

ERROR ANALYSIS OF PORTFOLIO REPORTS

BY KINDERGARTEN TEACHERS

A THESIS



By:

FAIKA KHAIRANI

1213016043

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

WIDYA MANDALA CATHOLIC UNIVERSITY

SURABAYA

2020

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A THESIS

Presented to Faculty of Teacher Training and Education
Widya Mandala Catholic University Surabaya
in partial fulfillment of the requirement for the Degree of
Sarjana Pendidikan in English Language Teaching



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2020

APPROVAL SHEET

(I)

This thesis entitled **Error Analysis of Portfolio Reports by Kindergarten Teachers** conducted and submitted by Faika Khairani has been approved and accepted in partial fulfillment of the requirement for Sarjana Pendidikan Degree in English Language Teaching by the following advisor:

A handwritten signature in black ink, appearing to read 'Imelda', written over a horizontal line.

Imelda Gozali, B.Eng., M.Pd.

Thesis Advisor

APPROVAL SHEET

(II)

This thesis entitled **Error Analysis of Portfolio Reports by Kindergarten Teachers** prepared and submitted by the Board of Examiners on June 30, 2020.



Dr. B. Budiyo, M.Pd.
Chairperson



Maria Josephine Kriesye S., M.Pd.
Secretary



Imelda Gozali, B.Eng., M.Pd.
Member



Dr. M. Luk Prijambodo, M. Pd.
Dean of the faculty of
Teacher Training and Education



P. Pratiwi Winarlim, M. Sc.
Head of the English Department

SURAT PERNYATAAN Jalur Skripsi

Bersama ini saya:
Nama : Falka Khairani
Nomor Pokok : 1213016043
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan Unika
Widya Mandala Surabaya

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Nama Mahasiswa : Fauka Khairani
Nomor Pokok : 1213016043
Program Studi Pendidikan : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan UKWMS
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A handwritten signature in black ink, appearing to read 'Faika Khairani', with a horizontal line extending to the right from the bottom of the signature.

Faika Khairani

1213016043

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Surabaya, June 30, 2020

The Author

A handwritten signature in black ink, appearing to read 'Faika Khairani', with a horizontal line extending from the end of the signature.

Faika Khairani

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ABSTRACT

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Advisor: Imelda Gozali, B.Eng., M.Pd.

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Error analysis is an alternative to contrastive analysis; an approach that showed that contrastive analysis is unable to predict a great majority of errors, although the significance of language transfer cannot be denied. This study attempted to answer the research question which is: “What grammatical errors are made by the kindergarten teachers in the portfolio reports and why were the errors committed?” The data of this study was taken from portfolio reports by kindergarten teachers. The writer analyzed the errors using the Linguistic Category Taxonomy based on Politzer and Ramirez (1973). The writer used triangulation to avoid subjectivity and bias in measuring the level of accuracy. Along with the two validators, the writer measured the level of accuracy for each category of errors. From this study, the writer found out that (B1) Syntax – Noun phrase type of error were the biggest total number of errors made by kindergarten teachers which consist of seventy-eight errors or 42 %. The result of the study shows that syntactical error is higher than the morphological error. There are two possible sources of errors in this study. They are Interference or Interlingual errors and Intralingual errors. Based on the findings the most frequent source of errors in the portfolio reports is Intralingual error with the percentage of 89%.