

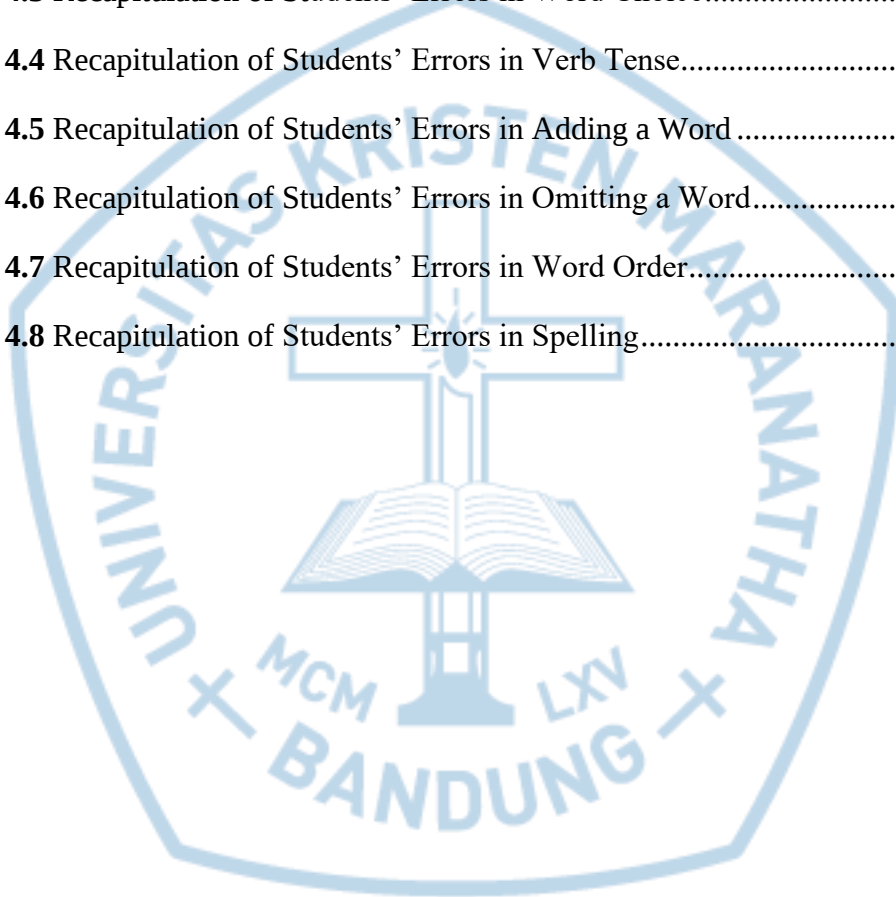
TABLE OF CONTENT

LEMBAR PENGESAHAN	i
PERNYATAAN ORISINALITAS LAPORAN PENELITIAN	ii
PERNYATAAN PUBLIKASI LAPORAN PENELITIAN	iii
TABLE OF CONTENT	iv
LIST OF TABLE	vi
ACKNOWLEDGEMENTS	vii
ABSTRACT	viii
CHAPTER ONE: INTRODUCTION	
1.1 Background of the Study	1
1.2 Statement of the Problem.....	2
1.3 Purpose of the Study	3
1.4 Significance of the Study	3
1.5 Limitation of the Study	3
1.6 Organization of the Study	4
CHAPTER TWO: THEORETICAL FOUNDATION	
2.1 Learners' Error.....	5
2.2 Error Analysis	6
2.3 Grammatical Error	7
2.4 Feedback	7

2.5 Types of Error	8
2.6 Teacher's Techniques in Teaching Grammar	12
2.7 Previous Studies	13
CHAPTER THREE: RESEARCH METHODOLOGY	
3.1 Research Design.....	16
3.2 Setting and Participants.....	17
3.3 Data Collection Techniques	17
3.4 Data Analysis	19
CHAPTER FOUR: FINDINGS AND DISCUSSION	
4.1 Result and Discussion of the Students' Composition.....	20
4.2 Result and Discussion of the Interview	27
CHAPTER FIVE: CONCLUSION AND RECOMMENDATION	
5.1 Conclusion	30
5.2 Recommendation	31
BIBLIOGRAPHY	32
APPENDICES	
Appendix A. Information Sheet for Teacher	34
Appendix B. Sample of Teacher's Consent Form	36
Appendix C. Information Sheet for Students.....	37
Appendix D. Sample of Students' Consent Form.....	38
Appendix E. Samples of Students' Composition.....	39
Appendix F. Tables of the Students' Errors.....	40
Appendix G. Interview Questions for the English Teacher	55
Appendix H. The Interview Result	56

LIST OF TABLE

Table 4.1 Recapitulation of Students' Errors in Singular-plural.....	40
Table 4.2 Recapitulation of Students' Errors in Word Form	41
Table 4.3 Recapitulation of Students' Errors in Word Choice.....	41
Table 4.4 Recapitulation of Students' Errors in Verb Tense.....	44
Table 4.5 Recapitulation of Students' Errors in Adding a Word	49
Table 4.6 Recapitulation of Students' Errors in Omitting a Word.....	52
Table 4.7 Recapitulation of Students' Errors in Word Order.....	52
Table 4.8 Recapitulation of Students' Errors in Spelling.....	53



ACKNOWLEDGEMENTS

All praise, honor, and glory are only to my Lord Jesus Christ who has been there in every moment and every step on the making of this thesis. This thesis also would have never been finished without others' help. Thus, I would like to express my gratitude to:

1. My beloved mother, father, my elder brother and his wife for their endless love, support, prayer, and patience.
2. My supervisors, Lewina, SS, MA and Maryani, SS, MA, who had enlightened my mind with their advices, guidance, and care.
3. All lectures of English Department Maranatha Christian University for having taught me since I was a new student until I could finally do the thesis.
4. The school principals in where I teach, Bunga Agustina, SH, Mhum and Tinnie Tjandra, SKom, who had given me opportunity to finish my thesis.
5. My boyfriend and my best friends for cheered me up to finish this thesis and also for their help in various ways in completing this thesis.

I realize that my thesis is far from being perfect. Any criticisms and suggestions for the improvement of this thesis are greatly appreciated. I hope this thesis will be useful for the improvements of the English teaching and learning and also for the readers.

ABSTRACT

Penelitian ini dibuat untuk menganalisa tipe-tipe kesalahan tata bahasa yang paling banyak dijumpai dalam karangan Bahasa Inggris yang dibuat oleh siswa-siswi kelas 7X di SMP Y Bandung. Selain itu, dalam penelitian ini dibahas juga strategi yang diterapkan oleh seorang guru Bahasa Inggris di sekolah tersebut untuk mengurangi kesalahan tata bahasa tersebut. Metode penelitian yang digunakan adalah penelitian kualitatif. Peneliti menggunakan hasil karangan dan wawancara guru sebagai instrumen. Data penelitian diperoleh dari hasil karangan 23 siswa kelas 7X di SMP Y Bandung serta wawancara guru Bahasa Inggris yang mengajar di kelas tersebut. Kesalahan tata bahasa yang terdapat dalam karangan Bahasa Inggris yang terkumpul dianalisis dan diklasifikasikan berdasarkan tipe-tipe *error* dari Azar (1989).

Berdasarkan hasil analisis, tipe *error* yang seringkali dibuat oleh siswa kelas 7X adalah *singular-plural*, *word form*, *word choice*, *verb tense*, *omitting/adding a word*, *word form*, dan *spelling*. Tipe *verb tense* adalah tipe *error* yang paling banyak dibuat. Untuk menangani *error* yang dibuat oleh siswa-siswi, guru Bahasa Inggris menandai *error* lalu memberikan koreksi sebagai *feedback* untuk siswa. Selain memberikan *feedback*, guru Bahasa Inggris juga melakukan *structure drill* dan *game* tertulis untuk meminimalisir *error*.