



**GRAMMATICAL ERROR ANALYSIS ON RECOUNT PARAGRAPHS
COMPOSED BY DUMB STUDENTS AT SMALB BHAKTI WANITA
LUMAJANG**

THESIS

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LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF THEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

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Composed to fulfill one of the requirements to obtain the S1 degree at the English Education Study Program, Language and Art Department, Faculty of Teacher Training and Education, The University of Jember

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THESIS

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved family, Moh. Syuaeb, Mistiana, RoseanaWardah, Febriani Tri Fajria. They are everything in my life. I'm thankful for always giving material and non material supports.
2. All my friends anywhere, thank you for your supports to give me spirit.
3. My Almamater, Jember University.

MOTTO

‘As long as there is consciousness, the error becomes meaningful left. You need to have the courage to fail, you cannot create something new, unless you receive a little error’

(Thomas Alva Edison)

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Finally, I hope this thesis will become useful and presents valuable information to readers. Any constructive suggestion and criticisms will be respectfully welcomed and appreciated for better further.

Jember, September 1st , 2014

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SUMMARY

Grammatical Error Analysis on Recount Texts Composed by Dumb Students at SMALB Bhakti Wanita Lumajang; Ana Imadil Bilad, 100210401116; 2014; 65 pages; English Education Program of Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

As EFL students, most Indonesian normal students never take apart with the term ‘grammatical errors’ in learning writing, even in dumb students’ those errors, of course, more frequently occur than normal students. That is why, grammar subject as one of the English components must be taught to all schools including the school for disabled students because the role of grammar is significant to an overall the English subject to construct sentences correctly in learning writing of a second or foreign language. From the preliminary study which had been done on March 13th, 2014, it was reported that more grammatical errors for basic grammar were found on dumb students’ writing in English on their handbooks. Therefore, analysis of grammatical errors for this research was intended to be conducted on dumb students’ recount writing paragraphs. Basically, the objective of this research was either to describe and to know the kinds of grammatical errors dumb students made in recount writing paragraphs academic year and the errors made by them at SMALB Bhakti WanitaLumajang in the 2013/2014 academic year or to know the reason about the appearance of dumb students’ grammatical errors for each error type.

This research was ‘descriptive study’. The data of this research consisted primary and supporting data; in which they were obtained by the writing test to get dumb students’ writing recount paragraphs as the primary data. Then, interview and documentation to get the information of dumb students’ learning writing in classes and list of dumb students’ names as the supporting data of this research were taken.

Analysis on dumb students’ recount writing paragraphs was done by giving codes on their grammatical errors found in their recount writing paragraphs based on each error types of omission, addition, misformation, and misordering. The

population of this research consisted of 8 dumb students studying at SMALB Bhakti Wanita Lumajang in the 2013/2014 academic year.

Based on the result of data analysis, it could be reported that the percentages of dumb students' grammatical errors with 207 total number of errors consisted of 56% with 116 number of error items for omission, 3,4% with 7 errors of addition, 34,3% with 71 errors of misformation, and 6,3 % with 13 errors of misordering errors. Meanwhile, the kinds of grammatical errors found in dumb students' recount writing paragraphs were omission errors in the forms of possessive determiners, articles, plural marker (-s), possessive inflexion marker (-'s), adverbs of manner marker (-ly), prepositions, conjunction marker (and), subject pronouns, verbs, relative clause 'which', and infinitive marker (to). Then, addition errors in the forms of prepositions, verbs, articles, plural marker (-s) in adjective 'others'. Next, misformation errors in the forms of verbs, gerund, words classes for prepositions, alternating infinitive without 'to', alternating infinitive verb into *verbs-ing*. Finally, misordering 'singular subject pronoun' with 'plural subject pronouns' in noun phrases (I and my family/friend/ father/mother/sister/brother/uncle), the word 'first' with 'our' in 'our first destination', the word 'at night' with 'late' in 'late at night', the word 'history' with 'Indonesian' in 'Indonesian history', and misordering 'to Surabaya' with 'by car' in 'by car to Surabaya'.

The result of this research can be concluded that grammatical errors made by dumb students were dominated by omission errors types which referred to the highest percentages as many as 56 % and the lowest percentage occurred on addition errors as many as 3,4 %. Based on the fact, it was found that the most dumb students' grammatical errors were caused by an interference of the first language brought to their language transfer into English. It was summarized that they made all error types of grammatical errors and more than one error type appeared in every sentence made by dumb students. Consequently, it referred to complex errors, which influenced the pattern of grammatical errors made by dumb students was unstable.