ERROR ANALYSIS ON “EXPLANATION” TEXT WRITTEN BY THE
THIRD-GRADE STUDENTS OF SMA NEGERI 1
KARANGANOM-KLATEN

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ERROR ANALYSIS ON “EXPLANATION” TEXT WRITTEN BY THE
THIRD-GRADE STUDENTS OF SMA NEGERI I
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Assalamualaikum, Wr. Wb.
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TESTIMONY

Herewith, I testify that in this research paper there is no plagiarism of the previous literary work which has been raised to obtain magisterial degree in any university in this paper nor there are no opinions or masterpiece which have been written or published by others except those which the writing are referred in the manuscript and mentioned in previous study and bibliography. If there is any incorrectness proved in the future in my statements above, I will be fully responsible.

Surakarta,

The writer,

Sulasniyati
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MOTTO

- Your walking stick may help you but nine of your ten problems will be healed by your smile. (Anonymous)
- To be the winner, all you need is to lose. (The Writer)
DEDICATION

This research paper is wholeheartedly dedicated to:

- Her beloved mother and the late beloved father
- Her beloved children
- Her beloved brothers and sister
- Her beloved friends
ACKNOWLEDGEMENT

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Wassallamualaikum Wr. Wb.

Surakarta,

The writer
TECHNICAL TERMS

Vo = Infinitive Verb
V1 = First - Form Verb
To-Vo = to infinitive Verb
V2 = Second- Form Verb
V3 = Third- Form Verb (Past Participle)
V o-be= Infinitive be (b e)
V1-be = First - Form be (is, am,are)
V2-be = Second- Form be (was,were)
Ving = ing – form Verb (Verb +ing)
ABSTRACT

SULASNIYATI, S. 200 090 045. ERROR ANALYSIS ON “EXPLANATION” TEXT WRITTEN BY THE THIRD-GRADE STUDENTS OF SMA NEGERI 1 KARANGANOM-KLATEN. DECEMBER 2011

This research aims at analyzing errors which are made by the third – grade students of SMA NEGERI 1 KARANGANOM, KLATEN in writing essays on ‘explanation’ text, describing the errors and figuring out the frequency of each type of the errors.

This research belongs to descriptive qualitative research. In collecting the data, the writer applies documentation of students’ essays. The writer analyzes forty four students’ worksheets. Their errors are then classified into groups after they are identified. Next, error are analyzed by means of the theory of ‘linguistic category taxonomy’ and ‘surface strategy taxonomy’ before finally their frequency is figured out.

The frequency of the errors can be summarized as follow ; The errors belong to three main groups ; “Grammatical Construction” with 199 errors or 49.14 %, “Part of Speech” with 141 errors or 34.82 % and “Vocabulary” with 65 errors or 16.05 %. Each group is then further elaborated into divisions. ‘Grammatical Construction’ is divided into : Bound Morpheme with 108 errors or 26.67 %, Passive Sentence with 28 error or 6.91 % Noun Phrase with 14 errors or 3.46 %, Modal with 1 error or 0.25 %. Be with 32 errors or 7.90 %, Substituting verb with 5 errors or 1.24 %, Omission of Subject with 6 errors or 1.48 %, Addition of Subject with 1 error or 0.25 %, concord with 4 errors or 0.99 %. ‘Part of Speech’ consists of : verb with 51 errors or 12.59 %, ‘Preposition’ with 40 errors or 9.88 % ‘Article’ with 20 errors or 4.94 %, ‘Adjective’ with 10 errors or 2.47 %, ‘Pronoun’ with 9 errors or 2.22 %, ‘Adverb’ with 5 errors or 1.24 %, ‘Noun’ with 3 errors or 0.75 %.and ‘Conjunction’ with 3 errors or 0.75 %. ‘Vocabulary’ consists of : False Friend ; ‘Similar in Meaning’ with 27 errors or 6.67 %, ‘Similar in Form’ with 20 errors or 4.94 % and ‘Literal Translation’ with 18 errors or 4.44 %. Under the source of errors, there are two kinds, those are ; errors caused by interlingual transfer consist of 116 or 54.98 % and errors caused by intralingual transfer consist of 95 or 45.02 %. The error analysis in this research is expected to be beneficial for English teachers in determining which point of the teaching material that should be given more emphasis.

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