

**GRAMMATICAL ERRORS MADE BY THE STUDENTS
OF PETRA 3 CHRISTIAN SENIOR HIGH SCHOOL
SURABAYA IN THEIR WRITING COMPOSITION**

A THESIS

**In Partial Fullfilment of the Requirements for
the Sarjana Pendidikan Degree in
English Language Teaching**



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SURABAYA THEIR WRITING COMPOSITION

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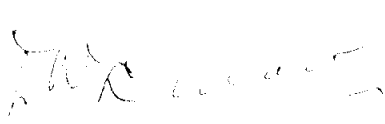
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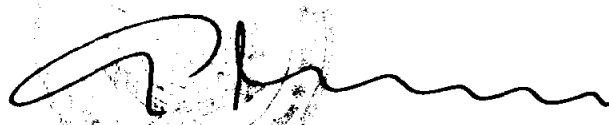

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ABSTRACT

Title : Grammatical Errors Made by the Students
of PETRA 3 Christian Senior High School
Surabaya in Their Writing Composition.

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Subject Area : A Study to find out the types of agree-
ment of subject and predicate errors and
parallelism errors made by the first
year students of PETRA 3 Christian
Senior High School Surabaya in their
writing composition.

Being interested in knowing how far the first year students of PETRA 3 Christian Senior High School Surabaya made the grammatical errors in their writing composition. The writer made some observations on the results of the first year students English writing tests.

The purpose of this study is to see which grammatical errors are mostly made by the first year students of PETRA 3 Christian Senior High School Surabaya in their writing composition. Grammatical errors are agreement of subject and predicate and parallelism. The

agreement of subject and predicate concerns tense markers and the parallelism concerns conjunctions. Then the writer divided each error type into some sub-error types namely omission errors, addition errors and misuse errors.

Underlying this study, the writer used the theory of Error Analysis and the theory of Interlanguage.

The writer used a composition test with picture series as the instrument of this study. The writer also gave some of key words for every picture. The writer gave this test in order to get the data for this study.

The writer analyses and classifies the types of errors, then she counted the frequency of the errors occurrences. The errors are ranked from the most to the fewest occurrences. The type of errors having the highest number is agreement of subject and predicate (=528 errors) and the the fewest number is parallelism (=370 errors).

After analyzing and classifying the kind of errors encountered, she counted the percentage by summing up the error occurrences of each type, dividing by total occurrences from all error types and multiplying the result by 100. In agreement of subject and predicate, the most frequent is omission errors of agreement of subject and predicate (34.47%), the second is addition errors of subject and predicate (33.14%) and the third is misuse errors of agreement of subject and predicate (32.39%). In parallelism, the most frequent is misuse errors of parallelism (48.92%), the second is addition errors of parallelism (27.84%) and the third is omission errors of parallelism (23.24%).

Based on the findings, the writer predicted the causes of the errors. The causes are, among others, language transfer, strategies of second language learning, strategies of second language communication and overgeneralization of target language.