

**ERROR ANALYSIS ON USING FINITE VERBS  
IN RECOUNT TEXT WRITING**

**(A Case Study at the 8<sup>th</sup> Grade Students of SMPN 1 Reban-Batang in the  
Academic Year 2008/2009)**

**A Final Project**

Submitted in partial fulfillment of the requirement  
for the degree of Bachelor of Islamic Education  
in English Language Education



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## **MOTTO**

- *Action may not always bring happiness, but there is no happiness without action.*
- *Heart is living gate.*

## DEDICATION

*This final project is dedicated to:*

*Beloved parents, Rohmat and Ariyah*

*(Who have been waiting for this final project for years)*

*Beloved brother and sisters, Mamas (Absori), Mbak Nur (Nur Khayati) and Mbak Wika*

*(Nafi'ah)*

*(Who always give me attention and motivation)*

*Dearest Daddy Soelies*

*(Who always support me every time)*

*All of friends in An-nahdli, Wati, Milla, Risdha, Aqilah, Anis, Nurhayati, Naila, Fitroh,*

*Atim*

*Best friends Ulfa, Yazid, Susilo, Ova and Fauzi*

*All of friends in English department*

## **A THESIS STATEMENT**

The writer certifies that this thesis is definitely her own work. The writer is completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, January , 2009

The writer,

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Semarang, January , 2009

The writer

## ABSTRACT

**KURNIYAH (Student Number: 3104076).** *Error Analysis on using finite verbs in Recount Text Writing: A Case Study at the 8<sup>th</sup> Grade Students of SMPN 1 Reban Batang in The Academic Year 2008 – 2009.* Thesis, Semarang: Bachelor Program of English Language Education of Walisongo State Institute for Islamic Studies (IAIN Walisongo), 2009.

Keywords: Error, Finite Verbs, Recount Text.

The background of the study is the importance of aspect in grammatical pattern, especially on using appropriate finite verbs. They should be mastered by students in order to make well structured and meaningful sentences. Because English is not first language and it has different systems in grammatical pattern from Indonesian's. As a result, students make a lot of mistakes when they are studying finite verbs.

The problem of this research can be stated as follows:

1. What errors on using finite verbs are found in recount text written by the 8<sup>th</sup> grade students of SMPN 1 Reban – Batang in the Academics Year of 2008 /2009?
2. What are the causes of the errors on using finite verbs?

The objectives of this study are:

1. To identify errors on using finite verbs are found in recount text written by the 8<sup>th</sup> grade students of SMPN 1 Reban – Batang in the Academic Year of 2008/2009.
2. To identify the causes of the errors on using finite verbs.
- 3.

The data source of her study was the eight grade students of SMPN 1 Reban – Batang in the academic year of 2008/2009 which consists of 30 students. The instrument consists of a free writing test. It means that the students were free to choose any topic of their experience because it was in the form of a recount text. The test had been done once after they had finished their lesson about recount text. The writer gave the students the whole meeting time (2 x 35 minutes) to do their task.

Based on analyzing the data, there were many finite verbs errors made by students. They were classified in four categories: Omissions, Additions, Misinformations and Misorderings. The total finite error made by the students were 110 divided into 34 or 31% finite verbs errors in omissions, 9 or 8,2% finite verbs in additions, 64 or 58% finite verbs errors in misinformation, and 3 or 2,8% finite errors came from misorderings. The causes of the errors were Indonesian (interlingual/interference) and English (intralingual).

Therefore, by doing this study hopefully the writer can give a valuable contribution not only to the teacher but also to the students in improving their English. The teacher should always try to find better techniques and give more practice to the students. By mastering it well, the students will not find any

difficulty in further English study, especially in grammar. Hopefully this study will inspire the other researches to do further research on grammatical problems faced by the students, especially in finite verbs.

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## CHAPTER 1 INTRODUCTION

### A. Background of the Study

Language is a communication means oral or written one. English is one of the important tools in communication among various groups of people from various parts of the world. It is because a great number of developed countries have English as the mother tongue and the official language of their states. English has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific research.<sup>1</sup>

English is a language which has different systems from Indonesian. The differences may be in realm of grammar, phonology, vocabulary, stylistics, and graphics.<sup>2</sup> As a result, students make a lot of mistakes in using the language or misunderstand when they study it.

Junior High School students in Indonesia are classified into beginner students. Although they have been learning English since they were in Elementary School, they are still lack of vocabulary, moreover the grammatical pattern.

Grammatical pattern is very important in context of oral communication and written one. Grammar can be discovered in English for oral or written communication in order to speaker or writer use language understandable.

Finite verb is one of the most important aspects in grammatical pattern that should be mastered by students in order to make well structured and meaningful sentences. Without grammatical mastery, we cannot make a complete sentence correctly which consists minimally of a subject and a predicate.

People tend to acquire oral language easier than writing language. This is because people first know the spoken form before they know the written one.

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<sup>1</sup>H. Douglas Brown, *Teaching by Principle; An Interactive Approach to Language Pedagogy*, 2<sup>nd</sup> ed, (New York: Longman, 2001), p. 118.

<sup>2</sup>Ag. Bambang Setiadi, *Teaching English As A Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), pp. 23-24.

A child also speaks a language first before he is acquired to the writing system of his language.

The explanation above does not imply that writing or written language is less important than the spoken one. Writing also plays an important role in a modern society. In fact, many handbooks, magazines, newspapers, novels, articles, etc use English.

A good writing is not merely such poetic beautiful masterpiece, full of literacy expression or scientific one. But it also a kind of writing that can be easily understood by the readers.

Writing in different language is not as easy as writing in our own language since there are some different rules in the writing systems. This difference often leads us to make grammatical errors so that they can change the meaning, and even make the sentences ambiguous or meaningless.

Junior High School students are learners that learn simple text types. Recount is one of the simple text types. It can be said as a simple text because it can be about familiar and daily things or events. It is easier for the students in making recount text writing. That is why the writer chooses to analyze errors on using finite verbs in recount text written by the 8<sup>th</sup> grade students of SMPN 1 Reban-Batang in the academic year 2008/2009.

## **B. Reasons for Choosing the Topic**

The writer chooses the topic of analyzing errors on using finite verbs in recount text because of the following reasons:

1. Mastering English is not enough just to know the vocabulary items, but knowing how to organize them into the correct form of phrases or clauses. Grammar guides us how to make the correct form of phrases or clauses.
2. Junior high school students have to be taught how to use appropriate grammatical patterns, not only how to memorize vocabularies.
3. Finite is one of the essential elements of grammatical pattern that students should know earlier in order to make complete sentences correctly.

4. Finite verbs are elements that should be found in complete sentences. By knowing the errors on using finite verbs in recount text that students made, the teacher can give more concern in teaching the grammatical patterns, especially the use of finite verbs.

### **C. Questions of the Study**

This study attempts to answer the following questions:

1. What errors on using finite verbs are found in recount text written by the 8<sup>th</sup> grade students of SMPN 1 Reban-Batang in the academic year of 2008/2009?
2. What are the causes of the errors on using finite verbs?

### **D. Objectives of the Study**

The objectives of this study are:

1. To identify errors on using finite verbs are found in recount text written by the 8<sup>th</sup> grade students of SMPN 1 Reban-Batang in the academic year of 2008/2009
2. To identify the causes of the errors on using finite verbs

### **E. Significances of the Study**

The result of this study will hopefully be useful both for English teacher and students.

For English Teacher:

1. It gives information about the student's weaknesses in using the appropriate finite in forming sentences especially in recount text.
2. It can help the teacher know the students' mastery of finite verbs.
3. From knowing students difficulties, teacher may devote special care and emphasis in his teaching to overcome and choose appropriate materials based on his students' level.

For Students:

1. Students can make grammatical sentences in English especially in past tense.
2. Students will not make the same mistakes in the future.

They are also stated in the Quran Sura Al-An'am:104.<sup>3</sup>



The ayah means that by knowing the correctness, do saleh working, and also get guidance, so they can rich the happiness.<sup>4</sup>

In this case can be concluded that by knowing the difficulties which are followed by correctness, so the students can rich correct English pattern or target language especially on using appropriate finite verbs.

## F. Limitation of the Study

The writer limited this study in identifying the errors on using finite only, not the whole grammatical errors occurred in sentences. The writer used recount text as media to the students' writing task or to get information about the students' errors in using finite verbs in past sentences. This study will be done at the 8<sup>th</sup> grade students of SMPN 1 Reban Batang.

## G. Definition of the Key Terms

1. Error

Error is mistake which learner can not correct them self and which therefore need explanation.<sup>5</sup>

2. Error analysis

Error analysis is study of errors.<sup>6</sup>

<sup>3</sup>Abdul Khafid, *Al-Qur'anul Karim*, (Jakarta: Al-Waah, 1989), p. 128

<sup>4</sup>Departemen Agama, *Al-qur'an Terjamah*, (Departemen Agama: 1997), p. 142

<sup>5</sup>Jeremy Harmer, *How to Teach English*, (United Kingdom: Person Longman, 2007), p.

3. Finite

Finite is the first functional element of verbal operators expressing person, tense, modality, and polarity.<sup>7</sup>

4. Finite verb

Finite verb is a verb that is inflected for person, tense, modality, and polarity according to the rules and category of the language in which occurs.<sup>8</sup>

5. Recount text

Recount text is a piece of text that retells past events, usually in the order in which they happened.<sup>9</sup>

6. Writing

Writing is a mean of communication in written form expressing ideas, experience, though and felling whose purpose to give information.

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<sup>6</sup>Rod Ellis, *The Study of Second Language Acquisition*, (New York: Oxford University Press, 1994), p. 47

<sup>7</sup>Gerot and Wignell, *Making Sense of Functional Grammar*, (Australia: Antipodean Educational Enter Press, 1994), p. 25

<sup>8</sup>En Wikipedia.org/wiki/finite.verb. retrieved from August 12, 2008.

<sup>9</sup>David Nunan, *Practical English Language Teaching Grammar*, (United States: Mc. Grawhill, 2005), p. 14.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Review

##### 1. Finite Verbs

###### a. Definition of Finite

According to Hornby, finite is grammar of a verb form that has specific tense.<sup>1</sup> Meanwhile, Halliday says that finite element is one of a small number of verbal operators expressing tense and modality.<sup>2</sup> Besides expressing tense and modality, it is also expressing polarity.<sup>3</sup> Finite also means form of a verb which is marked to show that it is related to a subject in person and/or number, and which shows tense.<sup>4</sup>

It can be concluded that finite is the first functional element of verbal operators expressing person / subject, tense, modality and polarity.

Tense is any form of a verbal that may be used to indicate time of the action (present / past).

Example:

- 1) That special order *came* yesterday.
- 2) She writes a letter.

Modality is the speaker's judgment or request of the probabilities of the obligations involved in what he/she is saying.

Example:

- 1) The special order *may* come tomorrow.
- 2) It *had* better.

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<sup>1</sup>Hornby AS, *Oxford Learner's Dictionary*, (London: Oxford University Press, 1995), p. 437.

<sup>2</sup>Suzanne Eggins, *An Introduction to Systemic Functional Linguistics*, (London: Printer Publishers London, 1994), p. 159.

<sup>3</sup>Gerot and Wignell, *Op.Cit.*, p. 25

<sup>4</sup>Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, (London: Office, 2002), p. 202.

Polarity is the opposition between positive clause which is formally unmarked, while negative is realized by some additional element.<sup>5</sup> For negative polarity, the negative particle not (or n't) directly follows the finite.<sup>6</sup>

Example:

- 1) There *is* a unicorn in the garden (positive polarity).<sup>7</sup>
- 2) Developing countries *may not* benefit at all from the new order (negative polarity).<sup>8</sup>

#### b. Types of finite verbs

There are two types of finite verbs, they are as follows:

##### 1) Regular finite verb

Regular finite verb is the verb, which is influenced by tense or subject form.<sup>9</sup> It is also called non-anomalous finite verb or ordinary finite verb,<sup>10</sup> for example:

- a) She *helps* her mother work in the kitchen every day.<sup>11</sup>
- b) I don't *have* breakfast at half past seven.<sup>12</sup>

##### 2) Irregular finite verb

Irregular finite verb is called anomalous finite verb. It is called anomalous finite verb because it can change into negative form. The negative form can be added by "not" after placement of irregular finite verb.<sup>13</sup> Kinds of the regular finite verbs or anomalous finite verbs are "be", "have", "do", and modal auxiliaries.<sup>14</sup>

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<sup>5</sup>*Ibid.*, pp. 27-28.

<sup>6</sup>Graham Lock, *Functional English Grammar*, (United Kingdom: Cambridge University Press, 1996), p. 180.

<sup>7</sup> Gerot and Wignell, *Op.Cit.*, p. 28.

<sup>8</sup> Graham Lock, *Op.Cit.*, p. 180.

<sup>9</sup>J.F.R.S. Sardjono, *Pokok-Pokok Pengetahuan Tata Bahasa "Bahasa Inggris"*, (Yogyakarta: Biro Penerbitan Ukrim Yogyakarta, 1984), p. 2

<sup>10</sup>As Hornby, *Guide to Patterns and Usage in English*, 2<sup>nd</sup> ed, (Mexico: The English Language Book Society and Oxford University Press, 1975),p. 2

<sup>11</sup>Sardjono, *Op.Cit.*, p. 2

<sup>12</sup>Hornby, *Op.Cit.*, p. 2

<sup>13</sup>Sardjono, *Op.Cit.*, Sardjono, pp. 2-3.

<sup>14</sup>Hornby, *Op.cit.*, pp. 6-8

c. Classification of Finite verbs

Classification of finite can be explained in table below<sup>15</sup>:

Non-Finite Forms			Finite Forms	
Infinitive	Present Participle	Past Participle	Present Tense	Past Tense
be	being	Been	am, is, are	was, were
have	having	had	have, has	had
do	doing	Done	do, does	did
			shall	should
			will	would
			can	could
			may	might
			must	-
			ought to	-
			need	-
			dare	-
			-	used

From the table above the writer concludes that finite verbs are classified into present and past form.

- 1) The present forms of finite verbs are: *is, am, are, do, does, have, has, will, shall, can, may, must, ought to, need, dare.*
- 2) The past forms of finite verbs are: *was, were, had, did, should, would, could, might, used to*

d. The Use of Finite Verbs

- 1) The use of finite verbs *Am, Is, Are, Was, Were.*<sup>16</sup>

The finite verbs of *be* are used in:

- a) Linking verbs; they are followed by subject complement of noun, adjective and adverb, for example: he *is* a doctor.

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<sup>15</sup>*Ibid.*, p. 1.

<sup>16</sup>Sardjono, *Op.Cit.*, p. 33

- b) Continuous (progressive) tense, for example: He *is working*.
  - c) Passive form, for example: We *are invited* to attend the meeting.
  - d) Obligation, for example: Father said we *were to obey* his order.
- 2) The use of finite verbs *Have, Has, and Had*.<sup>17</sup>
- The finite verb of *have, has, and had* are used in:
- a) Auxiliaries in the formation of the perfect tenses, for example: They *had* left.
  - b) To indicate possession or ownership, for example: I *haven't* enough money for the journey.
  - c) To indicate characteristic and relation steps, for example: How often do you *have* letters from your brother in Canada (have means use)
  - d) Habitual, general or usual and for reference to a particular occasion, for example: Does that poor boy *have* enough to eat?
  - e) Obligation, for example: At what time do you *have to* be in the office every morning?
- 3) The use of finite verbs *Do, Does and Did*.<sup>18</sup>
- The finite verb of *do, does, and did* are used in:
- a) Negative and interrogative of the present simple and past simple tense, for example: He *doesn't* work.
  - b) The affirmative also when someone wish to add special emphasis, for example: I know that you didn't expect me to go, but I *did* go.
  - c) Avoid repetition. It is in short agreements and disagreement, additions and question tags, for example: Tom talk too much, yes, he *does* (short agreements and disagreements). He likes concerts and so *do* we (addition). He lives here, *doesn't* he? (Question tags).

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<sup>17</sup>Aj. Thomson and A.V. Martinet, *A Practical English Grammar*, (London: Oxford University Press,1986), pp. 121-122

<sup>18</sup>*Ibid.*, pp. 126-127

- d) Short answer to avoid repetition, for example: *Do* you smoke?  
Yes, I do.
  - e) Comparisons, for example: He drives faster than I *do*.
  - f) Request or invitation more persuasive, for example: *Do* help me, please.
  - g) An approving or encouraging affirmative answer to someone asking for approval of, or permission to do some action, for example: shall I write to him? Yes, *do*.
- 4) The use of finite verbs *Shall*.<sup>19</sup>
- The finite verb of *shall* is used in:
- a) Polite question to make a suggestion, for example: *Shall* I open the window?
  - b) Future with “I” or “We” as subject, for example: I *shall* arrive at nine.
- 5) The use of finite verbs *Should*.<sup>20</sup>
- The finite verb of *should* is used in:
- a) Advisability, for example: I *should* study tonight.
  - b) 90 % certainty, for example: she *should* do well on the test
- 6) The use of finite verbs *Will*.<sup>21</sup>
- The finite verb of *will* is used in:
- a) 100% certainty, for example: He *will* be here at 6.00.
  - b) Willingness, for example: The phone’s ringing. I *will* get it.
  - c) Polite request, for example: *Will* you please pass the salt?
- 7) The use of finite verb *Would*.<sup>22</sup>
- The finite verb of *would* is used in:
- a) Polite request, for example: *Would* you please pass the salt.

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<sup>19</sup>Betty Schramper Azar, *Understanding and Using English Grammar*, 2<sup>nd</sup> ed,(New jersey: Prentice Hall Regent,1989), p. 112

<sup>20</sup>*Ibid.*, p. 110

<sup>21</sup>*Ibid.*, p. 111

<sup>22</sup>*Ibid.*, p. 112

- b) Preference, for example: I *would* rather go to the park than stay home.
  - c) Reaction in the past, for example: when I was a child, I would visit my grandparents every weekend.
- 8) The use of finite verb *Can*.<sup>23</sup>
- Finite verb of *can* is used in:
- a) Ability/possibility, for example: I *can* run fast.
  - b) Informal permission, for example: You *can* use my car tomorrow.
  - c) Informal polite request, for example: *Can* I borrow your pen?
  - d) Impossibility. It is in negative only, for example: That *can't* be true!
- 9) The use of finite verb *Could*.<sup>24</sup>
- The finite verb of *could* is used in:
- a) Past ability, for example: I *could* run fast when I was child (past)
  - b) Polite request, for example: *Could* I borrow your pen?
  - c) Suggestion, for example: I need help in math. You *could* talk to your teacher
  - d) Less than 50% certainty, for example: Where's John? He *could* be at home/he could have been at home
  - e) Impossibility. It is in negative only, for example: That *couldn't* be true!
- 10) The use of finite verb *May*.<sup>25</sup>
- The finite verb of *may* is used in:
- a) Polite request, for example: *May* I borrow your pen?
  - b) Formal permission, for example: You *may* leave the room
  - c) Less than 50% certainty, for example: Where's John? He *may* be at the library
- 11) The use of finite verb *Might*.<sup>26</sup>

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<sup>23</sup>*Ibid.*, p. 111

<sup>24</sup>*Ibid.*, p. 112

<sup>25</sup>*Ibid.*, p. 110

<sup>26</sup>*Ibid.*, p. 110

The finite verb of *could* is used in: Less than 50% certainty, for example: Where is John? He might be at the library

12) The use of finite verb *Must*.<sup>27</sup>

The finite verb of *must* is used in:

- a) Strong necessity, for example: I *must* go to class today
- b) Prohibition. It is in negative, for example: You *must not* open that door
- c) 95% certainty, for example: Mary isn't in class. She *must be* sick.

13) The use of finite verb *Ought to*.<sup>28</sup>

The finite verb of *ought to* is used in:

- a) Advisability, for example: I *ought to* study tonight
- b) 90% certainty, for example: She *ought to* do well on the test.

14) The use of finite verb *Need*.<sup>29</sup>

*Need* can be both an auxiliary and an ordinary verb (regular finite verb). As an auxiliary it is semi modal. The finite verb of *need* is used in obligation, for example: He *need to* learn English.

15) The use of finite verb *Used to*.<sup>30</sup>

The finite verb of *used to* is used in repeated action in the past, for example: I *used to* visit my grandparents every weekend.

16) The use of finite verb *Dare*.<sup>31</sup>

*Dare* can be used both regular finite verb and anomalous finite verb, for example: How *dared* he complain?

## 2. Recount Text

### a. Definition of Recount Text

A recount is one type of text which may be defined as a culturally specific text type which results from using language (written or spoken)

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<sup>27</sup>*Ibid.*, p. 111

<sup>28</sup>*Ibid.*, p. 110

<sup>29</sup>Thomson, *Op. Cit.*, p. 143

<sup>30</sup>Betty Schramper azar. *Op. Cit.*, p. 112

<sup>31</sup>Sarjono, *Op. Cit.*, p. 54

to help accomplish something.<sup>32</sup> It tells or retells event or incident in the past time.<sup>33</sup>

In a recount, we reconstruct past experience. It means that we want to tell other people about something that happened in life's experience. It might be said that a recount is a piece of text that retells past event that usually happened.

#### b. General Feature of Recount Text

General Feature of Recount text is:

##### 1). Social Purpose

Recount tells what happened. The purpose of a factual recount is to document a series of events and evaluate their significance. The purpose of a literary recount is to relate a sequence of events so that it entertains and this generally includes the writer's expressions of attitude about the events.

##### 2). Structure

- a) An orientation providing information about who, where, and when.
- b) A record of event usually recounted in chronological order.
- c) Personal comments and/or evaluative remarks interspersed throughout the record of events.

##### 3). Grammar

- a). Use of nouns and pronouns to identify people, animals, or things involved.
- b). Use of action verbs to refer to events.
- c). Use of past tense to locate events in relation to the writer's time.
- d). Use of conjunctions and time connectives to sequence the events.
- e). Use of adverbs and adverbial phrases to indicate place and time.
- f). Use of adjectives to describe nouns.<sup>34</sup>

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<sup>32</sup>Gerot and Wignell, *Op.Cit.*, p. 17.

<sup>33</sup>Departemen Pendidikan Nasional, *Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris*, (Jakarta, 2003), p. 46.

In 2004 curriculum, it is mentioned that general features of recount text are:

a) Social function of recount

Social function of recount is to retell events for the purpose of informing or entertaining.

b) Generic structure of recount

(1) Orientation

It provides the setting and introduces participant. In other words, tell who was involved where it happened, when it happened.

(2) Events

They tell what happened, in what sequence.

(3) Re-orientation

Optional-closure of events.

c) Significant lexicogrammatical features

(1) Focus on specific participants

(2) Use of material processes

(3) Circumstances of time and place

(4) Use of past tense

(5) Focus on temporal sequence.<sup>35</sup>

It can be concluded that recount text is a text type which tell about something happened in the past time whose purpose is to inform or to entertain. The basic competence should be realized when teaching recount text is that students are able to communicate in spoken or written language about things which are related to past events.

### 3. Writing

#### a. Definition of Writing

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<sup>34</sup>Ken Hyland, *Genre and Second Language Writing*, (United State of America: The University of Michigan Press, 2004), p. 135.

<sup>35</sup>Departemen Pendidikan Nasional, *Op.Cit.*, p. 46.

Writing is a tool for communication. It is both a skill and means of self. Ramelan says that writing is very important as a part of mean's culture because it can be used to preserve thoughts, ideas, and speech sound.<sup>36</sup> Meanwhile Nilson says that writing is a skill which has been developed in civilized society to pass knowledge or message<sup>37</sup>. The purpose of writing is to give some information to other people by write it down.

It can be concluded that writing is a means of communication in written form expressing ideas, experience, though and feeling whose purpose to give information.

#### b. General Component of Writing

There are 4 (four) component of writing. They are as follows:

##### 1. Grammatical skill

Grammatical skill is the ability to write correct sentences. It is about employment of grammatical forms and systematic patterns.

##### 2. Stylistic skill

Stylistic skill is the ability to manipulate sentences and use language effectively structure and lexical items to give a particular tone or flavor of the writing.

##### 3. Mechanical skill

Mechanical skill is the ability to use correctly those conventions peculiar to the written language, for example: punctuation spelling.

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<sup>36</sup>Ramelan, *Introduction to Lingulistic Analysis*, (Semarang: IKIP Semarang Press, 1992), p. 9

<sup>37</sup>F.N. Kerlinger, *Foundation of Behavioral Research*, (New York: Holth Rinehart and Winston Inc, 1965), p. 134

#### 4. Judgement skill

Judgement skill is the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.<sup>38</sup>

It can be concluded that components of writing are not only requiring mastery of grammatical and rhetorical devices but also of conceptual and judgement elements.

#### c. Teaching Writing in Junior High School

In the competence based on the curriculum, teaching English at Junior High School encompasses four skills, they are listening, speaking, reading and writing. They are thought in an integrated manner. Therefore, they cannot separate from one another because they are related to each other. Writing is the last skill in English that cannot be ignored in the students' learning writing at school. It must get much attention and guidance from the teacher. It is a task for the teacher to encourage students to learn writing in the target language. The teacher can follow the three steps as follows:

*The first step*, a teacher should be able to motivate the students to write about the things or their experiences. *The second step*, the teacher should show the students how to develop paragraphs. It does not matter if the students make mistakes in arranging their ideas. The students should be shown parts of writing, like: opening paragraph, the body of paragraph, and the closing paragraph. *The third step* is the teacher's evaluation of students' work.

It can be said that the year VIII grade students of Junior High School are still pre-intermediate or beginner level. They are not capable enough of controlling their producing a long piece of writing. The short text composition of about 100 words may be a good and

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<sup>38</sup>J.B. Heaton, *Writing English Language Test*, (London: Longman Group Limited, 1975), p. 138

powerful method in their writing. It is not a wise decision to force them to write a long piece. It is the best if it will just enormous remedial problems and produce disasterous result.

#### 4. Error on Using Finite Verbs

##### a. Types of Errors on Using Finite Verbs

Dulay, Burt, and Krassen distinguish errors into 4 (four) categories. They are omissions, additions, misinformations, and disorderings.

##### 1). Omissions

Omissions are the absence of an item that must appear in a well-formed utterance.

Example:

- a) She sleeping. (She was sleeping).
- b) Marry *not come* to her party yesterday. (Marry did not come to her party yesterday).

##### 2). Additions

Additions are the presence of an item that must not appear in well-formed utterances.

- a) We did not *went* there. (We did not go there).
- b) He does not *knows* my name. (He does not know my name).

##### 3). Misinformations

Misinformations are the use of the wrong form of the morpheme or structure.

Example:

- a) He *readed* newspaper yesterday. (He read newspaper yesterday).
- b) The dog *ated* the chicken. (The dog ate the chicken).

##### 4). Disorderings

Misorderings are incorrect placement of a morpheme or group of morphemes in an utterance.

Example:

- a) What daddy *is* doing? (What is daddy doing?)
- b) He was all the time *late*. (He was late all the time).<sup>39</sup>

The potential errors on using finite verbs usually are: (1) Omission in element of *be* in passive form, missed element of *have* in perfect form, omission of suffix *-es* or *-s* in simple present, omissions of verb, etc.(2) Addition on using *be* in verbal clause, (3) misinformation on using regular or irregular verb form. Sometime students add suffix *-ed* for irregular verbs, (4) Misordering placement of verb.

#### b. Source of Error on Using Finite Verbs

Source of error is the accounting for why the error was made. This is the most importhing for SLA(Second Language Acquisition) or FLA (Foreign Language Acquisition) research as it involves an attempt to establish the processes responsible for L2 (target language) acquisition.<sup>40</sup>

A number of different sources or causes of competent errors have been identified by Richards. He distinguishes the source of errors into three sources. They are interference errors, intralingual errors, and developmental errors.

##### 1). Interference Errors

They are as result of the use of elements from one language while speaking another. These errors are caused by the interference of the learner's mother tongue. In this case learner translates word-by-word idiomatic expressions vocabulary and

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<sup>39</sup>Rod Ellis, *Op.Cit.*, p. 56.

<sup>40</sup>*Ibid.*, p. 57.

even grammatical rules of the learner first language into second language.

An example of interference errors is: Is the book of my friend?

(The omission of the subject appears to be an interference which is transferred from Indonesian: the use of “*of my friend*” rather than “*my friend’s book*” also appears to be Indonesian influence)

## 2). Intralingual errors

Intralingual errors reflect the general characteristics of grammatical pattern such as faulty generalization, in complete application of rules and failure to learn conditions under which rules apply.

Intralingual errors are also often subdivided into the following errors:

### a) Overgeneralization errors

It arises when the learner creates a deviant structure on the basis of other structures in the target language. It generally involves the creation of one deviant structure in place of two target language structures. For example: He can *sings*. Edition of this element is suffix –s. Where English allows: He can *sing* and He *sings*.

### b) Ignorance of rule restrictions

It involves the application of rules to contexts where they do not apply. An example of this ignorance is: He *made me to rest*. The correct sentence should be: He made me rest.

### c) Incomplete application of rules

It involves a failure to fully develop a structure. For example: You like to sing?

This sentence missed on using finite verbs of modal *do*. In place of interrogative word order should be: *Do* you like to sing?

### d). False concepts hypothesized

It arises when the learner does not fully comprehend a distinction in the target language. For example: One day it *is* happened. If the sentence is in past time, so the correct sentence should be: One day it *was* happened. *Is* is form of present tense and *was* is form of past tense.

To sum up, intralingual errors are the errors that are caused by the general characteristic of the grammatical pattern.

### 3). Developmental errors

Developmental errors occur when the learner attempts to build up hypothesis about the target language on the basis of limited experience. For example: He buy *book English*. This sentence is produced by an Indonesian child. It reflects Indonesian structure and produced by child acquiring English. The correct form of the sentence is: He buys an *English book*.

## **B. Previous research**

Some works which are relevant to this thesis are:

1. *The problems in learning modal auxiliary verb in English at high school level* by A. Chandra Base, Ph. D. He states that error analysis is a great help to the course designer because the feed back obtained from learner's point suitability of the reorganization of course materials and framing remedial measures. He classifies the errors into 7 (seven) categories. They are the pre-systematic error, the systematic error, the post systematic error, interlingual error, intralingual, developmental error, and grammatical error. The error analysis which was done, has showed that all the class from VIII, to X std. urban students in English and VIII, to X std. rural students have less competence according to analysis from some categories above, especially, while learning modal auxiliaries. The students' problems were observed and ideas were given for their improvement of learning English in the future. Thus, error

analysis has been beneficial in many ways in the domain of language teaching.<sup>41</sup>

2. *An analysis of errors in Arabic speakers' English writing* by Nada Abisamra. Her study attempted to identify, describe, categorize, and diagnose the errors in English essay writing of the Arabic speaking Brevet student. She classifies the errors into 5 (five) categories. They are grammatical errors, syntactic error, lexical errors, semantic errors and substance errors. Based on her finding, she can tell brevet students do commit errors because of negative L1 (mother tongue), transfer. However, their biggest number of errors is due to developmental/ Intralingual reasons. Most of the errors are caused by an overapplication of L2 (target language).<sup>42</sup>
3. *Analysis of students' errors: The case of headlines* by Farzaneh khodabandeh. Her study intended to shed light on some problems which students face in translating headlines, for this purpose, 58 male and female graduate students of English were asked to take part in the research. They were given a test which included thirty Persian and thirty English headlines and were asked to translate them. All the students' translations were analyzed in order to investigate possible cross linguistic problems in translating headlines. From the first analysis of the translated Persian headlines, it was concluded that the participants had grammatical and lexical errors in their translations. The second analysis of the translated Persian headlines showed that participants had inadequate knowledge of the English headlines rules. The analysis of the translated English headlines revealed that the participants' chief difficulties were grammatical followed by discoursal and lexical types. This study has significance to teachers and syllabus designers.<sup>43</sup>

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<sup>41</sup>[http://www.languageindia.com/nov2005/candrabose\\_1.html](http://www.languageindia.com/nov2005/candrabose_1.html). Retrieved from September 25, 2008

<sup>42</sup>[http://abisamra\\_03.tripod.com/nada/languageacq\\_erroranalysis.html](http://abisamra_03.tripod.com/nada/languageacq_erroranalysis.html). Retrieved from September 25, 2008

<sup>43</sup>[http://www.asian-esp-journal.com/april\\_2007\\_fk.php](http://www.asian-esp-journal.com/april_2007_fk.php). Retrieved from September 25, 2008

All of those studies analyze grammatical errors, but they do not analyze students' errors on using specific finite verbs in past tense. So, the writer takes an error analysis on using finite verbs in recount text writings as the subject of this study.

## CHAPTER III

### METHOD OF INVESTIGATION

#### A. Research Design

The purposes of this study are to analyze the student's errors on using finite verb in recount text. Considering the purposes of this study and the nature of the problems, the writer uses qualitative approach.

Reichardt and Cook as quoted by Nunan say that qualitative research is that all knowledge is relative, that there is a subjective element to all knowledge and research, and that holistic, ungeneralisable studies are justifiable (ungeneralisable study is one which the insight and outcome generated by the research can not which the data were collected).<sup>1</sup>

This study uses descriptive method because the writer focuses her attention on the identification, classification, and description based on the data collected from the students' writing of recount text. Picciano stated that descriptive research involves describing and interpreting events, conditions or situation of the present. Description is concerned with condition or relation that exist: practice that prevail, beliefs, points of views, or attitudes that are held; processes that are going on, effect that are being felt, or trends that are developing.<sup>2</sup>

From that definition, it can be said that descriptive research tries to describe something or event based on the fact.

#### B. Data Source

##### 1. Setting

This study was done at SMPN I Reban. It is located at Jalan Raya Reban-Blado Reban, Batang.

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<sup>1</sup>David Nunan, *Research Methods in Language Learning*, (Cambridge: Cambridge University Press, 1992), p. 232.

<sup>2</sup>Picciano, AG, *Descriptive Researcy*, 2006, session G. Retrieved from <http://www.hunter.cuny.edu/edy/cipission/edstart.06.html>

## 2. Participants

Participants are students of VIII A of SMPN 01 Reban. It consists of 30 students.

The writer took this subject because of some reasons. Firstly, they had already learnt about recount text since they were in the first and the early second years. Secondly, the students of VIII A use more English than the students of other classes.

### C. Research Instrument

This study uses free writing instrument. It means that the students are free to choose the topic of their writing. Free writing is writing with no restrictions on it. It can be about a subject, express any thought, use, any word.

Malley said that free writing is a technique which has the main purpose of generating idea. In this way, the primary focus is on getting as many ideas down on paper as possible.

Free writing is a useful activity from brainstorming which can be done as a class or with students working individually.<sup>3</sup>

The advantage of free writing is that helps the students to discover the things they can write about within a general theme.

The text used is recount. The students were instructed to compose a recount text based on the experience they have. After analyzing the students' work, the writer described the finite errors that they made objectively.

### D. Technique of Data Collection

In order to be a believable research. The data that has high validity is needed. The writer collected the data by using test and interview

#### 1. Test

The writer collected the data by using test. Test is one of evaluation processes in research. Test is an important part of every teaching and

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<sup>3</sup>Alan Maley, *Resource Books for Teachers Writing*, (China: Oxford University Press, 1998), p.44

learning experience. Test is method of measuring a person's ability, knowledge or performance in a given domain. It means that test is a set of questions that is used to measure the skills, knowledge, intelligence, and talent of an individual or group.

## 2. Interview

Interview is a dialogue which is done by interviewer to gain information from interviewee. The writer is as interviewer, that give questions, give mark for the answer, ask for explanation take note and provide prodding. Besides, the interviewee can be teachers, students, or others staff in school. They answer questions, explain and sometimes give questions back to the interviewer.<sup>4</sup>

The writer took technique interview as one of data collection to get data and information about source of errors on using finite verbs students made.

The writer collected the data by coming directly to the field. The writer came to SMPN 1 Reban on Wednesday, November 26 2008 and asked the students to write a recount text about their experiences during their holiday in one meeting session. The duration was 70 minutes (2 x 35 minutes). After conducting the test and the interview, the writer collected the data and analyzed them.

## E. Technique of Data Analysis

In analyzing the data, the writer used the following steps:

### 1. Identifying the Errors

The writer studied the acquired data and tried to find out the finite errors by underlying the errors in each sentence.

### 2. Classifying and calculating the Errors

The writer classified the errors based the following some categories;

- a. Omissions
- b. Additions

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<sup>4</sup> Sutrisno Hadi, *Metodologi Research*, 2<sup>nd</sup> Ed, (Bandung: CV. Pustaka Setia, 2004), p. 218.

c. Misinformations

d. Misorderings

Based on that classification, the writer calculated result of errors on using finite in recount text written by the 8<sup>th</sup> grade students of SMPN 1 Reban in the academic year 2008/2009. In calculating the frequency of each category, the writer employed the following formula:

$$P = \frac{XL}{\sum x} \times 100\%$$

In which

P : percentage for each category of errors

XL : Total of each category's errors

$\sum L$  : Total of the whole errors

By calculating the frequency of each category of the errors, the writer can identify the most frequent and the least frequent errors which were made by the students. By knowing the most frequent and least frequent errors, it can be contribution for teacher to give more attention and to choose appropriate material or method according to the student competence needed in teaching learning process.

### 3. Identifying the source of errors.

Based on each category of the errors, the writer identified the source of the errors as follows:

a. Errors which are caused by the influence of the first language or mother tongue.

b. Errors which are caused by English.

The writer also identified the source of errors based on the result of interview with the teacher.



## CHAPTER IV

### RESEARCH FINDING

#### A. Result of Data Analysis

There are 4 (four) categories of finite errors found in this research. They are omissions, additions, misinformations, misorderings. The sources of errors are Indonesian (interlingual/ interferentce) and English (intralingual).

As stated in chapter I, this study will explain, the errors on using finite verbs in recount text written by the 8<sup>th</sup> grade students of SMPN 1 Reban Batang in the academic years 2008/2009. After collecting and analyzing the data, the writer found that there are a lot of finite errors.

110 of finite errors of various kinds are found, they are classified as follows:

1. Omissions : 34
2. Additions : 9
3. Misinformations : 64
4. Misorderings : 3

As stated in calculating the frequency of each error, the writer explains the following formula:

$$P = \frac{x_l}{\Sigma x} \times 100\%$$

In which:

P : Percentage of each error

$x_l$  : total of given error

$\Sigma x$  : Total of the whole errors

The frequency calculation of each error can be described as follows:

##### a. Omissions

The errors in this area are 34, the total errors are 110. In which is:

$$P = \frac{x_l}{\Sigma x} \times 100\%$$

$$\begin{aligned} &= \frac{34}{110} \times 100\% \\ &= 31\% \end{aligned}$$

b. Additions

The errors in this area are 9, and the total errors are 110. In which is:

$$\begin{aligned} P &= \frac{x_l}{\Sigma x} \times 100\% \\ &= \frac{9}{110} \times 100\% \\ &= 8,2\% \end{aligned}$$

c. Misinformations

The errors in this area are 64. So, its frequency is

$$\begin{aligned} P &= \frac{x_l}{\Sigma x} \times 100\% \\ &= \frac{64}{110} \times 100\% \\ &= 58\% \end{aligned}$$

d. Misorderings

The errors in this area are 3; with the total errors are 110. So, its frequency is:

$$\begin{aligned} P &= \frac{x_l}{\Sigma x} \times 100\% \\ &= \frac{3}{110} \times 100\% \\ &= 2,8\% \end{aligned}$$

The result of the analysis can be labeled as follows:

No	Types of Errors	Tabel of Errors	Percentage
1	Omissions	34	31,0%
2	Additions	9	8,2%
3	Misinformations	64	58,0%
4	Misorderings	3	2,8%
	Total	110	100%

## B. Finding and Discussion

### 1. Types of Errors on Using Finite Verbs

#### a. Omissions

- 1). (6) I received some drugs while my sister sitting on the chair
- (75) I and my brother playing football until evening
- (85) At the my grandmothers I playing a lot of game with my nephew.
- (86) I playing game unting 7 p.m from 3 p.m
- (288) After that we, having lunch.
- (52) At noon, it so hot an sunny.
- (207) It my Saturday
- (210) It first for me
- (201) I and Yuli quiet because we imagine our girl.
- (77) I and my brother very full
- (225) I very glad.
- (241) There very noisy.
- (200) Rahman said that his girlfriend was beautiful and excited but Sanue said that his girlfriend so much than girlfriend Rahman.
- (112) My grandfather and grandmother very happy when their meet us.
- (150) I and my father very happy in Yogyakarta

The sentences above show that the students missed the very important part in the forming of a clause, that is the past finite form (to

be: was/were, or verb 2). Students should use verb 2 if there is a verbal clause and use was/were if there is a nominal clause.

The writer focuses on this study just talks about the errors in using finite, so the others errors were out of the topic of her study.

The correct sentences would be:

(6) I **was** receiving some drugs while my sister **was** sitting on the chair.

(75) I and my brother **were** playing football unting evening.

(85) At my grandmothers house I **was** playing a lot of game with my nephew.

(86) I **was** playing game unting 7 pm from 3 pm.

(288) After that, we **were** having lunch.

After that, we **had** lunch.

(52) At noon, it **was** so hot and sunny.

(207) It **was** my Saturday

(210) It **was** the first for me

(201) I and Yuli **were** quiet because we **imagined** our girl.

(77) I and my brother **were** very full.

(225) I **was** very glad.

(241) There **was** very noisy.

(200) Rahman said that his girlfriend **was** beautiful and exciting but Sanue said that his girlfriend **was** more beautiful than his.

(112) My grandfather and grandmother **were** very happy when they **met** us.

(150) I and my father **were** very happy in Yogyakarta.

2). (91) An at the next day I back to home from my grandmother's house after prayed dzuhur.

(139) After that, I would back to my house.

(151) Finally, I back to in my grandmom's house for prepared.

(203) When back to Rahman's house, I and Sanue race and I was  
lose.

(265) So, before we back home, we visited to my brother's studio.

(266) After that, we back home.

The omissions appear in the sentences above not only the finite but also the verb that was really connected to the presence of finite. The word "back" is not a verb in these sentences; even in some cases it can be a verb which has different meaning. It can't be use in these sentences because it can change the meaning and become meaningless. The students actually want to say that "back" here means "kembali/pulang". They should add "went" or "to be" before the word "back" it depends appropriateness in a sentence.

So, the correct sentences should be:

(91) And in the next day, I **went** back home from my grandmothers house after praying dzuhur.

(139) After that, I **went** back to my house.

(151) Finally, I **went** back to my grandmoms house for preparation.

(203) When I **was going** back to Rahman's house, I and Sanue raced and I **lost**.

(265) So, before we **went** back home, we visited my brother's studio.

(266) After that, we **went** back home.

3). (13) Fortunately my brother not already drunk the drugs yet.

(252) After we satisfied enjoyed the scenery, went to the city to looking for hotel.

(184) After we bought something that need, we went to home.

Based on the sentences above the students seemed that they did not recognize how to combine two clauses in a sentence that the activities were done in the past. They simply put "not" for the negative form of a sentence and changed the verb into "verb3" without

considering what finite should be used (sentence 13). Also that they still missed the finite form in sentence (252) that there were 2 (two) clauses. The first clause come after the word “after” meaning that the activity was done earlier that the second clause. The firs clause was not a verbal sentence that they should put “been” after the past finite form. And the last sentence (184) besides had the problem of missing the past perfect form, there was also a passive form clause that they missed put “to be pas was/were” and change the verb into “verb 3”.

The correct sentences should be:

(13) Fortunately my brother **had** not already drunk the drugs yet.

(252) After we **had been** satisfied enjoying the scenery, we went to the city looking for a hotel.

(184) After we **had** bought something that was needed, we went home.

4). (84) My grandmother *located* in Pematang

(93) The *located* near makam Maulana Maghribi.

(311) Last afternoon I and my brother and sister *invited* my aunt to supermarket in Pekanbaru.

(337) I *borred*

Four of the sentences above showed that the students seemed to make them in the passive form (stative passive; sentence 84, 93 and 337). But they forgot to put the past finite form (was/were) as the indication of how to make the sentences in the form of stative passive (to be + v3)

The correct sentences would be:

(84) My grandmother’s (house) **was** located in Pematang.

(93) The location **was** near Makam Maulana Malik Ibrahim

It **was** located near Makam Maulana Maghribi.

(311) In the afternoon, I, my brother and my sister **were taken** by my aunt to a supermarket in Pekanbaru.

(337) I **was** bored.

5). (24) Many foods in STAIN

(274) Many trees in along street

(76) After that, I and my brother dinner together.

(145) I to Yogyakarta at 11.00 o'clock

(309) Because hand dirty, before ate we washed hand.

(218) Until enter door Borobudur temple. I'll stop for a minutes.

Based on the sentences above the student seemed that they did not recognize English grammar. They just wrote based on their intuition by combining the English words which has the same meaning with the Indonesian word without considering the position of each word whether they are the subject, predicator, more over the finite verbs. They also make a bad diction positioning on the predicator of a sentences. They are the very ungrammatical examples and meaningless sentences that the students showed in their writing.

The correct sentences should be:

(24) There **were** many foods (around) STAIN

(274) There **were** many tress along street

(76) After that, I and my brother **had** dinner together.

(145) I **went** to Yogya at 11.00 o'clock

(309) Because (our) hands **were** dirty, before eating we washed (our hands).

Because of the dirty hands, before eating we washed our hands.

(218) (When) I **arrived** (at the entrance of) Borobudur temple, I **stopped** for a minute.

b. Additions

(187) We were went to a river by motorcycle, because the river was far.

(188) We were went every early.

(192) Several minute later, we were got some fish.

(307) I was played and she is too.

(308) After played I was ate with my colleague.

(30) The sun was raised.

(156) I was feel sleepy, because the way was to long.

(195) My family was very happy, because we were eat fried fish.

(215) I m go with my family by my car.

All the sentences above are not correct. The students failed to apply the correct form of making a clause. See the italic underlined words in sentences (30, 156, 187, 188, 192, 195, 215, 307, and 308). They put double finites form (to be and verb), in each clause, were as there should be only one finite in each clause. Then, they generalize their knowledge about the use of past finite form (to be past, was/were or verb 2) in their past tense clause without considering wether they were in verbal or nominal sentence forms. They should use “to be past (was/were)” only when it was nominal clause or “verb 2” only when it was verbal one, not both (187, 188, 192, 307, 308). In sentence (30), she indicated his past sentence by using both “to be past” and “verb 2” but she failed to recognize the past irregular verb of “rise because rised”. Moreover in sentence (215) that she did not only apply double finites but also could not recognize the use of finite form in past tense. She still used the present finite form but incorrect to recognize whether it was nominal or verbal clauses. In sentence (156, 195), even they had already known that their clauses were in the past form but still incorrect in using the past finite form because they did not know his clause in nominal or in verbal form. So, they just put to be past for indicating that their clauses were in the past form.

The correct sentences above should be:

(30) The sun **rose**.

(156) I **was** sleepy, because the way was so long

I felt sleepy, because the way was long.

(187) We **went** to a river by motorcycle, because the river was far.

(188) We **went** (there) very early.

(192) Several minutes, later, we **got** some fish.

(195) My family **was** very happy, because we **ate** fried fish.

(215) I **went** (there) with my family by my car.

(307) I **played** (around) and she **did** too.

(308) After playing (around) I **ate** with my colleague.

c. Misinformations

1). (10) Unintentionally my brother look at the name of the drugs.

(12) He called the drugs store and tell that the drugs was wrong.

(22) I m so happy in there.

(72) My holiday is very interesting.

(69) We stay at there

(78) I and my brother don't forget prayed maghrib.

(80) My brother sleep before me.

(114) After I pray I visited our family and neighbor.

(122) There are many play areas there.

(109) Because it was nice way we do.

(144) There is ice cream, I bought one ice cream.

(147) My father and I went walked by motorcycle for bought Hugo.

(153) Last week, my family and I go to Kyai Langgeng park.

(154) We go there by bus.

(163) After we feel satisfied, me went home.

(173) Last month is my holiday.

(202) After that, we went to Jung Negoro Beach and pull Sanue in The Beach.

(208) One day, on my holiday, I and family go to Borobudur Temple.

(211) I wake up very morning

- (212) I prepare all for my picnic.
- (214) When I'm until there, and my journey are begin.
- (216) I have breakfast in the home and bring some food for earth there.
- (217) I go to Borobudur temple with glad feel with my family
- (219) We have lunch in Padang restaurant.
- (220) And after we have lunch we enter the temple.
- (221) I feel very very glad, the temple are very beautiful.
- (222) So I take a photo there
- (223) Until we feel tired, we want to go home.
- (224) And we go home at night, because my father go in his friend house.
- (239) I'm very happy.
- (245) it is my sweet holiday.
- (294) Finally, we found a hotel and we were lucky because this hotel is near the Malioboro.
- (264) My brother has a music studio.
- (267) The next day, when I and my sister Tyas were played video game, my sister called me and she invited me to back to Reban and to prepared some to I bring.
- (281) Holiday of my school is two weeks.
- (295) We cross sea it by ship.
- (313) But, I was not shopped and she was not either.
- (344) I am visiting some places.

The sentences above showed that the students missed the information they needed in forming a recount writing that they had to use the past tenses, or even they did not know to form the sentences in the past form. So, they use the present sentences form. Here, they also still did not know how to distinguish which one was the nominal and the verbal sentences. This problem made them confused whether they should use which finite they have to use (to

be or to do). They did not understand when they should use present or past form sentences, moreover the use of the finite itself. It was proved by this data that the errors in using finite mostly occur in this area.

The correct sentences should be:

(10) Unintentionally my brother **looked at** the name of the drugs.

(12) He **complained** the drugs store and **told** (them) that the drugs **were** wrong.

(22) I **was** so happy in there.

(72) My holiday **was** very interesting.

(69) We **stayed** at there.

(78) I and my brother **did not** forget to pray maghrib.

(80) My brother **slept** before me.

(114) After I **had prayed** (maghrib), I visited our family and neighbor.

(122) There **were** many play grounds area there.

(109) Because it was nice day we **did**.

(144) There **was** ice cream (store), I bought one ice cream.

(147) My father and I **went around** by motorcycle for bought Hugo.

(153) Last week, my family and I **went** to Kyai Langgeng Park

(154) We **went** there by bus.

(163) After we **felt** satisfied, we went home.

(173) Last month **was** my holiday.

(202) After that, we went to Ujung Negoro Beach and **pulled** Sanue in the beach.

(208) One day, on my holiday, I and my family **went** to Borobudur Temple.

(211) I **woke up** very morning

(212) I **prepared** all for my picnic.

- (214) When I **got** there, and my journey **was begun**.
- (216) I **had** breakfast in the home and **brought** some food for eat there.
- (217) I **went** to Borobudur temple with glad feeling with my family.
- (219) We **had** lunch in Padang restaurant.
- (220) And after we **had** lunch, we entered the temple.
- (221) I **felt** very-very glad, the temple **was** very beautiful
- (222) So I **took** a photo there.
- (223) Until we **felt** tired, we **wanted** to go home.
- (224) And we **went** home at night, because my father **went** in this friend house.
- (235) I **was** very happy
- (245) It **was** my sweet holiday
- (254) Finally, we found a hotel and we were lucky because this hotel **was** near the Malioboro.
- (264) My brother **had** a music studio.
- (267) The next day, when I and my sister Tyas **were playing** videogame, my sister called me and invited me to go back Reban and prepared something for me to bring.
- (291) Holiday of my school **was** two weeks
- (295) We **crossed** sea it by ship
- (313) But, I **did** not shop and she did not either.
- (344) I **was** visiting some places.

2). (61) There was many traffic jams along the way.

(159) I entered the park, I was very surprised because there were very crowded.

(189) In there, I and my father was very happy, because there was many fish, example Gurami, fish, Lele fish, and etc.

The sentences above showed that the students did not recognize the subject agreement used in a clause or a sentence. May be these sentences were just the memory lapses of their. But from these data were proved that they still make errors in using the appropriate finite based on the subject agreement.

The correct sentences should be:

(61) There **were** many traffic jams along the way.

(159) When I entered the park, I was very surprised because there **was** very crowded.

(189) In there, I and my father **were** very happy, because there **were** many fish, example gurami, lele fish and etc.

3). (90) I sleeped one night at my grandmother's house

(95) We pasted Pekalongan

(97) We pasted jungles, rice, fields, and estates.

(126) I was afraid if I fell down because I can't swim

(137) It smelled very stinky

(190) At Rahman's house I and my friend played play station and chat about girlfriend.

(251) The wind blowed fastly and the weather was warm,

(175) The tourist site that we choice was Yogyakarta city.

(318) Last, we shock our hands

(338) Then, I readed a comic and listened music.

(273) The street in Yogyakarta to had curves.

The sentences above indicated that the students did not recognize the correct past form of the verbs in the verbal sentences whether the verb should be changed into regular or in irregular verb. They added the suffix-*ed* to indicate that they had changed the verb into past form (regular verb). But in the fact not all verbs can be changed into the past form by adding -*ed* after the present

verb form (regular verb). Moreover, they made errors in diction (sentence 175, 318, and 273).

The correct sentences should be:

(90) I **slept** on night at my grandmother's house

(95) We **passed** Pekalongan

(97) We **passed** jungles, rice, fields, and estates.

(126) I was afraid if I **felt** down because I **couldn't** swim.

(137) It **smelt** very stinky

(190) At Rahman's house I and my friend played playstation and **chatted** about girlfriend.

(251) The wind **blew** fastly and the weather was warm.

(175) The tourist site that we **chose** Yogyakarta city.

(318) Last, we **shock** our hands.

(338) Then, I **read** a comic and listened music.

(273) The street in Yogyakarta **had** many curves.

4). (198) We promised will met at Rahman's house.

(67) In the Borobudur temple, we can saw many reliefs and we took some photos. (102) Finally, we until to Reban, and we could went home

(108) After that, I can enjoyed the holiday.

(230) In Bromo I can saw a sunrise.

(250) In there, we can saw a beautiful scenery.

(255) So, in the night we can walked around in Malioboro.

Here the students seemed that they made over generalization about the concept of forming the past form of clauses or sentences. They change the verb into the past form without considering about the finite used (past modal). Actually they had to use the past modal finite form in their sentences not changing the verbs into the past form. Moreover in sentence (102) they still make an error in diction by replacing the predicator with the preposition.

The correct form should be:

(198) We promised **would meet** at Rahman's house.

(67) In the Borobudur temple, we **could see** many reliefs and we took some photos.

(102) Finally, we **arrived** to Reban, and we **could go** home

(108) After that, I **could enjoy** the holiday.

(230) In Bromo I **could see** a sunrise.

(250) There, we **could see** a beautiful scenery.

(255) So, in the night we **could walk** around in Malioboro.

5). (96) We *want to went* to Boom Beach, but we forgot the road.

(125) Next, I rode a boat *to went* to the sea.

(127) After that, I came back to bus and *prepared to went* home at the evening.

(174) I and my family *planned to went* to picnic.

(310) After that we *went slept*.

These sentences were almost the same with the errors happening in the fourth part of misinformations in using finite, but these were overgeneralization in changing the verb into the past form. The students changed all the verbs in a sentence that actually they just needed to change the finite part that is the first verb after the subject not the verb after "to infinitive"

The correct sentences should be:

(96) We **wanted to go** to Boom Beach, but we forgot the road.

(125) Next, I rode a boat **to go** to the sea.

(127) After that, I came back to bus and **prepared to go** home at the evening.

(174) I and my family **planned to go** to picnic.

(310) After that we **went to sleep**.

d. Misorderings

(113) Me and our family Idul Fitri *pray* at huge yard

(197) When Saturday, I with my friend met Rahman's house.

(209) I felt very glad because I never have go there.

Misorderings deal with the arrangement of words in a sentence. Those were shown in sentence (113, 197, 209) which were incorrect). They could not place the words in their position properly. And because in this study I just analyze the finite only, I was just focus on that part. In sentence (113) she actually wants to say, "*saya dan keluarga Sholat Idul Fitri di lapangan yang sangat luas*". She forgot that sholat/pray is a verb in English. But if she wanted to say, "*Saya dan keluarga melaksanakan sholat Idul Fitri di lapangan yang luas*" so she should write, "My family and I did Idul Fitri prayer at a huge yard". In this case she missed the verb used in her sentence. Sentence (197) was clear that it was a misordering. He could not make a sentence in the correct order. And the last one (209) is also a misordering in the word "never" between verbs / predictor. He also could not recognize the tense he used that in perfect tense should be followed by verb 3/past participle.

The correct sentences should be

(113) I and my family **prayed** Idul Fitri dan a huge yard.

My family and I did Idul Fitri prayer in a huge yard.

(197) On Saturday, I met my friend at Rahman's house.

(209) I felt very glad, because I had never gone there.

2. Source of Errors on Using Finite Verbs

Based on categories of the errors, the sources of errors are divided into interference errors and intralingual errors:

a. Interference errors:

(52) At noon, it so hot an sunny.

- (207) It my Saturday
- (210) It first for me
- (201) I and Yuli quiet because we *imagine* our girl.
- (77) I and my brother very full
- (225) I very glad.
- (241) There very noisy.
- (200) Rahman said that his girlfriend was beautiful and excited but Sanue said that his girlfriend so much than girlfriend Rahman.
- (112) My grandfather and grandmother very happy when their *meet* us.
- (150) I and my father very happy in Yogyakarta
- (113) Me and our family Idul Fitri *pray* at huge yard
- (197) When Saturday, I with my friend met Rahman's house.
- (209) I felt very glad because I never have go there.

The sentence above showed that the students made incorrect sentences especially on using past finite verbs form. The students missed the use of past be and verb 2 (Two). The students made English sentences based on the Indonesian structure. In Indonesian structure there are not tenses forms. So, they forgot that in English structure must to put past be was/were if the sentence was nominal clause and verb 2 (Two) if the sentence was verbal clause.

b. Interlingual errors:

- (6) I received some drugs while my sister sitting on the chair
- (75) I and my brother *playing* football until evening
- (85) At the my grandmothers I *playing* a lot of game with my nephew.
- (86) I *playing* game unting 7 p.m from 3 p.m
- (288) After that we, *having* lunch
- (13) Fortunately my brother *not already drunk* the drugs yet.

- (252) After we satisfied enjoyed the scenery, went to the city to looking for hotel.
- (184) After we bought something that need, we went to home.
- (84) My grandmother located in Pernalang
- (93) The located near makam Maulana Maghribi.
- (311) Last afternoon I and my brother and sister invited my aunt to supermarket in Pekalongan.
- (337) I borred
- (76) After that, I and my brother dinner together.
- (309) Because hand dirty, before ate we washed hand.
- (187) We were went to a river by motorcycle, because the river was far.
- (188) We were went every early.
- (192) Several minute later, we were got some fish.
- (307) I was played and she is too.
- (308) After played I was ate with my colleague.
- (30) The sun was raised.
- (156) I was feel sleepy, because the way was to long.
- (195) My family was very happy, because we were eat fried fish.
- (10) Unintentionally my brother look at the name of the drugs.
- (12) He called the drugs store and tell that the drugs was wrong.
- (22) I m so tense happy in there.
- (72) My holiday is very interesting.
- (69) We stay at there
- (78) I and my brother don't forget prayed maghrib.
- (80) My brother sleep before me.
- (114) After I pray I visited our family and neighbor.
- (122) There are many play areas there.
- (109) Because it was nice way we do.
- (144) There is ice cream, I bought one ice cream.

(147) My father and I went walked by motorcycle for bought Hugo.

(153) Last week, my family and I go to Kyai Langgeng park.

(154) We go there by bus.

(163) After we feel satisfied, me went home.

(173) Last month is my holiday.

(202) After that, we went to Jung Negoro Beach and pull Sanue in The Beach.

(208) One day, on my holiday, I and family go to Borobudur Temple.

(211) I wake up very morning

(212) I prepare all for my picnic.

(214) When I'm until there, and my journey are begin.

(216) I have breakfast in the home and bring some food for earth there.

(217) I go to Borobudur temple with glad feel with my family

(219) We have lunch in Padang restaurant.

(220) And after we have lunch we enter the temple.

(221) I feel very very glad, the temple are very beautiful.

(222) So I take a photo there

(223) Until we feel tired, we want to go home.

(224) And we go home at night, because my father go in his friend house.

(239) I'm very happy.

(245) It is my sweet holiday.

(294) Finally, we found a hotel and we were lucky because this hotel is near the Malioboro.

(264) My brother has a music studio.

(267) The next day, when I and my sister Tyas were played video game, my sister called me and she invited me to back to Reban and to prepared some to I bring.

- (281) Holiday of my school is two weeks.
- (295) We cross sea it by ship.
- (313) But, I was not shopped and she was not either.
- (344) I am visiting some places.
- (61) There was many traffic jams along the way.
- (159) I entered the park, I was very surprised because there were very crowded.
- (189) In there, I and my father was very happy, because there was many fish, example Gurami, fish, Lele fish, and etc.
- (90) I sleeped one night at my grandmother's house
- (95) We pasted Pekalongan
- (97) We pasted jungles, rice, fields, and estates.
- (126) I was afraid if I fell down because I can't swim
- (137) It smelled very stinky
- (190) At Rahman's house I and my friend played play station and chat about girlfriend.
- (251) The wind blowed fastly and the weather was warm,
- (175) The tourist site that we choice was Yogyakarta city.
- (318) Last, we shock our hands
- (338) Then, I readed a comic and listened music.
- (273) The street in Yogyakarta to had curves.
- (198) We promised will met at Rahman's house.
- (67) In the Borobudur temple, we can saw many reliefs and we took some photos. (102) Finally, we until to Reban, an we could went home
- (108) After that, I can enjoyed the holiday.
- (230) In Bromo I can saw a sunrise.
- (250) In there, we can saw a beautiful scenery.
- (255) So, in the night we can walked around in Malioboro.
- (96) We want to went to Boom Beach, but we forgot the road.
- (125) Next, I rode a boat to went to the sea.

(127) After that, I came back to bus and prepared to went home at the evening.

(174) I and my family planned to went to picnic.

(310) After that we went slept.

(91) An at the next day I back to home from my grandmother's house after prayed dzuhur.

(139) After that, I would back to my house.

(151) Finally, I back to in my grandmom's house for prepared.

(203) When back to Rahman's house, I and Sanue race and I was lose.

(265) So, before we back home, we visited to my brother's studio.

(266) After that, we back home.

The sentence above showed that the students made incorrect sentences in English structure. The students still used same form in past tense. They also still used present tense in some sentences, even though recount text must use past form. They forgot that every kind of tenses has different form, such as in simple past tense in nominal clause or verbal clause, past perfect tense, past continuous tense, past perfect continuous tense, passive voice in past tense, and also past future tense. They still made the wrong finite verbs in each kind of past tense. The students' errors are caused by less understand about English grammar especially on using appropriateness finite verbs.

More explanation, the source of the errors on using finite verbs are also analyzed by interview with the teacher. They are as follows.

*R: How are the students' responses in teaching learning English?*

*T: Some students have less motivation, several of them are passive.*

*R: How are the students' responses in teaching learning grammar?*

*T: The students still lack of grammatical pattern .The students still make mistakes when they were learning grammatical pattern that focuses in using past tense*

*R: What are the sources of errors on using finite verbs that were faced by the students?*

*T: Less teaching aids and background of their society.*

The interview above showed that the errors students faced are caused by less motivation, background of students' society, and less teaching aids.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

1. The result shows that the students made totally 110 finite verb errors which consist of 34 or 31% errors in omissions of using finite verbs, 9 or 8,2% errors in additions of using finite verbs, 64 or 58% errors in misinformations of using finite verbs, and 3 or 2,8% errors in misorderings of using finite verbs. It can be concluded that the students still have not mastered the use of finite verbs well. It is shown form the numbers of the finite verbs errors made by them. The dominant finite verbs errors occurred based on the analysis was in the category of misinformation that is 58% from the total errors
2. Finite verbs errors made by the students could be caused by Indonesian or English language. The errors which are caused by the influence of Indonesian structure, because Indonesian there are no various forms of verbs and time signaling the idea especially in sentences. Indonesian does not have tense marker as English does. So, they wrote an English composition based on the Indonesian words and rule of systems which have the same meaning in English. The errors which are also caused by English because the students lack of English grammar correctly especially on using finite verbs. So, the students still made mistakes when they used it informing sentences. Besides, the errors students made are caused by less motivation, background of society, and lack of the students teaching aids.

#### **B. Suggestion**

Based on the finding, the writer would like to offer some suggestions to be considered in teaching learning process to improve the students' understanding of using finite verbs applied in writing especially a recount.

### 1. For English Teacher

Teaching English is related to its grammar. Finite is the first verbal operator that expresses tense, modality, and polarity. Errors in using finite verbs can be fatal especially in writing because it can change the meaning, moreover make the sentence meaningless and hard to understand. That is why the teacher should give understandable explanation in order to make the students more interested in learning English, especially grammar. Finite verbs are basic in learning grammar. It should be implanted earlier before they step to the higher level of English learning.

Teacher could also apply the communicative language teaching method especially when she/he teaches English grammar, because grammar is not only applied in written form but also in spoken one.

Teacher should give more exercises in applying grammar besides theory of grammar. Because, based on the result of this error analysis, the students seem not quite understand when they should past or present forms of the verbs.

### 2. For the Students

The students should take more attention to the teacher's explanation on grammar. They also should practice using the rules of written and spoken forms.

### 3. For the Others Researchers

The other researchers should do further research in grammatical problems faced by the students especially in finite verbs. The research may be an action study which is aimed at facilitating students' understanding of the use of finite.

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## **CURRICULUM VITAE**

Name : Kurniyah  
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Address : Sojomerto RT 02 RW III Kec. Reban Kab. Batang

Academic Background :

- TK Sejahtera Sojomerto graduated in 1992
- SDN 02 Sojomerto graduated in 1998
- MTs Al-Huda Reban graduated in 2001
- MA NU Limpung graduated in 2004
- IAIN Walisongo Semarang 9<sup>th</sup> semester

Semarang, Januari , 2009

**Kurniyah**

1. Name : Ganda Aryanto

Class : VIII A

- 1) This was my bad experience
- 2) I came to doctor
- 3) I received a recipe
- 4) The doctor suggested me to come to a drugs store
- 5) I and my brother arrived in drugs store.
- 6) I received some drugs while my sister sitting on the chair.
- 7) I went home with my sister next day.
- 8) My brother went to drugs store and received some drugs.
- 9) After that, he went home
- 10) Unintentionally my brother look at the name of the drugs.
- 11) He surprised that the name of it was the same with my drugs.
- 12) He called the drugs store and tell the drugs was wrong.
- 13) Fortunately my brother not already drunk the drugs yet.

2. Name : Ade Rosita

Class : VIII A

- 14) Last holiday, I went to Pekalongan with my parents and my brother
- 15) I went to Pekalongan for holiday and refreshing
- 16) I always went to Pekalongan when holiday.
- 17) I stayed there 4 days.
- 18) I slept at grandmother's house.
- 19) In Pekalongan, I went to Matahari department store, Bom beach, and merchandise shop.
- 20) I bought some things at Matahari department store.
- 21) I also bought some merchandise for my neighbours.
- 22) I'm so happy in there
- 23) I took a walk to STAIN
- 24) Many foods in STAIN
- 25) I liked it

3. Name : Apprilia Ade Pratiwi

Class : VIII A

26) When I was at class 6 elementary school, I and my friends went to Jakarta for refreshed.

27) I was on the way for eleven hours

28) When I arrived there, I was happy.

29) We slept in the hotel for a night

30) The sun was rised

31) We got up and continued the way.

32) The first place was TMII

33) We got photos at there.

34) Then, we went to Monas

35) Next, we went around Ancol and to Dufan.

36) Finally, I went home safely.

37) I met my parents again.

4. Name : Gamma Askina A

Class : VIII A

38) Last holiday, I and my family went to the Bandung

39) We went to Bandung by bus

40) In Bandung, we lived in my uncles' home

41) There was my uncle's family in there too.

42) In a bright morning, we went to the strawberry garden.

43) We bought a package of strawberry in there.

44) Then, we went to the Bandung Super Mall.

45) We were shopping in there.

46) Finally, we came back to my home.

47) I felt happy.

5. Name : Casmuti

Class : VIII A

48) When I was in elementary school, I and my friends were camping in Dieng

49) Although it was rainy season, I went to there by car.

50) Until I got, I and my friends built the tent with our teachers.

51) After that, we had games

52) At noon, it so hot and sunny

53) But at evening there was big rainy.

54) Our tent was wet.

55) Finally, the girls slept in mosque in there.

56) The boys slept in other place.

57) It was very cool.

58) But we were happy.

6. Name : Damayanti Eka Putri

Class : VIII A

Last holiday

59) Last holiday, my family and I went to Borobudur temple

60) We went at 6. am.

61) There was many traffic jams along the way.

62) We arrived at 1. pm.

63) Then we went nearby mosque.

64) We prayed in there.

65) After that, we ate in the restaurant

66) Next, we bought admissions tickets.

67) In the Borobudur temple, we can saw many reliefs and we took some photos.

68) At 4. pm. We went to my uncle's house.

69) We stay at there.

70) In the morning, we went to Batang.

71) We were very happy.

7. Name : Fredy Ramadhani

Class : VIII A

My Holiday

72) My holiday is very interesting

73) I went to grandmother house at last holiday

74) I and my brother went to field for playing football.

75) I and my brother playing football until evening

76) After that, I and my brother dinner together.

77) I and my brother very full.

78) I and my brother don't forget prayed maghrib.

79) After that, I and my brother watched TV.

80) My brother sleep before me.

81) After watched TV, I slept.

8. Name : M. Alfin Adi P

Class : VIII A

My Holiday

82) I went to my grandmothers, house at last holiday.

83) I went to my grandmothers house by car with my parents.

84) My grandmother located in Pematang

85) At the my grandmothers house I playing a lot of game with my nephew.

86) I playing game until 7. pm. From 3. pm.

87) When I played with my nephew, suddenly my uncle was sick.

88) And then, I stopped my game until a half hour.

89) After that, I played again my game with my nephew.

90) I slept one night at my grandmothers house.

91) An at the next day I back to house from my grandmothers house after prayed dzuhur.

9. Name : Daryanti

Class : VIII A

92) At 18<sup>th</sup> of November 2006 ago, I and my family went to Ujung Negoro beach.

93) The located near Makam Maulana Maghribi

94) After we went to Ujung Negoro beach, we arrounded city.

95) We pasted Pekalongan

96) We want to went to Boom beach, but we forgot the road.

97) Ws posted jungles, rice fields, and estats.

98) The road was small.

99) There were many ravines

100) I and my family Were frightened because we got lost

101) We asked to inhabitant in there.

102) Finally, we until to Reban, and we could went home.

103) It was interesting and afraid experience.

10. Name : Irlihatun

Class : VIII A

104) Last fasting holiday, I went to my grandfathers' home.

105) It was at Pekalongan

106) I went there by bus

107) First, my father called the bus

108) After that, I can enjoyed the holiday

109) Because it was nice way we do

110) And the road was not stuck

111) I was fill on evening

112) My grandfather and grandmother very happy when their meet us

113) I and my family Idul Fitri pray at huge yard.

114) After I pray I visited our family and neighbour.

115) We went to home at five days later.

116) I went to home by bus.

117) It was great holiday and I enjoyed it.

11. Name : Miftakh Nur Huda

Class : VIII A

My Holiday

- 118) At the holiday, I went to Cilacap with my neighbors
- 119) I went there by bus
- 120) I arrived Cilacap at about 1 pm.
- 121) I played with my friends there
- 122) There are many play areas there.
- 123) And also we could play the Ayah beach.
- 124) After that I had lunch in the restaurant there.
- 125) Next, I rode a boat to went to the sea.
- 126) I was afraid if I fell down because I can't swim.
- 127) After that, I came back to bus and prepared to went home at the evening.
- 128) After Maghrib, I went home happily and I arrived home at midnight.

12. Name : Khoirul Istikharoh

Class : VIII A

My Holidayh

- 129) It was my holiday two years ago
- 130) I went to Surabaya
- 131) I came to my grandparent's house
- 132) I went to Surabaya by car
- 133) My trip was very happy, because I went to Surabaya with my family.
- 134) In my holiday, I went to Jatim Park.
- 135) Jatim Park was the same with Dufan.
- 136) After that, I went to Lapindo.
- 137) It smelled very stinky.
- 138) This was natural disaster in Sidoarjo.
- 139) After that, I would back to my house.
- 140) This holiday was the best holiday in my life.

13. Name : Silvia Mega Putri

Class : VIII A

Went to Yogyakarta

- 141) Last Sunday, I and my father went to Yogyakarta
- 142) I left from home at 06.00 o'clock.
- 143) In the middle street I and my father stopped in gas station.
- 144) There is ice cream, I bought cone ice cream.
- 145) I to Yogyakarta at 11.00 o'clock.
- 146) After that, I stayed in my grand mom's house for left bag.
- 147) My father and I went walked by motorcycle in KH. Ahmad Dahlan for bought Hugo.
- 148) Then I went to Mironta Batik for bought T-shirt and short.
- 149) In Malioboro I bought blangkon and wayang for my sister.
- 150) I and my father very happy in Yogyakarta.
- 151) Finally, I back to in my grandmom's house for prepared.
- 152) I left may grandmom's house at 14.00 o'clock.

14. Name : Siti Farkha

Class : VIII A

Go to Kyai Langgeng Park

- 153) Last week my family and I go to Kyai Langgeng Park
- 154) We go there by bus
- 155) While on the way, we were doing many activities: like joking, singing and another activities.
- 156) I was feel sleepy, because the way was so long.
- 157) After we arrived there, my family were looking for a bathroom.
- 158) After that, we entered the park.
- 159) When I entered the park, I was very surprised because there were very crowded.
- 160) There were many visitor came there.
- 161) After that we took a walk and we found a roller coaster game.

- 162) We tried all game in there.
- 163) After we feel satisfied, we went home.
- 164) On the way to home, we were very tired and sleeping until we arrived home.

15. Name : Yossika FM

Class : VIII A

#### My Holiday

- 165) When school holiday, I and my family went to Bali.
- 166) We will went there by bus and ship.
- 167) On the firs day, we went to see Tanah Lot.
- 168) We will watched the sunset in Kuta Beach and went shopping Jogger Shop.
- 169) The second day, we will went to Sangeh, Benoa Cape, and Tampaksiring.
- 170) We will spend the whole day in those three places.
- 171) The next day, we will went to Sukawati Art Market and Kintamani.
- 172) It will be a very nice vacation.

16. Name : Tarida Nur Aryani

Class : VIII A

#### My Experience

- 173) Last month is my holiday
- 174) I and my family planned to went to picnic
- 175) The tourist site that we choice was Yogyakarta city.
- 176) So, we went to Parangtritis Beach at the first.
- 177) At there, I swam in sea but it was not far from the beach.
- 178) After that, I and my family went to Kyai Langgeng Park.
- 179) I bought some souvenirs there.
- 180) After that, I and my family went to Malioboro.
- 181) I bought batik clothes there.
- 182) The cost was only Rp 30.000,-
- 183) I and y family were there until 7.pm.
- 184) After we bought something that need, we went to home.

185) It was a tired day, but I was very happy.

17. Name : Riva Aji Prawiro

Class : VIII A

Fishing

186) Last week, I and my father went to a river to fishing

187) We were went to a river by motorcycle, because the river was far.

188) We were went very early.

189) In there, I and my father was very happy, because there was many fish, example gurami, fish, lele fish, and etc.

190) Before fishing my father prepared a bail

191) Then, we were fishing

192) Several minutes later, we were got some fish.

193) Then, my father brought the fish to home.

194) At home, my mother cooked the fish.

195) My family was very happy, because we were eat fried fish.

196) I was happy too.

18. Name : Syu'bi Alwi

Class : VIII A

My Saturday

197) When Saturday, I with friend met Rahman's house

198) We promised will met at Rahmans house

199) At Rahman's house I and my friend played playstation and chat about girlfriend.

200) Rahman said that his girlfriend beautiful and exited but Saune said that his girlfriend beautiful so much than girlfriend Rahman.

201) I and Yuli quiet because we imagine our girl.

202) After that, we went to Ujung Negoro beach and pull Sanue in the beach.

203) When back to Rahman's house, I and Sanue race and I was lose.

204) While night, I and my prayed Maghrib.

- 205) Then we went to Bahagia Café.
- 206) At Bahagia cafe, we ate steak and drank milkshake.
- 207) It my Saturday.

19. Name : Siti Waliyah

Class : VIII A

- 208) One day, on my holiday, I and my family go to Borobudur temple.
- 209) I felt very glad because I never have gone there.
- 210) It first for me
- 211) I wake up very morning.
- 212) I prepare all for my picnic
- 213) I'll wait that time.
- 214) When I'm until there, and my journey are begin.
- 215) I'm go with my family by my car.
- 216) I have breakfast in the home and bring some food for eat there.
- 217) I go to Borobudur temple with glad feel with my family.
- 218) Until enter door Borobudur temple. I'll stop for a minutes.
- 219) We have lunch in Padang restaurant.
- 220) And after we have lunch, we enter the temple.
- 221) I feel very-very glad, the temple are very beautiful.
- 222) So I take a photo there.
- 223) Until we feel tired, we want to go home.
- 224) And we go home at night, because my father go in his friend house.
- 225) I very glad.

20. Name : Syarif Hidayat

Class : VIII A

My Holiday

- 226) In my holiday, my family and I went to Surabaya
- 227) I went to Surabaya by car
- 228) I went to Bromo Mountain, Zoo and Jatim Park.

- 229) I went to Surabaya at night day.
- 230) In Bromo I can saw a sunrise
- 231) In the zoo I saw a lot of animals
- 232) In Jatim Park I prayed a lot of vehicles.
- 233) I took a rest in a villa
- 234) I went to home again.
- 235) I'm very happy.

21. Name : Setyowati

Class : VIII A

My Last Holiday

- 236) Last holiday, my family and I went to my grandparents house.
- 237) We went there by car
- 238) We enjoyed our trip very much.
- 239) Arrive there, we directly took rest.
- 240) Tomorrow we traveled to the Prambanan temple
- 241) There very noisy.
- 242) We saw the Roro Jonggrang temple
- 243) On Sunday
- 244) Until in Batang at 4. pm.
- 245) It is my sweet holiday.
- 246) I didn't forget the day.

22. Name : Tika Dwi R

Class : VIII A

My holiday

- 247) Last holiday, I and my family went to Yogyakarta
- 248) We went to there by bus.
- 249) First, we visited Parangtritis beach.
- 250) In there, we can saw a beautiful scenery.
- 251) The wind blowed fastly and the weather was warm.

- 252) After we satisfied enjoyed the scenery, went to the city to looking for hotel.
- 253) We had some problem to searching a hotel because almost all of hotel in there were full.
- 254) Finally, we found a hotel and we were lucky because this hotel is near the Malioboro.
- 255) So, in the night we can walked around in Malioboro.
- 256) We bought a lot of souvenir in Malioboro.
- 257) And finaly, we felt so tired and a sleep.
- 258) So, we went back to the hotel and slept in there.

23. Name : Trisna Ristiana

Class : VIII A

Last Sunday

- 259) Last Sunday, I went to my sister house
- 260) It was in Batang
- 261) I went with my other sister
- 262) In Batang, we met my brother and went to the beach together.
- 263) Because I felt hungry, so we ate together in the near restaurant.
- 264) My brother has a music studio.
- 265) So, before we back home, we visited to my brothers studio.
- 266) After that, we back home.
- 267) The next day, when I and my sister Tyas were played video game, my sister called me and she invited me to back to Reban and to prepared some to I bring.
- 268) Although just for a while, I felt so happy.

24. Name : Munawaroh

Class : VIII A

My Holiday

- 269) It was holiday

- 270) My father and I planned to go to Yogyakarta
- 271) We went there by motorcycle
- 272) In trip, I felt very happy.
- 273) The street in Yogyakarta to had curves.
- 274) Many trees in along street.
- 275) We lived in the my grandfathers' house.
- 276) We went to Baron, Kukup, Kurakal beaches.
- 277) After visiting some places, I went to fish ponds.
- 278) We left Yogyakarta five days after our arrival.

25. Name : Muji Wibawa

Class : VIII A

- 279) Last holiday I and my family went to Jakarta village
- 280) We went there by car
- 281) My father drove the car
- 282) My mother sat beside him
- 283) My sister and I sat in the back seats.
- 284) We arrived at Jakarta.
- 285) First of all we visited our uncle.
- 286) We stayed there for an hour.
- 287) Then we went to TMII and Dufan.
- 288) After that we having lunch.
- 289) Finally we drove back to Semarang.
- 290) We were tired but happy.

26. Name : Ernawati

Class : VIII A

My Holiday with family

- 291) Holiday of my school is two weeks.
- 292) I liked it very much because I could go to my village in Lampung with my family.

- 293) I went to Lampung by car
- 294) In order to reach Lampung we had to cross the sea.
- 295) We cross sea it by ship.
- 296) We took around two hours.
- 297) After crossing the sea, we directly went to my grandparents house.
- 298) I and family went to Pasir Putih beach and Purbakala.
- 299) It was very interesting.
- 300) After visiting places, we went to my grandparents house.
- 301) And on Wednesday, I and family went to Batang.
- 302) It was a sweet holiday.

27. Name : Tusianti

Class : VIII A

- 303) My holiday was very happy
- 304) My holiday was very long
- 305) I and my family went to house grandfather and grandmother
- 306) There was very happy.
- 307) I was played and she is too
- 308) After played I was ate with my colleague
- 309) Because hand dirty, before ate we washed hand.
- 310) After that we went slept.
- 311) Last afternoon I and my brother and sister invited my aunt to supermarket in Pekalongan.
- 312) I and my brother and sister in Supermarket played and shopped.
- 313) But, I was not shopped and she was not either.
- 314) After we shopped we went to home.

28. Name : Umi Kholifah

Class : VIII A

My Holiday

- 315) Last holiday, I and my family went to my grandmother's house in the village.

- 316) We went there because we wanted to celebrate Lebaran day with my family all.
- 317) At Lebaran day we prayed Id together.
- 318) Last, we shock our hands.
- 319) And then we went home to prepare ourself to visit my neighbor all.
- 320) In the second day, I and my aunt went to Supermarket.
- 321) I bought some souvenirs to my sister.
- 322) I got some money from my relatives.
- 323) I was very happy
- 324) The holiday was exited.

29. Name : Veda Dinda Wijayanti

Class : VIII A

My Lebaran Holiday

- 325) Last Lebaran holiday, I only stayed at home
- 326) I played computer games everyday.
- 327) Except on Sunday, I and my family went to my grandfather's house.
- 328) We went there by tree motorcycles.
- 329) At there, I ate ketupat and opor.
- 330) I very liked ketupat and opor.
- 331) I and my family returned at home at afternoon.
- 332) We arrived at home at 7 o'clock
- 333) After taking a both I studied for tomorrow
- 334) It was fun holiday although I stayed at home most.

30. Name : Vika Rizki Maulida

Class : VIII A

My Holiday

- 335) Last holiday, I and my family went to grandma's house
- 336) I went to grandma's house by car
- 337) I borred

- 338) Then, I readed a comic and listened music
- 339) We enjoyed our trip very much.
- 340) In order to reach grandma's house we had to cross the river
- 341) We crossed by boat.
- 342) It took around five minutes.
- 343) I and my family stayed in grandma's house.
- 344) I am visiting some places.
- 345) It was a very sweet holiday.



PEMERINTAH KABUPATEN BATANG  
DINAS PENDIDIKAN  
SMP NEGERI 1 REBAN

**DAFTAR KELAS**  
TAHUN PELAJARAN 2008/2009

Jalan Raya Reban-Blado, 51273

**KELAS: 8A**

**Wali Kelas : IMAM SANTOSO**

No.	NIS	Nama Siswa	L / P	Keterangan.
1	4242	ADE ROSITA	P	
2	4173	APRILIA ADE PRATIWI	P	
3	4174	CASMUTI	P	
4	4211	DAMAYANTI EKA PUTRI	P	
5	4212	DARYANTI	P	
6	4177	ERNAWATI	p	

7	4178	FREDY RAMADHANI	L	
8	4179	GAMMA ASKINA A.	L	
9	4180	GANDA ARYANTO	L	
10	4253	IRLIHATUN	P	
11	4219	KHOIRUL ISTIKHAROH	P	
12	4222	M.ALFIAN ADI P.	L	
13	4181	MIFTAKH NUR HUDA	L	
14	4183	MUJI WIBAWA	L	
15	4184	MUNAWAROH	P	
16	4189	RIVA AJI PRAWIRO	L	
17	4190	SETYOWATI	P	
18	4191	SILVIA MEGA P.	P	
19	4348	SITI FARKHA	P	
20	4192	SITI WALIYAH	P	
21	4194	SYU'BI ALWI	L	
22	4193	SYARIF HIDAYAT	L	
23	4196	TARIDA NUR ARYANI	P	
24	4197	TIKA DWI R.	P	
25	4274	TRISNA RISTIANI	P	
26	4195	TUSIANTI	P	
27	4351	UMI KHOLIPAH	P	
28	4198	VERA DINDA WIJAYANTI	P	
29	4239	VIKA RIZKI MAULIDA	P	
30	4199	YOSSIKA F.M.	P	

Laki-Laki = 9

Perempuan = 21

Jumlah = 30

### **INSTRUMENT OF THE TEST**

**Name** : .....

**Student Number** : .....

**Class** : .....

**Instruction:**

Write a paragraph of recount text to express your experience that happened in the past time. It could be a long time your holiday experience. Please use at least 10 (Ten) sentences. You can open your dictionary!





**DEPARTEMEN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI WALISONGO**  
**FAKULTAS TARBIYAH**

Alamat: Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp. 7601295 Fax. 7615387 Semarang

---

Nomor : In.06.3/D1/TL.00./2256/2008

Semarang, 14 Nopember 2008

Lamp : Proposal

Hal : Mohon Izin Riset A.n. **Kurniyah**

NIM : **3104076**

Kepada Yth.  
**Kepala SMPN 1 Reban**  
di Batang

*Assalamu'alaikum Wr. Wb.*

Diberitahukan dengan hormat, bahwa mahasiswa kami yang bernama **Kurniyah**, NIM: **3104076** sangat membutuhkan data sehubungan dengan penulisan skripsi yang berjudul: **Error Analysis on Using Finite Verbs in Recount Text Writing: A Case Study at the 8<sup>th</sup> Grade Students of SMPN 1 Reban-Batang in the Academic Year 2008/2009** di bawah bimbingan saudara **Siti Tarwiyah, M.Hum.** dan **Drs. H. Raharjo, M.Ed.St.**

Untuk itu kami mohon agar mahasiswa tersebut diberi izin untuk melaksanakan penelitian SMPN 1 Reban selama 30 hari.

Atas izin yang diberikan kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

A.n. Dekan,  
Pembantu Dekan I

**Dra. Muntholi'ah, M.Pd.**  
**NIP 150 263 166**

**Tembusan:**

**Dekan Fakultas Tarbiyah IAIN Walisongo di Semarang**



**DEPARTEMEN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI WALISONGO**  
**FAKULTAS TARBIYAH**

Alamat: Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp. 7601295 Fax. 7615387 Semarang

---

No : In.06.3/J4/PP.00.9/1162/2008 Semarang, 14 Mei 2008  
Lamp :  
Hal : Penunjukan Pembimbing Kepada Yth:  
1. Dra. Siti Tarwiyah, M.Hum  
2. Drs. H. Raharjo, M.Ed. St.

Berdasarkan hasil pembahasan usulan judul penelitian di jurusan Tadris, maka Fakultas Tarbiyah menyetujui judul skripsi mahasiswa

Nama : KURNIYAH  
NIM : 3104076  
Judul : ERROR ANALYSIS ON USING FINITE VERBS IN RECOUNT  
TEXT WRITING: A Case Study at the 8<sup>th</sup> Grade Students of SMPN 1  
Reban Batang in the Academic Year 2008/2009

Dan menunjuk

Ibu : Dra. Siti Tarwiyah, M.Hum sebagai pembimbing 1 (bidang materi)  
Bapak : Drs. H. Raharjo, M.Ed. St sebagai pembimbing 2 (bidang metodologi)

Demikian dan atas kerja sama yang diberikan kami ucapkan terima kasih.

An. Dekan  
Ketua Jurusan Tadris,

Abdul Wahid, M.Ag.  
NIP. 150268214

Tembusan:

1. Dekan Fakultas Tarbiyah IAIN Walisongo (sebagai laporan)
2. Mahasiswa yang bersangkutan
3. Arsip



**DEPARTEMEN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI WALISONGO**  
**FAKULTAS TARBIYAH**

Alamat: Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp. 7601295 Fax. 7615387 Semarang

---

**SURAT KETERANGAN**

Nomor: In.06.3/K/PP.00.9/379/2008

Assalamu'alaikum Wr. Wb.

Dekan Fakultas Tarbiyah IAIN Walisongo Semarang menerangkan dengan sesungguhnya, bahwa:

Nama	: Kurniyah
Tempat/Tanggal Lahir	: Batang / 13 Maret 1986
Nomor Induk Mahasiswa	: 3104076
Program/Smt/Tahun	: S.1 / IX / 2008
Jurusan	: Tadris Bahasa Inggris
Alamat	: Sojomerto RT 02 RW III Kec. Reban Kab. Batang

Adalah benar-benar telah melaksanakan Kegiatan Ko Kurikuler dan nilai kegiatan dari masing-masing aspek sebagaimana terlampir.

Demikian Surat Keterangan ini dibuat, dan kepada pihak-pihak yang berkepentingan diharap maklum.

Wassalamu'alaikum Wr. Wb.

Semarang, 3 Desember 2008

a.n. Dekan,  
Pembantu Dekan III  
Fakultas Tarbiyah IAIN Walisongo

Dra. Siti Mariam, M.Pd.  
NIP. 150 257 372



**DEPARTEMEN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI WALISONGO**  
**FAKULTAS TARBIYAH**

Alamat: Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp. 7601295 Fax. 7615387 Semarang

---

## TRANSKRIP KO KURIKULER

Nama : Kurniyah  
Nomor Induk Mahasiswa : 3104076

No	Nama Kegiatan	Jumlah Nilai	Keterangan
1	Aspek Keagamaan dan Kebangsaan	23	
2	Aspek Penalaran dan Idealisme	47	
3	Aspek Kepemimpinan dan Loyalitas	15	
4	Aspek Pemenuhan Bakat dan Minat	21	
5	Aspek Pengabdian pada Masyarakat	15	
	Jumlah	126	

Semarang, 3 Desember 2008

a.n. Dekan,  
Pembantu Dekan III,

Dra. Siti Mariam, M.Pd.  
NIP. 150 257 372