

**ERROR ANALYSIS ON ENGLISH USED IN ENGLISH
WORKBOOKS FOR JUNIOR HIGH SCHOOL
STUDENTS AT PEKALONGAN**



RESEARCH PAPER

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CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching English in Junior High School is not an easy task. It needs careful steps and appropriate techniques in order that students enjoy the lessons and learn the language well. Finally, students are able to use English well and the objective of the study can be reached.

The classroom teacher's main job is making the lesson plan and preparing the materials and teaching aids to be presented, along with the instructions to the students. However, teachers in Indonesia do not understand the condition of the learners. They just teach the materials and finish the materials. They often do not ask the students about their understanding of the materials. Teachers also use the supporting media such as handbooks and workbooks without searching the errors in those books. As a matter of fact, the workbooks are often used by the students as a guide in their leaning.

Errors in learning foreign language should be considered to be a natural phenomenon. As Hendrickson (1979: 55) stated that “foreign language teachers should expect many errors from their learners and should be able to predict them as natural phenomena, which will be integrated in the process of learning a second language”. It means that the teacher should accommodate learner’s errors, as they are proofs that the learners are in the process of learning.

Dulay, *et al.* (1982: 138) also points out that people cannot learn language first systematically committing error. Error is a part of learning. It means that the learners have something developing in their learning process. And for the teachers, they can obtain feedback of difficulties faced by the students. By knowing those difficulties, the teacher can help the students minimize or anticipate the students making the same errors in further learning. Teacher also knows about the errors found in the workbooks as supporting teaching English.

A work book can be called a good workbook if the errors are absent. It may be difficult to make a perfect workbook, but the writers should create it. If the workbook used as a source of study has errors or mistakes, students will not understand the correct rules of English. As human being making mistakes is usual. However, the writers should try to make their workbooks as perfect as possible because the workbooks are for students, in order to help the learner to use English well.

Errors and mistakes in teaching English as foreign language are something natural and occur frequently, but if the errors occur in the workbooks it is not acceptable. Therefore to minimize the errors made by the writer, the teacher should give the correct form of that error. Not only must the writer revise their workbooks, but also the teachers who teach the students. One of methods used by linguist to anticipate appearing in the process of learning English is error analysis.

To solve the problem, it is advisable that the researcher conducts an analysis of the workbooks' error that used by the students. Based on the result

of the study, the researcher finds out the errors found in the workbooks. It has been chosen by the writer as the topic of his thesis because a lot of workbooks have mistakes and errors. As example of error in the workbooks:

Interlanguage: * *Read the sentence below.*

Target language: **Read the sentences below.*

The first sentence is wrong because in the workbook there is not only one sentence, “sentence” should be written “sentences”. This sentence must use plural form. In this sentence it is found the type of error called omission.

Interlanguage: **She always ask me.*

Target language: **She always asks me.*

The first sentence is error because this form uses simple present tense, in which “ask” should be written “asks”. Subject of this sentence is “she” so in the predicate must be V1 + S. In this sentence is found the type of error called omission.

In this study, the researcher chooses the work books which are used by the Junior High School of the first year students at the first semester of Pekalongan regency. The researcher with his limited ability tries to analyze the errors found in workbooks and looks for the correct form based on the English rules. And this thesis is **“ERROR ANALYSIS ON ENGLISH USED IN ENGLISH WORKBOOKS FOR JUNIOR HIGH SCHOOL STUDENTS IN PEKALONGAN.**

B. Problem Statement

The researcher takes the problems of the thesis related to the errors in workbooks used by first year students at first semester. The problems stated in this thesis are:

1. What are the types of the errors found in the workbooks?
2. What are the frequencies of its type of errors?
3. What are the sources of errors?

C. Objective of the Study

Based on the problems of the study, the writer has the following objectives as the main target to gain in this research paper. The purposes are:

1. to describe the types of error appeared in workbooks.
2. to describe the frequency of its type of errors.
3. to describe the sources of error.

The researcher analyzes how many types of error appear in the workbooks. Then he counts the frequencies of each types of error. After he knows the frequencies of each type, he also analyzes the sources of errors.

D. Benefits of the Study

The writer hopes that this thesis will have significance in relation to English teaching learning process:

1. Practically, this study will show the problems of the errors found in workbooks used by the students. As a result, the study can be used for better English teaching learning.

2. Theoretically, the interest in studying error has therefore a feedback to both descriptive linguistics and psycholinguistics.

E. Limitation of the Study

In this research the writer tries to limit the discussion of error analysis on English workbooks used by first year students Junior High School of Pekalongan, because the writer is interested in the errors found in the workbooks.

F. Research Paper Organization

Chapter I is introduction that consist of the background of the study, statement of the study problem, objectives of the study, the benefits of the study, and research paper organization.

Chapter II is underlying theory, which relates to the notion of error analysis, contribution of error analysis to language teaching, the differences between error and mistake and procedures followed by its components.

Chapter III is research methodology, which relates to types of research, subject and object of the research, data and data sources, and technique of analyzing data.

Chapter IV is data analysis, which relates to type of error based on linguistic category: grammatical errors, frequency of each type errors, and correction result of errors.

Chapter V is conclusion and suggestion that consist of conclusion, suggestion for the writer, also English teacher and students. Finally the thesis is also provided with bibliography and appendices.