

**ERROR ANALYSIS ON NARRATIVE PARAGRAPHS
OF THE SIXTH GRADE STUDENTS
OF MA'ARIF INNOVATIVE ELEMENTARY SCHOOL**

THESIS

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ABSTRACT

Ahda, R. 2014. **Error Analysis on Narrative Paragraphs of the Sixth Grade Student of Ma'arif Innovative Elementary School**. Study Program of English, Department of Languages and Literatures. Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Fatimah. Co-supervisor: Isti Purwaningtyas.

Keywords: error analysis, error, narrative paragraphs, Ma'arif Innovative Elementary School.

English nowadays becomes the primary language of instruction in journal and students' textbook of the scientific, technological, and academic information. Considering the importance of English, Indonesians are expected to learn English earnestly. However, it is not easy to learn English as a foreign language since during the learning process, the first language of learners' influences them. In this study Error Analysis is chosen to analyse narrative paragraphs written by Ma'arif Innovative Elementary School's sixth grade students. This study aims to identify the types of errors and the most frequent errors found in the narrative paragraphs of sixth grade students of Ma'arif Innovative Elementary School.

This study is qualitative in the form of document analysis. The data are 15 test papers of narrative paragraphs produced by sixth grade students from the superior class at Ma'arif Innovative Elementary School. The analysis of error is based on Surface Strategy Taxonomy theory proposed by Dulay et al. (1982).

The result of this research is that the students produced errors in their narrative paragraphs. Those are misformations (Mf), which are the most frequent errors produced with 83 errors (60%), omissions (Om) with 40 errors (29%), additions (Ad) with 12 errors (9%), and misordering (Md) with 3 errors (2%).

The conclusion of this research is that the errors appeared at every students' test paper in which those represent all four types of errors based on the Surface Strategy Taxonomy. The researcher realises that during the process of foreign language learning, the students were influenced by their first language because of interlanguage. Suggestion is made for the next researchers to conduct similar research with different object such as articles in the internet as the data source.

ABSTRAK

Ahda, R. 2014. **Analisa kekeliruan pada Paragraf Naratif oleh Siswa Kelas Enam Sekolah Dasar Ma'arif Inovatif**. Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra. Fakultas Ilmu Budaya, Universitas Brawijaya.
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Kata kunci: Analisis kekeliruan, kekeliruan, paragraph naratif, SD Ma'arif Inovatif.

Bahasa Inggris kini menjadi bahasa utama dari jurnal pendidikan dan buku teks siswa dalam lingkup ilmu pengetahuan, teknologi, dan informasi. Mengingat pentingnya memahami bahasa Inggris, masyarakat Indonesia diharapkan untuk mempelajari bahasa Inggris secara mendalam. Kementerian Pendidikan dan Kebudayaan Indonesia, juga telah mengeluarkan kebijakan bahwa bahasa Inggris diajarkan untuk siswa tingkat sekolah dasar hingga universitas. Namun, dalam mempelajari bahasa Inggris sebagai bahasa asing tidaklah mudah untuk karena selama proses pembelajaran peserta didik masih terpengaruh bahasa ibu mereka. Dalam studi ini Analisis kekeliruan dipilih sebagai objek penelitian. Studi ini bertujuan untuk mengidentifikasi jenis kekeliruan yang ditemukan dalam paragraf narasi siswa kelas enam SD Ma'arif Inovatif. Studi ini merupakan studi kualitatif dalam bentuk analisa tekstual.

Data pada studi ini berupa 15 lembar berisi paragraf narasi siswa kelas enam. Data ini dikumpulkan dari siswa kelas enam unggulan SD Ma'arif Inovatif. SLA digunakan dalam menganalisa kekeliruan berdasarkan teori *Surface Strategy Taxonomy* yang ditemukan pada tahun 1982 oleh Dulay et al. pada paragraf narasi siswa kelas enam di SD Ma'arif Inovatif.

Hasil dari penelitian ini adalah bahwa siswa sering membuat kekeliruan selama proses mereka mempelajari bahasa Inggris sebagai bahasa asing. Terdapat kesalahan bentuk sejumlah 83 kekeliruan (60%), penghilangan sejumlah 40 kekeliruan (29%), penambahan sejumlah 12 kekeliruan (9%), dan salah urutan sejumlah 3 kekeliruan (2%).

Kesimpulan dari penelitian ini adalah bahwa seluruh jenis kekeliruan, menurut teori *Surface Strategy Taxonomy* muncul di seluruh kertas tes siswa yang diteliti. Peneliti menyadari bahwa dalam proses mempelajari bahasa Inggris, para siswa masih terpengaruh pola bahasa ibu mereka karena proses interlanguage. Saran diberikan untuk peneliti selanjutnya untuk melakukan penelitian serupa dengan objek yang berbeda seperti artikel di internet sebagai sumber data.

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