

ABSTRACT

Fadilah, Nurul. (2014). *An Error Analysis of Using Cohesive Devices In Writing Narrative Text at the Second Year Students of SMPN 5 Surabaya*. A thesis English Education Department, Faculty of Tarbiyah and Teachers Training, Sunan Ampel State Islamic University, Surabaya. Advisor: Rakhmawati, M. Pd.

Key Words: Error Analysis, cohesive devices, narrative text

Error is commonly happen in English learning process because the rules of Bahasa Indonesia and English wa different. The error, which is made by the students, shows the process of second language acquisition. Therefore, identifying error in learning process is important to know students' progress in acquiring target language. This thesis aimed to analyze students' error in using cohesive devices and identify the types of error on the use of cohesive devices in writing narrative text at the second year of SMPN 5 Surabaya. This thesis analyzed 39 narrative texts written by H class students of SMPN 5 Surabaya in the academic year 2013/2014. A descriptive qualitative research was used to identify the kinds of cohesive devices error and the types of error committed in those texts. It also identified the dominant errors occurred in the texts. The result shows two kinds of cohesive devices error occurred in students' narrative texts namely reference and conjunction. There were 109 error of reference and 10 errors of conjunction. In the subtypes of reference, the writer found five subtypes of reference such as possessive adjective, personal pronoun, nominal demonstrative, adverbial demonstrative and comparative reference. The dominant error of reference subtypes was possessive adjective. Meanwhile, in the subtypes of conjunction, the writer found simple additive, simple temporal, simple causal, and complex temporal. The dominant error of conjunction subtypes was simple additive. The writer also identified the types of error that occurred in students' narrative text. The types of error occurred in students' narrative texts were omission, addition, misformation, misordering, interlingua errors, and developmental errors. Based on the types of error that occurred in students' narrative texts, misformation became the dominant error.