

ABSTRACT

Asep Muhammad Sudrajat (2017). The Analysis of Students' Verb-Form Error as The Evidences In Writing Recount Text (A Case Study Research at Eleventh Grade Senior High School Students of MAN 1 Sumedang in the Academic Year 2016/2017).

Getting a good writing is not easy for several students. It must be learned in a formal environment. Teachers as a facilitator have a high expectation for their students to make a good writing at least in writing a sentence. Verb is an important part of the sentence that cannot be ignored. Most EFL student committed errors in forming a verb.

The objective of this study is to analyze student's grammatical error in using verb-forms. The limitation of the problem is to classify the student's error based on Dullay's surface structure taxonomy.

The aims of the research are to finds out 1) the common verb-form errors, 2) the factors which are advocating students to make an error, and 3) the suggested solutions of the error towards by students.

The method used in this research was a qualitative method in case study design. The populations were nine students from low, middle and high score student of the eleventh grade at MAN 1 Sumedang in academic years 2016/2017. The instruments used in this research were document analysis, questionnaire, and interview.

The result of this research is identified by using hand or manual analysis. It showed that the common errors described by addition (3 errors or 8.7%), omission (12 errors or 32.4%), misinformation (21 errors or 56.7%) and misordering (1 error or 2.7%). In order to analyze the student's factor to make an error in verb-form, it showed that the highest factors were carelessness (42%) followed by interest (25%), talent (21%), student's learning (9%) and the last factor are social environment (3%). Therefore, teachers are emphasized to pay more attention to their students to minimalize the errors in the future.

Keywords: error analysis, verb-form errors, student's factors of error