

**ERRORS MADE BY THE PRESENTERS OF  
THESIS PROPOSAL SEMINAR IN  
STUDY PROGRAM OF ENGLISH  
UNIVERSITAS BRAWIJAYA**

**THESIS**

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## ABSTRACT

Aziz, Jalal Abdul. 2014. **Errors Made by the Presenters of Thesis Proposal Seminar in Study Program of English Universitas Brawijaya**. English Study Program, Department of Languages and Literature, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Fatimah Co-supervisor: Agus Gozali.

Keywords: Error, Error Analysis, thesis proposal seminar, Communicative Effect Taxonomy, global errors, local errors, eighth semester students.

One of the most important languages to learn today is English since it is widely spoken around the world. In learning another language including English, a learner sometimes produces errors and Error Analysis (EA) has a methodology to figure them out. One of the methodologies is Communicative Effect Taxonomy. In this study, the writer analyzed errors made by the presenters of thesis proposal seminar in Study Program of English Universitas Brawijaya based on Communicative Effect Taxonomy. Furthermore, the writer proposed two objectives of the study, (1) To find out the types of errors made by the presenters of thesis proposal seminar based on Communicative Effect Taxonomy; (2) To find out whether or not global errors of Communicative Effect Taxonomy made by the presenters of thesis proposal seminar significantly hinder communication between the presenters and the audiences.

This study used qualitative approach because the data of this study was taken from 4 students' presentations which were in the form of words rather than number and statistic. The researcher analyzed the data by using the theory of Communicative Effect Taxonomy.

This study revealed that there were 188 errors committed by the students in which 179 and 9 erroneous utterances fall under local error and global error respectively. The local errors consist of 45 lexical errors, 93 morphological errors, and 41 syntactical errors. The global errors consist of 2 wrong order of major constituents, 1 missing, wrong, or misplaced sentence connectors, 1 missing, wrong, or misplaced sentence connectors, and 5 uncategorized global errors. As for the effect of global error to the audience, the writer found out that the global errors did not significantly hinder communication to the audience.

The writer suggests the next researchers who want to conduct similar research to use another subject or another theory. Another suggestion is to use the similar theory but with different object.

## ABSTRAK

Aziz, Jalal Abdul. (2014). **Kekeliruan yang dibuat oleh Penyaji Seminar Proposal Skripsi di Program Studi Sastra Inggris Universitas Brawijaya.** Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing (I) Fatimah, (II) Agus Gozali.

Kata Kunci: Kekeliruan, Analisa Kekeliruan, Seminar proposal skripsi, *Communicative Effect Taxonomy*, kekeliruan global, kekeliruan lokal, mahasiswa semester delapan

Salah satu bahasa yang penting untuk dikuasai adalah Bahasa Inggris. Dalam mempelajari bahasa lain termasuk Bahasa Inggris, terdapat banyak kemungkinan seseorang membuat kekeliruan dan untuk menganalisa kekeliruan, analisa kekeliruan (EA) mempunyai metode untuk menemukan kekeliruan tersebut. Salah satu metode analisa kekeliruan adalah *Communicative Effect Taxonomy*. Dalam penelitian ini penulis menganalisa kekeliruan yang dibuat oleh penyaji dalam seminar proposal skripsi berdasarkan *Communicative Effect Taxonomy*. Penulis mengajukan dua tujuan penelitian yaitu, (1) Menemukan kekeliruan apa yang dibuat oleh penyaji seminar proposal dalam *Communicative Effect Taxonomy*; (2) Menemukan apakah kekeliruan yang dikategorikan sebagai kekeliruan global di *Communicative Effect Taxonomy* mempengaruhi komunikasi antara penyaji dan pendengar.

Penelitian ini menggunakan pendekatan kualitatif deskriptif karena data dalam penelitian ini dalam bentuk teks yang diambil dari presentasi 4 mahasiswa. Penulis menggunakan *Communicative Effect Taxonomy* untuk menganalisa data dalam penelitian ini.

Di penelitian ini terungkap bahwa ada 188 kekeliruan yang dibagi menjadi 179 kekeliruan lokal dan 9 kekeliruan global. Kekeliruan lokal terbagi menjadi 45 kekeliruan suku kata, 93 kekeliruan pembentukan kata, dan 41 kekeliruan tata kalimat. Kekeliruan global terdiri dari 2 kekeliruan konstituen, 1 kekeliruan penghilangan, kekeliruan, atau penyalahgunaan penghubung kata, dan 5 kekeliruan global yang tidak terkategori. Untuk jawaban dari permasalahan penelitian kedua, penulis menemukan bahwa kekeliruan global tidak menyebabkan terhambatnya komunikasi antara penyaji dan pendengar.

Penulis memberi saran kepada peneliti selanjutnya yang tertarik untuk melakukan penelitian dengan kajian yang sama untuk menggunakan subjek penelitian yang berbeda. Saran lain adalah dengan menggunakan teori yang sama tetapi dengan objek yang berbeda.

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