

**AN ANALYSIS OF LEARNER ERRORS IN
WRITTEN PRODUCTION MADE BY
THE STUDENTS OF SMA NEGERI COLOMADU**



**Presented to Fulfill the Requirements
To Achieve the Magister Degree in
English Language Teaching Study**

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2011**

TESIS BERJUDUL
AN ANALYSIS OF LEARNER ERRORS IN
WRITTEN PRODUCTION MADE BY
THE STUDENTS OF SMAN COLOMADU

Yang dipersiapkan dan disusun oleh

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Pada tanggal **22 Oktober 2011**.

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PRONOUNCEMENT

By this pronouncement, I state that I myself write the thesis entitled **AN ANALYSIS OF LERANER ERRORS IN WRITTEN PRODUCTION MADE BY THE STUDENTS OF SMAN COLOMADU**. I absolutely state that this thesis is not a plagiarism or is made by someone else. The other works related to this thesis have been written in the form of quotation. The sources of the thesis have been listed in bibliography. If next this thesis can be proved as a plagiarism, the certificate and the academic can be cancelled to be given.

Surakarta, 5 August 2011

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ABSTRACT

SUGIYONO. An Analysis of Learner Errors in Written Production Made By The Students of SMA Negeri Colomadu Karanganyar. Thesis, Surakarta. English Department of Graduate Program, Muhammadiyah University of Surakarta, 2011.

Learning English becomes more and more important nowadays since we know that English is one of the International Language which can be used to communicate around the world. In Indonesia, English is learnt as a foreign language. Learning a different language is sometimes difficult since the target language has different element compared to the source language. These differences sometimes cause students to make errors when using it.

The present study deals with English used by the researcher of written production made by The Senior High School students of SMA Negeri Colomadu Karanganyar. It is worth studying because of the phenomenon that their English is marked with a significant number of errors. This phenomenon has encouraged me to carry out a study on errors analysis in order to find proof or evidence that their English is still at the level language learner.

In conducting this study at least there are three major stages which have been done, namely; recognition, description and explanation of errors. In order to make the study more comprehensive, I have also discussed things that can be implied from the findings of this research.

The study examines sentences containing errors from the written production made by 15 students. The students consist of 8 males and 7 females. I have collected approximately 270 sentences containing different types of errors. All of the errors in written production are classified into 11 categories. The 11 categories are

divided into 62 types of errors. These sentences are then used as the data of this study.

The result of the study shows that the eleven categories of errors committed by the students are prepositions, verbs, articles, TO BE, , conjunction, bound morpheme, adjective, pronouns, vocabulary, grammatical construction and miscellaneous errors

In order to have clear description of the degree of interference from the first as well as from the target language, the errors are classified based on the surface strategy taxonomy, comparative taxonomy and communicative effect taxonomy. In surface strategy taxonomy, there are omission, addition and misordering. In comparative taxonomy, there are developmental errors and interlingual errors. Communicative effect taxonomy, there are global errors and local errors.

Next, all types of errors are calculated. This calculation is aimed at finding out the total number of errors as well as the frequency of each types of errors. The highest percentage of errors is recorded for verbs (21.85%) and the lowest percentage is recorded for errors categorized as pronoun and miscellaneous errors (1.85%).

The conclusion that can be drawn from this study is that there are several types of errors that are done in written production made by the students of SMAN Colomadu Karanganyar. Based on the result of the data analysis, the researcher find the dominant types of errors are verbs (21.85%), preposition (16.67%), bound morpheme (16.29%) and TO BE (15.56%). It means that the students still have difficulties in this area. There are some possibilities causes of errors. The students are lack of understanding the tenses. In teaching learning process, the

teachers only focus on reading section. The other possible causes of errors in verbs, the students don't understand the verbs when they make sentences. They have limited knowledge of verbs. In Indonesia, we will never find TO BE, V-O, V-1, V-2, V-3 or verb forms.

MOTTO

*When you gain power over your adversary,
pardon him by way of thanks for being able to
over power him.*

(Arí Krísna R)

DEDICATION

With the deepest love, this thesis is devoted to

My beloved wife **“Tri Hastuti Retnoningsih”**

And my children

Amelia Imas Voleta and Berlian Edra Bagaskara

‘Thank for your loving’

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Needless to say, the thesis is still far from being perfect. The writer will accept every comment as suggestion. Hopefully, this thesis will give benefit to everyone who concerns with this research.

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