ERROR ANALYSIS IN THE NARRATIVE WRITING PRODUCED BY STUDENTS OF SMP NEGERI 4 MALANG

THESIS

BY
DYANARA PUTRI
NIM 0911110147

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Presented to
University of Brawijaya
in partial fulfillment of the requirements
for the degree of *Sarjana Sastra*

BY
DYANARA PUTRI
NIM 0911110147

STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGES AND LITERATURE
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2013

ABSTRACT

Putri, Dyanara. 2013. **Error Analysis in the Narrative Writing Produced by Students of SMP Negeri 4 Malang**. Supervisor: Endang Sasanti; Co-supervisor: Emy Sudarwati

Keywords: Error Analysis, error, narrative paragraph, types of error

Nowadays, English is one of the international languages used in the world. However, Indonesians do not use English in their daily life. Although English is a foreign language, Indonesian students, from elementary up to university should learn English because English is very important in this globalization era. In the process of learning, Indonesian students surely make errors. It is understandable since the rule of Bahasa Indonesia and English is different. This research aims: (1) to identify the types of errors and (2) to find the most frequently error in the narrative writing produced by the eighth grade students of bilingual class of SMP Negeri 4 Malang.

This research is designed by using descriptive qualitative research and document analysis to answer the problems of the study. The data were collected from the thirty two narrative writing produced by the eighth grade students of bilingual class of SMP Negeri 4 Malang. In collecting the data, the researcher asked the students to write a narrative paragraph about 150 until 200 words with a topic chosen in 100 minutes. The researcher analyzed the data using the theory from Dulay, Burt, and Krashen (1982) about surface strategy taxonomy.

The results of this research showed that the students did some types of errors when they wrote a narrative writing. Those errors are omission, addition, misformation, and misordering. Omission was divided into some parts namely, omission of preposition, omission of 'be', omission of plural marker, and omission of article. Then, addition was divided into two types namely, addition of 'be' and addition of verb. Misformation was also divided into two types namely, misformation of 'be' and misformation of verb. The last is misordering.

The researcher suggests to the next writers who want to conduct the similar research use the different object and analyze the errors with other theories. Another suggestion is to use the same theory but with the different object like textbook or article for the data.

ABSTRAK

Putri, Dyanara. 2013. **Analisa Kesalahan dalam Tulisan Narasi yang Dibuat oleh Siswa-Siswa SMP Negeri 4 Malang**. Pembimbing (I): Endang Sasanti; Pembimbing (II): Emy Sudarwati

Kata Kunci: Analisa kesalahan, kesalahan, cerita narasi, tipe kesalahan

Saat ini, Bahasa Inggris merupakan salah satu bahasa internasional yang digunakan di seluruh dunia. Namun, orang Indonesia tidak menggunakan bahasa tersebut dalam kehidupan sehari-hari. Meskipun begitu, orang-orang Indonesia khususnya pelajar dari tingkat taman kanak-kanak hingga perguruan tinggi harus mempelajari Bahasa Inggris karena pentingnya bahasa tersebut dalam era globalisasi saat ini. Dalam proses pembelajarannya, para siswa tentu saja melakukan kesalahan. Hal ini dapat dimaklumi karena aturan yang diterapkan di Bahasa Indonesia dan Bahasa Inggris berbeda. Penelitian ini bertujuan untuk mengidentifikasi: (1) tipe kesalahan apa saja yang ada di dalam tulisan narasi para siswa (2) menghitung kesalahan yang paling sering dilakukan oleh para siswa kelas delapan kelas bilingual di SMP Negeri 4 Malang.

Penelitian ini menggunakan tipe deskriptif kualitatif dan analisa dokumen untuk menjabarkan masalah penelitian. Peneliti mengumpulkan data dari tulisan para siswa kelas delapan kelas bilingual dari SMP Negeri 4 Malang yang berjumlah 32 tulisan. Dalam pengumpulan data, peneliti meminta para siswa menulis sebuah paragraph tentang sebuah topik yang telah ditentukan sekitar 150 hingga 200 kata. Peneliti menggunakan teori dari Dulay, Burt, dan Krashen (1982) tentang surface strategy taxonomy untuk menganalisa tulisan para siswa.

Hasil dari penelitian ini adalah ditemukannya beberapa macam kesalahan pada tulisan narasi para siswa. Kesalahan tersebut antara lain, *omission*, *addition*, *misformation*, dan *misordering*. *Omission* dibagi menjadi beberapa bagian, antara lain, *omission of preposition*, *omission of "be"*, *omission of plural marker*, dan *omission of article* Kemudian, *addition* juga dibagi dua, yaitu *addition of "be"* dan *addition of verb*. *Misformation* juga terbagi menjadi dua, yaitu *misforfamtion of "be"* dan *misformation of verb*. Dan yang terakhir adalah *misordering*.

Peneliti menyarankan kepada para peneliti selanjutnya yang berminat untuk melakukan penelitian yang serupa supaya menggunakan objek penelitian yang berbeda dan menggunakan teori yang lainnya untuk menganalisa kesalahan. Saran yang lainnya yaitu peneliti selanjutnya dapat menggunakan teori yang sama untuk menganalisa kesalahan namun menggunakan objek yang berbeda seperti buku atau artikel.

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