

**AN ERROR ANALYSIS OF STUDENTS' SENTENCE STRUCTURE IN
WRITING PARAGRAPHS AT ENGLISH DEPARTMENT CLASS OF UIN
PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO**



AN UNDERGRADUATE THESIS

Presented to English Education Study Program of UIN Prof.KH.Saifuddin Zuhri
Purwokerto as a Part of Requirements for The Bachelor Degree (S1)

THESIS BY:

DHEA ZABANA QOTHRUN NADA

1717404012

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYA AND TEACHER TRAINING
UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO**

2024

**AN ERROR ANALYSIS OF STUDENTS' SENTENCE STRUCTURE IN
WRITING PARAGRAPHS AT ENGLISH DEPARTMENT CLASS OF UIN
PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO**



AN UNDERGRADUATE THESIS

Presented to English Education Study Program of UIN Prof.KH.Saifuddin Zuhri
Purwokerto as a Part of Requirements for The Bachelor Degree (S1)

THESIS BY:

DHEA ZABANA QOTHRUN NADA

1717404012

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYA AND TEACHER TRAINING
UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO**

2024

**AN ERROR ANALYSIS OF STUDENTS' SENTENCE STRUCTURE IN
WRITING PARAGRAPHS AT ENGLISH DEPARTMENT CLASS OF UIN
PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO**



AN UNDERGRADUATE THESIS

Presented to English Education Study Program of UIN Prof.KH.Saifuddin Zuhri
Purwokerto as a Part of Requirements for The Bachelor Degree (S1)

THESIS BY:

DHEA ZABANA QOTHRUN NADA

1717404012

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYA AND TEACHER TRAINING
UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO**

2024

STATEMENT OF ORIGINALITY

Herewith I,

Name : Dhea Zabana Qothrun Nada
Student Number : 1717404012
Grade : Undergraduate
Faculty : Tarbiya and Teacher Training
Study Program : English Education Study Program

I declare that this thesis manuscript is my very own work. I am completely responsible for the content of this thesis. Opinions, findings, and theories of others are quoted and cited respectfully with ethical standard.

Purwokerto, May 20th 2024



declares

Dhea Zabana Qothrun Nada

S.N. 1717404012

OFFICIAL NOTE OF SUPERVISOR

The Honorable

Dean of Faculty of Tarbiya and
Teacher Training State Islamic
University of Prof.K.H.Saifuddin
Zuhri Purwokerto

Assalamu'alaikum warahmatullahi wa barakatuh

Having guided, analysed, directed, and corrected the thesis by Dhea Zabana
Qothrun Nada, Student Number 1717404012, entitled:

**“AN ERROR ANALYSIS OF STUDENTS’ SENTENCE
STRUCTURE IN WRITING PARAGRAPHS AT ENGLISH
DEPARTMENT CLASS OF UIN PROF.KH.SAIFUDDIN ZUHRI
PURWOKERTO”**

I recommend the thesis to be submitted to Dean of Faculty of Tarbiya and
Teacher Training, State Islamic University of Prof.K.H. Saifuddin Zuhri
Purwokerto, and examined in order to get Undergraduate Degree in English
Education (S.Pd.).

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Purwokerto, 27th Mei 2024

Supervisor


Desi Wijayanti M., M.Pd.

NIP. 19921215 201801 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

REKOMENDASI MUNAQOSYAH

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan di bawah ini, Dosen Pembimbing Skripsi dari mahasiswa :

Nama : Dhea Zabana Qothrun Nada
NIM : 1717404012
Semester : 14 (empat belas)
Jurusan/Prodi : Tadris Bahasa Inggris
Angkatan Tahun : 2017
Judul Skripsi : An Error Analysis of Students' Sentence Structure in Writing Paragraphs at English Department Class of UIN Prof.K.H. Saifuddin Zuhri Purwokerto

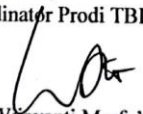
Menerangkan bahwa skripsi mahasiswa tersebut telah siap untuk dimunaqosyahkan setelah mahasiswa yang bersangkutan memenuhi persyaratan akademik yang ditetapkan.

Demikian rekomendasi ini dibuat untuk menjadikan maklum dan mendapatkan penyelesaian sebagaimana mestinya.

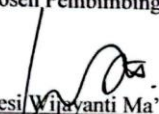
Wassalamu'alikum Wr. Wb.

Dibuat di : Purwokerto
Tanggal : 27 Mei 2024

Mengetahui,
Koordinator Prodi TBI


Desi Wijayanti Marfu'ah, M.Pd.
NIP. 199212152018012003

Dosen Pembimbing


Desi Wijayanti Ma'rufah,
NIP. 19921215201801200

MOTTO

“Fear kills more dreams than failure ever will.”



DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Miftahuddin,S.Ag. and Mrs. Nurul Aeni,S.Pd.AUD
2. My sister, Lanaa Safiina An-Naja Maulidiana
3. My almamater, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto
4. My supportive best friends, and anyone who has been by my side.



ACKNOWLEDGEMENT

Alhamdulillahirabbil'alamin, first of all, allow me as the writer of this thesis to express her highest gratitude to Allah SWT for giving her His blessing, love, and health so that she could complete this undergraduate thesis entitled **“AN ERROR ANALYSIS OF STUDENTS’ SENTENCE STRUCTURE IN WRITING PARAGRAPHS AT ENGLISH DEPARTMENT CLASS OF UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO”** in English Education Study Program and Teacher Training Faculty of the State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.

Secondly, shalawat and salam may always be bestowed towards our prophet Muhammad SAW who has provided his blessing and guidance to all of the ummah.

The writer also would like to thank all of the people of the State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto who have been so helpful and supportive during her journey in writing this undergraduate thesis.

This thesis has been proposed to Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto as the partial fulfilment of the requirements for obtaining the Scholar Degree of Education (S.Pd.).

The writer is certain that this thesis would never be completed without the help, support, and suggestions from a lot of parties. Therefore, in this chance, allow the writer to show her gratefulness to the honourable:

1. Prof. Dr. H. Fauzi, M. Ag., as the Dean Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. KH. Saifudin Zuhri.
2. Dr. H. Suparjo, M.A., as the I Deputy Dean Faculty Tarbiya and Teacher Training, State Islamic University of Prof. KH. Saifudin Zuhri.
3. Dr. Nurfuadi, M. Pd., as the II Deputy Dean Faculty Tarbiya and Teacher Training, State Islamic University of Prof. KH. Saifudin Zuhri

4. Prof. Dr. H. Subur, M. Ag., as the III Deputy Dean Faculty Faculty Tarbiya and Teacher Training, State Islamic University of Prof. KH. Saifuddin Zuhri.
5. Dr. Maria Ulpah, M. Si., as the Head of English Education Department in Faculty of Tarbiya and Teacher Training of State Islamic University of K. H. Saifudin Zuhri Purwokerto.
6. Desi Wijayanti Ma'rufah, M. Pd., as the Coordinator of English Department in Faculty of Tarbiya and Teacher Training of State Islamic University of KH. Saifuddin Zuhri Purwokerto and the writer's supervisor.
7. All lecturers of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifudin Zuhri Purwokerto especially lectures of English Education Study Program.
8. All of staffs and officials of State Islamic University of K. H. Saifuddin Zuhri Purwokerto.
9. My beloved parents, Mr. Miftahuddin, S.Ag. and Mrs. Nurul Aeni, S.Pd.AUD who has been relentlessly prayed for the writer, and giving her every support she needs in her journey completing this thesis.
10. My beloved sister, Lanaa Safiina An-Naja Maulidiana who has been really supportive.
11. My beloved friends, Hestin Winika, Anisa Wiyugo, Iqbal Latif Saputra, Utari, and Nurmasumah
12. My beloved classmate, Class of English Education 17 who never failed to give me motivation
13. And lastly, everyone who has supported the writer in completing this thesis that she could not mention one by one.

There is no more appropriate sentence with the deepest thanks for all of the help and supports that the writer need in her journey completing this undergraduate thesis. Hopefully this thesis will be of assistance for the writer and the readers as well.

Purwokerto, May 27th 2024

The Writer



Dhea Zabana Qothrun Nada

1717404012



**AN ERROR ANALYSIS OF STUDENTS' SENTENCE STRUCTURE IN
WRITING PARAGRAPHS AT ENGLISH DEPARTMENT CLASS OF UIN
PROF.KH.SAIFUDDIN ZUHRI PURWOKERTO**

Dhea Zabana Qothrun Nada

S.N 1717404012

English Education Department Prof.K.H. Saifuddin Zuhri

State Islamic University

ABSTRACT

Writing paragraphs is a complex activity. Due to its complexity, students tend to make errors in writing sentences more specifically in the sentence structure of a paragraph. The purpose of the study is to analyze the type of sentence structure errors in a written paragraph made by the second semester of English Department student of UIN Prof. K.H. Saifuddin Zuhri Purwokerto and to find out the most common sentence structure errors they made. This study employed content-based research with descriptive qualitative approach to do the error analysis of sentence structure in writing paragraphs. The subject of this research is the students of English Department of UIN Prof. K.H. Saifuddin Zuhri Purwokerto, more specifically the second semester. The data analysis techniques were collecting samples, identifying errors, describing the errors, explaining the errors, and evaluating the errors. The results of this study shows that there were still many sentence structure errors made by the second semester students of English Department UIN Prof. K.H. Saifuddin Zuhri Purwokerto. The errors were divided into four kinds of errors, they are omission (29,8%), addition (10,7%), misinformation (51,1%), and misordering (8,4%). To conclude, the most common error found in this research is misinformation error.

Keywords: error analysis, sentence structure, writing paragraphs.

TABLE OF CONTENTS

COVER PAGE	i
STATEMENT OF ORIGINALITY.....	ii
APPROVAL SHEET	iii
OFFICIAL NOTE OF SUPERVISOR	iv
REKOMENDASI MUNAQOSYAH.....	v
MOTTO.....	vi
DEDICATION.....	vii
ACKNOLEDGEMENT	viii
ABSTRACT	x
TABLE OF CONTENTS.....	xi
LIST OF TABLES.....	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODRUCTION.....	1
A. Background of the Study	1
B. Conceptual Definition	3
C. Research Questions	6
D. Objectives of the Research	6
E. Significances of the Research	6
F. Organization of the Research.....	7
CHAPTER II LITERATURE REVIEW.....	8
A. Error Analysis	8
1. The Definition of Error Analysis.....	8
2. The Difference between Errors and Mistakes	9
3. Types of Errors.....	10
4. The Procedures of Writing Error Analysis	13
B. Sentence Structure.....	14
1. The Definition of Sentence Structure	14
2. The Factors Contributing to Sentence Structure Error	15
C. Relevant Studies.....	16
CHAPTER III RESEARCH METHODOLOGY	18
A. Research Design.....	18
B. The Settings of the Research	19
C. Subject and Object of the Research.....	19

D. The Techniques of Data Collection.....	19
E. Techniques of Data Analysis	20
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....	23
CHAPTER V CONCLLUSION AND SUGGESTION	42
REFERENCES	45
APPENDICES	46



LIST OF TABLES

Table 3.1 Distribution Errors.....	22
Table 4.1 Distribution of Error Subject 1 2 TBI A.....	25
Table 4.2 Distribution of Error Subject 2 2 TBI A.....	26
Table 4.3 Distribution of Error Subject 3 2 TBI A.....	27
Table 4.4 Distribution of Error Subject 4 2 TBI A.....	28
Table 4.5 Distribution of Error Subject 5 2 TBI A.....	29
Table 4.6 Distribution of Error Subject 1 2 TBI B.....	30
Table 4.7 Distribution of Error Subject 2 2 TBI B.....	31
Table 4.8 Distribution of Error Subject 3 2 TBI B.....	32
Table 4.9 Distribution of Error Subject 4 2 TBI B.....	33
Table 4.10 Distribution of Error Subject 5 2 TBI B.....	33
Table 4.11 Distribution of Error Subject 1 2 TBI B.....	34
Table 4.12 Distribution of Error Subject 2 2 TBI C.....	36
Table 4.13 Distribution of Error Subject 3 2 TBI C.....	37
Table 4.14 Distribution of Error Subject 4 2 TBI C.....	38
Table 4.15 Distribution of Error Subject 5 2 TBI C.....	39
Table 4.16 Data Accumulation of Error Distribution.....	39

LIST OF APPENDICES

Appendice 1 Data Findings.....	47
Appendice 2 Research Instruments.....	55
Appendice 3 Students' Paragraph Writing.....	56



CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, conceptual definition, research question, significances of the research, organization of the research.

A. Background of The Study

Language connects people to one another in social life. It is used for general communication among nations in the world. Every region in this world has its own language system which makes it difficult for people from different regions to exchange information. Therefore, people develop the *lingua francas* or trade languages to make it easier for people of different native languages to communicate. It solves all kinds of communication obstacles.

One of the *lingua francas* is English language. It is massively used as a tool of communication in not only daily life, but also many social fields such as education, business, politic, and many more in this world. In Indonesia, English has become a basic school subject taught in almost every educational levels, starts from elementary school, junior high school, senior high school, and up to university levels. Furthermore, informal English courses are widely spread in Indonesia and they have high demands. Not only that, nowadays, many companies require their employees to have a certain mastery certificate in English such as TOEFL or TOEIC. It only shows how important English language is for us to master.

There are four language skills to learn for complete communication; listening, speaking, reading, and writing. When learning a language, we usually learn to listen first, then to speak, then to read, and eventually to write. The four of the language skills are fairly important since one skill supports one another. However, this research will focus more into writing skill. More specifically students' writing skill in English paragraphs.

Kane (2003) stated that compared to the other three, writing is considered as the hardest skill to learn. Students should able to express their

emotions or thoughts correctly in a well-structured form. Kane has two assumptions about writing: First, that writing is a rational activity which means nothing more than it is an exercise of mind requiring the techniques everyone can learn. People are not obliged to be a genius to write a clear, effective English. It only takes an understanding of what writing involves and to know how to handle words, sentences, and paragraphs. Second, that writing is a valuable activity which means writing is worth learning. It is of immediate practical advantage in any job or career.

Writing a paragraph is a complex activity. Every paragraph in a sentence should be 1) unified, which means all of the sentences in a paragraph should be related to one main idea, 2) clearly related to the thesis, which means every sentence should refer to the main idea, or thesis of the paper, 3) coherent, which means the sentences are arranged in a logical manner and should follow a certain plan for development, 4) well-developed, which means every idea in the paragraph should be clearly elaborated and supported with evidence and details that work together to explain the paragraph's main idea. Rosen et al (2003).

Biber (2022) noted that the way of people expressing their thoughts, feelings, inventions, and beliefs into written will influence the choice of what to express and how to express them. It means that different kinds of texts have their own writing structure. For instance, we use simple present tense to talk about our daily life and simple past tense for past events. Different rules also apply to other type of writing.

Due to its complexity, students tend to make errors in writing sentences more specifically in the sentence structure of a paragraph. It is understandable because there are things required to make a good paragraph such as vocabulary mastery, grammar, tenses, and so on. Moreover, writing is a long process. It takes time to arrange sentences and make such a good paragraph. Not to mention, it requires inspiration and motivation. Maharani (2011) argues that some student lack of motivation to write when they do

not have any thought to be explored in the written form. This happens to students of any educational levels, and university students are not exception.

According to the description above, the researcher was interested in doing an error analysis of students' sentence structure in writing paragraphs at English department class of UIN Prof. K.H. Saifuddin Zuhri Purwokerto. This study was conducted for numerous reasons. Firstly, to analyze the errors that the students make in writing a sentence. Secondly, to find out the most common errors of sentence structure that the students make.

Based on the explanation above, the researcher has the motivation to do the study entitled **“An Error Analysis of Students’ Sentence Structure in writing paragraphs at English Department Class of UIN Prof. K.H. Saifuddin Zuhri Purwokerto”**. The researcher expects that this study will be of assistance for the students in learning English sentence structure and also for teachers in understanding the students' errors or as a reference of further studies and for anyone who works in educational fields who are interested in English error analyzing.

B. Conceptual Definition

The following points are offered to aid people in understanding and interpreting concepts included in this study. Furthermore, they are intended to prevent confusion and misunderstanding. There are three important points in this study:

1. Error Analysis

SIswoyo (2016) stated that error analysis is the way to find out students' mistakes in using the language. By discovering the mistakes students make, teachers can analyse and identify what are the students lacking in understanding the language. It will later be beneficial for creating a better teaching and learning method. To sum things up, teachers can identify errors made by students and find a way to fix it by doing an error analysis.

Corder (1981) noted that a learner's errors are distinct that they offered the researcher evidence of how language is learned or mastered, and which strategies or procedures the learner uses in the discovery of the language. On the other words, it is beneficial to analyse what the students are lacking and how to fix it.

Bussman (1996) stated that in second language acquisition, error analysis studies the types and causes of linguistic errors. The evaluation and correction of errors are sometimes included in here. Furthermore, he emphasizes that error analysis also studies errors made by native speakers without speech flaws and investigates errors in normal speech.

According the description above, we can conclude that error analysis is a way to discover mistakes made by the students and it provides some benefits for the students, teachers, and the researcher.

2. Sentence Structure

Datchuk & Rogers noted that sentence structure is the organization in a sentence consisting words, phrases, or clauses. In a sentence, those components can be identified as subject, verb, object, adverb, and others. In other words, sentence structure is a part of writing components since it is related to how a sentence is build.

Sentence structure has four types:

- a. Simple sentence. It is a sentence that only has one set of subject and verb, or it is also called an independent clause (Depraetere, 2020). For example, "*I want ice cream*" depicts a simple sentence.
- b. Compound sentence. It is a sentence which consist of two or more independent clauses, and they are connected by coordinate conjunctions such as and, but, or, nor, for, yet, so, etc (Jacobs, 2020). For example, "*I want ice cream but I have cold.*" depicts a compound sentence.

- c. Complex sentence. It is a sentence which consist of one independent clause and one or more dependent clauses (Gourzerh, 2019). Such combination is mediated by subordinate conjunction such as when, while, because, although, if, that, whether. For example: “*whether or not I have cold, I will still have some ice cream*” depicts a complex sentence.
- d. Compound-complex sentence. It is a sentence that consist of two or more independent clauses and dependent clauses (Osborne, 2019). For example, “*Even though I finally grabbed the ice cream tube out of the fridge and scooped it with a spoon, I decided not to have a taste because I didn’t want to make my cold worse*” depicts a compound-complex sentence.

3. Writing Paragraphs

Weigle (2022) stated that writing is one of the most important skills the students need to develop. The ability to write is very important in academic fields, business and personal relation in the global community. By writing, someone can express their emotions, thoughts, and inventions which provide information to the readers. In order to make the readers get the message, the writer has to write it in a well-structured form.

The paragraph is important in discourse studies. Without it, an essay will be a solitary entity without partitions. Hence, the reader is likely to lose track of the ideas being discussed, if no paragraphs are introduced. Paragraph has been defined by Stern (1976): “as a sequence of structurally related sentences.” To Warriner (1988, p. 43): “it is a group of closely related sentences.” Both Warriner (1988) and Stern’s (1976) argue that a paragraph is a group of analogous sentences.

Therefore writing paragraph is the ability to put emotions, thoughts, or inventions into written form in a sequence of structurally related sentences.

C. Research Questions

The subsequent of the research questions are arranged according to the research background:

1. What kind of errors are there in the sentence structure of a paragraph written by the students?
2. What is the most common error in the sentence structure of a paragraph written by the students?

D. Objectives of the Research

The objectives of this research are:

1. To analyze the type of sentence structure errors made by students in a written paragraph.
2. To find out the most common sentence structure error made by student in a written paragraph.

E. Significances of the Research

There are two kinds of significances in this research:

1. Theoretical significance

In theoretical aspect, the result of this study is designed to provide data on error analysis of a sentence structure in writing paragraph. Hopefully it will be of assistance for teachers, students, or fellow researchers who face similar problems.

2. Practical significances

- a. For the teachers

This study hopefully could be of assistance for teachers to understand their students' errors in sentence structure of written paragraphs and how to solve this problem. In addition, the researcher believes that this study will provide data required for teacher references.

- b. For the researchers

The result of the study is expected to provide information for fellow researchers who want to conduct a research of similar problem.

F. Organization of the Research

In order to create a systematic research, classifying the structure of this study is important. This research is divided into five chapters that will be explain as follows:

Chapter I, presents an introduction of the reseach. It contains the background study, conceptual definition, research questions, objectives, and significances of the research.

Chapter II presents theoretical basis about error analysis, sentence structure and some sub-sections and review of relevant studies.

Chapter III presents the research methods that deals with the type of research, setting of the research, subject of the research, object of the research, techniques of data collection, and technique of data analysis.

Chapter IV presents the research result, consisting of two sub-chapters. First, general description of the fourth semester of English Department Student of UIN Prof.KH. Saifuddin Zuhri Purwokerto and the finding of the study itself.

Chapter V presents the conclusion from all the results discussed in the previous chapter. Furthermore, this chapter provides suggestions for developing the following study.

CHAPTER II

LITERATURE REVIEW

This chapter provides all the theories used to arrange this research. The theories that will be presented here are about error analysis, sentence structure, and paragraph writing skill. This chapter will also provide reviews of relevant studies.

A. Error Analysis

1. The Definition of Error Analysis

Ellis & Barkhuizen (2005) stated that error analysis refers to study of errors. In line with the previous statement, Richards defines error analysis is a study and analysis of the errors made by second language learner. Furthermore, error analysis may be carried out in order to find out how well someone master a language, find out how one learns a language, and obtain information on common difficulties in language learning as an aid in teaching or in the preparation of teaching materials.

An error analysis is really crucial to identify the type of errors made by the students and what causing them to make those errors. Siswoyo stated that error analysis is the way to discover the lack of students in using the language (Siswoyo, 2016). To sum up, by using error analysis, teachers will be able to identify the errors made by students and how to fix it. Finding errors made by TESL college students in in using simple present and simple past tenses in writing essays. The results indicate that most students make errors in grammar namely agreement, tense, word class, and appropriate words. These types of errors include omission, addition, misinformation, and misordering.

Corder (1967) notes that a learner's errors are significant in that they present evidence to the researchers of ow language is mastered, what strategies or procedures the learner in employing in the discovery of the language. On the other words, this term of error analysis that has been described before merely focuses on its merit.

Bussman (1996) on the other hands, reveals that in second language acquisition, error analysis studies the types and causes of linguistic errors. This sometimes includes the evaluation and correction of errors. In addition, the emphasizes that error analysis also studies errors made by native speakers without speech disorder and investigates errors in normal speech (Bussman, 1996).

According to the description above, we can conclude that error analysis belongs to the study of errors in linguistics that provides some benefits to the language learner and researcher. To conduct a study of error analysis, the researcher has to follow the steps or procedures to reach the objectives that they want.

2. The difference between errors and mistakes

Some people tends to think that errors and mistakes are the same thing when they are actually not. It is true that errors and mistakes are similar but they do not have the same meanings.

Corder (1967) stated that errors show gaps of students' knowledge. It is possible to happen because the students have no idea what they are applying.

According to James in Brown, errors are not able to be fixed by the speakers themselves but they can be corrected if the speaker is made aware of the errors. Meanwhile, the term "mistake" often refers to a performance defect that is either a "slip" ora a random guess. In this context, it refers to inappropriate use of a distinguished system. Despite being a clear variation from the mature grammar of a native speaker, the mistake nonetheless presents to demonstrate the learner's proficiency (Brown, 2007).

Tarigan stated that *Error* and *Mistake* can be distinguished from deviations in language use. Mistakes are commonly used by students' lacks or limitations in remembering something that causes mistakes in pronouncing language sounds, words, word orders, and so

on. In this context, the students know language system but only forget it temporary (Tarigan, 1995). On the other hand, errors are caused by competency factors. That is students do not understand the linguistic system of the language they are learning. These errors are usually consistent.

According to the description above, we can draw a conclusion that error and mistake have distinct explanation. In error, the learners do not have the idea about the pattern so they are unable to correct it. Meanwhile in mistake, the learners are aware of the pattern so they are able to correct it themselves.

3. Types of errors

Dulay et al. (1982) stated there are four types of errors as follow:

a. Omission

The omission is an error by the lack of an item that must exist in a well-formed utterance. The omission error contains sub-categories namely omission of a content morpheme (the omission of noun, verb, adjective, and adverb) and omission of a grammatical morpheme (the omission of inflections, article, preposition, verb auxiliaries, and conjunction). It happens when the learners fail to make a sentence which is grammatically correct. For example, the omission of auxiliary verb (be).

E.g. incorrect : They going to school.

E.g. correct : They *are* going to school.

b. Addition

An error of addition is the opposite of omission. The addition is an error that refers to the presence of an element or an item that must not appear in a well-formed utterance. An addition error contains sub-categories such as regularization, double marking, and simple addition.

There are three types of error of addition:

1) Double marking

Double marking is the error where the learners fail to eliminate certain required components and add more than one marking in constructing sentence.

E.g. incorrect : He *is goes* to school every day.

E.g. correct : He *goes* to school every day.

2) Regularization

Regularization is error in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. The example where there is an addition of suffix *-ed* for irregular verbs.

E.g. incorrect: He *goed* to school yesterday.

E.g. correct: He *went* to school yesterday.

3) Simple addition

There is no particular features characterize simple addition. On the other hand, this error is the use of an item which should not exist in a well-formed sentence.

E.g. incorrect: You *looks* so good in that dress.

E.g. correct: You *look* so good in that dress.

c. Misinformation

Misinformation is an error that refers to the use of the wrong morpheme or structure in writing. This error consists of three sub-categories. They are regularization, alternating form, and archi-form. There are three kinds of misinformation errors:

1) Regularization error which is mostly caused by poor understanding in tenses.

E.g. incorrect: I *have* a nightmare last night.

E.g. correct: I *had* a nightmare last night.

2) Archie-forms.

Choosing one item to represent other, using the item for all the sentences. The causes are from the inappropriate selection of noun or pronoun, preposition, and grammar.

E.g. incorrect: My sister told me that *her* was going to pick me up at school with her friend.

E.g. correct: My sister told me that *she* was going to pick me up at school with her friend.

3) Alternative-forms.

An error where the used form is not truly into the form of target language. The causes are from the inappropriate selection of conjunction, subordinating conjunction, grammar, vocabulary, and derivation. One example of the inappropriate selections of conjunction.

E.g. incorrect: My sister is allergic to seafood *and* she loves eating seafood.

E.g. correct: My sister is allergic to seafood *and but* she loves eating seafood.

d. Misordering

Misordering is an error caused by the wrong placement of a morpheme or a group of morphemes

E.g. incorrect: She is car broken.

E.g. correct: Her car is broken.

4. The Procedures of Writing Error Analysis

According to Corder as in Ellis and Barkhuizen's book, we can distinguish the following steps in conducting an error analysis:

a. Collection of a sample of learner language

Deciding what samples of language learner to be used for the analysis.

b. Identification of errors

Identifying errors by underlying the errors made by the students.

c. Description of errors

It involves a comparison of the students' idiosyncratic utterances

d. Explanation of errors

Explaining errors includes deciding their sources so as to represent why they were made. From the perspective of SLA research, this is the most significant stage in an error analysis.

e. Evaluation of errors

Error evaluation is not so much a phase in the investigation of student errors as a reinforcement method for applying after effects error analysis. This includes determining the severity of various errors with ultimate goal of selecting which should receive guidance.

B. Sentence Structure

1. Definition of Sentence Structure

Sentence structure is the organization in a sentence consisting words, phrases, or clauses (Cahyani, 2022). How a sentence is constructed in writing is called sentence structure which is part of the syntax. Therefore, if a writing work has no good use of syntactic components, such work will exhibit sentence patterns difficult to be identified, and consequently, the readers will not understand the ideas or meanings conveyed by the writing product.

The series of units in a sentence is analyzed in terms of grammatical functions such as subject, predicate, object and various adjuncts such as adjuncts of place, time and manner. According to this functional model, analysis is not only done by recognizing grammatical

forms but also recognizing these forms as a functioning part in a sentence (Cahyani, 2022).

Morley (2000) in his book *Syntax in Functional Grammar* states that the structure explains the composition of a unit according to its functional elements and explains the characteristics of relationships formed from existing elements. Morley (90) adds that most systemic description of clause structures traditionally consist of four elements namely Subject (S), predicate (P), complement (C) and adjunct (A). The subject is defined as "participant in the process/entity" or inherently the subject is associated with the specifications of a unity (or object) both abstract and concrete, human or non-human. In English the subject is in control of the form of verbs that must correspond to the actor and the number of the actor so that there is a concept of subject agreement with verb.

The second element, predicator supposed by Morley (95) is associated with verbal phrases and embodies a process/process of action such as wash, climb, cook, hit, etc.; mental processes such as like, hear, see, think, etc. and relational processes characterized by verbs become, seem, appear, look (ill), etc.

The third element of the sentence is complement. Morley, (2000:99) simplifies the understanding of complements as complementary functions located after verbs that have a very wide scope and are divided into extensive elements and intensive elements. The extensive element relates to an element that in the case of referent is considered to be something that exists with its own traits of the subject example: Mary rang the doctor. In other words, this complement is the same as the 'object' in traditional grammar. Intensive complements relate to elements that refer back and refer together to the subject or intensive object that precedes it, for example: Mary is a doctor.

The last element in a sentence is 'adjunct' which is often associated with adverbs and preposition phrases. If extensive complements have the potential to be subject then adjunct cannot be (Halliday 1994a in Morley: 104), example: Ken is working peacefully in the study. Circumstantial adjunct shows circumstantial processes that specify how, why, when, and where. Adjunct contributes to clause inputs divided into time, frequency, place, reason, manner, means and circumstance.

In addition to determining sentence structure elements as described above, in functional linguistics, the elements in the form of syntactic functions such as subject, predicate, object, complement and adjunct or description have functional roles (Cahyani, 2022).

2. The Factors Contributing to Sentence Structure Errors

According to Miles et al. (2014) interactive model which suggested us to code some themes representing the data, the data were then coded. The coded themes concerning such factors extended to mother tongue interference, overgeneralization, and teaching materials or method, the following elaborations present the interview data alongside some properly related explanations.

a. Mother tongue interference

Culture is one of the points that affected errors in sentence structure in writing the paragraph. The students usually applied their mother tongue, for example, students wrote the Indonesian language including the words, phrases, and clauses first, and then translated them into English. Hence, the result of translation would be different from ideal English. The second aspect was language structure. The language structure became one of the error factors on sentence structure in writing (Miles, 2014).

b. Overgeneralization

Overgeneralization refers to a process of creating a new language by students in their mind and producing rules themselves along with learning based on evidence. In overgeneralization, students had a new strategy in writing that made errors in sentence structure (Miles, 2014).

c. Teaching Materials or Methods

The errors were also caused by teaching materials or methods. This factor contained two aspects. They were inappropriate explanations of the lecturer and the faulty materials (Miles, 2014).

C. Relevant Studies

The first study was conducted by Arinta Perlin, Dewi Sartika, and Ratna Nery from Islamic University of Ogan Komering Ilir Kayuagung. The title of the research is **“An Error Analysis on the Use of Simple Present Tense in Paragraph Writing of the Second Semester at English Language Education at Islamic University of Ogan Komering Ilir Kayuagung”** The aim of the study is to identify the most dominant student errors in using the simple present tense. The result of the study stated that it was found that 56.89% error of misformation, 15.51% error of addition, 13.79% error of omission, and 13.79% error of misordering made by the students. The relevance research and this share some similarities such as the error analysis, and the use of descriptive qualitative method. The difference is that the latter research focuses on the errors of sentence structure in simple present tense while this research focuses on the errors of sentence structure of a written paragraph in general.

The second study is conducted by Dike Sundari et al from IAIN Curup. The title of the study is **“Error Analysis of English Sentence Structure in Students’ Written Paragraphs”**. Sundari’s research aimed to find out the types of sentence structure errors in English paragraphs written by tertiary English students and the factors causing the errors.

Sundari's research employed an explanatory mixed-method design. The result of Sundari's research is that the factors of sentence structure errors extended to students' mother tongue interference, overgeneralization in the use of English rules and norms, and the lecturer's teaching material delivery and method. The similarity between the relevant study and this study is that both discuss the error analysis in a written paragraph. The difference is that the latter research also analyzed the factors of sentence structure errors while this research did not.

The third study is written by Yutthasak Cheunchaichon from Naresuan University, Thailand. The title of the research is **"An Error Analysis of Written English Paragraphs at Lexical, Syntactic, and Paragraph Levels Made by Thai EFL Non-English Major Student"**. The purpose of the study was to examine the most frequent errors made by Thai EFL non-English major students at lexical, syntactic, and paragraph levels in their EFL writing class. The result of the study, It was found that the most frequently committed errors at the word, sentence, and paragraph levels were spelling, capitalisation, and errors in semantics and good coherence, respectively. The similarity between the relevant study and this study is that both discuss the error analysis in a written paragraph. The difference is that the latter research also analyzed the lexical and syntactic errors while this research did not. Moreover, the subject of the latter research was non-English major students while the subject of this research is of English major.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the methodology employed in address the three research questions posed in the introduction. It includes the types of research, the location of the research, the subject and purpose of the research, as well as data collection and analysis methods.

A. Research Design

This research was conducted to students of English Department of UIN Prof. KH. Saifuddin Zuhri Purwokerto and the second semester was taken as the sample. This research used Content Based Analysis with Descriptive Qualitative approach to do the error analysis of sentence structure in writing paragraphs. Hurst (2023) stated that content analysis is a term that is used to mean both a method of data collection and a method of data analysis. Archival and historical works can be the source of content analysis. This is a qualitative research method because the focus is on the meanings and interpretations of that content rather than strictly numerical counts or variable-based causal modeling.

Sugiyono (2021) stated that Steven Dukeshire and Jenifer Thurlow noted that qualitative research involves not statistical data and frequently requires the collection and analysis of data that is narrative. Qualitative research methods are advantageous for acquiring rich, in-depth information about a matter or problem and for developing alternatives. Focus on groups, in-depth interviews, and participant observation are examples of qualitative research methodologies.

This method was chosen by the researcher because it is the most effective method to use to do an error analysis study. This study aims to discover what errors appear most in the students'

sentence structure in a written paragraph. It was conducted online by filling in electronic forms.

B. The Settings of the Research

This study was conducted in April 2024 in the Faculty of Tarbiya and Teacher Training building to the students of English Department of UIN Prof. K.H. Saifuddin Zuhri Purwokerto.

The researcher used documentation such as students paper-works and textbooks. Due to the descriptive nature of the data analysis, the data results from documentation were described in detail.

C. Subject and Object of the Research

1. Subject

The subject of this research is the students of English Department of UIN Prof. K.H. Saifuddin Zuhri Purwokerto, more specifically the second semester. There are three classes of the second semester, and the researcher conducted this error analysis study to five students from each class as samples.

2. Object

The object of the study is the sentence structure errors that are found in students' written paragraphs. The paragraphs were retrieved from students' paper-works.

D. The Techniques of Data Collection

The researcher provided a google form which contain an instruction for the students to make a simple paragraph. The submitted data would later be analyzed by the researcher.

The error analysis in this study concerns on sentence structure in the students' paragraph writings. To guide analyzing obtained documents (read: students' writing), the researcher made guidance as follows:

- a. Read the students' writings carefully to find sentence structure errors in them.
- b. Take notes of the sentence structure errors founds in their writings.
- c. Mark the same sentence structure errors that are found more than once to find out the most common errors the students made.

E. Technique of Analysis Data

Data analysis is the process of arranging the data in a systematical way. It is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that we accumulate to increase our own understanding of them and to enable us to present what we have discovered to others (Sugiyono, 2014).

The researcher used error content analysis in analyzing the data. Content analysis is a study technique that identifies the existence of certain words, themes, or ideas in qualitative data (for example, written paragraph). The error analysis was used since it is the most appropriate technique and the nature of this study. It was supported by Gass and Selinker theory that error analysis is a type of linguistic analysis that focuses on the errors the learners make. Then, there are a number of steps taken in conducting an error analysis. According to Corder as in Ellis and Barkhuizen's book, we can distinguish the following steps in conducting an error analysis (Ellis, 2005).

- a. Collection of a sample of learner language

Deciding what samples of language learner to be used for the analysis.

- b. Identification of errors

Identifying errors by underlying the errors made by the students.

c. Description of errors

It involves a comparison of the students' idiosyncratic utterances

d. Explanation of errors

Explaining errors includes deciding their sources So as to represent why they were made. From the perspective of SLA research, this is the most significant stage in an error analysis.

e. Evaluation of errors

Error evaluation is not so much a phase in the investigation of student errors as a reinforcement method for applying after effects error analysis. This includes determining the severity of various errors with ultimate goal of selecting which should receive guidance.

Referring to the steps above, here is how the researcher will do the error analysis:

1. Identification of sentence structure errors. In this stage, the researcher read the data carefully to find the errors that could be omission, addition, misinformation, or misordering.
2. Classification of errors. The researcher classify the errors based on their categories.
3. Tabulating the errors. The researcher calculated the frequency of each type of sentence structure errors.
4. Analyzing the errors. This stage has to do with deeper analysis of the errors found in the students' writing.
5. .The researcher creates a table based on the error classification to calculate the total error, and then the researcher converts the total error result to a percentage.

The formula that would be used to calculate the percentage of errors:

$$P = F/N \times 100\%$$

Notes:

P = Percentage

F = Frequency of errors occurred

N = Number of case (total frequent/total individu)

6. Using Brown's theory, the researcher analyzed and categorized the kinds of errors made by students, focused on the data of the errors type based on the surface taxonomy theory (omission, addition, misinformation, misordering). The number of errors for each type is recorded in a table and serves in percentages.

Table 3.1
Distribution of Errors

Types of Errors	Number of Errors	Percentages
Omission		
Addition		
Misinformation		
Misordering		

7. Conclusion drawing. The researcher made a conclusion based on the error analysis.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The data of this research were collected on April 2024 in UIN Prof. K.H. Saifuddin Zuhri Purwokerto. According to the data analysis technique in chapter III, the procedure used by the researcher after collecting the data is identifying the errors, classifying the errors, tabulating the errors, analyzing the errors, and calculating the percentage of each type of error.

After collecting the data, the researcher identified all of the errors in the students' result. The data was taken from students' Paragraph Based Writing mid-term test. The researcher took ten results from each class of the second semester of English Department students as samples. Five samples of each class will be analyzed in detail in this chapter, and the brief data findings will be provided in tables that will be provided in the appendices.

The topics of the paragraph writing that the researcher analyzed were about plastic waste, the difference between pre-pandemic and post-pandemic era, and the hybrid study. Based on the data collection, there are many sentence structure errors made by the students in their paragraph writing.

In this study, the researcher used the theory conducted by Dulay et al. (1982) about four kinds of errors namely omission, addition, misinformation, and misordering. The result of this study shows that there are 39 omission errors (29,8%), 14 addition errors (10,7%), 67 misinformation error (51,1%), and 11 misordering error (8,4%). misinformation has the biggest percentage (43,7%), followed with omission (33,9%), and in the third place there is addition (16,7%), and lastly misordering (6,75%). To conclude, the most common error made by the student is misinformation error which dominate up to 51,1% of the errors.

The error analysis will be written into three parts: 1) Class of 2 TBI A (Subject 1-5), 2) Class of 2 TBI B (Subject 1-5), 3) Class of 2 TBI C (Subject 1-5), the errors will be marked with underline, and this will be described in detail as follows:

1. Class of 2 TBI A

a. Subject 1

The paragraph written by Subject 1 consists of 7 sentences, and there were sentence structure errors found in three of them. Firstly, in the second sentence: “*The plastic that already we used will become waste that very difficult to decompose*”. The first error in this sentence is misordering in “...that already we used...”. The correct order is “...we already used...” because the subject comes first. The second error is error omission of article in “...become waste...”. It should have been “...become a waste...” because the noun needs article “a”. The third error is error omission of *to be* in “...that very difficult...”, the adverb needs a *to be*, so the correct one is “...that is very difficult...”.

There are also errors in the 5th sentence: “*The impact from this problem of plastic is flooding, damage to marine ecosystem, soil become infertile and so on*”. The first error of this sentence is error omission of elimination of suffix for multiple nouns in “the impact...”, it should have been “the impacts...” because it is followed with multiple nouns/noun phrases. Next, there is error misinformation of *to be* form, simple addition error and error misinformation in the use of verb in “... is flooding, damage to marine ecosystem, soil become infertile and so on”. So the correct sentence should have been “*The impacts from this problem of plastic are flood, damage to marine ecosystem, soil becomes infertile and so on*”.

Lastly, in the 7th sentence: “*So, now we should to reduce plastic waste because plastic waste become very dangerous if we don't reduce it from now*”. There is error misinformation of preposition in “..to reduce..” and simple addition error in “...of plastic waste...”. The correct sentence should have been “*So, now we should reduce plastic waste because plastic waste becomes very dangerous if we don't reduce it from now*”.

Table 4.1 Distribution of Error Subject 1 2 TBI A

Types of Errors	Number of Errors	Percentages
Omission	3	33,3%
Addition	2	22,2%
Misinformation	3	33,3%
Misordering	1	11.1%

b. Subject 2

This paragraph consists of 7 sentences. Due to the big numbers of errors found in this paragraph, the researcher took three sentences with the most errors as sample. Firstly, in the first sentence: *“As can you see, many plastic waste in the world id going crazy include Indonesia”*. There is misordering in *“as can you see..”* it should have been *“as you can see...”*, error misinformation of to be *“is”* that should have been *“are”* and there’s also error misinformation in *“...include Indonesia..”* the correct full sentence would be *“As you can see, many plastic waste in the world are going crazy including Indonesia”*.

Next, on the third sentence: *“Indonesia is the one of country that have a most of plastic waste, its can be found everywhere on the spot of Indonesia”*. The errors found here are misordering in *“...the one of country...”*, error misinformation in the use of verb in *“..have...”*, error misinformation in the use of article in *“...a most...”*, error misinformation in the use of pronoun (archie-form) *“...its...”* and error misinformation of preposition in *“...on every spot of...”*. The correct full sentence would be *“Indonesia is one of the country that has the most plastic waste, it can be found everywhere in every spot in Indonesia”*.

On the fourth sentence: *“We should minimalize the plastic waste, for example, we can used our own bag if we’re going to shopping, so we can minimalize the plastic waste”*. The errors found are error misinformation in the use of verb *“minimalize”* that should have been

“minimize”, the word “used” that should have been “use”, and the word “shopping” that should have been “shop” because there is conjunction “to”. So the correct sentence would be “*We should minimize the plastic waste, for example we can use our own bag if we’re going to shop, so we can minimize the plastic waste*”.

Table 4.2 Distribution of Error Subject 2 2 TBI A

Types of Errors	Number of Errors	Percentages
Omission	-	-
Addition	-	-
Misinformation	10	83,3%
Misordering	2	16,7%

c. Subject 3

The paragraph written by the third subject consists of 7 sentences. Firstly, in the second sentence: “*In pre-pandemic era, society do not obliged to wearing mask*”. The errors in this sentence are error misinformation in the use of verb “...society do not...” it should have been “...is not...” because it is followed with an adjective. The other error is also misinformation in the use of verb “...wearing...” that should have been “wear” because there is conjunction “to”. So the correct sentence is “*In pre-pandemic era, society is not obliged to wear mask*”.

Next, on the third sentence: “*Society can also make an offline meet*”. There is error misinformation in the use of verb in “meet” that should have been “meeting”. The correct sentence should be “*Society can also make an offline meeting*”.

Then on the fifth sentence: “*However, in the post-pandemic era, people should wearing a mask*”. There is misinformation in the use of verb “wearing” that should have been “wear” because “should” is followed with verb base. The correct sentence is “*However, in the post-pandemic era, people should wear a mask*”.

Table 4.3 Distribution of Error Subject 3 2 TBI A

Types of Errors	Number of Errors	Percentages
Omission	1	20%
Addition	-	-
Misinformation	4	80%
Misordering	-	-

d. Subject 4

The subject wrote 7 sentences in this paragraph. There are several errors found in this paragraph. Firstly, on the second sentence: “*The government must warn to society about plastic waste which is become problems for Indonesia*”. The errors found are simple addition error in “*warn to society*”, and error misinformation in the use of to be form “*which is become*”. The correct one is “*The government must warn the society about plastic waste which has become problems for Indonesia*”.

Next, on the fourth sentence: “*We can also recycle plastic waste become another things such as handcrafts, building material and brick*”. The errors found in this sentence are omission “*to*” in “*...become...*”, error misinformation in the use of singular plural in “*...another things...*” that should be “*...other things...*”, and error omission of elimination of suffix in “*...building material and brick*”. The correct sentence is “*We can also recycle plastic waste to become other things such as handcrafts, building materials, and bricks*”.

Lastly on the sixth sentence: “*The government must to certain about that problem*”. The error found in here is addition “*to*” in “*...must to certain...*”. The correct sentence should be “*The government must certain about that problem*”.

Table 4.4 Distribution of Error Subject 4 2 TBI A

Types of Errors	Number of Errors	Percentages
Omission	2	33,3%
Addition	2	33,3%
Misinformation	2	33,3%
Misordering	-	-

e. Subject 5

This paragraph consists of six sentences. Due to the big numbers of errors found in this paragraph, the researcher took three sentences with the most errors as samples. Firstly, on the first sentence: “*Many river in Indoenesia its dirty cause plastic problem*”. The errors found in this sentence are error omission of elimination of suffix in plural noun in “*Many river...*” and “*...plastic problem*”, error misinformation in the use of to be form in “*...in Indonesia its dirty...*” and error misinformation in the use of conjunction in “*...cause plastic problem*”. The correct sentence should be “*Many rivers in Indonesia are dirty because of plastic problems*”.

On the second sentence: “*The habit from Indonesian people to using plastic everyday and out of control making trash problem*”. The errors found are error misinformation in the use of preposition in “*The habit from Indonesian people...*”, error misinformation in the use of preposition “*...to using...*”, error misinformation in the use of adverb “*everyday*”, and error misinformation in the use of verb “*making*”. The correct sentence is “*The habit of Indonesian people in using plastic every day and out of control causing trash problem*”.

And finally, on the third sentence: “*The trash problem did happen from many years ago in Indonesia and the government already take this problem but until now this problem still haven't finished*”. There is one

misinformation error of preposition “...*from many years...*” and there are two misinformation errors in the use of tenses in this sentence, they are “...*already take this problem...*” and “...*still haven't finished*”. The correct one should be “*The trash problem has been going on since many years ago in Indonesia and the government had already took care of this problem but until now this problem is not finished yet*”.

Table 4.5 Distribution of Error Subject 5 2 TBI A

Types of Errors	Number of Errors	Percentages
Omission	1	11,1%
Addition	-	-
Misinformation	8	88,9%
Misordering	-	-

2. Class of 2 TBI B

a. Subject 1

In this paragraph, there are six sentences and we will take three samples of sentences for the error analysis. On the first sentence: “*Plastic waste at random is big problem in any region*”. The “*at random*” is unnecessary so it’s considered as addition error, and there is omission error in “*big problem*” it is missing an article. The correct one should be “*Plastic waste is a big problem in any region*”.

Next, on the second sentence: “*This thing effect land pollution especially beach region*”. There is error misinformation in the use of verb “*effect*” that should have been “*affects*” and there is an error omission of preposition “*in*” in “*beach region*”. The correct sentence should be “*This thing affects land pollution especially in beach region*”.

Lastly, on the third sentence: “*Not amazed, if any happened disaster*”. There is error misinformation in the use of adjective “*Not amazed*” it could be replaced with “*it is not surprising...*” and there is

misordering error in “*if any happened disaster*” so the correct one should be “*It is not surprising if any disaster happened*”.

Table 4.6 Distribution of Error Subject 1 2 TBI B

Types of Errors	Number of Errors	Percentages
Omission	2	33,3%
Addition	1	16,6%
Misinformation	2	33,3%
Misordering	1	16,6%

b. Subject 2

There are six sentences in this paragraph. On the first sentence: “*Plastic waste is the big problem in Indonesia who people don’t aware about that*”. The first error is article misinformation in “*...the big problem...*” which should have been “*...a big problem...*”. There is a major error misinformation in the use of verb in “*who people don’t aware about that*”. The correct sentence should be “*Plastic waste is a big problem in Indonesia that people are not aware of*”.

On the second sentence: “*Waste is material removed from the source of human activity and nature that has not yet economic value*”. There is an error misinformation in the use of verb in “*...has not yet economic value*”. The correct one is “*Waste is material removed from the source of human activity and nature that does not have economic value*”.

On the third sentence, there is misinformation in the use of preposition “*to*” in “*Waste is distinguished to organic/wet, and anorganic/dry*” and an error misinformation in “*anorganic*”. The correct one should be “*Waste is distinguished into organic/wet and non-organic/dry*”.

Next, sentence 4: “*But, anorganic waste is the big problem*”. The errors in this sentence are misinformation in the word “*anorganic*” and

omission “-est” in “...the big problem”. The correct sentence is “*But, non-organic waste is the biggest problem*”.

Table 4.7 Distribution of Error Subject 2 2 TBI B

Types of Errors	Number of Errors	Percentages
Omission	1	16,5%
Addition	-	-
Misinformation	5	83,3%
Misordering	-	-

c. Subject 3

There are six sentences in the paragraph written by subject 3. On the first sentence: “*All the people almost can’t live without a plastic*”, the errors found in here are error misinformation in the use of subject and an article omission. The correct sentence should be “*Most people can’t live without plastic*”.

On the second sentence: “*They very require plastic for place to eat, place to bring expanse*”. There is misinformation error in the beginning of the sentence which is the inappropriate use of the adverb “very” and the verb “require” and “bring” and there is an omission of “and” and “s” in the middle and the end of the sentence. The correct one is “*They really need plastic for place to eat and place to carry expanses*”.

Lastly, third sentence: “*But inside that plastic has aspect negative*”. The errors found in this sentence are misordering, an omission of the phrase “there are” and an omission of “-s” in the word “aspect”. The correct sentence is “*But there are negative aspects inside that plastic*”.

Table 4.8 Distribution of Error Subject 3 2 TBI B

Types of Errors	Number of Errors	Percentages
Omission	5	50%
Addition	-	-
Misinformation	4	40%
Misordering	1	10%

d. Subject 4

The paragraph written by Subject 4 consists of 8 sentence. There are some errors found in this paragraph. Firstly, on the first sentence: “*Plastic waste is one of waste that difficult to disappeared”*, there is an omission error of article “a” and to be “is” in “...*is one of waste that difficult*”, an addition error in “...*one of waste...*” and an addition error in “*disappeared*”. The correct one should be “*Plastic waste is a waste that is difficult to disappear*”.

On the second sentence: “*They can proff for hundred year to disappear from earth*”. There is an inappropriate use of the word “*proff*” that should be replaced with “*take*” which considered as misinformation error, and an omission of preposition “*of*” and an error omission of suffix “-s” in “*hundred*”.The correct sentence is “*They can take hundreds of year to disappear form earth*”.

Lastly on the third sentence: “*It is problem for earth, we must solve this*”. There is an article omission in “*it is problem...*”, and “...*earth...*”, and there is also conjunction omission of “*that*” to connect the two clauses, also an error addition “*this*”. The correct sentence should be “*It is a problem for the earth that we must solve*”.

Table 4.9 Distribution of Error Subject 4 2 TBI B

Types of Errors	Number of Errors	Percentages
Omission	7	63,6%
Addition	3	27,3%
Misinformation	1	9,0%
Misordering	-	-

e. Subject 5

This paragraph consists of 8 sentences. There are some errors found in this paragraph. Firstly, on the first sentence: “*Indonesia a large country*”. The error found in this sentence is error omission of to be “*is*”. The correct one should be “*Indonesia is a large country*”.

Next, on the second sentence: “*So Indonesia also much to have a trash*”. There is a major grammatical error in this sentence which considered as misinformation error. It can be found in “*also much to have*” that will be more appropriate if replaced with “*has a lot of trash* and there is an inappropriate use of conjunction. So, the correct sentence is “*Therefore, Indonesia has a lot of trash*”.

Lastly on the fourth sentence: “*Indonesia has much a problem about plastic waste because plastic waste Indonesia often or usually have a flood*”. Yet another major misinformation error of inappropriate use of adverb “*much, often or usually*”, and inappropriate use of verb “*have*”. The correct sentence should be “*Indonesia has a lot of plastic waste problems that causes flood*”.

Table 4.10 Distribution of Error Subject 5 2 TBI B

Types of Errors	Number of Errors	Percentages
Omission	2	33,3%
Addition	2	33,3%
Misinformation	2	33,3%
Misordering	-	-

3. Class of 2 TBI C

a. Subject 1

This paragraph consists of 8 sentences. There are some errors that are found in this paragraph. Firstly, on the first sentence: *“One of step for thrifty your money at the school is borrow your drink water from home”*. There are a lot of inappropriate use of verbs in this sentence which considered as error misinformation, for example the word *“thrifty”* that better be replaced with *“save”*, and *“borrow”* that better be replaced with *“bring”*, also *“drink water”* that is more appropriate if we use *“water bottle”* instead. Moreover, there is misinformation in inappropriate use of preposition *“for”* in *“for thrifty* and addition error in *“...the school...”*. There is also omission of article *“the”* and suffix *“-s”* in *“one of step”*. Therefore, the correct sentence should be *“One of the steps to save your money at school is bring your own water bottle”*.

Next, on the second sentence: *“Borrow yourself tumbler can be take care your health”*. Yet another misinformation in inappropriate use of verb *“borrow”* that can be replaced with *“bring”* or in this sentence, *“bringing”*. And the phrase *“can be take care your health”* better be replaced with *“is healthy”*. Both are the examples of misinformation errors. So the correct sentence is *“Bringing yourself tumbler is healthy”*.

Lastly on the third sentence: *“Although tumbler plastic and tumbler glass look same, but the function of both is different”*. There are several errors in this sentence such as misordering in the two noun phrases *“tumbler plastic and tumbler glass”* it should have been *“plastic tumbler and glass tumbler”*. There is also omission of article *“the”* in *“...look same...”*, an omission of suffix *“-s”* in *“function”*, a simple addition error in *“but”* and misinformation in the use of to be form *“is”*. Therefore the correct sentence is *“Although plastic tumbler and glass tumbler look the same, the functions of both are different”*.

Table 4.11 Distribution of Error Subject 1 2 TBI C

Types of Errors	Number of Errors	Percentages
Omission	4	26,6%
Addition	2	13,3%
Misinformation	7	46,6%
Misordering	2	13,3%

b. Subject 2

This paragraph consists of 7 sentences. There are some errors that are found in this paragraph. On the first sentence: *“In this modern era, plastic is things that most used in human life”*, there is error misinformation in the use of verb *“things”* that should be replaced with *“something”* and misordering error in *“that most used in human life”*. Not only that, there is also omission of article *“the”* in *“most”*. So the correct sentence is *“In this modern era, plastic is something that is used the most in human life”*.

Next on the third sentence: *“Human used a plastic in everything, for food, things, etc.”*. There is misinformation error in *“used”* that should be *“uses”* and there is also a simple addition error of article *“a”* in *“...a plastic”*. Moreover, there is an inappropriate use of preposition *“in”* that should be replaced with *“for”*, this one is considered misinformation error. Therefore, the correct sentence should be *“Human uses plastic for everything; for food, things, etc.”*,

Lastly, on the third sentence: *“Many plastic are waste and cause many problem”*. The errors found in this sentence are omission of suffix *“-s”* in *“Many plastic...”*, misinformation in the use of verb in *“...are waste...”* and another omission of suffix *“-s”* in *“...many problems”*. Therefore, the correct sentence is *“Many plastics are wasted and cause many problems”*.

Table 4.12 Distribution of Error Subject 2 2 TBI C

Types of Errors	Number of Errors	Percentages
Omission	3	33,3%
Addition	1	11,1%
Misinformation	4	44.4%
Misordering	1	11,1%

c. Subject 3

The paragraph consists of six sentences. There are some errors that are found in this paragraph. On the first sentence: *“Plastic waste is type of rubbish that not easy to hangloosely”*. The errors found in this sentence are omission of article “a” in “...is type of rubbish...”, omission of to be “is” in “that not easy” and misinformation in the inappropriate use of the word “hangloosely” that can be replaced with “decompose”. Therefore, the correct sentence is *“Plastic waste is a type of rubbish that is not easy to decompose”*.

Then on the second sentence: *“Plastic need a long time until it can hangloosely perfectly”*, there is an omission of suffix “-s” in “Plastic need...” and yet another misinformation in the inappropriate use of the word “hangloosely” that can be replaced with “decompose”. So the correct sentence is *“Plastic needs a long time until it can decompose perfectly”*.

Lastly, on the third sentence: *“If we constantly use item with plastic material that can be causal factor of pollution area”*. There is an omission error of suffix “-s” in “If we constantly use item...” and in “...plastic material...”. Moreover, there is a major error in the inappropriate use of verbs (misinformation), and misordering in “...causal factor of pollution area”. The correct sentence should be *“If we constantly use items with plastic materials, that can cause pollution”*.

Table 4.13 Distribution of Error Subject 3 2 TBI C

Types of Errors	Number of Errors	Percentages
Omission	5	55,5%
Addition	-	-
Misinformation	3	33,3%
Misordering	1	11,1%

d. Subject 4

This paragraph consists of 8 sentences. There are some errors that are found in this paragraph. Firstly, on the first sentence: *“Hybrid learning are the essential part of invented in education that become so important for everyone”*. There is a misinformation in the use of to be form “are” in “...are the essential part...”, misinformation in the use of article “the” in “...the essential...”, misinformation in the use of verb “invented” that should be noun “invention” and misinformation in the use of verb “become” that should be “becomes”. Therefore, the correct sentence is *“Hybrid learning is an essential part of invention in education that becomes so important for everyone”*.

Then, on the fourth sentence: *“Hybrid learning are has the meaning as method, and practical to emphasize maximum potential of education by looking for technologies with combination together of regular class”*. The errors that we found are double marking addition in “...are has the meaning as...” and a misordering and misinformation in “...looking for technologies with combination together of regular class”. The correct sentence is *“Hybrid learning has the meaning as method, and practical to emphasize maximum potential of education by looking for combination between technologies and regular classes”*.

Lastly on the fifth sentence: *“You can felt familiar if do that method regularly”*, there is misinformation in the inappropriate use of auxiliary verb “can” that should be replaced with “will”, error

misinformation in the use of verb “felt” that should be replaced with “feel” and an omission of subject in “...if do that...”. So the correct sentence is “You will feel familiar if you do that method regularly”.

Table 4.14 Distribution of Error Subject 4 2 TBI C

Types of Errors	Number of Errors	Percentages
Omission	1	10%
Addition	1	10%
Misinformation	7	70%
Misordering	1	10%

e. Subject 5

This paragraph consists of 8 sentences. There are some errors that are found in this paragraph. On the first sentence: “*Even though there are not different in the total time study and the total subject, but education system between pre-pandemic and post-pandemic era are so different*”. The errors that we found in this sentence are error misinformation of “not” and “difference” in “not different” which should be “no differences”, omission error in the inappropriate use of conjunction “but”. The correct sentence is “*even though there are no differences in the total time study and the total subject, education system between pre-pandemic and post-pandemic era are so different*”.

Next, on the second sentence: “*When pre-pandemic era all of school in Indonesia do offline class and do all of their activities with offline*”, there is error misinformation in the inappropriate use of “when” that should be replaced with “in”, omission error of article “the” and suffix “-s” in “...all of school...”, and another omission error of suffix “-s” in “...do offline class...”. There is also addition error in the inappropriate use of the word “with”. So the correct sentence is “*In pre-pandemic era, all of the schools in Indonesia do offline classes and do all of their activities offline*”.

Lastly, on paragraph 4: “*some of people prefer the system at post-pandemic era because is more simple and effortless*”. There is misinformation error in the inappropriate use of the preposition “of” in “*some of people...*”, also preposition “at” in “*...at post-pandemic era...*” and there is also omission of subject and misinformation in inappropriate use of comparative adjective in “*...because is more simple...*”. The correct sentence is “*Some people prefer the system in post-pandemic era because it is simpler and effortless*”.

Table 4.15 Distribution of Error Subject 5 2 TBI C

Types of Errors	Number of Errors	Percentages
Omission	2	28,6%
Addition	-	-
Misinformation	5	71,4%
Misordering	-	-

Those are the detailed error analysis of each student’s sentence structure in writing paragraph. Next, here’s the overall data accumulation from the findings above:

Table 4.16 Data Accumulation of Error Distribution

NO	Type of Errors	F	P(%)
1	Omission	39	29,8%
2	Addition	14	10,7%
3	Misinformation	67	51,1%
4	Misordering	11	8,4%
	Total	131	

Note:

F: The frequency of the error

P: The percentage of the error

N: The total number of the error category

After doing an error analysis of the data, the researcher discovered the four kinds of errors found in students' paragraph writing, using the Dulay et al. (1982), theory namely omission, addition, misinformation, and misordering.

1. Omission

Firstly, Omission. The omission is an error by the lack of an item that must exist in a well-formed utterance. The omission error contains sub-categories namely omission of a content morpheme and omission of a grammatical morpheme. It happens when the learners fail to make a sentence which is grammatically correct. Based on the omission errors found, the students tend to forget to use "to be", and there are many the incorrect use of articles "a, an, and the". So they fail to make a correct sentence.

Based on the data provided, there is 39 (29,8%) omission error in students' paragraph writing. The types of omission error found were vary, there is omission of a content morpheme (the omission of noun, verb, adjective, and adverb) and the researcher also found omission of a grammatical morpheme (the omission of inflections, article, preposition, verb auxiliaries, and conjunctions).

2. Addition

Secondly, addition. The addition is an error that refers to the presence of an element or an item that must not appear in a well-formed utterance. Based on the addition errors that the researcher found, students tend to put unnecessary item in a sentence which make it incorrect. For example the using of "to be" form and verb "-ing". It appears that some of the students has a poor understanding about gerund. We also found a lot of addition errors of suffix for plural nouns.

According to the data above, there were 14 (10,7%). additions found in the students' paragraph writing.

3. Misinformation

Thirdly, misinformation. Misinformation is an error that refers to the use of the wrong morpheme or structure in writing. It has to do with students' grammar and tenses mastery. Considering its difficulties, it is

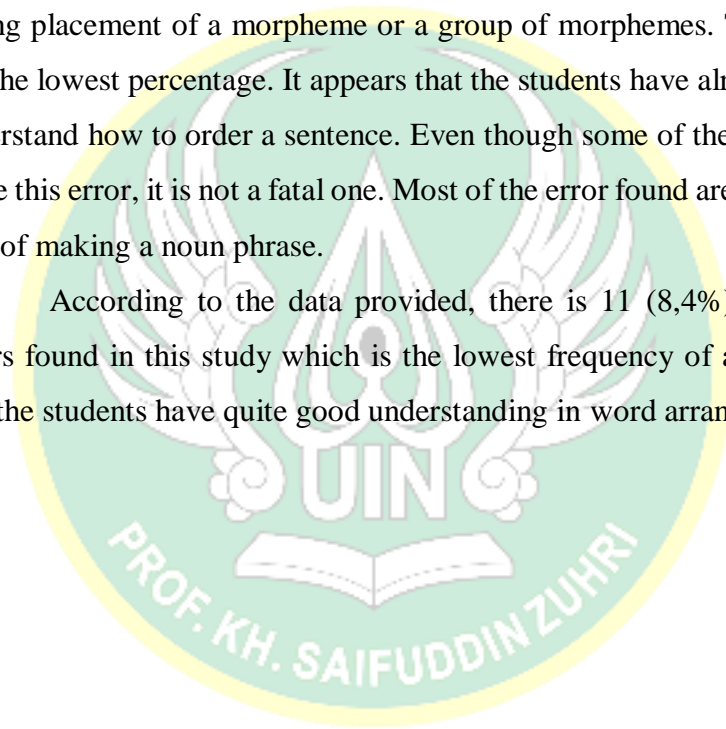
understandable enough if this category has the highest percentage. The major error in this category is the using of tenses in the correct way, also the use of preposition and conjunction.

According to the data provided, there is 67 (51,1%) misinformation errors found, which make it the most common errors made by the students. It is quite understandable because misinformation has to do with complex writing structure such as grammar, part of speech, vocabularies, and tenses.

4. Misordering

And lastly, misordering. Misordering is an error caused by the wrong placement of a morpheme or a group of morphemes. This category has the lowest percentage. It appears that the students have already come to understand how to order a sentence. Even though some of the students still make this error, it is not a fatal one. Most of the error found are the incorrect way of making a noun phrase.

According to the data provided, there is 11 (8,4%) misordering errors found in this study which is the lowest frequency of all. It appears that the students have quite good understanding in word arrangements.



CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

The results of this study shows that there were still many sentence structure errors made by the second semester students of English Department UIN Prof. K.H. Saifuddin Zuhri Purwokerto. After doing the error analysis, the researcher found 131 sentence structure errors in students' written paragraphs.

Based on Dulay et.al theory, the kinds of errors that we found in this study are namely 1) Omission, which is the lack of items needed in a sentence. There are 39 omission errors that are found in this study, which makes 29,8% of the data. 2) Addition, which is the unnecessary or inappropriate addition of items in a sentence. There are 14 addition errors that are found in this study, which makes 10,7% of the data. 3) Misinformation, which has to do with grammatical, tenses, and vocabulary errors. There are 67 misinformation errors that are found in this study, which makes more than half amount of the data, 51,1%. 4) Misordering, which has to do with words arrangement.

There are 18 addition errors which make 16,07% of the data. The errors are dominated with the incorrect use of gerund. There are 49 misinformation errors which make 43,75% of the data, The major error in this category is the using of tenses in the correct way, also the use of preposition and conjunction. And lastly 7 misordering errors which makes 6,75% of the data. Most of the error found are the incorrect way of making a noun phrase. There are 11 misordering errors that are found in this study, which makes 8,4% of the data.

To conclude, the students made errors in all of the four kinds of sentence structure errors; omission, addition, misinformation, and misordering. Among those four kinds of errors, the most common error made by the student is misinformation error.

B. Suggestion

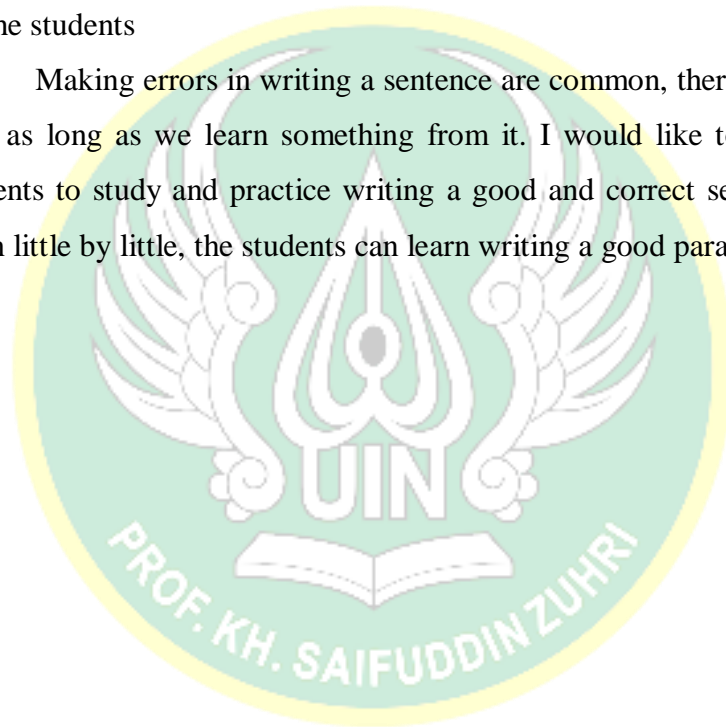
After finishing this study, the researcher would like to give some suggestions according to the result of this study.

1. To the teacher or lecturer or educator in general

Based on the result, the students tend to make the simplest errors. It seems, the students have poor understanding in making a good and correct sentence. Therefore, I would like to suggest English educators to give students more sentence writing exercises before hopping onto paragraph writing.

2. To the students

Making errors in writing a sentence are common, there is no shame in it as long as we learn something from it. I would like to suggest the students to study and practice writing a good and correct sentence more. Then little by little, the students can learn writing a good paragraph.



REFERENCES

- Bieber et al. (2022) "Speaking and Writing in the University: A Multidimensional Comparison". Virginia: TESOL Quarterly.
- Brown, Douglas H. (2007) "Principles of Language Learning and Teaching". New York: Pearson Edition. Page 257-258.
- Burt, Dulay and Krashen. (1982) "Language Two". New York: Oxford University Press. Page 154-163.
- Cahyani, Ida. (2022) "Analysis of Simple Sentence Structure in English: Functional, Syntax Approach". Banjarnegara: CLLIENT Journal. Vol.2, No.2.
- D, Tarigan and H.G., Tarigan. (1995) "Pengajaran Analisis Kesalahan Berbahasa". Bandung: Angkasa.
- Datchuk & Rodgers. (2019) "Text Writing within Simple Sentences: A Writing Fluency Intervention for Students with High-Incidence Disabilities". Learning Disabilities Research & Practice. 34(1), 23-34
- Ellis & Barkhuizen. (2005) "Analyzing Learner Language". New York: Oxford University Press. Page 57-62.
- H.,Bussman. (1996) "Routledge Dictionary of Language and Linguistics". London: Routledge.
- Jacobs, M., (2020) "*English grammar rules & mistakes: learn all of the essentials: writing, speaking, literature and punctuation rules with 10 key skills and over 200 common error examples*". UK: Independently publisher.
- Kane, Thomas S. (2003) "The Oxford Essential Guide to Writing". New York: Oxford University Press.
- Maharani. (2017) "Improving Students Writing Through Diary Writing". Semarang: ELIC2017. Vol.1, No.1
- Rosen et al. (2003) "The Allyn & Bacon Handbook". New York: Longman.
- Miles, et al. (2014) "Qualitative Data Analysis". USA: SAGE Publishing.

Owusu, Edward. (2020) "Are Paragraphs Theories Away of Impressions?". Sunyani: LTRQ. Vol.14.

Pit, Corder. (1967) "The Significance of Learner's Errors". International Review of Applied Linguistics.

R., Torres-Gouzerh. (2019) "Practice Makes Perfect: Intermediate English Grammar for ESL Learners". UK: McGraw-Hill Education.

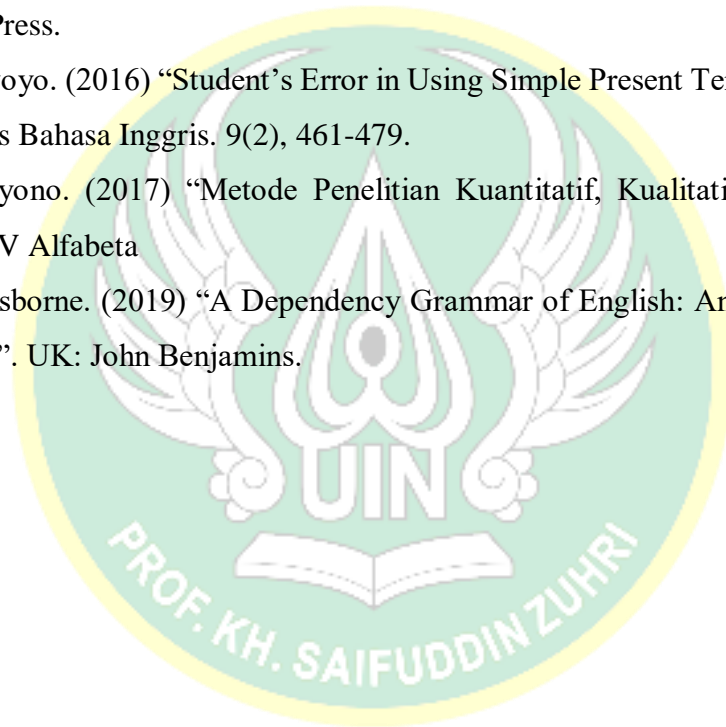
S.C., Weigle. (2022) "Assessing Writing". Cambridge: Cambridge University Press.

S.P,Corder. (2016) "Error Analysis and Interlanguage". England: Oxford University Press.

Siswoyo. (2016) "Student's Error in Using Simple Present Tense Mastery". Jurnal Tadris Bahasa Inggris. 9(2), 461-479.

Sugiyono. (2017) "Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: CV Alfabeta

T.,Osborne. (2019) "A Dependency Grammar of English: An Introduction and Beyond". UK: John Benjamins.



APPENDICES



APPENDIC 1

Data Findings

Data Findings of 2 TBI A

Subject	ERROR INDICATORS			
	Omission	Addition	Misinformation	Misordering
S1	<ul style="list-style-type: none"> - Omission “...become waste...”. (2nd sentence, will become a waste). - Omission in “...that very difficult...”, (2nd sentence, that is very difficult). - “the impact from this problem...” (5th sentence, the impacts) 	-	<ul style="list-style-type: none"> - “... <u>is</u> <u>flooding</u>, <u>damage to marine ecosystem, soil become infertile and so on</u>”. (5th sentence, are flood, damage to marine ecosystem, soil becomes infertile - “So, now we <u>should to reduce</u>” (7th sentence, so now we should reduce) 	<ul style="list-style-type: none"> - Misordering in “...that already we used...”. (2nd sentence, that we already used)
S2			<ul style="list-style-type: none"> - Misinformation in “every day we found...” (2nd sentence, 	<ul style="list-style-type: none"> - Misordering in “as can you see...” (1st sentence,

			<p>every day we <i>find</i>).</p> <p>- Misinformation in “<i>many plastic waste in the world is ...</i>” (1st sentence, many plastic waste in the world is)</p> <p>- Misinformation in “...that have a most plastic waste” (3rd sentence, that has the most plastic waste).</p>	<p>as you can see).</p> <p>- Misordering in “<i>the one of country</i>” (3rd sentence, one of the country)</p>
S3	<p>- Omission in “...without afraid...” (3rd sentence, without <i>being</i> afraid).</p>		<p>- Misinformation in “...society do not...” (2nd sentence, society <i>is</i> not).</p> <p>- Misinformation in “<i>to wearing mask</i>”. (2nd sentence to wear mask).</p> <p>- Misinformation in “<i>an offline meet</i>” (2nd</p>	

			<p>sentence, an offline meeting).</p> <p>-</p>	
S4	<p>- Omission “-s” in “<i>building material, and brick</i>” (3rd sentence, building materials and bricks).</p>	<p>- Addition “to” in “<i>warn to society</i>”, (2nd sentence)</p> <p>- government must to certain” (5th sentence, the government must certain).</p>	<p>- Misinformation in “<i>which is become</i>” (2nd sentence, which has become).</p> <p>- Misinformation in “<i>another things</i>” (3rd sentence, other things).</p>	
S5	<p>- Omission in “<i>many river...</i>” (1st sentence, many rivers).</p>		<p>- Misinformation in “<i>cause plastic problems</i>” (1st sentence, because of plastic problems)</p> <p>- Misinformation in “<i>The habit from Indonesian people...</i>” (2nd sentence, the habit of...)</p>	

Data Findings of 2 TBI B

Subject	ERROR INDICATORS			
	Omission	Addition	Misinformation	Misordering
S1	<p>- Omission error in “<i>big problem</i>” (1st sentence, a big problem)</p> <p>- Omission of preposition “<i>in</i>” in “<i>beach region</i>”. (2nd sentence, in beach region)</p>	<p>- “<i>at random</i>” is unnecessary so it’s considered as addition error. (1st sentence</p>	<p>- Misinformation in “<i>This thing effect..</i>” (2nd sentence, <u>this thing affects</u>)</p>	<p>Misordering error in “<i>if any happened disaster</i>” (3rd sentence, if any disaster happened).</p>
S2	<p>Omission “<i>-est</i>” in “<i>...the big problem</i>”. (4th sentence, the biggest problem)</p>		<p>- Misinformation “<i>plastic bag is the big problem in Indonesia</i>” (1st sentence, plastic bag is a big problem in Indonesia).</p> <p>- Misinformation in “<i>...has not yet economic value</i>” (2nd sentence, does not have)</p>	
S3	<p>- omission of “<i>-s</i>” in the</p>		<p>Misinformation in “<i>They very</i></p>	<p>Misordering in “<i>has</i></p>

	word “ <i>aspect</i> ”. (3 rd sentence, negative aspects)		<i>require plastic</i> ” (2 nd sentence, they really need plastic)	<i>aspect negative</i> ” (3 rd sentence, has negative aspects)
S4	- Omission error of article “ <i>a</i> ” and to be “ <i>is</i> ” in “... <i>is one of waste that difficult</i> ” (1 st sentence, is a waste that is difficult). - omission in “ <i>it is problem...</i> ” (3 rd sentence, it is a problem)	addition error in “... <i>one of waste...</i> ” (1 st sentence, is a waste)	- Misinformation in “difficult to disappeared”. (1 st sentence, difficult to disappear). - Misinformation in “...make plastic waste to a artwork” (5 th sentence, make plastic waste into an artwork).	
S5	- Omission in “Indonesia a large country” (1 st sentence, Indonesia is a large country).	- Addition “the” in “don’t use the plastic...” (paragraph 2, sentence 1, don’t use plastic).	- Misinformation in “the plastic waste also danger for body” (3 rd sentence, plastic waste is also dangerous for body).	

Data Findings of 2 TBI C

Subject	ERROR INDICATORS			
	Omission	Addition	Misinformation	Misordering
S1	- Omission “one of step” (1 st sentence, one of <i>the</i> steps)	- Addition “the” in “at <i>the school</i> ” (1 st sentence, at school)	- Misinformation in “...is borrow <i>your drink water</i> <i>from home</i> ” (1 st sentence, is <i>bringing your</i> <i>own water bottle</i> from home) - Misinformation in “ <i>borrow</i> <i>yourself</i> <i>Tumblr...</i> ” (2 nd sentence, bring yourself tumbler).	Misordering in “ <i>tumbler</i> <i>plastic and</i> <i>tumbler glass</i> ” (3 rd sentence, plastic tumbler and glass tumbler).
S2	Omission in “that most used in human life” (1 st sentence, that <i>are used the</i> most in human life).	- Addition “a” in “human used a plastic in everything” (2 nd sentence, human uses <i>plastic</i> for everything).	Misinformation in “plastic is things” (1 st sentence, <i>plastics are</i> things).	Misordering error in “ <i>that</i> <i>most used in</i> <i>human life</i> ”. (1 st sentence, that is used the most in human life)

S3	<ul style="list-style-type: none"> - Omission of article “a” in “...is type of rubbish...” (1st sentence, a type of rubbish) - Omission of to be “is” in “that not easy” (1st sentence, that is not easy) 		<p>Misinformation in the inappropriate use of the word “hangloosely” that can be replaced with the word “decompose”.</p>	<p>Misordering in “...causal factor of pollution area”. (3rd sentence, that can cause pollution)</p>
S4	<ul style="list-style-type: none"> - Omission in “...that become so important for everyone” (1st sentence, that becomes so important for everyone). - Omission in “...if do that method regularly” 	<ul style="list-style-type: none"> - Addition in “hybrid learning are has the meaning...” (2nd sentence, hybrid learning has the meaning...”. 	<ul style="list-style-type: none"> - Misinformation in “hybrid learning are...” (1st sentence, hybrid learning is ...” - Misinformation in “..part of invented in education” (1st sentence, part of invention in education”. 	<p>Misordering in “...looking for technologies with combination together of regular class”. (4th sentence, looking for combination between technologies</p>

	(3 rd sentence, if <i>you</i> do that method regularly).		- Misinformation in “ <i>you can felt familiar...</i> ” (3 rd sentence, you <i>will feel</i> familiar).	and regular classes)
S5	<ul style="list-style-type: none"> - Omission in “...<i>all of school</i>” (4th sentence, all of <i>the schools</i>). - Omission error in the inappropriate use of conjunction “<i>but</i>”. (1st sentence) 		<ul style="list-style-type: none"> - Misinformation in “... <i>has a lot of affect...</i>” (1st sentence, has a lot of <i>effects</i>). - Misinformation in “...<i>there are not different...</i>” (2nd sentence, there are <i>no differences</i>). - Misinformation in “<i>when pre-pandemic era...</i>” (3rd sentence, <i>in pre-pandemic era</i>). 	

APPENDIC 2
Research Instrument

A. Error Analysis Table

SUBJECT	ERROR INDICATORS			
	OMISSION	ADDITION	MISINFORMATION	MISORDERING
-	-	-		
		-		
-				
-				
-				
-				
-				
-				
-				

B. Table for Tabulating Percentages of Each Type of Errors

NO	Type of Errors	F	P(%)
1	Omission		
2	Addition		
3	Misinformation		
4	Misordering		
	Total		

APPENDIC 3

STUDENTS' PARAGRAPH WRITING

1. 2 TBI A

Subject 1, 2 TBI A



1. Topic : Plastic Waste 20
Type of paragraph : problem and Solutions.

2. Topic sentence : plastic waste is the one of causes of environmental pollution. 15

3. Paragraph :

As we know plastic is an object that we use every time for daily needs. The plastic that already we used will become ~~is~~ waste that very difficult to decompose. Plastic waste is the one of causes of environmental pollution. Plastic waste can be pollute land, water, sea, and even air. The impact from this problem ~~is~~ of plastic waste is like flooding, damage ~~to~~ to marine ecosystem, soil become infertile and so on. Therefore, we must prevent environmental pollution from ~~now~~. The solutions for less using of plastic waste is firstly, bring your own shopping bag, secondly is don't use plastic straw, but you can use strainless staw, bring your own boxlunch and tumbler if you want buy some food in steet food, and the most importantly we have to recycle plastic ~~waste~~ waste for can we use again for other things. So, now we should to reduce of plastic waste, because plastic waste become very dangerous if we don't reduce it from now. 15

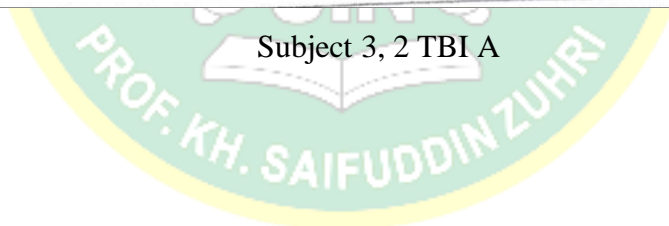
Subject 2, 2 TBI A

	NAMA	Maylinda Feisca L
	NO. URUT ABSEN	27
	NIM	2241104091029
	SEMESTER-PRODI	2 / TBI
	MATA UJIAN	Paradigmap based writing
	HARAPAN/GOAL	
TANDA TANGAN		

70

1. Plastic waste 10
2. Plastic waste in Indonesia ~~5~~ 5
3. As can you see, many plastic waste in the world is going crazy include Indonesia. Almost everyday we found that people who throw the ~~garbage~~ garbage not on the place. Indonesia is the one of ^{country} ~~country~~ that have a most of plastic waste, its can be found everywhere on the spot of Indonesia, on the road or the other places. We should minimize the plastic waste, for example, we can used our own bag if we're going to shopping, so we can minimize the plastic waste. Plastic waste can make ~~pollute~~ pollution if they are too much so ~~that~~ ~~used~~ plastic make sure if you want to be safe.

55



Subject 3, 2 TBI A

90

NAMA	FAISA LAILI SHOFA
NO. URUTAN	16
NIM	224110404017
SEMESTER	2 TBI A
MATA KULIAH	WRITING
HARI/TANGGAL	21/06/23
TANDA TANGAN	Ufarsah

- ① Pre-pandemic Era Vs Post pandemic Era (compare & Contrast paragraph) 20
- ② Pre-pandemic and post-pandemic Era have a different situation. 20
- ③ ~~Pre-pandemic vs post-pandemic~~ 20
- ③ Pre-pandemic Era Vs Post-pandemic era. 20

Pre-pandemic and post pandemic Era have a different situation. In pre-pandemic Era society do not obliged to wearing mask. In this Era society ~~make~~ can ~~also~~ make a swarm without afraid to infected virus covid-19. Society ~~can also~~ can make an offline meet. However in post-pandemic era, people should wearing a mask if they will go. ~~if they have a meet with someone~~ People also must do their activities in home. Learning do by ~~learn~~ ^{learn} online... and many people lost their job because their company ~~lose~~ bankrupt.

Subject 4, 2 TBI A

NAMA	ANISA INDRIANA
NO. URUTAN	02
NIM	224110404002
SEMESTER	2 / TBI A
MATA KULIAH	Paragraph B. Writing
HARI/TANGGAL	Pabli. 21 Juni 2023
TANDA TANGAN	Onp

80

- ① Topic : Plastic waste
Type of paragraph : Problem and Solution Paragraph 20
- ② Topic sentence = Plastic waste is serious problem in Indonesia, so the government must have solution for the problem. 20

③ Paragraph
Plastic waste in Indonesia every day more numerous. The government must warn to society about plastic waste which is become problem for Indonesia. The solutions that problem like less to use plastic one to wear which is we can use plastic with ingredients that can use every time. We can also recycle plastic waste become another things such as handcrafts, building material and brick. Use bottle and bring bag with wool material can also to help less plastic one to wear. The government must to certain about that problem. The government and citizen must to do the solutions

Subject 5, 2 TBI A

	NAME	Hanan Amar Musnif
	NO. KEMAHASISWAAN	23
	NO. NPM	22410104022
	SEMESTER	2 TBI A
	TITLE	6 Paragraph Writing Rabu, 21 Juni 2023

50

1. Topic : Plastic Waste
Type of Paragraph : Problem and solution 20

2. Topic Sentence : Using many plastic can make water pollution 20

3. Paragraph :

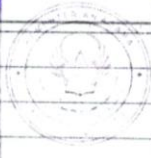
Indonesia River it so Dirty

Many river in Indonesia its dirty cause plastic problem, the habbit from Indonesian pepple to using plastic everyday and out of control making trash problem. The trash problem did happen from many years ago, in Indonesia and the governant already take this problem but until now this problem ~~is~~ still haven't finished. We as a Indonesian people gonna do something to less using plastic ~~ca. exa~~ for example maybe we can use bag or something can carry by made organik, if Indonesian people do this the problem of plastic can more less happen. As we now plastic problem can make river dirty, soil polution and something bad happen to the earth. often in Indonesia in rain weather water in river full and make water out to the road and visit the house of villager and cause house broke. For the lesson from that insiden we as Indonesian people must less causing plastic and start with beg and something organik can carry.

ho

2. 2 TBI B

Subject 1, 2 TBI B

	NAMA	Dato Dzahabina
	NO. URUTAN	10
	NIM	224110404055
	SEMESTER/PRODI	2 TBI B
	MATA KULIAH	Writing
	WAKTU/TANGGAL	Kamis, 22 Juni 23

[Signature] 73

1. Topic : Plastic waste

Type of paragraph : Problem / Solution paragraph 20

2. Topic sentence : Plastic waste at random is ~~probem~~ big problem in any region.

3. Paragraph : 20

plastic waste at random is big problem in any region. This thing effect ~~the~~ land pollution especially beach region. Not amazed, if any happened disaster. Actually, because people ~~not~~ ~~not~~ don't care to around area. Solution have to conduct this problem is throw plastic rubbish in the dustbin and avoid ~~not~~ plastic waste at random. Additionally, make movement for clean the beach region. ~~Such~~ With such, areas will clean and not there plastic rubbish. ~~culture~~ ~~stean~~ ~~at~~ ~~the~~ culture pure life!



Subject 2, 2 TBI B

NAMA	Riris Risciani
NO URUTANSEN	24
NIM	224110409075
SEMESTER/PRODI	2/TBI B
MATA KULIAH	Writing
WAKTU PENYISIRAN	Kamis, 22 June
TANDA TANGAN	Riris

1) Plastic Waste

2) Plastic waste is the big problem in Indonesia, who people don't aware about that.



3) Plastic Waste

Problem and Solving Paragraph

Plastic waste is the big problem in Indonesia who people don't aware about that. Waste is material removed from the source of human activity and nature that has not yet economic value. Waste is distinguished to organic / wet and anorganic / dry. But, anorganic waste is the big problem. For example, plastic, rubber and bottle who can not experience naturally. The waste problem in Indonesia among other, the more waste produced by community, the lack place of garbage, waste as a place of developing nests of insects and rats, becoming a source of pollution like pollution of wind, water and air.

To handle the plastic waste problem need to alternative. For example, to reduce the plastic waste that difficult for destroy. It's by recycle waste with we reduce the use of plastic. For example, if we drink use a bottle / tumblr to reduce the use of plastics. We must be aware to the waste by throwing the garbage in place. So, garbage or waste is an important thing to note cause any damage around.

Subject 3, 2 TBI B

	NAMA	Solriati fi amarina
	NO. URUT ABSEN	
	NIM	224110404081
	SEMESTER/PRODI	2 TBI B
	MATA UJIAN	Paragraph writing
	HARI/TANGGAL	22 Juni 2023
TANDA TANGAN		

55

1. Topic : Plastic waste

20

IP4 Type of paragraph : Problem and Solution paragraph

2. Topic Sentence : The plastic waste very difficult to the ~~process~~ process!

10

3. paragraph

All the people almost can't live without a plastic. They very require plastic for ~~eat~~ place to eat, place to bring expanse. But, inside that plastic have aspect negative. Because the plastic waste very difficult to the process. I don't imagine one plastic can ~~make~~ ^{break} a one ~~place~~ Village.

The solution for that is. we can less used plastic, minimal in area homeself. If we ~~can~~ still used, we must can process plastic waste too.



Subject 4, 2 TBI B

1. Topic • Plastic waste

Type of Paragraph • Problem and Solving Paragraph

20

2. Topic Sentence • Plastic waste is one of waste that difficult to disappeared

3. Paragraph

75

Plastic Waste

Plastic waste is one of waste that difficult to disappeared. They can preff for hundred year to disappear from earth. It is problem for earth, we must solve this. firstly, we should not use plastic bag and change to use paper bag. We can separate plastic waste from other waste for recycle. In other way, we can also make plastic waste ~~to~~ into a artwork like picture, toy, figure, statue, and other. Plastic waste to be able use for 3D printed as a material so, plastic waste can be hard problem, but we can use it for another things and can be useful material.

50

Subject 5, 2 TBI B

g). Plastic waste.

Indonesia a large country. so Indonesia also much to have a trash, for the example, plastic waste. Indonesia have much a problem about plastic waste, because plastic waste Indonesia often or usually have a flood. Causes it very dangerous for people. The plastic waste also danger for body/healthy. Because if plastic waste will make the dangerous pollution. And problem about plastic waste also until today. Destroyed. plastic waste very difficult because plastic is some very often to use. Indeed, the plastic very difficult for destroyed, if much people to use it.

The solution about plastic waste is, dont use the plastic if want to the supermarket, so people must have a bag for the supermarket. Dont use the plastic if want to buy some food, please use the misting, if also, if buy the some drink, use the bottle. Even though the plastic waste is a small problem, but if the habit that is will very dangerous. because the plastic waste very difficult for destroyed. And dont forget to dont the trash anywhere.

Type of paragraph : Problem and solving. (solution).

50

2). The plastic waste very difficult for destroyed.

The plastic waste is the large problem.


20

1). Plastic waste.

20

3. 2 TBI C

Subject 1, 2 TBI C

NAMA	Fizli Azefi Azra
NO. IDENTIFIKASI	15
NPM	224110909103
MATA KULIAH	2 TBI C
TOPIC	Paragraph Writing
TANGGAL PENYUSUNAN	19 Juni 2023
TANDA TANGAN	

45


Answer.

1. Topic : Plastic waste b
Type of paragraph : Comparison & Contrast paragraph

2. Topic sentence : ~~Package with bottle plastic~~ or
Tumbler plastic or Tumbler glass. s

3. One of step for thrifty your money at the school is borrow your drink water ~~from~~ from home. Borrow yourself tumbler can be take care your healthy. Although tumbler plastic and tumbler glass look same, but the function of both is different. Tumbler plastic cannot restrain drinking hot ~~to~~ pour on there and cannot restrain cold long lasting. But tumbler glass can work better. Tumbler plastic if not used again will be trash for earth. while tumbler glass can be beautiful vas for flower. of course tumbler ~~to~~ plastic more economis than tumbler glass. so what do you choose ~~to~~ of them?

Subject 2, 2 TBIC

	NAMA	Fatihah Hulusaida
	NO URUT ABSEN	12
	NO. KEMAHasiswaan	22110909100
	NO. KEMAHasiswaan	2 / TBI C
	TAHUN AKADEMIK	Paragraf Writing
TAHUN AKADEMIK	19 Juni 2023	faul

78

11. Topics : plastic waste.

Type of paragraph : Problem and solution paragraph

20

12. Topic : Plastic Waste.

Topic sentence = ~~In this modern area~~, Plastic is things that most used in human life, ¹⁰ what's the effect if ~~the~~ plastic trash are flood?

15



13. The paragraph :

The effect of Plastic Trash

In this modern era, Plastic is things that most used in human life, so what's the effect if Plastic trash are flood?. Human used a plastic in everything, for food, things, and etc. Many plastic are waste and cause many problem. ~~the~~ If plastic trash are flood in river and stopper the water and if come a rain, the water are flood and cause the many people. Plastic trash which ~~are~~ burn and the ~~smoke~~ cause the air, Plastic is thing not easy to lost, so this is the solution where that plastic is not waste. you can save and reuse the plastic's of your shop and plastic also can be make to plastic ~~etc.~~



Subject 3, 2 TBI C

	MAMA	Imani Ulul Asmi
	NO. URUT ARSEN	19
	NO. REGISTRASI	22110409105
	REVISI	2 TBI C
	TANGGAL	Paragraf based writing Serin, 19 Juni 2023
TANDA TANGAN		

1. Topic : Plastic waste

Type of Paragraph : problem and solution. 20

2. Topic Sentence : Plastic waste is type of rubbish that not easy to hangloosely.

3. Plastic waste. 15

Plastic waste is type of rubbish that not easy to hangloosely. Plastic need a long time until it can hangloosely perfectly. If we constantly use item with plastic material, that can be causal factor of pollution area. That's why, we must to minimalisation using plastic and try to use other material that easy to loose. In this era, so many innovation from ~~gener~~ young generation in Indonesia and we can exploit it. Stop use plastic material too much, in order that ~~not~~ pollution area not happen.



	NAMA	Damar Imom Prasjo
	NO URUT AGEN	4
	NIM	229110409092
	SEMESTER AKHIR	2 TBI C
	MATA UJIAN	Paragraph Writing
	HARITANGGAL	Senin, 19 Juni 2023
TANDA TANGAN	<i>DIE</i>	

13

① I am going to choose "What is meant by hybrid learning?" as my topic.
My paragraph are typical of Definition Paragraph. 20

Topic : What is meant by hybrid learning.

Type of paragraph: Definition paragraph. (Special meaning)

② Topic sentence : Hybrid learning are the essential part of invented in education that become so important for everyone.

③ Paragraph : Hybrid learning Understanding 15

Hybrid learning are the essential part of invented in education that become so important for everyone. Did you know what is meant by hybrid learning? I am going to define the hybrid learning by specialize from lecturer, and also student perspective. Hybrid learning are has the meaning as method, and practical to emphasize maximum potential of education by looking for technologies with combination together of regular class. You can felt familiar if do that method regularly. Lecturers will considering to use that method for efficiently in the class. That is mean lecturers are be able use technologies combined with offline class, have a purpose make class more variable, interesting, and, modern. Lecturer are also take possibilities, for online class, because online class are shown that hybrid learning should flexible. Student perspective said that hybrid learning is innovation, awesome, for the method can be more flexible. That method bring beneficial for everyone, that shown by many educator, and learner are not just only come from offline, however online education can also lead everyone to reach degree, master, or doctoral. We can see that hybrid learning are the next level of education method with new innovation for peoples who are looking possibility to become educate personality.

ALAMA	Firstiana (222470) A
NO. REGISTRASI	13
NPM	2240404101
INSTRUMEN	2 T&C
MATA KULIAH	Paragraph Writing
WAKTU PENYAL	Senin / 19 Juni 2023
TANDA TANGAN	full

59

1) Topic : Pre-pandemic Era vs Post-pandemic Era. 20
 Type of Paragraph : Comparison and Contrast Paragraph

2) Topic Sentence = The different education system between Pre-Pandemic Era and Post-pandemic Era. 20

3) Paragraph =

Pandemic era has a lot of affect in our life, especially in education. Even though there are not different in the total time study and total subject, but education system between pre-pandemic era and post-pandemic era are so different. When pre-pandemic era all of school in Indonesia do offline class and do all of their activities with offline. But when pandemic is starting and also post-pandemic, all of school do online class by zoom or Google Meet. The study activities are also more flexible because we use teknologi and social media when we submit an assignment and when the teacher input our score so our assignment and our score automaticly saved. Some of people prefer the system at post-pandemic era because is more simple and effortless. So, even though now is not pandemic era again we still use social media and teknologi for our study activities.

59

