Error Analysis of Sentences in English in Writing Poster By The 6th Semester Students of Elt in University of Muhammadiyah Mataram

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Abstract: The objectives of this study are to analyse the types of sentences error in writing poster by the sixth semester students of English Education Department of Muhammadiyah University of Mataram in Academic Year 2020/2021 and to find out the most dominant error made by the students. This study applied qualitative method and used document in the form of posters as the instrument. The researcher collected 25 posters made by the students. This study classified types of sentences error in the posters based on Surface Strategy Taxonomy proposed by Dulay, Burt, and Krashen (1982). The researcher found that there were errors of omission 37% that categorized as low category, addition 32% that categorized as low category, misformation 29% that categorized as low category, misordering 2% that categorized as very low category. Based on these results, the most dominant error made by the students was omission with percentage 37%.

Abstrak: Tujuan dari penelitian ini adalah untuk menganalisis jenis-jenis dari kesalahan kalimat dalam penulisan poster oleh mahasiswa semester enam Pendidikan Bahasa Inggris dari universitas Muhammadiyah Mataram pada tahun ajaran 2020/2021 serta untuk menemukan kesalahan yang paling dominan yang dilakukan oleh mahasiswa. Penelitian ini menerapkan metode kualitatif dan menggunakan dokumen berupa poster sebagai alat penelitian. Penelitian ini menggolongkan jenis-jenis kesalahan kalimat didalam poster berdasarkan *Surface Strategy Taxonomy* yang dikemukakan oleh Dulay, Burt, dan Krashen (1982). Peneliti menemukan bahwa terdapat kesalahan *omission* 37% yang dikategorikan sebagai kategori rendah, *addition* 32% yang dikategorikan sebagai kategori rendah, *misformation* 29% yang dikategorikan sebagai kategori rendah, dan *misordering* yang dikategorika nsebagai kategori rendah. Berdasarkan hasil ini, kesalahan paling dominan yang dilakukan mahasiswa adalah omission dengan persentase 37%.

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A. LATAR BELAKANG

Writing is one of skills that need a thinking process in order to deliver the meaning in written form (Zamel, 1982). In conveying writing, students have to demonstrate some writing aspects such as content, sentence structure,vocabulary, language use, etc. However, the students are hard to master writing in English especially because English has different grammatical

structure with their native language. It makes the students commit errors in their writing. In writing, errors usually occur in grammar (Khansa & Sutrisno, 2019).

The students at the university level, at the Sixth Semester especially are assumed to have learnt English for several years (Tschirner, 2016). They are at least in intermediate level of English proficiency. However, the fact is the students still committing errors in their writing, so it needs to analyse the errors made by the students. Errors are systematic, governed by rule, and appear because a learner's knowledge of the rules of the target language is not complete Gass et al. (2020) cited in Keshavarz (2012). Errors occur repeatedly and not recognized by the learners. Errors is also as indications of a learner's attempt to figure out some system, in other words, to impose regularity on the language the learner is exposed to. As such, errors are evidence of an underlying rule-governed system (Gass et al., 2020).

Based on the researcher's observation on the students' writing in posters form at the Sixth Semester of English Education Department of the Muhammadiyah University of Mataram in Academic Year 2020/2021, many students are still committing errors in their writing. It is proved by some errors in sentences made by the students in their poster such as the misformation of word, misuse of verb, misuse of preposition, omitting subject and object, etc. As English students, it is important for the students not only use an interesting sentence, but the sentence must also correct grammatically. In addition, analysing errors in students' poster is important because they use the poster to promote their Study Program of English Education Department. By analysing errors in students' poster, the students know their errors and what kind of errors they made so they can prevent themselves make the same errors.

Based on the explanation above, the researcher interestedto conduct a research entitles " Error Analysis of Sentences inWriting Posters by 6thSemester Students of ELT in University of Muhammadiyah Mataram.

B. METODE

In order to obtain the answer to this research, the researcher used a method that appropriates with this research. The method was qualitative research. Qualitative research is naturalistic research method because the research did in natural setting (Sugiyono, 2015). The researcher used qualitative research to found out types and the most dominant error of English sentences in posters made by the sixth semester students of English Education Department of Muhammadiyah University of Mataram in the academic year 2020/2021.

The main source of data in this research was document in posters form. The type of data in this research was sentences found in the posters. There were 25 total of posters made by the sixth semester students of Muhammadiyah University of Mataram in academic year 2020/2021. All the posters taken from Facebook Muslimin Magenda as the lecturer in journalistic major. Then, the researcher listed errors found in students' poster and coding the data. The researcher used some steps in conducting an error analysis. It includes collect the data, identifies errors, classifies errors, quantifies errors, analyses the source, and remediate (Gass et al., 2020). The researcher took only five steps from those six steps in conducting an error analysis because they were appropriate with the data in this research. The explanation of those five steps is as follows.
  1) Error Identification
      In this step, the researcher identified which part of the errors of sentencesin English in students' posters.

2) Error Classification

In this step, the researcher classified the errors of English sentences in students' posters based on Surface StrategyTaxonomy as follows:

Table 1. Types of Error

No	Types of Error	Definition
1	Omission	The absence of an item that must appear in a well-formed utterance.
2	Addition	The presence of an item which must not appear in a well-formed utterance.
3	Misformation	The use of the wrong form of the morpheme or structure.
4	Misordering	The incorrect placement of a morpheme or group of morphemes in an utterance.

(Dulay, 1982).

3) Analyse the source

The researcheranalysed the source of error such as the errors caused by the absence of subject or verb, misuse of preposition, etc. Furthermore, the researcher determined the error (e.g., omission of subject or verb, addition of preposition, etc).

4) Remediate

The researcher revisedthe sentences that contained errors in this step byexplaining the correct form of the sentences.

5) Error Quantification

In this step, the researcher calculated the percentage of each type of errors to identify the most dominant errors of English sentences in students' posters used the formula proposed by (Sudijono, 2010:43) as follows:

$$P = \frac{F}{N} \times 100\% \qquad (1)$$

Next, the researcher classified each types of error based on the Percentage Value Category after obtained the percentageas follows.

Table 2. Percentage Value Category

No	Percentage of Interval	Rating Category
1	0-20%	Very low
2	21-40%	Low
3	41-60%	Medium
4	61-80%	High
5	81-100%	Very High

(Arikunto, 2013).

C. HASIL DAN PEMBAHASAN

1. Frequency of the Occurrence of Students' Error

The frequency of the occurrence of errors can be seen in the table 3.1 as follows.

Table 3. Frequency of Error

No	The Types of Error	The Source of Error	Frequency of Error	Percentage of Error
		Object	2	
		Auxiliary Verb	2	
		Subject	2	

1	Omission	Preposition	3	37%
		Conjunction	1	
		Determiner	2	
		Relative Pronoun	2	
		Plural marker	6	
		Third person singular verb	2	
		-*ing* form	1	
		Total	23	
2	Addition	Preposition	8	32%
		Let' s-Imperative	4	
		Verb	1	
		Noun phrase	1	
		Object	4	
		Conjunction	1	
		Plural marker	1	
		Total	20	
3	Misformation	Verb	4	29%
		Pronoun	2	
		Word	12	
		Total	18	
4	Misordering		1	2%
		Total	62	100%

2. Types of Students' Errors

a. Omission

You will never get if you never begin. (This sentence is stated by LM). This sentence is kind of complex sentence which consists of an independent clause *you will never get* and a dependent clause *if you never begin*. It shows an omission of object in the independent clause. It should be added the object *it* after the verb *get*. So, the right form of this sentence is as follows:

You will never get it if you never begin.

b. Addition

Join with us (This sentence is stated by NR and AY). This sentence is kind of imperative sentence. Imperative sentence is a sentence for directives. Join in this sentence is kind of transitive verb. A transitive verb takes a direct object (Eggenschwiler et al., 2011:21). The object in this sentence is *us*. So, this sentence does not need preposition *with*. The right form of this sentence is as follows: Join us. The next is sentence containing addition of preposition, conjunction, plural marker and misordering. I feel happy to be able (1). And how can I study at the University of MuhammadiyahMataram, because I can interact with Bayan with friends and universities Muhammadiyah is cool (2). (These two sentences are stated by AA)

These sentences contain *be able to* and *can* that is called modal auxiliary. Modal auxiliary uses to express need, uncertainty, ability, or permission. *Be able to*is similar

expression of *can*. Based on the context in the sentences, *be able to* and *can* use to state ability that the writer can study at the University of Muhammadiyah Mataram and he feels happy because of that. The use of *be able* in the first sentence is incorrect because it must be followed by to-infinitive to make it correct grammatically. It is supported by formula about sentence pattern of modal auxiliary in the form of subject + be + able + to-infinitive. So, it omits to-infinitive.

Furthermore, the second sentence begins with conjunction *and* that is incorrect grammatically and it contains addition error of preposition that categorizes as double marking (*with Bayan with friends*). The preposition is used in this sentence to show the relation between the subject *I* with the object *Bayan* and *friends*. It should not add preposition *with* after the noun *Bayan* because it has represented by the first preposition. In addition, this sentence also has addition error of plural marker (universities Muhammadiyah). *Universities* in this sentence should not in the form of plural because it only refers to one university that is *Muhammadiyah*. It should write *university of Muhammadiyah* or *Muhammadiyah university*. The next, *howcan I study* is the formation for interrogative sentence while the writer wants to make a statement not a question.

Based on all the explanation above, it needs to combine those sentences by omitting some elements that is cause error. These sentences should write as follows:

I feel happy to be able to study at the University of Muhammadiyah Mataram because I can interact with Bayan, friends, and University of Muhammadiyah is cool.

c. Misformation

This is our activity: seminar activities with the English Department, festivals activities with the English Department, *orientasi*activities with the UMMAT campus. (This sentence is stated by LD). This is our activity, guys: festival activity from English Student Association, external activity (*UKBI*) *mahasiswaprodibahasainggris FKIP UMMAT* (This sentence is stated by PA).

This sentence is type of simple sentence which has one independent clause with one subject and one verb (Eggenschwiler et al., 2011; Winter, 2020). The subject in this sentence is *this* and the verb is *is*. The subject *this* in this sentence is a demonstrative pronoun which stands for singular form. While in the poster, they mentioned two activities that indicate plural form. It means that the use of subject *this* in this sentence is inappropriate. It must use *these* to indicate plural form. In a sentence, the verb must agree with the subject. So, *these* as the plural subject must be followed by plural verb *are*. Here are the revised sentences: These are our activities: seminar activities with the English Department, festivals activities with the English Department, *orientasi*activities with the UMMAT campus. These are our activities, guys: festival activity from English Student Association, external activity (*UKBI*) *mahasiswa prodi bahasa inggris FKIP UMMAT*.

D. SIMPULAN DAN SARAN

Errors found in students' poster classified into four types namely omission, addition, misformation, and misordering. Omission errors consisted of omission of object, auxiliary verb, subject, preposition, conjunction, determiner, relative pronoun, plural marker, third person singular verb, and – ing form. Addition errors consist of addition of preposition, let' s-imperative, verb, noun phrase, object, conjunction and plural marker. Misformation errors consist of misformation error of verb, word and pronoun.

The percentage of each type of error was different. The first was omission error with percentage 37% that categorized as low category. The second wasaddition error with percentage 32% that categorized as low category. The third was misformation error with percentage 29% that categorized as low category. The last was misordering error with percentage 2% that categorized as very low category.Based on these explanations, the most dominant error made by the students was omission error with percentage 37% that categorized as lowcategory.

The researcher would like to deliver some suggestions for the students, the teacher, and the next researcher. 1) The students should practice to use grammar in their writing because grammar is necessary in writing.In addition, the students should learn more about the part of speech and sentences so they can know when a word must add or omit in a sentence or a word must be in the plural or singular form. 2). The teacher should not only transfer the knowledge to the students but also the teacher should give feedback toward the students writingso the students can know their progress. 3) The next researcher is suggested to use this research as their reference in conducting their research that related with error analysis of sentences in English.In addition, the next researcher is expected to complete every mistake that they find in this research.

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