ERROR ANALYSIS ON WRITTEN PRODUCTION
MADE BY THE SECOND YEAR STUDENTS OF
SMU NEGERI 1 NGEMPLAK BOYOLALI
IN 2003/2004 ACADEMIC YEAR

RESEARCH PAPER
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MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2004
Dengan Menyebut Nama Allah
Yang Maha Pengasih Lagi Maha Penyayang
APPROVAL

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DEDICATION

With all my heart this research paper is dedicated to:

My beloved father (H. Munawir) and mother (Supiyatun)
"Thank for your love & Prayer, I will never be able to reply your kindness"
My dearest husband (Mas Dwi Mulyono)
"You are my inspiration, I love you so much"
My beloved brothers Mas Joko & his wife Ika, Mas Lukman & Taufik
"I love you all"
My sweetest nephews Ryan and Tidar
"Thank for giving me happy days"
My family in Mahbang; Bapak, Ibu, M Joko, Tri Ye, Wahyu & Dilla
"Thank for giving me place in your heart"
My lovely friends; Lutfie, Nawang, Lina, Ivan, Ninik, Ika & Wula
"Thank for your friendship and togetherness"
MOTTO

There is only one happiness in the world to love and to be loved.
(The writer)

You may feel disappointed on your failure experiment, but you will never be successful if you don’t want to try.
(Beverly Sills)

Problems are only opportunities with thorns on them.
(Hugh Miller)
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Finally, the researcher realizes that this research paper is far from being perfect that the researcher happily accepts constructive criticism from the readers that makes this research better.

Surakarta, April 2004
The researcher

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SUMMARY


The purposes of the research are to describe (1) the types of error, (2) the frequency of error, (3) the dominant of error and, (4) the source of error. Therefore, the method used by the researcher is descriptive ones.

The research was conducted to the second year students of SMU Negeri 1 Ngemplak Boyolali 2003/2004 Academic Year. There were 45 students are taken as the subject of the research. The object of the research is erroneous sentences taken from written production made by the students. The data of the research is erroneous sentences and the data source is written production made by 45 students.

Dealing with the research instrument of collecting the data, the researcher uses a test that is written production. From the result of the test the researcher get the data to be analyzed. The collecting data then were analyzed descriptively by means of Error Analysis. In analyzing the data, the researcher uses procedures of Errors Analysis, they are: identification, description and explanation.

Based on the analysis of the data, the result of the research shows that there are 134 erroneous sentences. The errors are analyzed based on Linguistic Category. There are 7 types of errors, they are: the use of present tense (25.3%) that includes additional of to be in the present tense (14.9%), omission of -s/-es in the verb of present tense (1.5%), the use of verb-ing in the present tense (1.5%), the use of have instead has in the present tense (5.2%), the use of past tense in the present tense (1.5%), and disagreement of subject and verb in the present tense (0.7%). Then, the use of noun phrase (26.1%) includes substitution of singular to plural (13.4%), the use of much instead many (3.7%), the use of noun instead verb (3.0%), false concept sentence (4.5%), and in word order (4.5%). The category of the use of verb phrase (16.5%) includes omission of to be (7.5%), misuse of verb after auxiliaries (7.5%), and misuse of to be (1.5%). The category of the use of infinitive marker "to" (10.4%) includes additional of unnecessary infinitive marker “to” (8.9%) and omission of infinitive marker “to” (1.5%). The category of the use of pronouns (5.1%) includes the use of subject instead possessive adjective (2.2%), the use of subject instead of objective pronoun (2.2%), the use of object as subject (0.7%). Then, the category of some transformation (2.9%) includes formation of no or not without the auxiliary do in the negative transformation (2.2%), omission of subject (0.7%). The last category is misspelled word (13.4%).
The dominant type of error is *additional of to be in the Present Tense* (14.9%) with the total number of errors are 20 erroneous sentences.

There are two sources of error, namely interlingual transfer and intralingual transfer. The result of this research is that the most of students are still making a lot of errors in written productions, especially grammatical errors.
## TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL</td>
<td>ii</td>
</tr>
<tr>
<td>ACCEPTANCE</td>
<td>iii</td>
</tr>
<tr>
<td>MOTTO</td>
<td>iv</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>v</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>vi</td>
</tr>
<tr>
<td>SUMMARY</td>
<td>viii</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>x</td>
</tr>
<tr>
<td>CHAPTER I INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>A. Background of the Study</td>
<td>1</td>
</tr>
<tr>
<td>B. Previous Research</td>
<td>4</td>
</tr>
<tr>
<td>C. Research Problems</td>
<td>5</td>
</tr>
<tr>
<td>D. The Objective of the Study</td>
<td>5</td>
</tr>
<tr>
<td>E. The Benefit of the Study</td>
<td>6</td>
</tr>
<tr>
<td>F. Research Paper Organization</td>
<td>6</td>
</tr>
<tr>
<td>CHAPTER II UNDERLYING THEORY</td>
<td>8</td>
</tr>
<tr>
<td>A. Error Analysis</td>
<td>8</td>
</tr>
<tr>
<td>B. Error and Mistake</td>
<td>10</td>
</tr>
<tr>
<td>C. Types of Errors</td>
<td>13</td>
</tr>
<tr>
<td>D. Sources of Errors</td>
<td>21</td>
</tr>
</tbody>
</table>
CHAPTER III RESEARCH METHOD……………………………….. 25
   A. Type of Research……………………………….. 25
   B. Subject and Object of the Study……………….. 26
   C. Data and Data Source………………………….. 26
   D. Technique of Collecting the Data……………….. 26
   E. Technique of Analyzing the Data……………….. 27

CHAPTER IV DATA ANALYSIS…………………………………….. 29
   A. Type of Errors Based on Linguistics Category…… 29
   B. Frequency of Error……………………………….. 45
   C. The Dominant of Error………………………….. 49
   D. The Source of Error…………………………….. 49
   E. Discussion of Finding………………………….. 52

CHAPTER V CONCLUSION AND SUGGESTION………………….. 55
   A. Conclusion……………………………………… 55
   B. Suggestion……………………………………… 57

BIBLIOGRAPHY

APPENDIX