ABSTRACT

AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN RECOUNT TEXT WRITING AT THE FIRST GRADE OF SMA NEGERI 13 BANDAR LAMPUNG

By
Betty Tresya Maylianti N.

Writing is the most difficult skill for students even though they have learnt English for years. This can be caused by the differences between Indonesian and English grammar. In writing recount text which retells events or experiences in the past, the students often commit errors in using grammar, especially parts of speech and past tense because in writing recount text the text used parts of speech and simple past tense

In reference to that matter there is a need to analyze what are the frequencies of occurance of the SMA students' grammatical errors based on *surface strategy taxonomy*. what are the frequencies of occurance of the SMA students' grammatical errors based on *developmental category* and which type of errors are mostly done by the students. Therefore the objectives of this research are to identify the frequencies of occurance of the SMA students' grammatical errors based on *surface strategy taxonomy* that are found in their recount text writing, to identify the frequencies of occurance of the SMA students' grammatical errors based on *developmental category* that are found in their recount text writing and to find out which types of errors are mostly done by the students. This research was conducted at the first grade of SMA N 13 Bandar Lampung, at the second semester, academic year of 2011/2012 school year.

This research applied descriptive qualitative method, where the researcher gathered the data from the students recount text writing and interview. The data gained were further analysed based on the *surface strategy taxonomy* and *developmental category.*

Having analyzed the data, it is found that the first grade students of second semester at SMA Negeri 13 Bandar Lampung, committed five types of errors based on surface strategy taxonomy and developmental category, the highest frequency of error types based on surface strategy taxonomy is misformation error with (36.64%) followed by ommision errors (23.59 %), addition errors (19.55%), substitution errors (15.56%) and misordering errors (5.84%). While based on the

developmental category, the errors are: pre-systematic stage (49.74%), systematic stage (28.62%) and post-systematic stage (21.63%).

As for result, it can be found that the highest number of errors occurred in misformation. This might show that students have more serious problems in using grammar especially tenses in simple past and parts of speech because in recount text the focused of the text is simple past and parts of speech. They might also be influenced by Indonesian grammar. And based on the developmental category the most frequent errors occurred in pre-systematic stage. This might due to the students' lack of knowledge about grammar. The errors students produced were possibly caused by some factors, such as insufficient vocabulary and grammar mastery, lack of knowledge of tenses and parts of speech, and lack of awarness. In line with the result, it is suggested that the English teachers should not ignore the errors made by them. The teachers can give remedial teaching for the students and provide some tasks or exercises which enable them to practice using tenses.