

ABSTRACT

Putri, Oktary Redita. 2017. *An Error Analysis in Students' Narrative Writing*. Supervisor 1: Indriyati Hadiningrum, S.S., M.Pd. Supervisor 2: Slamet Riyadi, S.S., M.Pd.. Examiner: Drs. Ashari, M.Pd.. Ministry of Research, Technology and Higher Education, Jenderal Soedirman University, Faculty of Humanities, English Department, English Study Program, Purwokerto.

The general concern of this research is writing skill. Writing skill has many functions, one of them is to write narrative text. The main concern of this research is narrative text. This research is aimed to find the most common errors and the source of errors in narrative writing examination made by English literature students academic year 2016 of Jenderal Soedirman University. The data of this research is all narrative texts from the students' works of writing mid-term examination which is presented in descriptive analysis way and the procedure of Error Analysis used is according to Ellis and Barkhuizen theory. The kind of this research is qualitative research because the writer has to explain the types of error and the sources of error.

The result of the study showed that the highest error made by the students is misinformation which has 377 errors. The second is omission with the number is 130 errors. The third is addition with 60 errors. The lowest error is disorder which has 21 errors. Based on the total result types of errors, the writer found that the number of total source of errors are interlingual transfer which has 383 source of errors, communication strategy has 142 source of errors, intralingual transfer has 55 errors, and context of learning has 18 source of errors.

Based on the data, the writer concluded that 2016/2017 students of Jenderal Soedirman University still made many errors in narrative text writing. The students are still confused in choosing the verb and changing the verb from present to past. They are also not careful in spelling their writing. In order to decrease some mistakes in their writing, the students should learn more about verb, be careful in spelling their writing, add their vocabularies, practice writing started from the simplest one such as writing a daily activity or diary, and writing their past experience like narrative text to improve their writing.

Keywords: *error analysis, writing, narrative text*

ABSTRAK

Putri, Oktary Redita. 2017. Studi Analisa Kesalahan dalam Ujian Menulis Mahasiswa. Supervisor 1: Indriyati Hadiningrum, S.S., M.Pd. Supervisor 2: Slamet Riyadi, S.S., M.Pd.. Penguji: Drs. Ashari, M.Pd.. Kementerian Riset, Teknologi dan Perguruan Tinggi, Universitas Jenderal Soedirman, Fakultas Ilmu Budaya, Jurusan Bahasa Inggris, Program Studi Bahasa Inggris, Purwokerto.

Penelitian ini dilakukan untuk menemukan kesalahan yang umumnya paling sering dilakukan oleh mahasiswa Sastra Inggris angkatan 2016 Universitas Jenderal Soedirman dalam ujian menulis dan menemukan sumber dari kesalahan tersebut. Metode yang digunakan dalam penelitian ini adalah penelitian kualitatif. Data disajikan dalam bentuk analisa deskriptif dan menggunakan prosedur analisa kesalahan menurut teori Heidi Dulay.

Hasil dari penelitian menunjukkan bahwa kesalahan terbanyak yang dilakukan oleh mahasiswa adalah *misinformation* dengan jumlah 377 kesalahan. Kedua adalah *omission* dengan jumlah 130 kesalahan. Ketiga adalah *addition* dengan jumlah 60 kesalahan. Kesalahan yang sedikit dilakukan oleh mahasiswa adalah *misorder* dengan jumlah 21 kesalahan.

Berdasarkan hasil keseluruhan dari jenis kesalahan tersebut, peneliti menemukan bahwa jumlah sumber kesalahan adalah *interlingual transfer* yang memiliki 383 sumber kesalahan, *communication strategy* memiliki 142 sumber kesalahan, *intralingual transfer* memiliki 55 sumber kesalahan, dan *context of learning* memiliki 18 sumber kesalahan.

Kata kunci: *analisa kesalahan, menulis, teks naratif*