

**ERROR ANALYSIS ON STORY TELLING BY  
PARTICIPANTS OF STORY TELLING COMPETITION IN  
“SMART EDUCATION CENTER COURSE”**

**THESIS**

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## ABSTRACT

Silitonga, Sugeng. 2014. **Error Analysis On Story Telling By Participants Of Story Telling Competition In “Smart Education Center Course”** Study  
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Keywords : Error, Error Analysis, Surface Strategy Taxonomy, Story Telling

Understanding the grammatical structure of target language is one of the ways to determine how far a learner understands the target language. The learner can show his understanding of the target language from some ways. One of them is by having competition. In this study, the writer analyzed the error which occurred in story telling done by Smart Education Center (SEC) course participants. Furthermore, the writer proposed three problems of the study, (1) What errors found in the story telling of the participants (2) What errors most frequently made by the participants? (3) What the causes of the errors were?

In the process of learning the second language, the learner sometimes produces some errors and Error Analysis (EA) has a methodology to figure them out. One of the methodologies used is surface strategy taxonomy by Dulay (Dulay et al, 1982, p.150). In dealing with the sources of errors, the writer used the theory of Richard (as cited by Ellis, 1994, p.58) which divides them into three categories namely, developmental, interference, and intralingual.

This study revealed that there were 151 errors which were divided into 91 misformations, 5 misorderings, 19 additions, and 36 omissions. In terms of source of error, the writer found 50 (33%) intralingual error and 101 (67%) interference error. All errors were categorized as developmental error occurring from limited language experience. In terms of general type of error, the writer categorized all errors into local error because the errors which occurred did not block the meaning of sentences or phrases.

The writer suggests to the next researcher who wants to conduct the similar research to use another subject and theory. Furthermore, the writer suggests him to find another criteria in determining the subject. In this research, the writer used the class and times of practicing, the next researcher can use the score of speaking as the criteria.

## ABSTRAK

Silitonga, Sugeng.2014.**Error Analysis On Story Telling By Participants Of Story Telling Competition In “Smart Education Center Course”** Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing (I) Endang Sasanti; Pembimbing (II) Wuliatmi Sri Handayani

Kata Kunci : Kesalahan, Analisis Kesalahan, *Surface Strategy Taxonomy*, Lomba Bercerita

Pemahaman struktur tata bahasa dari bahasa kedua adalah salah satu cara untuk menentukan seberapa jauh seorang pelajar memahami bahasa tersebut. Pelajar mampu menunjukkan pemahaman mereka atas bahasa kedua dengan beberapa cara. Salah satunya adalah melalui kompetisi. Dalam penelitian ini, penulis menganalisa kesalahan yang muncul di lomba cerita yang diikuti oleh peserta lomba bercerita yang diselenggarakan oleh kursus “Smart Education Center” (SEC). Selanjutnya, penulis mengajukan tiga permasalahan penelitian yaitu (1)kesalahan apa yang ditemukan di lomba bercerita oleh peserta (2)kesalahan apa yang paling sering dibuat oleh peserta (3)apakah penyebab dari kesalahan tersebut.

Dalam proses pembelajaran bahasa kedua, seorang pelajar terkadang membuat beberapa kesalahan dan analisa kesalahan (EA) mempunyai metode untuk menemukan kesalahan tersebut. Salah satu metode analisa kesalahan adalah *Surface Strategy Taxonomy* oleh Dulay (Dulay et al, 1982,hal.150). Berkaitan dengan penyebab kesalahan, penulis menggunakan teori Richard (dikutip oleh Ellis,1994, hal.58) yang membagi jenis penyebab kesalahan ke dalam tiga kategori yakni, *developmental*, *interference*, dan *intralingual*.

Peneliti ini menemukan bahwa ada 151 kesalahan yang dibagi menjadi 91 kesalahan bentuk kata, 5 kesalahan urutan kata, 19 penambahan kata dan 36 penghilangan kata. Berkaitan dengan sumber kesalahan, penulis menemukan 50 (33%) kesalahan *intralingual* dan 101 (67%) kesalahan *interference*. Semua kesalahan dikategorikan sebagai kesalahan *developmental* yang muncul karena kurangnya pengalaman penggunaan bahasa kedua. Berkaitan dengan jenis umum kesalahan, penulis mengkategorisasikan semua kesalahan ke dalam kesalahan lokal karena kesalahan tersebut tidak menutup arti dari kalimat atau frasa-frasa.

Penulis menyarankan kepada peneliti selanjutnya yang ingin melakukan penelitian yang sama untuk menggunakan teori dan subjek yang berbeda. Terlebih lagi, penulis menyarakannya untuk menggunakan kriteria yang lain untuk menentukan subjek. Pada penelitian ini, penulis menggunakan kelas dan jumlah latihan sebagai kriteria. Bagi peneliti selanjutnya bisa menggunakan nilai kemampuan berbicara sebagai kriteria.

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