

**GRAMMATICAL ERRORS MADE BY EIGHT GRADE
STUDENTS OF SMPN I RINGINREJO IN WRITING
DESCRIPTIVE TEXTS**

THESIS

**Presented To
State College For Islamic Studies
In Partial Fulfillment of the Requirements
For the Degree of *Sarjana* in English Language Education**



By :

DIAN NAFISA HANIM

NIM : 932203713

**ENGLISH DEPARTMENT
FACULTY OF EDUCATION
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) KEDIRI
2017**

APPROVAL PAGE

This is to certify the sarjana's thesis of Dian Nafisa Hanim has been received and approved by the thesis advisors for further approval by the board of examiners.

Advisor I

Advisor II

H. Burhanuddin Syaifulloh, M. Ed.
NIP. 19790620 200912 1 001

Sri Wahyuni, M. Pd.
NIP.19840909 201101 2 018

DECLARATION OF AUTHENTICITY

Name :

Student's ID Number :

Study program :

Department :

Title of Thesis :

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This thesis is to fulfill the requirement for the degree of *sarjana (SI)* in English Study Program, State College for Islamic Studies (STAIN) Kediri.

Kediri, Juni 2017
The researcher

Dian Nafisa Hanim
932203713

NOTA KONSULTAN

Nomor : Kediri, 2017

Lampiran : 4 (empat) berkas

Hal : Bimbingan Skripsi

Kepada

Bapak Ketua Sekolah Tinggi

Agama Islam Negeri (STAIN) Kediri

Di

Jl. Sunan Ampel No. 07 Ngronggo

Kediri

Asslamualaikum Wr. Wb.

Memenuhi permintaan Bapak Ketua untuk membimbing penyusunan skripsi mahasiswa tersebut dibawah ini:

Nama : Dian Nafisa Hanim

NIM : 9322.037.13

Judul : **“GRAMMATICAL ERRORS MADE BY EIGHT GRADE STUDENTS OF SMPN I RINGINREJO IN WRITING DESCRIPTIVE TEXTS”**

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Demikian agar maklum dan atas kesedian Bapak, kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

Advisor I

Advisor II

H. Burhanuddin Syaifulloh, M. Ed
NIP. 19790620 200912 1 001

Dr. Sri Wahyuni, M. Pd
NIP.19840909 201101 018

NOTA PEMBIMBING

Nomor : Kediri, 2017

Lampiran : 4 (Empat) Berkas

Hal : Bimbingan Skripsi

Kepada

Bapak Ketua Sekolah Tinggi

Agama Islam Negeri (STAIN) Kediri

Di

Jl. Sunan Ampel No. 07 Ngronggo

Kediri

Asslamualaikum Wr. Wb.

Memenuhi permintaan Bapak Ketua untuk membimbing penyusunan skripsi mahasiswa tersebut dibawah ini:

Nama : Dian Nafisa Hanim

NIM : 9322 03713

Judul : **GRAMMATICAL ERRORS MADE BY EIGHT GRADE STUDENTS OF SMPN I RINGINREJO IN WRITING DESCRIPTIVE TEXTS**

Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntunan yang diberikan dalam sidang munaqosah yang dilaksanakan tanggal kami dapat menerima dan menetujui hasil perbaikannya.

Wassalamu'alaikum Wr. Wb.

Advisor I

Advisor II

H. Burhanuddin Syaifulloh, M. Ed
NIP. 19790620 200912 1 001

Dr. Sri Wahyuni, M. Pd
NIP.19840909 201101 018

Ratification Sheet

**GRAMMATICAL ERRORS MADE BY EIGHT GRADE
STUDENTS OF SMPN I RINGINREJO IN WRITING
DESCRIPTIVE TEXTS**

Dian Nafisa Hanim
9322.037.13

Has been examined by the Board of Examiners of State College for Islamic
Studies (STAIN) Kediri on , 2017

1. Main Examiner :
Mohammad Muhyidin, M. Pd.
NIP. 19801226 200912 1 004 (.....)
2. Examiner I :
H. Burhanuddin Syaifulloh, M. Ed
NIP. 19790620 200912 1 001 (.....)
3. Examiner II :
Dr. Sri Wahyuni, M. Pd
NIP.19840909 201101 2 018 (.....)

Kediri,
Acknowledged by
Principal of State College for Islamic Studies
(STAIN) Kediri

Dr. Nur Chamid, MM
NIP : 19680714 199703 1 002

MOTTO

DEDICATION

This thesis is dedicated to:

- My lovely parents Khoiri and Sulistiana, thanks for your love and attention that you give.
- My beloved family who always support.
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ABSTRACT

Hanim, Dian Nafisa. 2017. *Grammatical Errors Made by Eight Grade students of SMPN I Ringinrejo in Writing Descriptive texts*. Thesis, State College for Islamic Studies (STAIN) Kediri, Faculty of Education, English Department. Advisors: (1) H. Burhanudin Syaifulloh, M. Ed. and (2) Dr. Sri Wahyuni, M. Pd.

Key words: grammatical errors, descriptive text

This study was carried out to analyze and to classify the types and the sources of errors in writing descriptive text. The errors collected were classified based on Corder's theory and the sources of errors collected were classified based on Brown's theory. Besides, the purpose of this study were to find the types and causes of grammatical errors made by the eight grade students of SMPN I Ringinrejo in writing descriptive text.

The method used in this study was qualitative was qualitative approach of which the data were obtained from students' descriptive writing. In this research, the writer used classification of errors based on Corder's theory and classification of sources errors based on Brown's theory. The grammatical errors were classified into four groups. They were errors in addition, omission, selection and miss-ordering. The sources of errors were classified into three groups. They were interlingual transfer, intralingual transfer and context of learning. The subject of this study was students of 8D class which consisted of 29 students.

The result of the errors analysis process showed that students committed errors into four types: addition, omission, selection and miss-ordering. The researcher concludes that students made 79 grammatical errors which were classified into; 10 errors in addition, 41 errors in omission, 28 errors in selection, 0 errors in miss-ordering. In sources of errors that students committed errors into three types: interlingual transfer (11 errors), intralingual transfer (5 errors), and context of learning (0 errors).

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Finally, I hope that the result of this study will be valluable for all the readers and can be used as a useful reference for other researcher in the future.

Kediri, Juni 2017

The Writer

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