”. This is, as we shall see presently, an over-simplification, but it is good starting point. Thus in English “I am a student” is grammatical; “I a student” and “I are a student” are not.

a. Grammatical structures

A specific instance of grammar is usually called a “structure”. Examples of structures would be the past tense, noun plurals, the comparison of adjectives, and so on. Not all languages, of course, have the same structures: the English verb has “aspects” for example in progressive: *she is going*, which many other languages do not.

b. Grammatical Meaning

Grammar does not only affect how units of language are combined in order to look right; it also affects their meaning.

The meaning of a grammatical structure may be quite difficult to teach. It is fairly simple to explain that the addition of a plural –s to the noun in English indicates that you are talking about more than one item, and there are parallels in other language. But how would you explain to the foreigner when to use the present perfect (*I have gone*) in English, and when the simple past (*I went*)? If you are grammarian or an experienced English language teacher, you may have the answer at your fingertips; but most English speakers who have

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not previously studied this question will have to stop and think, and may find it difficult to answer.\(^\text{39}\)

2. **The Place of Grammar Teaching**

The place of grammar in the teaching of foreign language is controversial. Most people agree that knowledge of a language means, among other things, knowing its grammar; but this knowledge may be intuitive, and it is not necessarily true that grammatical structures need to be taught as such, or that formal rules need to be learned.

According to Penny Ur, these are opinions about the teaching grammar:

a. When someone learns his/her mother tongue, he/she does not need learn the grammar. On the other hand teaching and learning grammar is not only necessary or sufficient for language learning, but also it is helps or not to improving mastery of the language not as an end in itself.

b. Learner study grammar individually and independently than as a part of the classroom lesson. But other says that grammar is surely sufficient justification for the teacher to help them by providing information and practice in the classroom.

c. Teaching learners how to construct grammatical sentences does not enable them to produce real-life discourse. On the other hand, grammatical accuracy used to receive and produce interesting and purposeful meanings within the context of real-life language use.

d. Grammar is an affirmation of the usefulness of grammar for effective language learning. Other says that the main point of Grammar is an affirmation of its value as a means to help language learning.\(^\text{40}\)


\(^{40}\) Penny Ur, *A Course in Language Teaching*. . . p. 77-78
3. The Grammatical Errors in Writing

The examples of the grammatical errors that are found in the students’ writing:

a. Sentence Pattern

Subject is the word that tells you who or what performed the action of the verb.\textsuperscript{41} Almost all English sentences contain a subject (S) and a verb (V). The verb may or may not be followed by an object (O). This means that the Subject comes before the Verb, which comes before the Object.\textsuperscript{42}

Examples:

a. Birds flew
   \( (S) \quad (V) \)

b. The baby cried
   \( (S) \quad (V) \)

c. The student need a pen
   \( (S) \quad (V) \quad (O) \)

d. My friend enjoyed the party
   \( (S) \quad (V) \quad (O) \)

Verb is a word or phrase that describes an action, condition or experience.\textsuperscript{43} Verbs that are not followed by an object are called “intransitive verbs.” Common intransitive verbs: agree, arrive, come, cry, exist, go, happen, live, occur, rain, rise, sleep, stay, walk. Verbs that are followed by an object are called “transitive verb.” Common transitive verbs: buikd, cut, find, like, make, need, send, use, want. Some verbs can be either intransitive or transitive. Transitive; \textit{A student studied}. Intransitive; \textit{A student studied books}.

Subjects and objects of verbs are nouns (or pronouns). Examples of nouns: person, place, thing, John, pen, Asian information, appearance.\textsuperscript{44}

\textsuperscript{42}http://esl.fis.edu/grammar/rules/order.htm
\textsuperscript{43}Cambridge Advanced Learner’s Dictionary-3rd Edition,
b. Tense

Tense in English identifies when an event happens or describes a state. The simple past indicates that an activity or situation began and ended at a particular time in the past. We use past tense to describe and narrate an event or situation that occurred in the past and is over. For example:

“When I was twelve, I broke my leg. I slipped on the playground on a cold winter morning and fell. The bone near my ankle snapped with a loud “pop!” Even my friends heard it. The teachers called my parents, who came quickly. . . .”

c. Pronoun

A pronoun is a word that is used in the place of a noun or noun phrase. Usually when a noun or noun phrase has been used once, a pronoun is used to avoid repetition of the same noun or noun phrase.

Personal pronouns

Personal pronouns are words such as:

- First person pronouns, example words that represent or include the speaker or writer.

  Singular   : I, me, my, mine
  Plural     : we, us, our, ours

- Second person pronouns, example words that represent the person or people who is/are being addressed.

  Singular   : you, your, yours
  Plural     : you, your, yours

- Third person pronouns, example words that represent people or things other than the speaker/writer and the listener/reader.

  Singular   : he, him, his, she, her, it, its
  Plural     : they, them, their, theirs\(^45\)

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\(^45\) Kam Chuan Aik, *Longman*, p.198-199.
d. Preposition

Preposition have been called the biggest little words in English. They are usually quite short and significant looking, but they have very important functions. 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 element: subject, verb, object, or compliment. They usually indicate relationships, such as position, place, direction time, manner, agent, possession, and condition, between their objects and other parts of the sentence.

The following list illustrates the use of prepositional phrases to convey specific kinds of information.

a. Place, position: across, after, against, among, around, at, before, behind, below, between, by, in, in front of, inside, near, on, on top of, opposite, outside, over, to, under, underneath.

b. Direction: across, at, by way of, down, into, out of, to through, toward, up upon.

c. Time: about, after, around, at before, by, during, from ... to, from ... until, in.

d. Purpose, reason: for

e. Possession: of

f. Manner, instrument: by, in, like, with.

g. Identification: at, by, in, on, with.

h. Distance: for

i. Agent: by

j. Material: with

k. Quantity: by

—

Punctuation is the use of special marks that you add to writing to separate phrases and sentences, to show that something is a question, etc.

Punctuation is not something you impose upon a sentence after you have written it out. Commas, semicolons, and the other marks are an intimate part of grammar and style. To write well, you must punctuate well; but to punctuate well, you must also write well. 47

Punctuation mark used in punctuation, for example: full stops/periods, commas, semicolon, question mark, apostrophe, capitalization, etc. 48

1) Full stops

The punctuation mark (.) is put at the end of a sentence, or at the end of a word that has been shortened.

2) Commas

A comma’s basic purpose in life is to indicate to the reader that there should be a slight pause in the sentence. Sometimes commas separate items in a list. The last two items of a list should already be separated by the word ‘and’, so you don’t need a comma there. E.g.: I took bread, milk, eggs and cheese.

3) Apostrophe

The punctuation mark (’) that shows when a letter or a number has been left out, or is used before or after s to show possession, E.g.: I’m (= I am), they’re (= they are), ’65 (= 1965), Helen’s laugh, etc.

For example:

It’s a fine day today. (short for ‘it is’) 49

The dog bit its tail. (showing ownership)

4) Capitalization

Capital is a letter of the alphabet in the form and larger size that is used at the beginning of sentences and names print in capitals.

Capitalization is the use of capital letters.

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47 Thomas S. Kane, *The Oxford..., p. 379-380*

48 Cambridge Advanced Learner’s Dictionary-3rd Edition

49 Kate Grenville, *Writing from Start... p. 210*
Using capital letter for the first letter of a word has a specific meaning for most readers. Capitalization can be confusing unless it is done correctly, so use capital letters only when you are doing so. Here are some rules for capitalization.

a) Capitalize proper names of people (including titles and honorifics), ethnic groups, places, countries and states, holidays, institutions, and religions.

b) Capitalize the first word in a sentence or a quoted word, phrase, or sentence of dialogue. Do not capitalize the first word of an indirect quote in paraphrase.

c) Do not capitalize words to emphasize them in academic writing.\textsuperscript{50}

**Spelling**

Spelling words in English can be difficult for learners because sometimes a word is very similar to a word in their own language but is not spelled the same. For example, spell **success** with only one ‘s’, or **colleague** without an ‘a’. Another thing that makes spelling difficult is that some words in English do not sound exactly as they are spelled. In the word **definitely**, for example, the second ‘i’ sounds more like an ‘a’. It is important that students of English learn these differences.

The **bold letters** in these words show you which parts of the words learners most often get wrong. Correct spelling:

Accommodation, **which**, government, **beginning**, definitely, successful, environment, advertisement, believe, colleague.\textsuperscript{51}

\textsuperscript{50}Nancy M. Kreml, et al. *The User’s Guide* p. 388-389

\textsuperscript{51}Cambridge Advanced Learner’s Dictionary-3rd Edition, p. EH13
CHAPTER III
SCHOOL PROFILE

In this chapter, the writer just explained about the information which is related with the paper. Here are the explanation about the English teacher with their background of education, the curriculum and syllabus, the English Lesson’s books, the method in teaching english.

1. The English Teacher

Based on the data in SMA Negeri 1 Cigudeg, there are five English teachers; 2 people are Public Servant Civil and 3 people are Honorary.

a. Sri Rahayu Wulandari, S.Pd
She graduated from English Department, faculty of education and teacher’s training, Pakuan University-Bogor in 2001. As a public servant civil in SMA Negeri 1 Cigudeg, she does not teach in another school. She teaches class XI IPA 1, 2 and 3 and class XII IPA 1, 2 and 3. She has been teaching in SMA Negeri 1 Cigudeg since 2002.

b. Iwan Rusmawan, S.Pd
He graduated from English Department, faculty of education and teacher’s training, Ibn Khaldun University-Bogor in 2001. As a public servant civil in SMA Negeri 1 Cigudeg, he does not teach in another school. He teaches class XII IPS 1, 2 and 3. He has been teaching in SMA Negeri 1 Cigudeg since 2002.

c. Linlin Nurmeilina, S.Pd
She graduated from English Department, faculty of education and teacher’s training, UHAMKA University in 2007. She teaches in SMA Negeri 1 Cigudeg as a honorary teacher. She teaches class XI IPS 1, 2 and 3. She has been teaching in SMA Negeri 1 Cigudeg since 2008.
d. Reza Adhy Gunawan, S.Pd
   He graduated from English Department, faculty of education and teacher’s training, Ibn Khaldun University-Bogor in 2009. He teaches in SMA Negeri 1 Cigudeg as a honorary teacher. He teaches class X 1, 2 and 3. He has been teaching in SMA Negeri 1 Cigudeg since 2008.

e. Fajariani Emmaryana
   She is still as a student in English Department, faculty of education and teacher’s training, State Islamic University “Syarif Hidayatullah” Jakarta. She teaches in SMA Negeri 1 Cigudeg as a honorary teacher. She teaches class X 4, 5, 6 and 7. She has been teaching in SMA Negeri 1 Cigudeg since 2010.

2. The Curriculum
   SMA Negeri 1 Cigudeg used “Kurikulum Tingkat Satuan Pendidikan (KTSP) SMA Negeri 1 Cigudeg”. This curriculum is made based on the pedagogical principles and the instruction of composing curriculum which is not separated from “Standar Isi” and based on the situation, condition and environmental needs. The teachers must made syllabus and sets of teaching learning’s administration based on the curriculum.

3. The Books
   In choosing the lesson books, the headmaster and the teachers in SMA Negeri 1 Cigudeg used the books from “Departemen Pendidikan Nasional” for teaching learning process. For english lesson, the government gave the book by Ahmad Doddy, Ahmad Sugeng and Effendi with the title Developing English Competencies: for Senior High School Grade X, XI and XII, (1st ed), Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008. Besides that books, the teacher also used another books related with the English matterial such as the book Look Ahead. LKS also is used to give the excercise for the students. The
material in the teaching learning process is taught based on the curriculum which is directed to face the National Exam.

4. The Methods of Teaching

SMA Negeri 1 Cigudeg used Contextual Teaching Learning in the method of teaching. CTL is divided into 6 classifications, such as: constructivism, questioning, modelling, inquiry learning community, reflection and authentic assessment. In English Lessons, there were the scope of study about: Genre, Functional Text, and Actional Competence. To develop the students English ability and skills, English language must be used as the medium of instruction in teaching learning process.
CHAPTER IV
RESEARCH METHODOLOGY AND RESEARCH FINDINGS

A. RESEARCH METHODOLOGY

1. Place and Time of the Research
   The research was held at SMA Negeri 1 Cigudeg on 26 – 29 July, 2010. Then the writer took the data for the profile of the school on February, 2010.

2. Technique of Sample Taking
   A population is a collection of data whose properties are analyzed. The population is the complete collection to be studied; it contains all subjects of interest. A sample is a part of the population of interest, a sub-collection selected from a population.

   The population for this paper was the students of class X 1, 2, 3 and 4 of SMA Negeri 1 Cigudeg. Then the writer used random sampling to take 5 students from each class as the sample so there was 20 students’ writing to be analyzed.

3. The Technique of the Data Collecting
   To collect the data, the writer used field research. To get field research, the writer got in touch directly with the students of SMA Negeri 1 Cigudeg. She gave written test to the students of class X 1, 2, 3 and 4 to know how far the students are able to make recount text with good grammatical. And she also interviewed the English teacher to know their background of knowledge, the curriculum and method in English teaching learning.

   Then, the writer used many books, the papers, and took the data from the internet related to the research to support the theoretical framework.
4. The Instrument of the Research

a. Written text

The writer gave the task for the students’ class X 1, 2, 3 and 4 in different time. The students did the task in the classroom. The students are given 60 minutes for writing a recount text about the students’ unforgettable experience in their live. The text should be composed at least in 3 paragraphs (Orientation, Events, and Re-Orientations). Then from 4 classes the writer chose only 5 students in each class for sample, so there was 20 students’ writing to be analyzed. The writer classified the grammar errors into five aspects: Sentence Pattern (subject and verb), Tenses, Pronoun, Preposition, Punctuation and Spelling. The writer calculated the errors using simple statistic formula. And the data will be explained in description analysis. Then, the writer used book and other materials such as the data from internet which have topic related to this study that support to the discussion.

5. The Technique of the Data Analysis

The writer used descriptive analysis technique (percentage) with the percentage from the frequency of information and divided with number of cases. The formula is:

\[ P = \frac{F}{N} \times 100\% \]

Notes:

P: Percentage
F: Frequency of wrong answer
N: Number of sample
6. The Procedure of the Research

Here are the procedures of the research:

1. Firstly, the writer had a meeting with the headmaster, talking about the purposes.
2. Then the writer arranged the time for doing the writing task.
3. The writer gave the task for the students’ class X 1, 2, 3 and 4 in different time.
4. The students did the task in the classroom. The students are given 60 minutes for writing a recount text about the students’ unforgettable experience in their live. The text should be composed based on the generic structure of Recount text (Orientation, Events, and Re-Orientation).
5. Then the writer chose only 5 students in each class for sample, so there was 20 students’ writing to be analyzed.
6. The writer classified the grammar errors into five aspects: Sentence Pattern (subject and verb), Tenses, Pronoun, Conjunction, Punctuation and Spelling.
7. Finally the writer calculated the grammar errors and explained it using descriptive analysis.
B. RESEARCH FINDINGS

1. The Description of the Data

To know the description of the grammar errors in the students’ writing, the writer identify the grammar errors and classify into 5 aspects: Sentence Pattern, Tenses, Pronoun, Preposition and Spelling and Punctuation. Then the writer made the reconstruction of the errors’ writing which made by the students.

Here are the tables which show us the identification, the classification and the reconstruction of the errors which made by the students

<table>
<thead>
<tr>
<th>No</th>
<th>Identification of Errors</th>
<th>Errors Classification</th>
<th>Reconstruction of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Last Sunday, my family and I went holiday to Lido in Sukabumi. Trip to there needed three hours. My family and I ___ break, and ___ we eat together. Next we went ___ look around ___. Next my niece and I went for swimming. Next we need up boat while enjoyed situation in lake but ___ rain, and ___ we invalid. Serious we still need enjoyed situation in there but ___ rain is heavy. Next, my family and I Go to home.</td>
<td>tense spelling, tense preposition, pronoun, spelling tense sentence pattern spelling tense tense preposition tense</td>
<td>Last Sunday, my family and I went holiday to Lido in Sukabumi. Trip to there needed three hours. My family and I had break, and then we ate together. Next we went to look around us. Next my niece and I went for swimming. Next we needed up boat while enjoyed situation in lake but it was rain, and then we invalid. Serious we still needed to enjoy situation in there but the rain was heavy. Next, my family and I went to home.</td>
</tr>
</tbody>
</table>

From the table 4. 1, the writer can find the grammar errors in Sentence pattern = 1 error, Tense = 7 errors, Pronoun = 1 error, Preposition = 2 errors, Spelling and punctuation = 3 errors.
Table 4. 2

<table>
<thead>
<tr>
<th>No</th>
<th>Identification of Errors</th>
<th>Errors Classification</th>
<th>Reconstruction of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Last holiday _ with my sister went to Anyer beach. Journey go there for about three hours. during the trip, I along with my sister singing. And we get there by car. After arriving there, we play the water, changing clothes. There we do not just play the water but we also play sand, surd dump up the banana boat. we finally decided to go home because it was already dark days. We come home to bring beautiful smile.</td>
<td>sentence pattern: 1 error, spelling: 4 errors, tense: 9 errors, punctuation: 0 errors</td>
<td>Last holiday I with my sister went to Anyer Beach. Journey went there for about three hours. During the trip, I along with my sister sang. And we got there by car. After arriving there, we played the water, changed clothes. There we did not just play the water but we also played sand, surfed dump up the banana boat. We finally decided to go home because it was already dark days. We came home to bring beautiful smile.</td>
</tr>
</tbody>
</table>

From the table 4. 2, the writer can find the grammar errors in Sentence pattern = 1 error, Tense = 9 errors, Pronoun = 0 error, Preposition = 0 errors, Spelling and punctuation = 4 errors.
### Table 4.3

<table>
<thead>
<tr>
<th>No</th>
<th>Identification of Errors</th>
<th>Errors Classification</th>
<th>Reconstruction of Errors</th>
</tr>
</thead>
</table>
| 3  | **my story**<br>Last Sunday, I am and my family Go to vacation to home ___ my grandmother.<br>In theree I can’t a new story that ___ very impression.<br>In theree all farmers in the village work Hard they plow the field for spreading the seeds. That field will be green in a month. It was like a great carpet spread in land and in three month it will change in to yellow like golden carpet.<br>And it was time for the harvest party and it was very interesting. You could come to village ___ my grandmother on holiday time. | Punctuation<br>   Sentence pattern  
   tense  
   preposition  
   spelling, spelling 
   sentence pattern  
   spelling  
   punctuation  
   spelling, tense  
   spelling  
   tense  
   preposition | My Story<br>Last Sunday, I and my family went vacation to home of my grandmother.<br>In there I can a new story that was very impression.<br>In there all farmers in the village work hard they plow the field for spreading the seeds. That field would be green in a month, It was like a green carpet spread in land and in three month it would change in to yellow like golden carpet.<br>And it was time for the harvest party and it was very interesting. You could come to village of my grandmother on holiday time. |

From the table 4.3, the writer can find the grammar errors in Sentence pattern = 2 errors, Tense = 3 errors, Pronoun = 0 error, Preposition = 2 errors, Spelling and punctuation = 7 errors.
Table 4.4

<table>
<thead>
<tr>
<th>No</th>
<th>Identification of Errors</th>
<th>Errors Classification</th>
<th>Reconstruction of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Last month, my sister, my close friend, and I went to Pekan raya Jakarta. We wanted to see some performances from tradition of Jakarta. Next, we saw performance from some band senior from Indonesian. After that we played games, sang and ___ shopping for souvenir. At night, we ___ back to our car and ready to go home.</td>
<td>punctuation</td>
<td>Last month, my sister, my close friend, and I went to Pekan Raya Jakarta. We wanted to see some performances from tradition of Jakarta. Next, we saw performance from some band senior from Indonesian. After that we played games, sang and went shopping for souvenir. At night, we went back to our car and ready to go home.</td>
</tr>
</tbody>
</table>

From the table 4.4, the writer can find the grammar errors in Sentence pattern = 2 errors, Tense = 0 errors, Pronoun = 0 error, Preposition = 0 errors, Spelling and punctuation = 3 errors.
My last vacation, my sister and mother went to the old city. Our journey went there for about three hours. We went there by train. Once it was in there in accordance with my expectations was very bad roads. From our train station we walked to the old town called the museum Fatahilla. There we took picture and saw his museum. After that I bike with my brother. In fact the time was late in the afternoon we went home with another train. It was enough for refreshing vacation before entering school.

From the table 4. 5, the writer can find the grammar errors in Sentence pattern = 1 error, Tense = 5 errors, Pronoun = 1 error, Preposition = 0 errors, Spelling and punctuation = 3 errors.
From the table 4. 6, the writer can find the grammar errors in Sentence pattern = 0 error, Tense = 4 errors, Pronoun = 0 error, Preposition = 0 errors, Spelling and punctuation = 3 errors.
Table 4. 7

<table>
<thead>
<tr>
<th>No</th>
<th>Identification of Errors</th>
<th>Errors Classification</th>
<th>Reconstruction of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Holiday in Puncak</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Last holiday, in fact I’m</td>
<td>Holiday in Puncak</td>
<td></td>
</tr>
<tr>
<td></td>
<td>confused to choose place</td>
<td>Last holiday, in fact</td>
<td></td>
</tr>
<tr>
<td></td>
<td>por refreshing, and then</td>
<td>I’m confused to choose</td>
<td></td>
</tr>
<tr>
<td></td>
<td>my family visited his</td>
<td>place for refreshing,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>home in Bogor. One day,</td>
<td>and then my family</td>
<td></td>
</tr>
<tr>
<td></td>
<td>on my holiday I went to</td>
<td>visited his home in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the Puncak with my</td>
<td>Bogor. One day, on my</td>
<td></td>
</tr>
<tr>
<td></td>
<td>family. In the morning,</td>
<td>holiday I went to the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>___ were invited by my</td>
<td>Puncak with my family.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>older brother for</td>
<td>In the morning, we</td>
<td></td>
</tr>
<tr>
<td></td>
<td>jogging, and then I ___</td>
<td>were invited by my</td>
<td></td>
</tr>
<tr>
<td></td>
<td>breakfast in Puncak.</td>
<td>older brother for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>There are some tourist</td>
<td>jogging, and then I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to get knowledge and</td>
<td>___ breakfast in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>experience in this place,</td>
<td>Puncak. There we have</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I was very happy could</td>
<td>some tourist to get</td>
<td></td>
</tr>
<tr>
<td></td>
<td>see one of great place</td>
<td>knowledge and experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in my town and ___ also</td>
<td>in this place, I was</td>
<td></td>
</tr>
<tr>
<td></td>
<td>happy can play together</td>
<td>very happy could see</td>
<td></td>
</tr>
<tr>
<td></td>
<td>with my family. And there</td>
<td>one of great place in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I stayed in my brother’s</td>
<td>my town and ___ also</td>
<td></td>
</tr>
<tr>
<td></td>
<td>home.</td>
<td>happy could play</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>together with my</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>family. And there I</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>stayed in my brother’s</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>home.</td>
<td></td>
</tr>
</tbody>
</table>

From the table 4. 7, the writer can find the grammar errors in Sentence pattern = 5 errors, Tense = 1 error, Pronoun = 0 error, Preposition = 0 errors, Spelling and punctuation = 4 errors.
Table 4.8

<table>
<thead>
<tr>
<th>No</th>
<th>Identification of Errors</th>
<th>Errors Classification</th>
<th>Reconstruction of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Went Camping or PTA</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Last Friday, I and all</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>students of SMAN 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cigudeg went camping to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leuwi Kancra, Ciampea.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>We reached the camping</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ground with <em>use</em> car.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>We built the camp between</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the trees. It was getting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>colder. The next day, we</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>explore</em> the jungle. We</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>explore</em> until 2 hours.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>At night we held a fire</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>camp night we sang, dance,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>joke, and <em>laugh</em> together.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>On Sunday at 8 p.m we</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>packed our tent hood, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>our bags. At 9 p.m we got</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ready to go home. I’m very</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>happy after went PTA with</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>all friends.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table 4.8, the writer can find the grammar errors in Sentence pattern = 0 error, Tense = 2 errors, Pronoun = 0 error, Preposition = 1 error, Spelling and punctuation = 1 error.
### Table 4.9

<table>
<thead>
<tr>
<th>No</th>
<th>Identification of Errors</th>
<th>Errors Classification</th>
<th>Reconstruction of Errors</th>
</tr>
</thead>
</table>
| 9  | A Trip to Bogor Botanical Garden  
Last Saturday I class go to Bogor Botanical Garden. We got there on the buses. On the buses, everyone is chatting and eating. When we arrive at the park, we go to the old tropical plants. After that we look at the Indonesian Orchid. We saw many kinds of Indonesian orchids. They are all beautiful. Then we sat together under the big tree to take a rest and to have our lunch. Finally we got on the bus and returned to school. We really enjoyed the trip to Bogor Botanical Garden. | pronoun  
sentence pattern  
tense  
tense  
sentence pattern | A Trip to Bogor Botanical Garden  
Last Saturday my class went to Bogor Botanical Garden. We got there on the buses. On the buses, everyone was chatting and eating. When we arrived at the park, we went to the old tropical plants. After that we looked at the Indonesian Orchid. We saw many kinds of Indonesian orchids. They were all beautiful. Then we sat together under the big tree to take a rest and to have our lunch. Finally we got on the bus and returned to school. We really enjoyed the trip to Bogor Botanical Garden. |

From the table 4.9, the writer can find the grammar errors in Sentence pattern = 2 errors, Tense = 3 errors, Pronoun = 1 error, Preposition = 0 error, Spelling and punctuation = 0 error.
Table 4. 10

<table>
<thead>
<tr>
<th>No</th>
<th>Identification of Errors</th>
<th>Errors Classification</th>
<th>Reconstruction of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Followed MOPD</td>
<td>tense, punctuation</td>
<td>Follow MOPD</td>
</tr>
<tr>
<td></td>
<td>Last Friday, my friend and I follow activity MOPD of SMAN 1 Cigudeg, we follow activity MOPD 1 week, we find new experience from teacher, polici, and commitee give matter. In activity MOPD we enter at 05.00 a.m-13.30 pm, if __ came late then get punishment from committee. The next day, be jurisdiction clever accurate agency from every class, in last day be introduce from whole extracurricular and we must look at from jurisdiction the first arrive finish. There after jurisdiction finish 1 week, I and my friends ready follow activity MOPD, I __ very happy because except find new experience I also find new friend.</td>
<td>tense, tense, spelling, spelling, tense, sentence pattern</td>
<td>Last Friday, my friend and I follow activity MOPD of SMAN 1 Cigudeg, we follow activity MOPD 1 week, we find science new from teacher, polici, and panitya give matter in activity MOPD we enter at 05.00 a.m-13.30 pm, if be partner slow then find punishment from panitya. The next day, be jurisdiction clever accurate agency from every class, in last day be introduce from whole ekstrakulikuler and we must look at from jurisdiction the first arrive finish. There after jurisdiction finish no feeling 1 week, I and my friends ready follow activity MOPD, I very happy because except find new science I also find new friend.</td>
</tr>
</tbody>
</table>

From the table 4. 10, the writer can find the grammar errors in Sentence pattern = 2 errors, Tense = 8 errors, Pronoun = 0 error, Preposition = 0 error, Spelling and punctuation = 3 errors.
Table 4.11

<table>
<thead>
<tr>
<th>No</th>
<th>Identification of Errors</th>
<th>Errors Classification</th>
<th>Reconstruction of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Tour to Beach</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>We went to tour on Sunday.</td>
<td></td>
<td>We went to tour on Sunday.</td>
</tr>
<tr>
<td></td>
<td>Me and my family went to the beach and the road was zigzag.</td>
<td></td>
<td>I and my family went to the beach and the road was zigzag.</td>
</tr>
<tr>
<td></td>
<td>We passed the trees. We very happy, on the way we was always the joke.</td>
<td></td>
<td>We were very happy, on the way we was always the joke.</td>
</tr>
<tr>
<td></td>
<td>We arrived on beach it wasn’t too day light, the sun wasn’t too hot, the sea was looked calm. Then sea wasn’t big, we walked on the beach. The wind of the sea blew was slowly. The trees of coconut flew of the leaf. It was beautiful of the beach. I and my brother Luky played on the sand we made palace from the sand. The beach very impression. I was thank God that I could felt beauty of the beach.</td>
<td></td>
<td>We arrived on beach it wasn’t too day light, the sun wasn’t too hot, the sea was looked calm. Then sea wasn’t big, we walked on the beach. The wind of the sea blew was slowly. The trees of coconut flew of the leaf. It was beautiful of the beach. I and my brother Luky played on the sand we made palace from the sand. The beach was very impression. I was thank God that I could felt beauty of the beach.</td>
</tr>
</tbody>
</table>

From the table 4.11, the writer can find the grammar errors in Sentence pattern = 2 errors, Tense = 1 error, Pronoun = 1 error, Preposition = 0 error, Spelling and punctuation = 3 errors.
From the table 4. 12, the writer can find the grammar errors in Sentence pattern = 1 error, Tense = 1 error, Pronoun = 0 error, Preposition = 0 error, Spelling and punctuation = 5 errors.
From the table 4. 13, the writer can find the grammar errors in Sentence pattern = 3 errors, Tense = 6 errors, Pronoun = 0 error, Preposition = 0 errors, Spelling and punctuation = 1 error.
Table 4.14

<table>
<thead>
<tr>
<th>No</th>
<th>Identification of Errors</th>
<th>Errors Classification</th>
<th>Reconstruction of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td><em>I had a terrible day when I am in Junior High School.</em> First, I woke up an hour late because my alarm clock didn’t go off. Then, I have breakfast. After breakfast, I got dressed so quickly then I forget to wear socks. Next, I ran out of the house to get the public car, but I missed it. I wanted to take public motorcycle, but I don’t have enough money. Finally, I walk the 4 miles to my school. I hope I never have a day like that.*</td>
<td>Tense, spelling, tense, spelling, tense, tense</td>
<td><em>I had a terrible day when I was in Junior High School. First, I woke up an hour late because my alarm clock didn’t go off. Then, I had breakfast. After breakfast, I got dressed so quickly then I forgot to wear socks. Next, I ran out of the house to get the public car, but I missed it. I wanted to take a taxi, but I didn’t have enough money. Finally, I walked the 4 miles to my school. I hope I never had a day like that.</em></td>
</tr>
</tbody>
</table>

From the table 4.14, the writer can find the grammar errors in Sentence pattern = 1 error, Tense = 7 errors, Pronoun = 0 error, Preposition = 0 error, Spelling and punctuation = 3 errors.
### Table 4.15

<table>
<thead>
<tr>
<th>No</th>
<th>Identification of Errors</th>
<th>Errors Classification</th>
<th>Reconstruction of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Going fishing with uncle</td>
<td></td>
<td>Going fishing with uncle</td>
</tr>
<tr>
<td></td>
<td>Last holiday, I went fishing with my uncle in the river near he house. He <em>tell</em> that the view there is <em>beautiful</em>. He <em>teach</em> me to do fishing. We went to the river __ 9 a.m. in the river, there are also some people fishing. Then we <em>sit</em> between the trees. After that my uncle <em>teach</em> me how to catch the fish. When we <em>are</em> fishing, my fishhook __ very heavy. I can not hold the fishhook and then I <em>fall</em> into the river. I didn’t know it is slippery. Then my uncle helped me reach to the grass. It was unforgettable moment for me.</td>
<td>pronoun tense spelling, tense preposition tense tense punctuation tense tense sentence pattern tense tense</td>
<td>Last holiday, I went fishing with my uncle in the river near <em>he</em> house. He <em>tell</em> that the view there is <em>beautiful</em>. He <em>teach</em> me to do fishing. We went to the river __ 9 a.m. in the river, there are also some people fishing. Then we <em>sit</em> between the trees. After that my uncle <em>teach</em> me how to catch the fish. When we <em>are</em> fishing, my fishhook __ very heavy. I can not hold the fishhook and then I <em>fall</em> into the river. I didn’t know it is slippery. Then my uncle helped me reach to the grass. It was unforgettable moment for me.</td>
</tr>
</tbody>
</table>

From the table 4. 15, the writer can find the grammar errors in Sentence pattern = 1 error, Tense = 8 errors, Pronoun = 1 error, Preposition = 1 error, Spelling and punctuation = 2 errors.
Table 4. 16

<table>
<thead>
<tr>
<th>No</th>
<th>Identification of Errors</th>
<th>Errors Classification</th>
<th>Reconstruction of Errors</th>
</tr>
</thead>
</table>
| 16 | Followed Pramuka When I was Junior High School, I am active at scout movement with SMPN 1 Ciampea. We went to Kapur Mountain for hiking. Not only me but my friends and senior sisters and brothers also went the mountain. Our road was very far less more than 50 (fifty km) from Ciampea School to Kapur Mountain. me and other friends to that mountain, and we also __ not forget to bring foods, and drinks on the way. We was very happy can visit the Kapur Mountain although we felt tired. | spelling  
sentence pattern | Followed Pramuka When I was Junior High School, I was active at scout movement with SMPN 1 Ciampea. We went to Kapur Mountain for hiking. Not only I but my friends and senior sisters and brothers also went the mountain. Our road was very far less more than 50 (fifty km) from Ciampea School to Kapur Mountain. I and other friends to that mountain, and we also did not forget to bring foods, and drinks on the way. We were very happy could visit the Kapur Mountain although we felt tired. |

From the table 4. 16, the writer can find the grammar errors in Sentence pattern = 1 error, Tense = 1 error, Pronoun = 2 errors, Preposition = 0 error, Spelling and punctuation = 6 errors.
Last weekend, my friends and I went camping to Leuwikancra, Ciampea. We reached the camping ground after we walked one hour from the parking area. We built the camp next to a small river.

The next day, we spent our time observing plantation and insects. The girls prepared meals. In the afternoon we went to the river and caught some fish for supper. At night, we held a fire camp night. We sang, danced together.

On Monday, we packed our bags and got ready to go home.

From the table 4.17, the writer can find the grammar errors in Sentence pattern = 0 error, Tense = 3 errors, Pronoun = 0 error, Preposition = 0 error, Spelling and punctuation = 3 errors.
Table 4. 18

<table>
<thead>
<tr>
<th>No</th>
<th>Identification of Errors</th>
<th>Errors Classification</th>
<th>Reconstruction of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Travelling to Ragunan</td>
<td></td>
<td>Travelling to Ragunan</td>
</tr>
<tr>
<td></td>
<td>Last Saturday on 10 July 2010, I and my family is travelling to Ragunan place in Jakarta City. I go from house my aunt because I have three (3) days in the house my aunt, place in Bekasi City. I went from Bekasi to Ragunan at seven o’clock because the distance from the house my aunt to Ragunan is near. To Ragunan we to climb the bus. after come to place purpose, I and my sister and my brother very happy because in there I can see all kind animals. For example snake, tiger, all kind bird, and etc. there also not only many animals. But there is also children playing ground. It is quarter past five I and my family come back to Bekasi. We come back by bus. At seven thirty, I arrived in the house my aunt, and last morning I come to my house there are my unforgettable experience.</td>
<td>Sentence pattern tense, spelling tense punctuation sentence pattern tense punctuation, sentence pattern sentence pattern spelling, tense tense preposition tense spelling</td>
<td>Travelling to Ragunan Last Saturday date 10 July 2010, I and my family is travelling to Ragunan Place in Jakarta city. I go from house my aunt because I have three (3) day In the house my aunt, place in Bekasi. City. I go from Bekasi to Ragunan. It is seven o’clock because from the house my aunt to Ragunan fair near interval. To Ragunan we to climb the bus. after come to place purpose, I and my sister and my brother very happy because there I can to see all kind animals. For example snake, tiger, all kind bird, and except. there also not only many animals. But to be also played to children. day is afternoon, it is quarter past five I and my family to busten to comeback to Bekasi. We to come back to have the at disposal the bus. At seven thirty, I to arrive in the house my aunt, and last morning I come to my house there are my experience that not forget.</td>
</tr>
</tbody>
</table>

From the table 4. 18, the writer can find the grammar errors in Sentence pattern = 5 errors, Tense = 9 errors, Pronoun = 0 error, Preposition = 1 error, Spelling and punctuation = 5 errors.
### Table 4. 19

<table>
<thead>
<tr>
<th>No</th>
<th>Identification of Errors</th>
<th>Errors Classification</th>
<th>Reconstruction of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Travelling to Bogor At Sunday on 6 June, I and my friend go</td>
<td>tense</td>
<td>Travelling to Bogor At Sunday on 6 June, I and my friend went</td>
</tr>
<tr>
<td></td>
<td>holiday to Bogor Taman Topi. There I and my friend to play</td>
<td>tense</td>
<td>holiday to Bogor Taman Topi. There I and my friend to play</td>
</tr>
<tr>
<td></td>
<td>Bomb-Bomb Car and I feeling very happy, there in also I __</td>
<td>sentence pattern</td>
<td>only the two with my friend.</td>
</tr>
<tr>
<td></td>
<td>only the two with my friend. And I __ not only went to</td>
<td>sentence pattern</td>
<td>Taman Topi __ also go shopping to Bogor Trade Mall. In there I to buy</td>
</tr>
<tr>
<td></td>
<td>Taman Topi __ also go shopping to Bogor Trade Mall. In there I</td>
<td>preposition</td>
<td>to buy equipment school as bag, shoes and also clothes. After that I and my friend</td>
</tr>
<tr>
<td></td>
<td>to buy equipment school as bag, shoes and also clothes. After</td>
<td>tense</td>
<td>take a rest in house __ my brother.</td>
</tr>
<tr>
<td></td>
<td>that I and my friend take a rest in house __ my brother.</td>
<td>tense</td>
<td>Then I and my friend to return because afraid in angering my parents. That experience</td>
</tr>
<tr>
<td></td>
<td>Then I and my friend to return because afraid in angering my</td>
<td>preposition</td>
<td>doesn’t able to forget.</td>
</tr>
<tr>
<td></td>
<td>parents. That experience doesn’t able to forget.</td>
<td>tense</td>
<td></td>
</tr>
</tbody>
</table>

From the table 4. 19, the writer can find the grammar errors in Sentence pattern = 2 errors, Tense = 7 errors, Pronoun = 0 error, Preposition = 2 errors, Spelling and punctuation = 0 errors.
### Table 4. 20

<table>
<thead>
<tr>
<th>No</th>
<th>Identification of errors</th>
<th>Errors Classification</th>
<th>Reconstruction of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>When for fishing</td>
<td>spelling</td>
<td>Went for fishing</td>
</tr>
<tr>
<td></td>
<td>Last Sunday, I and my brother when</td>
<td>spelling</td>
<td>Last Sunday, I and my brother went for fishing</td>
</tr>
<tr>
<td></td>
<td>to fishing</td>
<td>preposition</td>
<td>I went for fishing</td>
</tr>
<tr>
<td></td>
<td>I went for fishing for hours without catching anything. But this does not worry me. Instead of catching fish, we catch old boots and rubbish. I never caught anything not even old boot after having spent whole morning on the river. I went home with an empty bag. I did not interest in fishing. I only interested in sitting in a boat and doing nothing at all.</td>
<td>tense</td>
<td>I went for fishing for hours without caught anything. But this did not worry me. Instead of catching fish, we caught old boots and rubbish. I never caught anything not even old boot after having spent whole morning on the river. I went home with an empty bag. I did not interest in fishing. I only interested in sitting in a boat and doing nothing at all.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sentence pattern</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>tense</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>tense</td>
<td></td>
</tr>
</tbody>
</table>

From the table 4. 20, the writer can find the grammar errors in Sentence pattern = 1 error, Tense = 3 errors, Pronoun = 0 error, Preposition = 1 error, Spelling and punctuation = 2 errors.
According to the description above, we can count the students errors into their classification of errors. And here is the tabulation of errors:

**Table 4. 21**

<table>
<thead>
<tr>
<th>Students</th>
<th>Errors classification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sentence Pattern</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>17</td>
<td>-</td>
</tr>
<tr>
<td>18</td>
<td>5</td>
</tr>
<tr>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>33</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
And here are the percentages of students’ grammar errors:

a. **Sentence Pattern**

Students’ correct : \[ \frac{3}{20} \times 100\% = 15\% \]

Students’ error : \[ \frac{17}{20} \times 100\% = 85\% \]

b. **Tenses**

Students’ corrects : \[ \frac{1}{20} \times 100\% = 5\% \]

Students’ errors : \[ \frac{19}{20} \times 100\% = 95\% \]

c. **Pronoun**

Students’ corrects : \[ \frac{14}{20} \times 100\% = 70\% \]

Students’ errors : \[ \frac{6}{20} \times 100\% = 30\% \]

d. **Preposition**

Students’ corrects : \[ \frac{13}{20} \times 100\% = 65\% \]

Students’ errors : \[ \frac{7}{20} \times 100\% = 35\% \]

e. **Punctuation and Spelling**

Students’ corrects : \[ \frac{2}{20} \times 100\% = 10\% \]

Students’ errors : \[ \frac{18}{20} \times 100\% = 90\% \]
2. The Analysis of the Data

In preceding explanation, the data are taken from students’ writing. The writer classified the students’ grammatical errors in recount writing. Then the writer only focused on five areas: Sentence Pattern (subject and verb), Tenses, Pronoun, Preposition, Punctuation and Spelling.

Here are the explanations about the calculation and interpretation of the data:

a. Sentence Pattern

From 20 students who became the sample, there were 17 students made errors in sentence pattern with the percentage 85%. The writer assumed that this error caused by the *Mother Tongue Interference* or error resulting from the transfer of grammatical and stylistic elements from the source language to the target language.

We can classify the errors in Sentence Pattern as the errors in *Omission* because the students sometimes forget to put the subject or the verb whereas it is very important in making a sentence. The example of Sentence Pattern:

- I felt shy when ___ meet with person. (I)
- It ___ my unforgettable experience. (was)

b. Tense

Tense error is committed by the first year students in SMA Negeri 1 Cigudeg. From 20 students who became the sample, there were 19 students made errors in Tense with the percentage 95%. And only 1 student was true in this area. The writer assumed that the errors in Tense also happened because of *Translation* means a student translates his first language sentence or idiomatic expression in to the target language word by word. Indonesian language does not have grammar rules and it’s different with English.

We can classify the errors in sentence pattern as the errors in *Omission*. Certain linguistic forms may be omitted by the learners because of their complexity in production. Omission also occurs in morphology for example the past tense inflection –ed.
The examples of Tense Errors:
- Last Monday, I follow MOPD at SMA Negeri 1 Cigudeg. (followed)

c. Pronoun
There were 9 students made errors with the percentage 30% or 6 students were true in using Pronoun in their writing. A pronoun is a word that is used in the place of a noun or noun phrase. Pronoun errors happened because of *Overgeneralization* that is an error caused by extension of target language rules to areas where they do not apply.

We can classify the errors in Pronoun as the errors in *Selection* because the students still confuse to choose and to use the word to be the right pronoun. The examples of Pronoun:
- All of my friends agreed with plan *me*. (my plan)
- Last Saturday I class went to Bogor Botanical Garden. (my)

d. Preposition
There were 7 students made errors in Preposition with the percentage 35 % in Preposition when they were writing recount text. Preposition errors also happened because of *Overgeneralization* that is an error caused by extension of target language rules to areas where they do not apply. Prepositions are usually quite short and significant looking, but they have very important functions to link a noun to another word.

We can classify the errors in Preposition as the errors in *Omission* because the students commonly omit the preposition’ words such as at, of, in, for, by, etc. The examples of Preposition errors:
- I and my family went vacation to home __ my grandmother. (of)

e. Spelling and Punctuation
There were 90% or 18 students made errors in Spelling and Punctuation. The errors in spelling and punctuation occurred because of the *Carelessness* when the students wrote because most of the students did not know aware about the
spelling of the word and which word they should use the true punctuation. We can classify the errors in Spelling and Punctuation as the errors in *Selection* because the students made errors in writing the word to be the right spelling and sometimes they didn’t aware to select or to use the punctuation mark. The examples of spelling and punctuation errors:

- We went to Kapur Mountain for *haiking,* (hiking)
- I went to Pekan *raya Jakarta,* (Pekan Raya Jakarta)
- Last weekend_ my friends and I went camping to Leuwikancra, Ciampea. (put comma)
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

According to the explanation in the previous chapter, the writer concludes that the grammar errors made by the first year students of SMA Negeri 1 Cigudeg in writing recount text are in Tense for the highest errors by 19 students or 95%, the second is errors in Spelling and Punctuation by 18 students or 90%, the third is errors in Sentence Pattern by 17 students or 85%, the forth is errors in Preposition by 7 students or 35%, and the last errors in Pronoun with 6 errors or 30%. And here is the table to make the data clearer. To make the data clearer, here is the table of the percentage:

Table 5. 1

<table>
<thead>
<tr>
<th>Grammar errors</th>
<th>Frequency of wrong answer</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence Pattern</td>
<td>17</td>
<td>85%</td>
</tr>
<tr>
<td>Tense</td>
<td>19</td>
<td>95%</td>
</tr>
<tr>
<td>Pronoun</td>
<td>6</td>
<td>30%</td>
</tr>
<tr>
<td>Preposition</td>
<td>7</td>
<td>35%</td>
</tr>
<tr>
<td>Spelling and Punctuation</td>
<td>18</td>
<td>90%</td>
</tr>
</tbody>
</table>

B. Suggestion

Errors in foreign language teaching especially in English are the cases which are difficult enough to avoid. Many aspects that can cause the learners of English as a foreign language make errors. To reduce the grammatical errors in students’ writing, the students should learn more about Sentence Pattern, Tense, Spelling and Punctuation, Pronoun and Preposition. For the English teachers, they should improve the way they teach and should improve their techniques in teaching by preparing systematic materials to reduce the errors which are always made by the learners.
ENDORSEMENT SHEET

The “Skripsi” (Scientific Paper) entitled “An Analysis on the Grammatical Errors in the Students’ Writing (A Case Study of the First Year Students of “SMA Negeri 1 Cigudeg-Bogor”)”, written by Fajariani Emmaryana, student’s registration number 105014000295, was examined in the examination session of Faculty of Tarbiya and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta on December 3rd, 2010. The “Skripsi” has been accepted and declared to have fulfilled one of the requirements for Degree of S. Pd (Bachelor of Arts) in English Language Education in the Department of English Education.

Jakarta, December 2010

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