ERROR ANALYSIS ON THE GRAMMATICAL USAGE FOUND IN HORTATORY EXPOSITION PARAGRAPHS BY ELEVENTH GRADE ACCELERATION STUDENTS AT SMA NEGERI 1 LAWANG

THESIS

BY:
KURNIA TRI AGUSTIN
NIM 0911110198

STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGES AND LITERATURE
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2014

ERROR ANALYSIS ON THE GRAMMATICAL USAGE FOUND IN HORTATORY EXPOSITION PARAGRAPHS BY ELEVENTH GRADE ACCELERATION STUDENTS AT SMA NEGERI 1 LAWANG

THESIS

Presented to
UniversitasBrawijaya
in partial of fulfillment of the requirements
for the degree of *SarjanaSastra*

BY
Kurnia Tri Agustin
NIM 0911110198

STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGES AND LITERATURE
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2014

ABSTRACT

Agustin, Kurnia Tri. 2014. **Error Analysis on the Gramatical Usage Found in Hortatory Exposition Paragraphs by Eleventh Grade Acceleration Students at SMA Negeri 1 Lawang** Study Program of English, Department of Languages and Literature, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Endang Sasanti; Co-supervisor: Wuliatmi Sri Handayani

Key Words: error analysis, error, hortatory exposition paragraphs, kinds of errors.

English is one of international languages in this world. It plays an important role in every aspect of modern life such as education, politics, economics and science. In Indonesia, English becomes a subject of education in schools and universities. In the process of learning, Indonesian learners may make errors. It is natural because English and Indonesian have different grammatical rules.

In this study, the researcher examines (1) the kinds of errors in the pre-test and post-test and (2) the differences result in the number of errors in the pre-test and post-test found in hortatory exposition paragraphs by acceleration students. The researcher uses descriptive qualitative approach and document analysis in order to answer the research problems. In this research, the researcher classifies the errors based on Dulay's theory. The data are 14 hortatory exposition paragraphs in the pre-test and 14 hortatory exposition paragraphs in the post-test made by eleventh grade acceleration students of SMA Negeri 1 Lawang. In data collection in the pre-test, the researcher provides writing with a topic provided and gave 90 minutes to finish their hortatory exposition paragraphs. The researcher gives a test again at least one month after pre-test to collect data for the post-test. The researcher gives the same topic and the students are asked to write a hortatory paragraphs with same topic in pre-test.

The writer finds errors appear in various kinds of cases, such as omission that was divided into five. They were omission of article, omission of preposition, omission of noun/pronoun, omission of verb and omission of plural marker. Then, addition was divided into three. They were regularization, double marking and simple addition. Also misformation was divided into six. They were misformation of plural marker, misformation of verb, misformation of noun, misformation of-be, misformation adjective and misformation of preposition. The last was misordering. The total number of errors is 190 errors in the pre-test and 144 errors in the post-test.

The researcher suggests the next researcher who wants to conduct a similar research use another theory or the same theory and give not only one pre-test and post-test but also give more test to know the progress of the students deeply.

ABSTRAK

Agustin, Kurnia Tri. 2014. **Analisa Kekeliruan pada Penggunaan Aturan Tata Bahasa dalam Paragraf Eksposisi Hortatori oleh Siswa Akselerasi Kelas Sebelas di SMA Negeri 1 Lawang.** Program Studi Bahasa Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: (I) Endang Sasanti (II) Wuliatmi Sri Handayani.

Kata kunci: analisa kekeliruan, kesalahan, paragraph eksposisi hortatori, jenis kesalahan.

Bahasa Inggris adalah salah satu bahasa internasional di dunia. Bahasa ini memerankan peran penting di setiap aspek kehidupan modern seperti dalam pendidikan, politik, ekonomi,dan ilmu pengetahuan. Bahasa Inggris menjadi subjek pendidikan di sekolah dan universitas. Dalam pembelajaran bahasa Inggris, peserta didik Indonesia mungkin membuat kesalahan. Ini merupakan hal yang wajar karena bahasa Inggris dan Indonesia memiliki aturan tata bahasa yang berbeda.

Di dalam penelitian ini, penulis meneliti (1) jenis-jenis kesalahan pada pre-tes dan pos-tes dan (2) perbedaan jumlah kesalahan yang dihasilkan dalam pre- tes dan pos-tes yang ditemukan dalam paragraf eksposisi hortatory yang ditulis oleh siswa akselerasi. Penulis menggunakan pendekatan kualitatif deskriptif dan analisis dokumen untuk menjawab rumusan masalah. Di dalam penelitian ini, penulis mengkelompokan kesalahan berdasarkan pada teori Dulay. Data terdiri dari 14 paragraf eksposisi hotatori di pre-tes dan 14 paragraf eksposisi hortatory di pos-tes yang dibuat oleh siswa akselerasi kelas 11 di SMA Negeri 1 Lawang. Di dalam pengumpulan data di pre-tes, peneliti menyediakan topik yang sudah ditentukan dan memberi waktu 90 menit untuk menyelesaikan penulisan paragraf tersebut. Peneliti memberikan tes lagi kurang lebih satu bulan untuk mengumpulkan data pos-tes. Peneliti memberikan topik yang sama dan para siswa diminta untuk menulis paragraf eksposisi hortatori dengan topik yang sama seperti yang mereka tulis di pre-tes.

Peneliti menemukan berbagai macam bentuk kesalahan, seperti *omission* dibagi menjadi enam. Yaitu *omission of article, omission of preposition, omission of –be, omission of noun/pronoun, omission of verb and omission of plural marker*. Lalu, *addition* dibagi menjadi tiga. Yaitu *regularization, double marking* dan *simple addition*. Selanjutnya, *misformation* dibagi menjadi enam. Yaitu *misformation of plural marker, misformation of verb, misformation of noun, misformation of-be, misformation adjective* dan *misformation of preposition*. Yang terakhir adalah *misordering*. Total kesalahan adalah 190 di pre-tes dan 144 di pos-tes.

Penulis menyarankan pada peneliti selanjutnya yang ingin melanjutkan penelitian yang sama untuk menggunakan teori lain atau teori yang sama dengan memberikan tidak hanya satu kali tes untuk pre-tes dan post-tes tetapi memberikan lebih banyak tes untuk mengetahui perkembangan kemampuan siswa lebih dalam lagi.

REFERENCES

Ary, Donald, & Jacobs, L. C, & Razavieh, A. (2002). *Introduction to Research in Education* (6th ed). Australia: Wadsworth.

Azar, S.B. (2002). *Understanding and Using English Grammar 3th Edition*. New Jersey: Prentice-hall, Inc.

Brown, H. Douglas. (1987). *Principle of Language Learning and Teaching*. New Jersey: Prentice-hall, Inc.

Corder, Pit, S. (1977). *Introducing Applied Linguistics*. Middlesex. England: Penguin Books Ltd.

Djuharie, Setiawan. (2007). *Genre.* Bandung: CV.Yrama Widya

Dulay, Heidi, Burt, Marina and Khrasen, Stephen. (1982). *Language Two*. New York: Oxford university press.

Gass, Susan M.; Selinker, Larry. (2000). *Second Language Acquisition : An Introductory Course*. New York: Lawrence Erlbaum Associates, Inc.

James, Carl. (1998). *Errors in Language Learning Use and Use*. New York: Addison Wesley Longman, Inc.

Shanti, Praba. (2005). *A study of Grammatical Errors in the Use of Preposition in the editorials of the Jakarta Post.* Unpublished Thesis. Malang: English Department of Brawijaya Malang.

Sitinjak, M. D. (2000). *Techniques in the Writing Class: What to Consider?* LINGUA, 1(2): 114-125.

Subardja, Wida. (2012). *Error Analysis of Descriptive Paragraphs Made by Students of Study Program of English Faculty of Culture Studies Universitas Brawijaya.* Unpublished Thesis. Malang: English Department of Brawijaya Malang.