

THESIS

**GRAMMATICAL ERRORS ANALYSIS ON WRITING
RECOUNT TEXT**



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**ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATIONAL SCIENCES
FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
2021**

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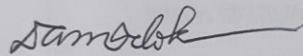
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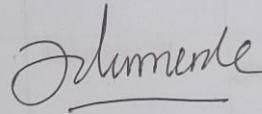
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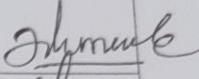
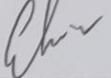
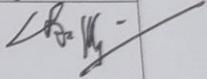
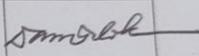
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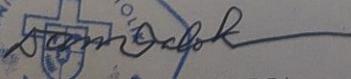
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MOTTO

**“DON'T THINK TOO MUCH, JUST DO WHAT
MAKES YOU HAPPY”**

(STEPHANE MESANG)

DEDICATION

This thesis is dedicated especially to:

1. Jesus Christ
2. Beloved Father Heinrich Mesang
3. Beloved Mother Magdalena Mesang Foeh
4. Beloved Brother Christofel Mesang
5. Almamater Widya Mandira Catholic University
6. Ropes Squad
7. English Education Study Program 2016 especially Kalah Jongkok Squad
who were very attentive to the success of my study.

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May the Almighty God bless them all.

Kupang May 2021

The Writer

ABSTRACT

This thesis entitled “GRAMMATICAL ERROR ON WRITING RECOUNT TEXT”. It was conducted to answer the following questions: (1) What types of errors in writing recount text produced by the eleventh grade students in Kupang? (2) What is the most common gramatical error in writing recount text made by the eleventh grade students in kupang? Based on the problems stated above, the objectives of the study were as follows: (1) To identify the types of errors that are made by the eleventh grade students in Kupang on writing recount text. (2) To find out the most common error made by the eleventh grade students in Kupang on writing recount text.. The subjects of this study are the eleventh grade students in Kupang. The sample of this study was 10 students. The method applied in this study was descriptive method and the instrument used was writing task. The writer used surface taxonomy to analyze the data, consisting of omission, addition, misformation, and misordering. The result of this analysis showed that the errors committed by the eleventh grade students in Kupang were misformation 88 (50%), omission 53 (30%), addition 23 (13%), misordering 10 (5%). The most frequent error was misformation. From those result the writer would like to propose some suggestions to the teachers. The teacher should give more emphasis on grammatical aspect especially in using simple past tense, subject verb agreement, plural marking, possessive pronoun, and the preposition because the students still lack of knowledge in this parts. And for the students should frequently practise the basic skills of learning language such as listening, speaking, reading, and writing to improve the subskills of learning language such as vocabulary, grammar, pronunciation, and spelling.

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