

**THE INTRALINGUAL ERRORS ON WRITING  
PERFORMED BY ENGLISH DEPARTMENT  
STUDENTS AT THE FOURTH SEMESTER OF  
AHMAD DAHLAN UNIVERSITY**



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## ABSTRACT

**Yuli Nurmala Sari.** *The Intralingual Errors on Writing Performed by English Department Students at the Fourth Semester of Ahmad Dahlan University.* **Thesis.** **Yogyakarta: Graduate School of Yogyakarta State University. 2019.**

Nowadays, students are expected to be able to write a research report to fulfill their final assignments. Hence, recognizing errors in order to improve students' ability in writing is considered important. Common causes of errors can be due to the influence of the first language or mother tongue (*interlingual errors*) or lack of mastering the target language (*intralingual errors*). The results of previous research show that the biggest cause of errors deals with the lack of students' mastering in the target language. Therefore, this research focuses on analyzing intralingual errors made by the undergraduate students the fourth semester at Ahmad Dahlan University.

This research was conducted qualitatively where the researcher acted as the main instrument. Writing tests and interviews were carried out to obtain the data from the undergraduate students from Ahmad Dahlan University, and their writing texts were being the subject of this research. The objects of the research are words, phrases, and sentences that indicate intralingual errors. The steps of data analysis begin with (1) collecting errors data made by students, (2) identifying errors (3) describing errors, (4) explaining errors (5) evaluating errors. These data were then analyzed by using James' intralingual errors theory.

The results of this research showed that the highest percentage of intralingual errors was found in *overgeneralization* (41.00%), followed by *overlooking co-occurrence restrictions* (39.15%), *exploiting redundancy* (6.63%), *misanalysis* and *incomplete rule applications* which had similar result (4.81%), and the lowest percentage was found in *false analogy* and *hypercorrection* (1.80%). From the result of interviews with the students, it can be concluded that the internal factors are the main cause of students in making errors. In addition, it seems that the students' motivation and learning habits affect their mastery of grammar and vocabulary in the target language. In short, this research is expected to be able to contribute to teachers in finding innovations and strategies in learning to write in order to minimize errors made by students. Expectantly, the students are able to write properly in English as well as pay more attention to their strategies and motivation in learning English.

**Key words:** *Errors analysis, intralingual errors, writing, English*

## ABSTRAK

**Yuli Nurmala Sari.** *The Intralingual Errors on Writing Performed by English Department Students at the Fourth Semester of Ahmad Dahlan University.* Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta. 2019.

Saat ini, siswa diharapkan mampu menulis penelitian untuk memenuhi tugas akhir dengan baik. Sehingga, mengetahui hal-hal yang menjadi penyebab terjadinya kesalahan guna meningkatkan kemampuan siswa dinilai sangat penting. Penyebab umum kesalahan yang terjadi dalam tulisan siswa dapat dikarenakan pengaruh bahasa pertama atau bahasa ibu (*interlingual errors*) atau kurangnya menguasai bahasa target (*intralingual errors*). Dari hasil penelitian-penelitian sebelumnya menunjukkan bahwa penyebab kesalahan terbesar terjadinya kesalahan dikarenakan kurangnya siswa menguasai bahasa target. Oleh sebab itu penelitian ini akan berfokus dalam menganalisis kesalahan intralingual dalam tulisan siswa pada semester empat dari Universitas Ahmad Dahlan.

Penelitian ini dilakukan secara kualitatif di mana peneliti bertindak sebagai instrumen utama. Tes menulis dan wawancara dilakukan untuk mendapatkan data dengan sumber data adalah siswa semester empat dari Dahlan Universitas Ahmad kemudian hasil tulisan siswa menjadi subjek penelitian ini. Objek penelitian adalah berasal kata-kata, frasa, dan kalimat yang menunjukkan adanya indikasi kesalahan intralingual. Langkah-langkah analisis data dimulai dengan (1) mengumpulkan data-data kesalahan yang dilakukan oleh siswa, (2) mengidentifikasi kesalahan (3) mendeskripsikan kesalahan, (4) menjelaskan kesalahan (5) mengevaluasi kesalahan. Dalam analisis data menggunakan teori kesalahan intralingual dari James.

Hasil dari penelitian ini menunjukkan bahwa kesalahan intralingual tertinggi ditemukan pada *overgeneralization* (41.00%), diikuti *overlooking co-occurrence restrictions* (39.15%), *exploiting redundancy* (6.63%), *misanalysis* dan *incomplete rule applications* yang memiliki jumlah kesalahan yang sama (4.81%), dan paling sedikit ditemukan pada kategori *false analogy* dan *hypercorrection* (1.80%). Dari hasil wawancara terhadap siswa, dapat disimpulkan bahwa faktor internal menjadi penyebab utama siswa melakukan kesalahan. Hal tersebut berasal dari motivasi dan kebiasaan belajar siswa sehingga mempengaruhi penguasaan tata bahasa dan kosa kata dari bahasa target. Pada akhirnya, penelitian ini diharapkan dapat memberikan sumbangsih untuk guru dalam menemukan inovasi dan strategi dalam pembelajaran menulis untuk meminimalisir kesalahan yang dilakukan oleh siswa dan diharapkan siswa mampu menulis dengan baik dalam Bahasa Inggris serta lebih memperhatikan cara, kebiasaan dan motivasi belajar mereka.

**Kata kunci:** analisis kesalahan, kesalahan intralingual, menulis, Bahasa Inggris

**RATIFICATION SHEET**

**THE INTRALINGUAL ERRORS ON WRITING PERFORMED BY  
ENGLISH DEPARTMENT STUDENTS AT THE FOURTH SEMESTER  
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declares that this present thesis describes an original research study undertaken by the researcher for *Linguistik Terapan*, Graduate School, Yogyakarta State University. Any theories, findings, research techniques which are not my own have been properly acknowledged therein.

Theoretical contributions and findings in this thesis are my original works and have not been submitted for any degrees in this or other universities. Should it be later revealed that this thesis contains partly or wholly plagiarized pieces of others' intellectual work or any kind, I shall be ready to accept any sanction established by the University on this matter.

Yogyakarta, 30 December 2019

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Yogyakarta, 30 December 2019

The Researcher,



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