

**ERROR ANALYSIS OF THE ENGLISH
COMPOSITIONS OF THE IC STUDENTS OF THE
ACADEMIC YEAR 2010-2011**

A THESIS

**As Partial Fulfillment of the requirements for the
Sarjana Pendidikan Degree in English Language Teaching Faculty**



by:

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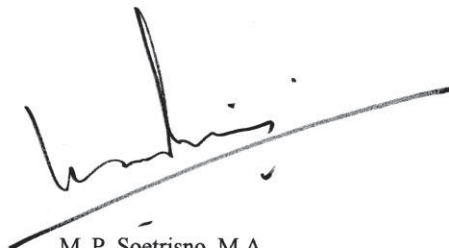
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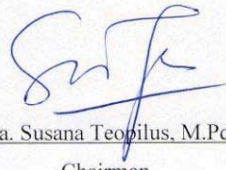
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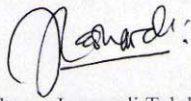
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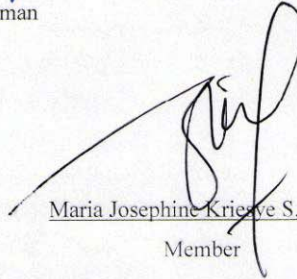
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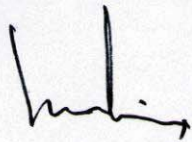
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ABSTRACT

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English language as a foreign language in Indonesia is achieved out in the real situation so a learner may have a problem in the teaching learning process. This becomes an interesting research object for researchers. In achieving English language, a learner may use interlanguage which is not a system in Indonesian language as his or her mother tongue and even in English language system as a target language. He or she is used to make error in written. This is exactly what is happening at the universities in Indonesia. The students are used to write a composition in English as their native language. In their compositions students make a lot of errors, like the errors of omission, the errors of addition, the errors of substitution, and the errors of ordering. The IC lecturers can give appropriate feedback after checking out the students' interlanguage errors. The students do not need to worry so much about making mistakes. They can assume that making mistakes is a process of development from mother tongue to second language. That arouses the writer's interest to find out how often the students' interlanguage errors in using verbs appeared in words in their English compositions. The percentage of errors in addition were 11 (8,21 %), omission were 30 (22,39 %), substitution were 92 (68,66 %), and the ordering was one (0,74 %).

On the basis of the findings, it can be concluded that most of the second semester students still made many errors and these errors appear because of the Strategies of Second Language Learning in the Interlanguage and interference of mother tongue. The students have false concept in

making sentence. They were affected so much by their knowledge of their native language.

Thus, it is suggested that the teacher should pay attention to the factors that influence the learning process and also emphasize the important of cohesive devices. This can be done by giving more exercise such combining sentences by using cohesive devices or etc. to the students so they can know clearly how to apply it. The students must read a lot to improve their knowledge. And further studies concerning this topic are hopefully conducted in order to obtain more generaliable and up dated findings.

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