

## ABSTRACT

Sari, Catherina Nilam Permata. (2016). *Error Analysis of Second Grade Senior High School Students' Short Stories in SMA Negeri 1 Banguntapan*. English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Yogyakarta: Sanata Dharma University.

Second grade senior high school students are assumed to have long experience in using English as a foreign language. However, a well-formed sentence is still difficult to produce. Therefore, in this research, their writings (i.e. short stories) were analysed as sample data to discover their common errors and their difficulties. Then, the implications for teaching were figured out.

In this regard, there were two questions to lead the research. First, what are the surface structure errors in writing story which are made by the students of XI IPS 3 in SMA Negeri 1 Banguntapan? And second, what are the implications of errors found for teaching?

To answer the research questions, Error Analysis was conducted as quantitative research. The chosen sample data were seven short stories made by the students. And then, the sample data were analysed and the errors were identified based on Surface Strategy Taxonomy by Dulay et al. (1982) as superficial level and based on 'Let the Errors Determine the Categories' approach by Norrish (1983) as linguistic level in order to describe the errors. After that, the errors identified were classified into interlingual and intralingual errors in order to reach explanation the errors. At last, the errors were analysed to reach the implication for teaching.

The result of the research from seven short stories presented that there were 457 errors found. It was revealed that at superficial level, omission made up 34% of the error numbers, addition made up 22%, misformation made up 39% and misordering was 5%. In addition, at linguistic level the categories were discussed only in top ten. Article stood at 21%, verb inflection at 11%, diction at 9%, tense at 7%, copula at 6%, conjunction at 5%, phrasal verb at 5%, pronoun at 5%, adverbial at 4%, preposition at 4%, so the total percentage of these top 10 categories brought to 77%. Besides, interlingual errors were found at 19% and intralingual at 81%. In an attempt to find out the implication of the errors for teaching, three categories at linguistic level were chosen based on irritability which contained article, verb inflection which contained past-tense verb errors and preposition which contained *to* errors. From those categories, it is implied that there were difficulties which needed a remedy.

Keywords: *error analysis, implication, second grade senior high school students, short stories, surface structure*

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Siswa kelas II SMA dianggap sudah lama mempelajari bahasa Inggris sebagai bahasa asing. Akan tetapi, kalimat bahasa Inggris yang baik dan benar masih sulit untuk dirangkai oleh siswa. Maka di penelitian ini, tulisan mereka (cerita pendek) akan dirangkai sebagai data sampel untuk menemukan kesalahan yang biasa mereka hasilkan serta kesulitan mereka, kemudian mencari tahu implikasi untuk mengajar.

Berhubungan hal tersebut, ada dua rumusan masalah yang menuntun penelitian ini: 1) Apa saja kesalahan surface structure dalam menulis cerita yang dibuat oleh siswa XI IPS3 SMA Negeri 1 Banguntapan? Dan 2) apa saja implikasi dari kesalahan yang ditemukan untuk mengajar?

Untuk menjawab rumusan masalah, Error Analysis dilakukan sebagai penelitian kuantitatif. Sampel data yang dipilih adalah tujuh cerita pendek yang dibuat oleh siswa. Kemudian, sampel data dianalisis dan kesalahan ditemukan dan diidentifikasi berdasarkan Surface Strategy Taxonomy oleh Dulay dkk. (1982) sebagai tingkatan atas dan berdasarkan pendekatan ‘Biarlah Kesalahan Memutuskan Kategorinya’ oleh Norrish (1983) sebagai tingkatan linguistik untuk mendeskripsikan kesalahan-kesalahan tersebut. Setelah itu, kesalahan tersebut pula diklasifikasikan ke interlingual dan intralingual untuk mendapat penjelasan tentang kesalahan tersebut. Terakhir, kesalahan tersebut dianalisis untuk mendapat implikasi untuk mengajar.

Hasil dari penelitian dari tujuh cerita pendek adalah ditemukannya 457 kesalahan. Pada tingkatan atas, omission mencapai 34% dari seluruh kesalahan, addition mencapai 22%, misformation mencapai 39%, sedangkan misordering 5%. Selain itu pada tingkatan linguistik, hanya 10 kategori tertinggi kategori yang dibahas. Article mendapat 21%, verb inflection pada 11%, daksi pada 9%, tense pada 7%, copula pada 6%, konjungsi pada 5%, phrasal verb pada 5%, pronoun pada 5%, frase keterangan at 4%, preposisi at 4%, jadi total persentase dari 10 kategori tertinggi adalah 77%. Di samping itu, kesalahan interlingual ditemukan sejumlah 19% dan intralingual pada 81%. Untuk menemukan implikasi kesalahan untuk mengajar, terpilih 3 kategori dari tingkatan linguistik berdasarkan irritability, yaitu article, verb inflection yang terdiri dari kesalahan kata kerja past-tense, dan preposisi yang terdiri dari kesalahan *to*. Dari kategori tersebut, diimplikasikan bahwa terdapat kesulitan yang membutuhkan penganagan pada siswa.

Keywords: *error analysis, implication, second grade senior high school students, short stories, surface structure*