

**AN ERROR ANALYSIS ON INTRODUCTION TEXT WRITTEN BY STUDENTS
OF STATE ELEMENTARY SCHOOL NGABEYAN 01**



RESEARCH PAPER

**Submitted as a Partial Fulfillment Of the Requirements for Getting bachelor's Degree
In Department of English Education**

Proposed by

RIMA AMELIA

A320200150

**SCHOOL OF TEACHER TRAINING AND EDUCATION MUHAMMADIYAH
UNIVERSITY OF SURAKARTA**

2024

APPROVAL

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Proposed by:

RIMA AMELIA

A320200150

Approved to be examined by Consultant
School of Teacher Training and Education
University Muhammadiyah Surakarta

Consultant,



Hepy Adityarini,

M.A., Ph.D.

NIDN. 061117701

ACCEPTANCE
AN ERROR ANALYSIS ON INTRODUCTION TEXT
WRITTEN BY STUDENTS OF STATE ELEMENTARY
SCHOOL NGABEYAN 01

RESEARCH PAPER

BY

RIMA AMELIA

A320200150

Acceptance by Board Examiner of English Education
Faculty of Teacher Training and Education
Muhammadiyah University of Surakarta

On

The Board Examiners:

1. Hepy Adityarini, M.A., Ph.D
(Head of Examiner)
2. Prof. Dr. Endang Fauziati, M.Hum.
(Member I of Examiner)
3. Dr. Aryati Prasetyarini, M.Pd.
(Member II of Examiner)

(Hepy Adityarini)
(Prof. Dr. Endang Fauziati)
(Dr. Aryati Prasetyarini)

Dean,

Prof. Dr. Surama, M.Pd

NIK/NIDN 0007016002

TESTIMONY

The researcher signed on statement below:

Name : Rima Amelia

NIM : A320200150

Department : Department of English Education

Title : AN ERROR ANALYSIS ON INTRODUCTION TEXT WRITTEN BY
STUDENTS OF STATE ELEMENTARY SCHOOL NGABEYAN 01

I hereby assert that there is no plagiarism in this journal of research paper. There is no other work that has been submitted to obtain the bachelor's degree and as far as I am concerned there is no opinion that has been written or published before, except the written references which are referred to in this research paper and mentioned in the bibliography.

If any incorrectness is proven in the future dealing with my statement above, I will be fully responsible.

Surakarta, May 9, 2024



Rima Amelia

ACKNOWLEDGMENT

Praise the rescarcher goes to Allah SWT, for the grace and blessing in the form of health and the grace of knowledge that is bestowed by Him, so that this research can be completed properly.

The research entitled, "An Error Analysis on Introduction Text Written by Students of State Elementary School Ngabexan, 01" aims to identify the types of errors frequently made by students in writing introduction texts, to determine the most common types of errors in writing introduction texts, and to analyze the sources of errors that occur in writing introduction texts.

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Researcher realizes that the results of this study are still far from being perfect, so the author expects suggestions and criticisms. However, the author also hopes that this research can provide benefits, especially for learning English.

Surakarta, May 19, 2024

A handwritten signature in black ink, appearing to read 'Rima Amelia', with a stylized flourish at the end.

Rima Amelia

MOTTO

“Kebahagiaan yang sebenarnya adalah Menjadi orang yang bermanfaat bagi orang lain.”

DEDICATION

This research paper is dedicated to :

My beloved parents,
My beloved sisters, and
You

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AN ERROR ANALYSIS ON INTRODUCTION TEXT WRITTEN BY STUDENTS OF STATE ELEMENTARY SCHOOL NGABEYAN 01

Rima Amelia

a320200150@student.ums.ac.id

ABSTRAK

Tujuan dari penelitian ini adalah (1) untuk mengidentifikasi jenis kesalahan yang sering dilakukan siswa dalam menulis introduction text, (2) untuk mengetahui jenis kesalahan yang paling sering terjadi dalam menulis introduction text, (3) menganalisis sumber-sumber kesalahan yang terjadi dalam menulis introduction text. Metode yang digunakan adalah deskriptif kualitatif, teknik pengumpulan data review dokumen. Analisis data dengan lima tahapan. Mulai dari revaluasi dataset, pengumpulan data kesalahan, tabulasi berdasarkan kategori, identifikasi sumber kesalahan, dan membuat kesimpulan. Data dikumpulkan dari 17 siswa kelas lima di Sekolah Dasar Negeri Ngabeyan 01. Hasil dari penelitian mengungkapkan bahwa kesalahan yang sering dilakukan siswa dalam menulis introduction text yaitu, omission (48%), addition (10,5%), misformation(41%), dan misordering(0,5%). Kesalahan yang paling sering muncul yaitu omission. Sumber kesalahan yang terjadi yaitu interlingual transfer 48,5% dari kesalahan dan intralingual transfer 51,5% dari kesalahan. Temuan ini menegaskan pentingnya pendekatan pembelajaran yang disesuaikan untuk mengatasi tantangan menulis. Dengan menjelaskan kesalahan umum dan sumbernya, penelitian ini menawarkan wawasan berharga bagi pendidik, khususnya guru bahasa Inggris, untuk menyempurnakan strategi pengajaran dan meningkatkan kemahiran menulis siswa secara efektif. Pada akhirnya, tujuannya adalah untuk berkontribusi pada kemajuan pendidikan bahasa Inggris, memfasilitasi pencapaian tujuan pendidikan siswa baik dalam konteks akademis maupun praktis.

Kata Kunci: Strategi Pendidikan, Bahasa Inggris, Menulis Bahasa Inggris, Analisis Kesalahan, Siswa.

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ABSTRACT

The objectives of this study are (1) to identify the types of errors frequently made by students in writing introduction texts, (2) to determine the most common types of errors in writing introduction texts, (3) to analyze the sources of errors that occur in writing introduction texts. The method used in this study was qualitative descriptive, with document review as the data collection technique. This research applied data analysis through five stages, starting from dataset reevaluation, error data collection, tabulation based on categories, identification of error sources, and drawing conclusions. Data were collected from 17 fifth-grade students at Ngabeyan 01 State Elementary School. The results of the study reveal that the most common errors made by students in writing introduction texts are omission (48%), addition (10.5%), misformation (41%), and misordering (0.5%). The most frequently occurring error is omission. The sources of errors identified are interlingual transfer accounting for 48.5% of errors and intralingual transfer contributing to 51.5% of errors. These findings underscore the significance of tailored instructional approaches to address writing challenges. By elucidating common errors and their sources, this study offers valuable insights for educators, particularly English teachers, to refine teaching strategies and foster students' writing proficiency effectively. Ultimately, it aims to contribute to the advancement of English language education, facilitating students' achievement of educational goals in both academic and practical contexts.

Keywords: Educational Strategies, English Language, English Writing, Error Analysis, Students.