

**ERROR ANALYSIS ON GENERAL ENGLISH WRITING TASK  
IN 17-14A CLASS AT LONDON SCHOOL OF PUBLIC  
RELATION JAKARTA**

**THESIS**

**BY  
DIAN NOVIANA ASTUTI  
NIM 0911110141**



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

## ABSTRACT

Astuti, Dian Noviana. 2014. **Error Analysis on General English Task in 17-14A Class at London School of Public Relation Jakarta**. Supervisor: Ismarita Ida Rahmiati; Co-supervisor: Agus Gozali.

Keywords: Error Analysis, error, types of error

English is an international language, being either a first, second or foreign language for various countries around the world. In the process of learning language, 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 General English writing task in 17-14A class at London School of Public Relation Jakarta.

This research is designed by using descriptive qualitative research and document analysis to answer the problems of the study. The data were collected from thirty General English writing task produced by students in 17-14A class at London School of Public Relation. 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 an unforgettable moment in their life. Those errors are omission, addition, misformation, and misordering. Omission was divided into some parts namely, omission of article, omission of “be”, omission of preposition, omission of plural marker (-s/-es), omission of possessive adjective, omission of subject, and omission of verb. Then, addition was divided into some types namely, addition of adjective, addition of article, addition of “be”, addition of noun, addition of preposition, addition of plural marker (-s/-es) and addition of verb. Misformation was also divided into some types namely, misformation of adverb, misformation of ‘be’, misformation of infinitive “to”, misformation of preposition, 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

Astuti, Dian Noviana. 2014. **Analisa Kekeliruan dalam Tugas Menulis di Mata Kuliah *General English* yang Ditulis oleh Mahasiswa kelas 17-14A di London School of Public Relation Jakarta**. Pembimbing (I): Supervisor: Dra. Ismarita Ida Rahmiati, M.Pd.; Pembimbing (II): Agus Gozali, S.Pd.

Kata Kunci: Analisa kekeliruan, kekeliruan, tipe kesalahan

Bahasa Inggris adalah bahasa internasional, baik menjadi bahasa pertama, kedua bahkan bahasa asing di berbagai negara. 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 para mahasiswa (2) menghitung kesalahan yang paling sering dilakukan oleh para mahasiswa kelas 17-14A di London School of Public Relation Jakarta.

Penelitian ini menggunakan tipe deskriptif kualitatif dan analisa dokumen untuk menjabarkan masalah penelitian. Peneliti mengumpulkan data dari tulisan para siswa kelas 17-14A di London School of Public Relation Jakarta yang berjumlah 30 tulisan. 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 article*, *omission of "be"*, *omission of preposition*, *omission of plural marker (-s/-es)*, *omission of possessive adjective*, *omission of subject*, and *omission of verb*. Kemudian, *addition* juga dibagi menjadi beberapa bagian, yaitu , *addition of adjective*, *addition of article*, *addition of "be"*, *addition of noun*, *addition of preposition*, *addition of plural marker (-s/-es)* and *addition of verb*. *Misformation* juga terbagi menjadi beberapa bagian, yaitu *misformation of adverb*, *misformation of 'be'*, *misformation of infinitive "to"*, *misformation of preposition*, and *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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