

ABSTRACT

Purnamasari, Ervina Denny Kusuma. 2013. *Errors in Writing Narrative Texts Made by the Eighth Grade Students of SMPN 8 Yogyakarta*. Yogyakarta: English Language Education Study Program Sanata Dharma University.

The eighth grade students of SMPN 8 Yogyakarta had a chance to learn and write narrative texts. They had difficulties in writing the texts, which was indicated by their grammatical errors in their writing. Moreover, the students were supposed to write good narrative texts. Thus, considering the students' difficulties in writing, the researcher conducted this study, to analyze the students' errors in their narrative texts. This study was to help the students not to make the errors anymore.

This study addressed three problems: (1) What errors do the eighth grade students of SMPN 8 Yogyakarta make in writing narrative texts based on the surface strategy taxonomy theory? (2) What errors are mostly made by the eighth grade students of SMPN 8 Yogyakarta in writing narrative texts based on the surface strategy taxonomy theory? (3) What are the factors causing the errors done by the eighth grade students of SMPN 8 Yogyakarta in writing narrative texts? In order to solve the problems, the researcher employed theories of errors based on surface strategy taxonomy and theory of factors of errors.

This study employed qualitative research involving document analysis and qualitative survey as the methods. The researcher used the students' narrative texts as the documents to be analyzed and conducted interviews with six students and a teacher as the survey. The researcher employed purposive sampling to choose the subjects.

The result indicated that four major types of errors based on surface strategy taxonomy were found in the students' narrative texts. The first type, omission, dealt with the omission of grammatical morpheme. The second type was addition encompassing double marking and simple addition. The third type, misformation, was classified in archi/alternating form, while misordering, the other type of error, was indicated by misplaces of auxiliaries in simple and embedded questions, and an adverb. The mostly identified errors in the students' writing were the omission type, occurring 63 times. Moreover, the errors occurred because there was an influence of Bahasa Indonesia in writing the narrative texts, the confusion of implementing grammar, and the lack of practice in writing the texts. In addition, the students made errors because of the difficult materials, in this case was grammar, and the teacher himself.

Keywords: errors, writing, narrative texts, factors of errors, error analysis.

ABSTRAK

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Murid kelas delapan SMPN 8 Yogyakarta, diberi kesempatan untuk belajar dan menulis teks naratif. Dalam menulis, murid masih menghadapi kesulitan pada pola kalimat. Melihat kesulitan tersebut, peneliti bertujuan melakukan penelitian yakni menganalisa kesulitan dalam menulis teks naratif yang diharapkan bisa membantu murid untuk tidak melakukan kesalahan lagi dalam menulis.

Penelitian ini terdiri dari tiga rumusan masalah: (1) Kesalahan apa yang dibuat oleh murid kelas delapan SMPN 8 Yogyakarta dalam menulis teks naratif berdasarkan teori surface strategy taxonomy? (2) Kesalahan apa yang sering terjadi dalam menulis teks naratif yang dibuat oleh murid kelas delapan SMPN 8 Yogyakarta berdasarkan teori surface strategy taxonomy? (3) Faktor apa yang membuat murid melakukan kesalahan dalam menulis teks naratif? Ketiga rumusan masalah tersebut akan dijawab dengan menggunakan teori tentang kesalahan berdasarkan surface strategy taxonomy dan faktor penyebab kesalahan.

Penelitian ini merupakan penelitian kualitatif yang menggunakan metode document analysis, dengan teks naratif sebagai dokumen yang dianalisa dan qualitative survey dengan melakukan wawancara kepada enam murid beserta guru bahasa Inggris. Dalam pemilihan responden, peneliti menggunakan sampling purposive.

Hasil penelitian menunjukkan bahwa tipe kesalahan berdasarkan surface strategy taxonomy ditemukan dalam teks narratif. Pertama, tipe omission, dideskripsikan dengan omission of grammatical morpheme. Tipe addition ditunjukkan dengan adanya double marking dan simple addition. Misformation, yang ditunjukkan dengan archi/alternating form, sedangkan tipe misordering ditunjukkan dengan misplaces of auxiliaries in simple and embedded questions, dan an adverb. Dari keempat tipe tersebut, tipe omission merupakan tipe yang sering terjadi, dengan jumlah 63 kesalahan. Kesalahan- kesalahan tersebut disebabkan oleh adanya pengaruh bahasa Indonesia, sulitnya mempelajari pola kalimat bahasa Inggris, dan kurangnya latihan menulis. Di samping itu, guru juga menjadi alasan mengapa murid melakukan kesalahan tersebut.

Kata Kunci: errors, writing, narrative texts, factors of errors, error analysis.