

**A STUDY ON THE ERRORS OF THE ENGLISH  
DEPARTMENT STUDENTS ENCOUNTERED IN THEIR  
DICTATION PAPERS**

**A THESIS**

**In Partial Fulfilment of the Requirements for  
the Sarjana Pendidikan Degree in  
English Language Teaching**



**By**

**MOUDY SIDHARTA  
NRP : 1213092092**

No. INDUK	0894/98
TGL TERIMA	13 . 1. 98
B.F.F. HADI H	
No. BUKU	FK-ig Sid S-1
KCPI KE	1 (SATU)

**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
JURUSAN PENDIDIKAN BAHASA DAN SENI  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
DECEMBER, 1997**

APPROVAL SHEET

(1)

This thesis entitled A Study on the Errors of the English Department Students Encountered in Their Dictation Papers

---

---

---

and prepared and submitted by Moudy Sidharta  
has been approved and accepted as partial fulfilment of the requirements for the Sarjana Pendidikan degree in English Language Teaching by the following advisors



Drs. Stefanus L. Tukan, M. Pd.

First Advisor



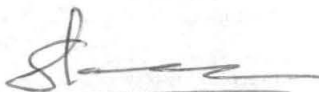
Dra. Siti Mina Tamah

Second Advisor

APPROVAL SHEET

(2)

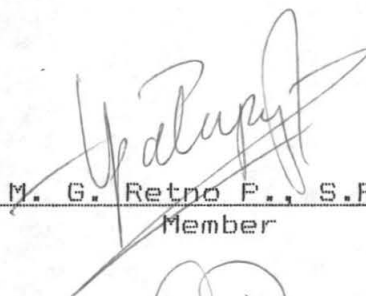
This thesis has been examined by the committee on  
Oral Examination with a grade of \_\_\_\_\_  
on December, 6th 1997



Drs. A. Ngadiman, M.Pd.  
Chairman



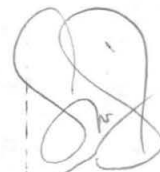
Drs. Ign. Harjanto, M.Pd.  
Member



M. G. Retno P., S.Pd.  
Member

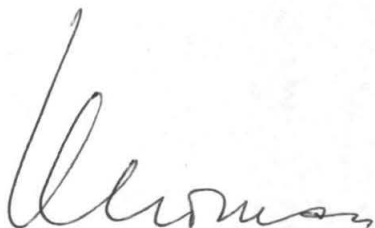


Drs. Stefanus L. Tukan, M.Pd.  
Member

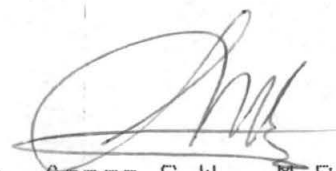


Dra. Siti Mina Tamah  
Member

Approved by



DR. Veronica L. D., M.Sc.  
Dean of  
the Teacher Training College



Dra. Agnes S.W., M.Pd  
Head of  
The English Department

## ACKNOWLEDGEMENTS

I would like to thank God for giving me the opportunity to finish my study at Widya Mandala University and for the accomplishment of this thesis.

I also would like to express my deepest gratitude to

1. Drs. Stefanus Laga Tukan; M. Pd., my first advisor, who has spent his valuable time for guiding me and giving me comments and suggestions to accomplish this thesis.
2. Dra. Siti Mina Tamah, my second advisor, who has re-read all the revisions and given me valuable suggestions for improving this thesis.
3. The examiners for giving me comments and suggestions in improving this thesis.
4. The Head and the lecturers of the English Department of Widya Mandala University who have given me the chance to conduct this study at their school.
5. The second semester students of the English Department of Widya Mandala University who have cooperated remarkably well in the process of collecting the data for the present study.
6. My family and fiancée for their supports and helps during this thesis writing.

7. Many other persons who have participated in the completion of this thesis.

Moudy Sidharta

## TABLE OF CONTENT

	Page
ACKNOWLEDGEMENT .....	iv
TABLE OF CONTENT .....	vi
ABSTRACT .....	x
CHAPTER I : INTRODUCTION .....	1
1.1 Background of the Study .....	1
1.2 Statements of the Problem .....	3
1.3 The Objectives of the Study .....	4
1.4 The Significance of the Study .....	4
1.5 The Theoretical Framework .....	4
1.5.1 Error Analysis .....	5
1.5.2 Interlanguage .....	5
1.5.3 Dictation .....	6
1.6 Definition of Key Terms .....	6
1.6.1 Dictation .....	6
1.6.2 Error .....	6
1.6.3 Error Analysis .....	7
1.6.4 Global Errors .....	7
1.6.5 Local Errors .....	7
1.6.6 Interlanguage .....	7
1.6.7 Grammar .....	7
1.6.8 Semantics .....	8
1.6.9 Phonology .....	8
1.6.10 Spelling .....	8

1.7	Limitation of the Study .....	8
1.8	Organization of the Thesis .....	8
CHAPTER II	: REVIEW TO RELATED LITERATURE .....	10
2.1	Error Analysis .....	10
2.2	Interlanguage .....	15
2.3	Dictation .....	17
2.3.1	The Nature of Dictation .....	17
2.3.2	Errors in Dictation .....	18
2.4	Previous Studies .....	19
CHAPTER III	: RESEARCH METHODOLOGY .....	23
3.1	The Research Method .....	23
3.2	The Subject .....	24
3.3	Instrument .....	24
3.4	Try-out Test .....	25
3.5	Procedure of Collecting Data .....	25
3.6	Procedure of Analyzing Data .....	26
CHAPTER IV	: DATA ANALYSIS AND FINDINGS .....	28
4.1	Types of Errors .....	28
4.1.1	Global Errors .....	28
4.1.1.1	Global Grammatical Errors	29
4.1.1.1.1	Global Syntactic Errors .....	30
4.1.1.1.2	Global Morphological Errors ..	34
4.1.1.2	Global Meaning Errors ..	34
4.1.1.3	Global Spelling Errors ..	37



4.1.2 Local Errors .....	38
4.1.2.1 Local Grammatical Errors	39
4.1.2.1.1 Local Morphologi-	
cal Errors .....	39
4.1.2.1.2 Local Syntactic	
Errors .....	41
4.1.2.2 Local Meaning Errors ...	46
4.1.2.3 Local Spelling Errors ..	48
4.2 Causes of Errors .....	49
4.2.1 Substitution .....	49
4.2.2 Omission .....	49
4.2.3 Addition .....	50
CHAPTER V : INTERPRETATION OF THE FINDINGS .....	52
5.1 Types of Errors .....	52
5.1.1 Global Errors .....	52
5.1.1.1 Global Meaning Errors ..	52
5.1.1.2 Global Spelling Errors .	55
5.1.1.3 Global Grammatical	
Errors .....	56
5.1.2 Local Errors .....	60
5.1.2.1 Local Grammatical Errors	60
5.1.2.2 Local Spelling Errors ..	65
5.1.2.3 Local Meaning Errors....	66
5.2 Causes of Errors .....	67
5.2.1 Substitution .....	67
5.2.2 Omission .....	68
5.2.3 Addition .....	68



CHAPTER VI	:	CONCLUSION .....	69
6.1		Summary .....	69
6.2		Suggestion .....	70

# BIBLIOGRAPHY

APPENDICES	:	APPENDIX I	:	TRY OUT TEST
		APPENDIX II	:	REAL TEST
		APPENDIX III	:	THE ERROR ANALYSIS

## ABSTRACT

Sidharta, Moudy, "A Study on the Errors of the English Department Students Encountered in Their Dictation Papers", The Faculty of Teacher Training, The English Department of Widya Mandala Catholic University, Surabaya, 1997.

Being interested in measuring the English language mastery of the second semester students of the English Department of Widya Mandala University, the writer did this study. The purpose of this study was to find out the types of language elements that most globally and locally misconstrued by the second semester students of English Department of Widya Mandala Catholic University and the causes of these errors by observing the students' dictation papers.

Supporting this study, the writer used the theories of Errors Analysis of Dulay, namely the Communicative Effect Taxonomy to classify the types of errors and the Surface Strategy Taxonomy to see the causes of errors. She also used the theory of Interlanguage to interpret the students' errors.

As the instruments of this study, the writer used a dictation test which consisted of three passages. The writer gave this test to the students in order to get the data for this study.

After getting the data, the writer analyzed them by checking each word that had been written down by the students and marked it if she found an error. Then, she classified the errors encountered into two types: global and local errors. These errors types were then subdivided into: grammatical errors, meaning errors, and spelling errors. After that, she counted the frequency of the error occurrences and ranked them from the highest to the fewest number of errors.

The result of this study showed that the language elements which were most globally misconstrued by the students under study were meaning errors (45.63 %), spelling errors (37.21 %), and grammatical errors (17.16 %). While the language elements which were most locally misconstrued by the students were grammatical errors (79.63 %), spelling errors (16.80 %), and meaning errors (3.57 %).

From the errors encountered in the students' dictation papers, the writer found that the students under study made these errors during dictation because they substituted the dictated words for other words, they omitted a word or an element of the words being dictated, and they added a word or another elements to the words being dictated. The writer found that substitution was the biggest cause

of the students' errors (53.79 %). It was followed by omission in the second rank (37.15 %), and addition in the third rank (9.06 %).

Based on these findings, the writer concludes that errors of grammar are the result of improper strategies of second language learning and second language communication, and overgeneralization. Errors of meaning are the result of wrong strategies of second language learning. Errors of spelling are the result of wrong strategies of second language learning. While the basic reasons why the students added, omitted, or substituted the dictated words for another words are because the students' problems of hearing, understanding, and lack of knowledge of the English language elements.