

AN ERROR ANALYSIS OF THE STUDENTS' ENGLISH WRITING
(A Descriptive Qualitative Study on the Fifth Semester
of English Education Study Program of Educational Sciences and
Teachers' Training Faculty of Peradaban University
in the Academic Year 2015/2016)



A THESIS

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for *Sarjana Pendidikan* Degree

by

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2016

APPROVAL

This thesis entitled “AN ERROR ANALYSIS OF THE STUDENTS’ ENGLISH WRITING” (A Descriptive Qualitative Study on the Fifth Semester of English Education Study Program of Educational Sciences and Teachers’ Training Faculty of Peradaban University in the Academic Year 2015/2016) has been approved.

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This thesis entitled “AN ERROR ANALYSIS OF THE STUDENTS’ ENGLISH WRITING”(A Descriptive Qualitative Study on the Fifth Semester of English Education Study Program Educational Sciences and Teachers’ Training Faculty Peradaban University in the Academic Year 2015/2016)has been declared

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STATEMENT

I hereby certify that this thesis is definitely my own work. I am completely responsible for content of this thesis. Opinions or findings of other in this thesis are quoted with respect to ethical standards.

Bumiayu, 28 June 2016

The Writer

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MOTTO

Hard work is the other name of miracle
(Anonim)

Mother, mother, mother, and then father
(Prophet Muhammad SAW)

DEDICATION

This thesis is dedicated to:

1. Belovedparent Mr. TaufikBintoro and Mrs. Sutiyah.
2. Lovelybrother YanuarFiktiDwiAuleza.
3. All ofEnglish lecturers of Peradaban University.

ACKNOWLEDGEMENT

In the name of Allah the beneficial and the merciful,

All praise be to Allah SWT the Lord of this universe, by the grace of Allah the highest finally the writer could finish her thesis at English Education Study Program of Educational Sciences and Teachers' Training Faculty of Peradaban University in 2016 after long effort of writing. Peace, blessing and salutation always be upon our great Prophet Muhammad SAW, his family, his descendant, his companies, and his followers who strived in Islam.

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Finally, the writer thanks to all people who have given their support and affection in completing this thesis. Hopefully, this thesis can be beneficial in broadening the perception of error analysis for the writer particularly and for anyone who reads this thesis generally. The writer realizes that this thesis is still far from being perfect. Hence, she accepts any constructive suggestions to make this thesis better.

May Allah, the Almighty bless them all, Amin

Paguyangan, 28 June 2016

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ABSTRACT

Yuniana, AnggieFikti. 2016. *An Error Analysis of the Students' English Writing (A Descriptive Qualitative Study on the Fifth Semester of English Education Study Program of Educational Sciences and Teachers' Training Faculty of Peradaban University in the Academic Year 2015/2016)*. A Thesis. English Education Study Program Educational Sciences and Teachers' Training Faculty Peradaban University 2016. Advisor: S.R Pramudyawardhani, S.S., M.Pd.

Key Words: error analysis, writing, English Education Study Program

This study was carried out to find out the most common types of errors and the sources of errors in writing recount text made by the fifth semester students of English Education Study Program of Educational Sciences and Teachers' Training Faculty of Peradaban University in the academic year 2015/ 2016. The method used in this study was a descriptive qualitative research. The data were analyzed using error analysis method. The error types were classified based on Azar's theory. The sources of errors were found out based on Brown's theory. The result of the study showed that there were the highest-three and the lowest-three errors made by the students. The highest-three common errors were verb tense with the number that was 222 or 29.8% errors, add a word with the number that was 109 or 14.6% errors and word choice with the number that was 84 or 11.3% errors. The lowest-three errors were 2 or 0.3% run on sentence errors, 5 or 0.7% incomplete sentence errors and 13 or 1.7% article errors. Based on the total result types of errors, the writer found that the number of total source of errors were intralingual transfer had 305 or 40.9% source of errors, interlingual transfer which had 196 or 26.3% source of errors, communication strategy which had 194 or 26.0% source of errors, and context of learning which had 50 or 6.7% source of errors.

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