

THESIS

**AN ANALYSIS OF GRAMMATICAL ERRORS IN THE
CONVERSATION OF THE NINTH GRADE STUDENTS
OF SMPK ADISUCIPTO PENFUI-KUPANG
IN THE SCHOOL YEAR 2014/2015**



VINSESIUS DODDY YISMARTHON

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WIDYA MANDIRA CATHOLIC UNIVERSITY
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**Presented in Partial Fulfilment of the Requirements
for Sarjana Pendidikan Degree in English Language Education**

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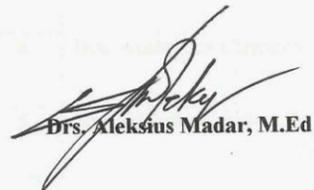
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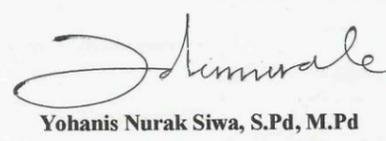
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Approved by

Advisor I

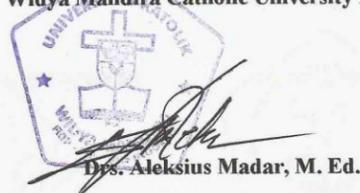
Advisor II


Drs. Aleksius Madar, M.Ed


Yohanis Nurak Siwa, S.Pd, M.Pd

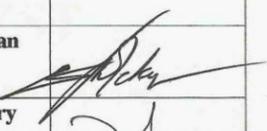
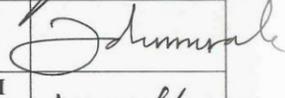
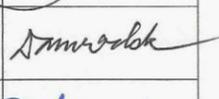
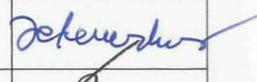
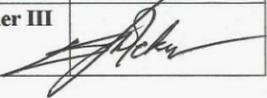
Acknowledged by

Head of English Education Study Program
Teacher Training and Educational Science Faculty
Widya Mandira Catholic University Kupang


Drs. Aleksius Madar, M. Ed.

This Thesis was presented on2014

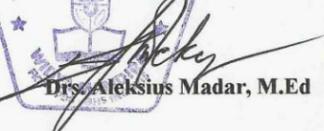
Before the examination board

No.	Name	Position	Signatures
1.	Drs. Aleksius Madar, M.Ed	Chairman	
2.	Yohanis Nurak Siwa, S. Pd, M.Pd	Secretary	
3.	Dr. Damianus Talok, MA	Examiner I	
4.	Drs. Ataburan Clemens, M. Hum	Examiner II	
5.	Drs. Aleksius Madar, M.Ed	Examiner III	

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Dean of FKIP UNWIRA

Drs. Alfons Bunga Naen, M.Pd

Head of English Study Program

Drs. Aleksius Madar, M.Ed

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MOTTO

**ABSQUE SUDORE ET
LABORE NULLUM OPUS
PERFECTUM EST**

(Without sweat and hard work, a job can't well accomplished)

DEDICATION

This thesis is particularly dedicated to:

My beloved parents : Yvensius and Sisilia Watu

My lovely brother : Tores, Emiliano Aleang, and Elvisson

My Big Family in Bola, Wolokoli, Woj ong, and Magedoa (Maumere)

My Beloved Almamater Widya Mandira Catholic University

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Kupang

The Writer

ABSTRACT

This study is entitled **“AN ANALYSIS OF GRAMMATICAL ERRORS IN THE CONVERSATION OF THE NINTH GRADE STUDENTS OF SMPK ADISUCIPTO PENFUI–KUPANG IN THE SCHOOL YEAR 2014/2015.** It aims at discovering or finding out the answer of the following questions: (1). What are the types of grammatical errors made by the ninth grade students of SMPK Adisucipto Penfui in conversation? (2). What are the most frequent grammatical errors made by the ninth grade students of SMPK Adisucipto Penfui in conversation? To support this study, the writer used several related books which can support this writing in terms of ideas and general knowledge concerning the study. The method used in this study was descriptive method. The study was conducted at Adisucipto Junior High School. The subjects of the study were 12 students of the ninth grade students. In collecting the data, the writer gave some topics chosen by the students to make a free simple conversation. The instrument used was conversation. The result of the study shows that: (1). The types of grammatical errors made by the ninth grade students are: omission, addition, misformation, and misordering. (2). The most frequently grammatical errors made by the ninth grade students as follow: (a).misformation (**51.79%**) by 10 students with the total number are 29 errors. (b).omission (**35.71%**) by 10 students with the total number are 20 errors (c).addition **10.71%**) by 5 students with the total number are 6 errors (d).misordering (**1.79%**) by 1 student with the total number is 1 error. Based on the result above, the writer suggests(1).The students should learn more on how to speak English by concerning the grammatical aspects regarding tenses, verb, noun, adjectives and preposition. Therefore in learning process the students should know grammar accurately in spoken as well as in written form. By using grammar appropriately in conversation, the meaning and the idea of the conversation will be easier to be understood. On the other hand if the conversation full of grammatical errors the meaning and the idea will be difficult to be understood.(2). The English teachers should pay more attention on the students' grammatical errors by providing practices on grammatical aspects particularly tenses, verb, noun, conjunction, adjectives and preposition. It means the teacher must prepare himself before teaching-learning activity and has a good knowledge about grammar, so that the learning process is more effective and can minimize grammatical errors that often occur in class.

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