ERRORS IN DESCRIPTIVE TEXT WRITTEN

BY THE NINTH GRADE STUDENTS OF SMP NEGERI 2 BOYOLALI

2010/2011

THESIS

Presented to Fulfill One of the Requirements to Achieve the Magister

Degree of Language Study

BY

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ADVISOR APPROVED

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PRONOUNCEMENT

By this pronouncement, the writer himself makes this thesis entitled: ERRORS IN DESCRIPTIVE TEXT WRITTEN BY THE STUDENTS OF SMP NEGERI 2 BOYOLALI 2010/2011. The writer absolutely states that this thesis is not a plagiarism or made by someone else. The other studies related to this thesis have been written in quotation and the author is also written in it. The sources of ideas/concepts of this thesis are listed in the Bibliography. If then, this thesis turns out to be a plagiarism, the writer is ready to get sanction by dropping his academic degree.

Surakarta, 9 Juli 2013

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ABSTRACT


To err is man. But the errors they made must be dealt with. So as to my students in learning English, they committed many errors in writing descriptive text. It is because writing skill is not naturally acquired, but is gained by practice a lot. It needs expert’s help to be a good writer. The proof is quite clear that not anyone can make a piece of writing in good organization even in his own language. It is his responsibility to help them cope with the difficulties. The writer is so concerned of the errors in his students’ writing product of the descriptive text that he is interested to make a research on this problem and write a thesis.

The objectives of this research are; 1. to describe the errors, 2. to trace the source of errors, 3. to know what most dominant errors, and 4. to know how frequent the errors occur.

The data of this research is taken out from the composition of the descriptive text. I take 24 products out of 214 pieces. From the data source I found 294 sentences containing errors. Then I identify the errors based on the surface structure taxonomy; omission, addition, misformation, misordering, and blend. And the source of errors are caused by the strategy of language transfer and overgeneralization. It is quite natural that the students start thinking in their own language then they try to transfer the idea into English. Unfortunately, their L1 does not help much because English has different characteristics. most of the difference falls to the negative transfer. There are 2 kinds of transfer; vocabulary transfer and grammar transfer.

The finding shows that the most frequent errors are on omission. There are 99 sentences containing omission (33.14%). The observation views this omission into 12 types. The second errors are on misformation. There are 78 sentences containing misformation (26.03%). The research finds 15 types of misformation. And the third rank is errors on blend. There are 61 sentences containing this problem (22.29%). This problem comprises 2 types of errors; diction/choice of words (lexicon). The forth big error is on addition. There are 48 sentences containing addition (15.49%). It is divided into 8 types. The least error is on misordering. There are 9 sentences (3.05%).

Key Words: error, surface structure taxonomy, language transfer, and overgeneralization
MOTTO

Orang yang mempunyai sifat sombong sedikit saja di dalam hatinya tidak akan masuk surga. Kesombongan terletak pada penolakan terhadap kebenaran dan memandang orang lain rendah.

(H.R. Muslim)
DEDICATION

The writer dedicates this work to his beloved daughters and son, Nur Azizah Rahmawati and Nurul Mulki Rahimah, and Muhammad Faiz Ramadhani

As well as to his beloved wife, Endang Jumiati, S.Pd

Thank you very much for the support and finance.
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The writer accepts every comment and suggestion. Hopefully, this thesis gives benefit to everyone who concerns with this research.
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LIST OF ABBREVIATIONS AND SYMBOLS

1. L1 = mother tongue/first language
2. L2 = second language
3. V1 = verb base
4. V-ing = present participle verb
5. Ved1 = past tense verb
6. Ved2 = past participle verb
7. TL = target language
8. EA = Error Analysis
9. CA = Contrastive Analysis
10. IL = Inter Language
11. FL = Foreign Language
12. MT = Mother Tongue
13. SLA = Second Language Acquisition
14. E = Ellipsis
15. CAH = Contrastive Analysis Hypothesis
16. NL = Native Language
17. Ø = deletion
18. [Ø]= nothing
19. * = error point
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