

**A Thesis**

**ERROR ANALYSIS OF SENTENCES IN WRITING POSTER BY 6<sup>th</sup>  
SEMESTER STUDENTS OF ELT IN UMMAT**

Presented as A Partial Fulfillment of the Requirement for the Bachelor Degree in  
English Language Teaching Faculty of Teacher Training and Education  
Muhammadiyah University of Mataram



**BY**

**TETI SUHAIRA**

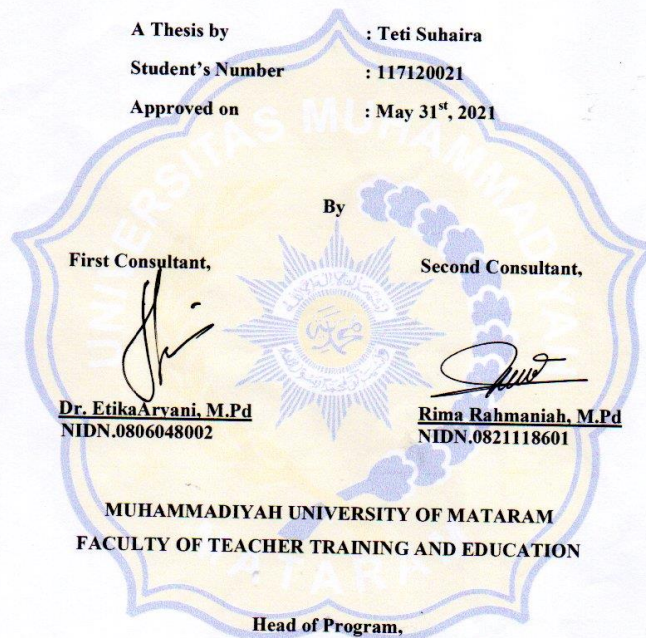
**NIM. 117120021**

**FACULTY OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF MATARAM  
2021**

APPROVAL SHEET

ERROR ANALYSIS OF SENTENCES IN WRITING POSTER BY 6<sup>th</sup>  
SEMESTER STUDENTS OF ELT IN UMMAT

A Thesis by : Teti Suhaira  
Student's Number : 117120021  
Approved on : May 31<sup>st</sup>, 2021



Hidavati, M.Hum  
NIDN.0820047301

ACCEPTANCE

**ERROR ANALYSIS OF SENTENCES IN WRITING POSTER BY 6<sup>th</sup>  
SEMESTER STUDENTS OF ELT IN UMMAT**

A Thesis by : Teti Suhaira  
Student's Number : 117120021  
Approved on : July 15<sup>th</sup>, 2021

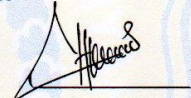
This is certify that the thesis has been approved by the Board of Examiners as the requirement of the degree of S.Pd in English Education

By

Board of Examiners Committee

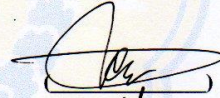
1. Humairah, M.Pd  
NIDN.0803048601

(Chairman)



2. Ilham, M.Pd. BI  
NIDN.0821048601

(Member)



3. Dr. Etika Aryani, M.Pd  
NIDN.0806048002

(Member)



MUHAMMADIYAH UNIVERSITY OF MATARAM  
FACULTY OF TEACHER TRAINING AND EDUCATION



Dean,

Dr. Muhammad Nizaar, M.Pd.Si  
NIDN. 0821078501

## DECLARATION

The autographed below, the writer as a student of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram state that:

Name : Teti Suhaira

NIM : 117120021

Address : Jln. KH. Ahmad Dahlan No.1, Pagesangan.

The writer certifies that the thesis entitle "Error Analysis of Sentences in Writing Poster by 6<sup>th</sup> Semester Students of ELT in UMMAT" presented as fulfillment for the requirement in bachelor degree is my work. Except where otherwise acknowledged, and this thesis has not been submitted for the other higher degree Institution or University.

Mataram, July 2021

The researcher,



**Teti Suhaira**  
**117120021**



UNIVERSITAS MUHAMMADIYAH MATARAM  
**UPT. PERPUSTAKAAN**

Jl. K.H.A. Dahlan No. 1 Mataram Nusa Tenggara Barat  
Kotak Pos 108 Telp. 0370 - 633723 Fax. 0370-641906  
Website : <http://www.lib.ummat.ac.id> E-mail : [upt.perpusummat@gmail.com](mailto:upt.perpusummat@gmail.com)

**SURAT PERNYATAAN BEBAS  
PLAGIARISME**

Sebagai sivitas akademika Universitas Muhammadiyah Mataram, saya yang bertanda tangan di bawah ini:

Nama : Teti Suhaira  
NIM : 11.71.200.71  
Tempat/Tgl Lahir : Sepakat, 10 November 1998  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : FKIP  
No. Hp/Email : 087.772.113.307 / [tateti.suhaira@gmail.com](mailto:tateti.suhaira@gmail.com)

Judul Penelitian : -

Error Analysis of Sentences in Writing Poster by  
6<sup>th</sup> Semester Students of ELT in UMMAT

*Bebas dari Plagiarisme dan bukan hasil karya orang lain. 3/1/21*

Apabila dikemudian hari ditemukan seluruh atau sebagian dari karya ilmiah dari hasil penelitian tersebut terdapat indikasi plagiarisme, saya *bersedia menerima sanksi* sesuai dengan peraturan yang berlaku di Universitas Muhammadiyah Mataram.

Demikian surat pernyataan ini saya buat dengan sesungguhnya tanpa ada paksaan dari siapapun dan untuk dipergunakan sebagai mana mestinya.

Dibuat di : Mataram

Pada tanggal : 28 Juli 2021

Penulis



Teti Suhaira  
NIM. 117120021

Mengetahui,  
Kepala UPT. Perpustakaan UMMAT

Iskandar, S.Sos.,M.A.  
NIDN. 0802048904



UNIVERSITAS MUHAMMADIYAH MATARAM  
UPT. PERPUSTAKAAN

Jl. K.H.A. Dahlan No. 1 Mataram Nusa Tenggara Barat  
Kotak Pos 108 Telp. 0370 - 633723 Fax. 0370-641906  
Website : <http://www.lib.ummat.ac.id> E-mail : [upt.perpusummat@gmail.com](mailto:upt.perpusummat@gmail.com)

SURAT PERNYATAAN PERSETUJUAN  
PUBLIKASI KARYA ILMIAH

Sebagai sivitas akademika Universitas Muhammadiyah Mataram, saya yang bertanda tangan di bawah ini:

Nama : Teti Suhaira  
NIM : 11.71.20021  
Tempat/Tgl Lahir : Sepakat, 10 November 1998  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Fkip  
No. Hp/Email : 087772113307 / tetetisuhaira@gmail.com  
Jenis Penelitian :  Skripsi  KTI

Menyatakan bahwa demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada UPT Perpustakaan Universitas Muhammadiyah Mataram hak menyimpan, mengalih-media/format, mengelolanya dalam bentuk pangkalan data (*database*), mendistribusikannya, dan menampilkan/mempublikasikannya di Repository atau media lain untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama *tetap mencantumkan nama saya sebagai penulis/pencipta dan sebagai pemilik Hak Cipta* atas karya ilmiah saya berjudul:

.....  
Error Analysis of Sentences in Writing Poster by 6<sup>th</sup>  
Semester Students of ELT in UMMAT  
.....

Segala tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah ini menjadi tanggungjawab saya pribadi.

Demikian pernyataan ini saya buat dengan sebenar-benarnya tanpa ada unsur paksaan dari pihak manapun.

Dibuat di : Mataram

Pada tanggal : .....

Penulis



Teti Suhaira  
NIM. 117120021

Mengetahui,  
Kepala UPT. Perpustakaan UMMAT

Iskandar, S.Sos., M.A.  
NIDN. 0802048904

## **MOTTO**

Do all the good you can in the good ways

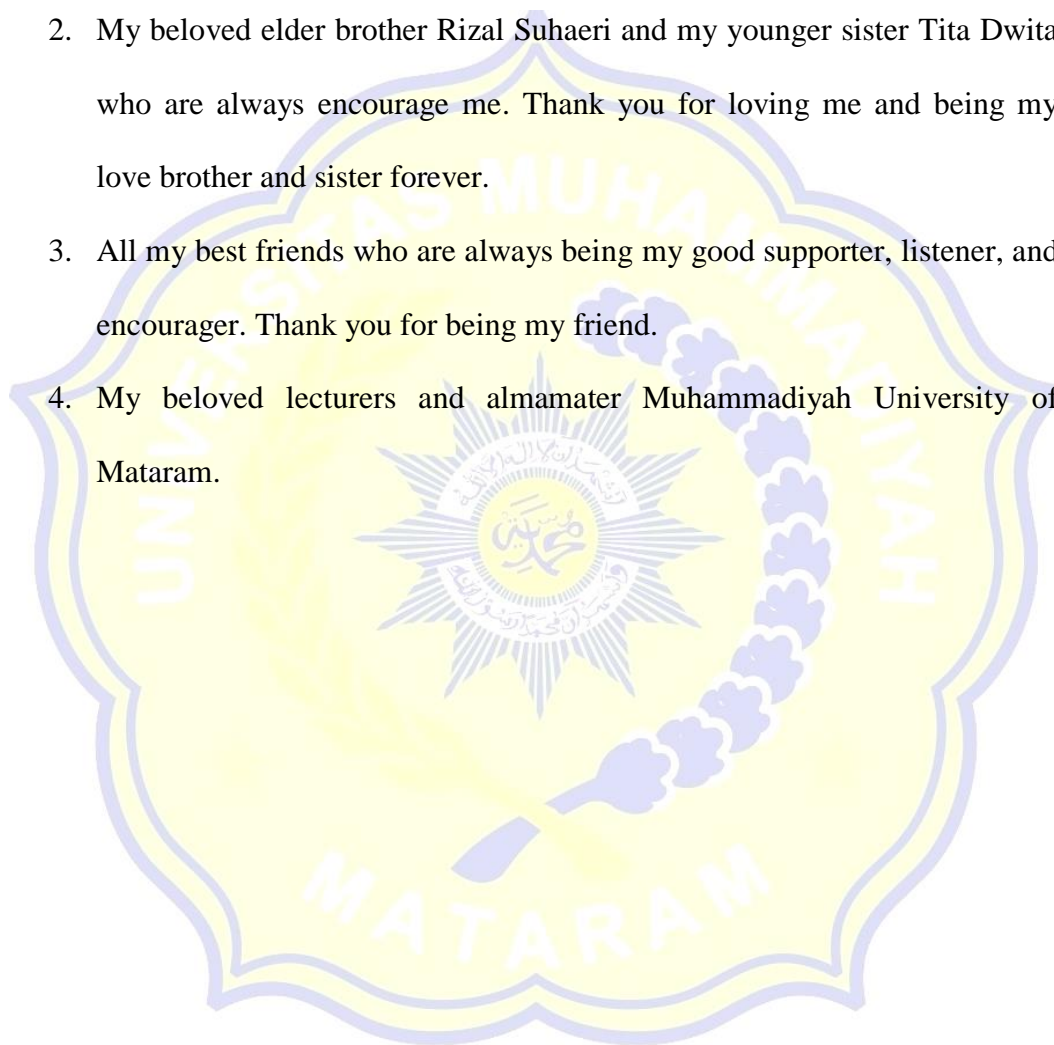
Work hard and pray hard then yield everything to God



## DEDICATION

This thesis is dedicated to:

1. My beloved parents M. Suaef and Siti Hajar who always give their love, support, and prayer for me so I can be here. Thank you for always being my hero.
2. My beloved elder brother Rizal Suhaeri and my younger sister Tita Dwita who are always encourage me. Thank you for loving me and being my love brother and sister forever.
3. All my best friends who are always being my good supporter, listener, and encourager. Thank you for being my friend.
4. My beloved lecturers and almamater Muhammadiyah University of Mataram.





## ACKNOWLEDGEMENT

### **Bismillahirrahmanirrahim,**

Alhamdulillah, the researcher would like to praise to Allah SWT who has given the researcher health, bless and chance during the writing this thesis. Shalawat and salam to the prophet Muhammad S.A.W who has brought us from the darkness to the brightness.

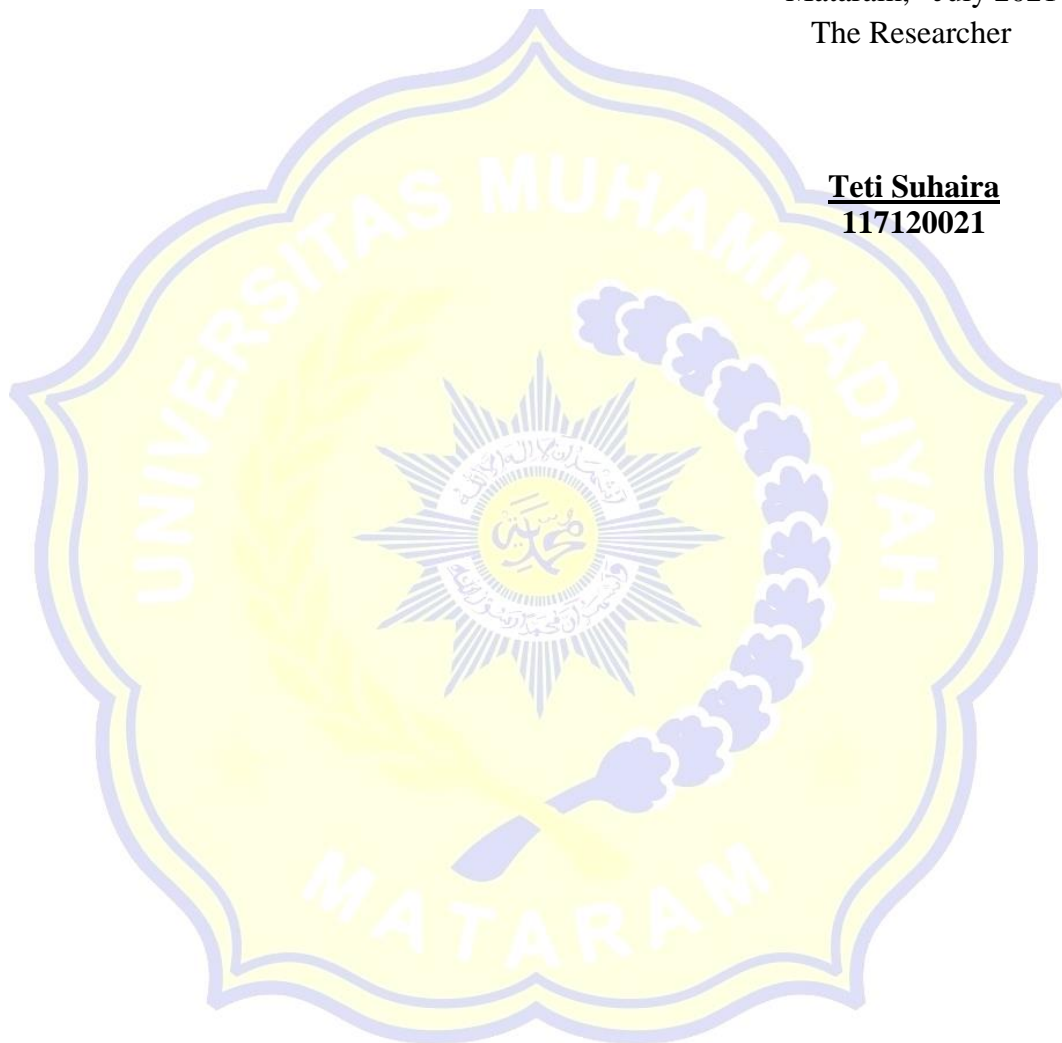
In this great occasion, the researcher would like to thanks to all of those who gave the researcher help, guidance and advice in composing this thesis. The researcher would like to thanks to:

1. Dr. H. Arsyad Abd. Gani, M.Pd., as the rector of Muhammadiyah University of Mataram.
2. Dr. Muhammad Nizaar, M.Pd.Si., as the dean of Faculty of Teacher Training and Education of Muhammadiyah University of Mataram.
3. Hidayati, M.Hum., as the head of English Education Department.
4. Dr. Etika Aryani, M.Pd., as the first consultant and Rima Rahmaniah, M.Pd., as the second consultant for the encouragement and advice for the completion of this thesis.
5. All of the lectures of the English Education Department of Muhammadiyah University of Mataram, who have transferred their knowledge and help during the researcher study at Muhammadiyah University of Mataram.

Finally, the researcher realizes that this thesis is still far from being perfect. Therefore, any suggestion and criticism is received by the researcher. The researcher prays that all who helped get blessing from Allah SWT.

Mataram, July 2021  
The Researcher

**Teti Suhaira**  
**117120021**



Suhaira, Teti. 2021. **Error Analysis of Sentences in Writing Poster by 6<sup>th</sup> Semester Students of ELT in UMMAT**. Thesis. Mataram: Muhammadiyah University of Mataram.

Consultant 1: Dr. Etika Aryani, M.Pd.

Consultant 2: Rima Rahmaniah, M.Pd.

### **ABSTRACT**

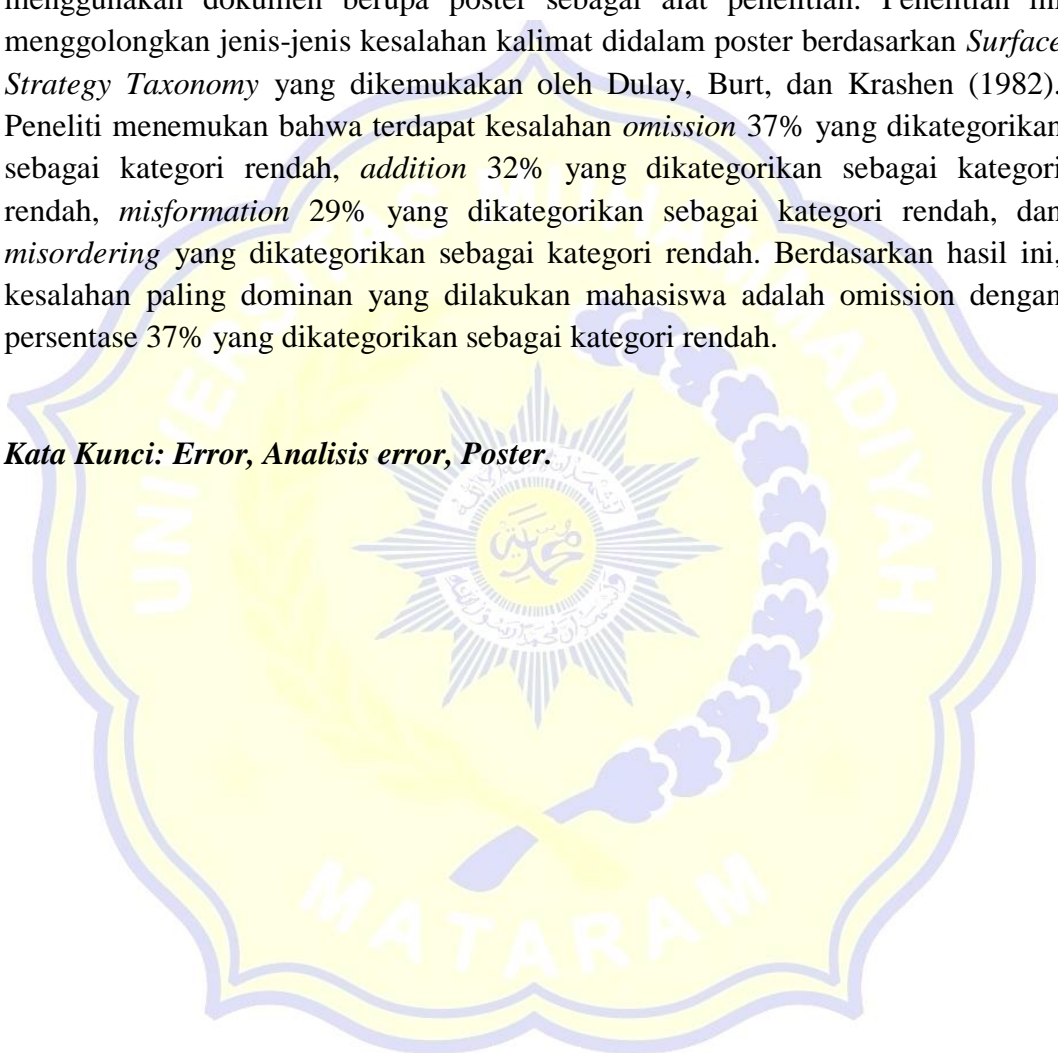
The objectives of this study are to analyse the types of sentences error in writing poster by the sixth semester students of English Education Department of Muhammadiyah University of Mataram in Academic Year 2020/2021 and to find out the most dominant error made by the students. This study applied qualitative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

***Key words: error, error analysis, poster.***

## ABSTRAK

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

**Kata Kunci:** *Error, Analisis error, Poster.*



## TABLE OF CONTENTS

<b>COVER</b> .....	<b>i</b>
<b>TITLE PAGE</b> .....	<b>ii</b>
<b>APPROVAL SHEET</b> .....	<b>iii</b>
<b>ACCEPTANCE</b> .....	<b>iv</b>
<b>DECLARATION</b> .....	<b>v</b>
<b>STATEMENT OF FREE PLAGIARISM</b> .....	<b>vi</b>
<b>STATEMENT OF APPROVAL FOR PAPER PUBLICATION</b> .....	<b>vii</b>
<b>MOTTO</b> .....	<b>vii</b>
<b>DEDICATION</b> .....	<b>ix</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>x</b>
<b>ABSTRACT</b> .....	<b>xii</b>
<b>ABSTRAK</b> .....	<b>xiii</b>
<b>TABLE OF CONTENTS</b> .....	<b>xiv</b>
<b>LIST OF TABLE</b> .....	<b>xvii</b>
<b>CHAPTER I INTRODUCTION</b>	
1.1 Background of the Study .....	1
1.2 Research Question .....	3
1.3 Objective of Study .....	3
1.4 Significance of Study .....	4
1.5 Scope of Study .....	4

## **CHAPTER II REVIEW OF RELATED LITERATURE**

2.1 Previous Studies .....	5
2.2 Literature Review .....	7
2.2.1 Writing .....	7
2.2.1.1 Definition of Writing.....	7
2.2.1.2 Aspect of Writing .....	8
2.2.2 Part of Speech .....	9
2.2.3 Sentence .....	15
2.2.3.1 Definition of Sentence.....	15
2.2.3.2 Elements of Sentence .....	16
2.2.3.3 Types of Sentence .....	21
2.2.4 Error .....	24
2.2.4.1 Types of Error .....	24
2.2.4.2 Sources of Error .....	28
2.2.5 Error Analysis .....	29
2.2.6 Poster.....	30
2.3 Theoretical Framework .....	32

## **CHAPTER III RESEARCH METHODOLOGY**

3.1 Research Design .....	33
3.2 Data Source and Type .....	33
3.3 Research Instrument.....	34
3.4 Data collecting Methods .....	34
3.5 Data Analysis Methods .....	35

**CHAPTER IV FINDINGS AND DISCUSSION**

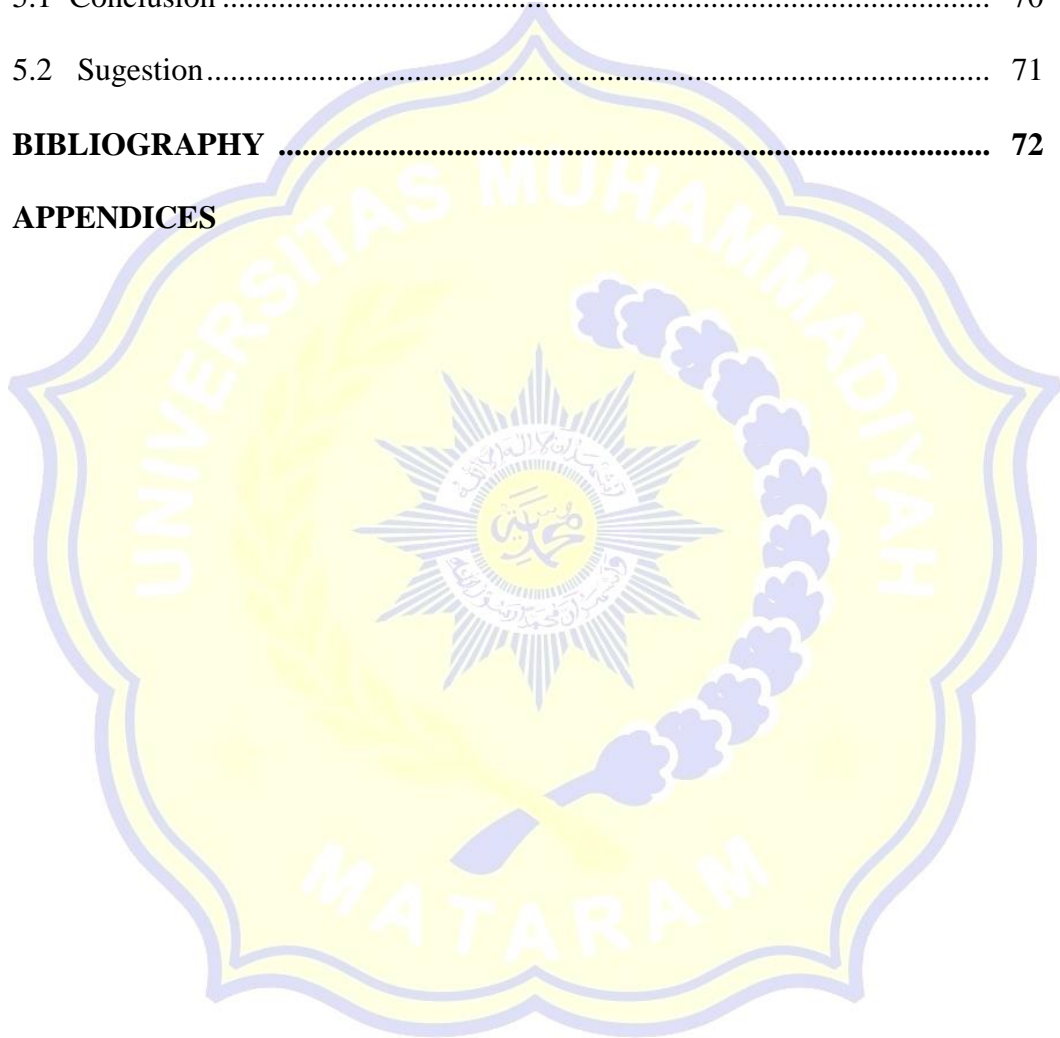
4.1 Findings ..... 38  
4.2 Discussion ..... 50

**CHAPTER V CONCLUSION AND SUGGESTION**

5.1 Conclusion ..... 70  
5.2 Sugestion..... 71

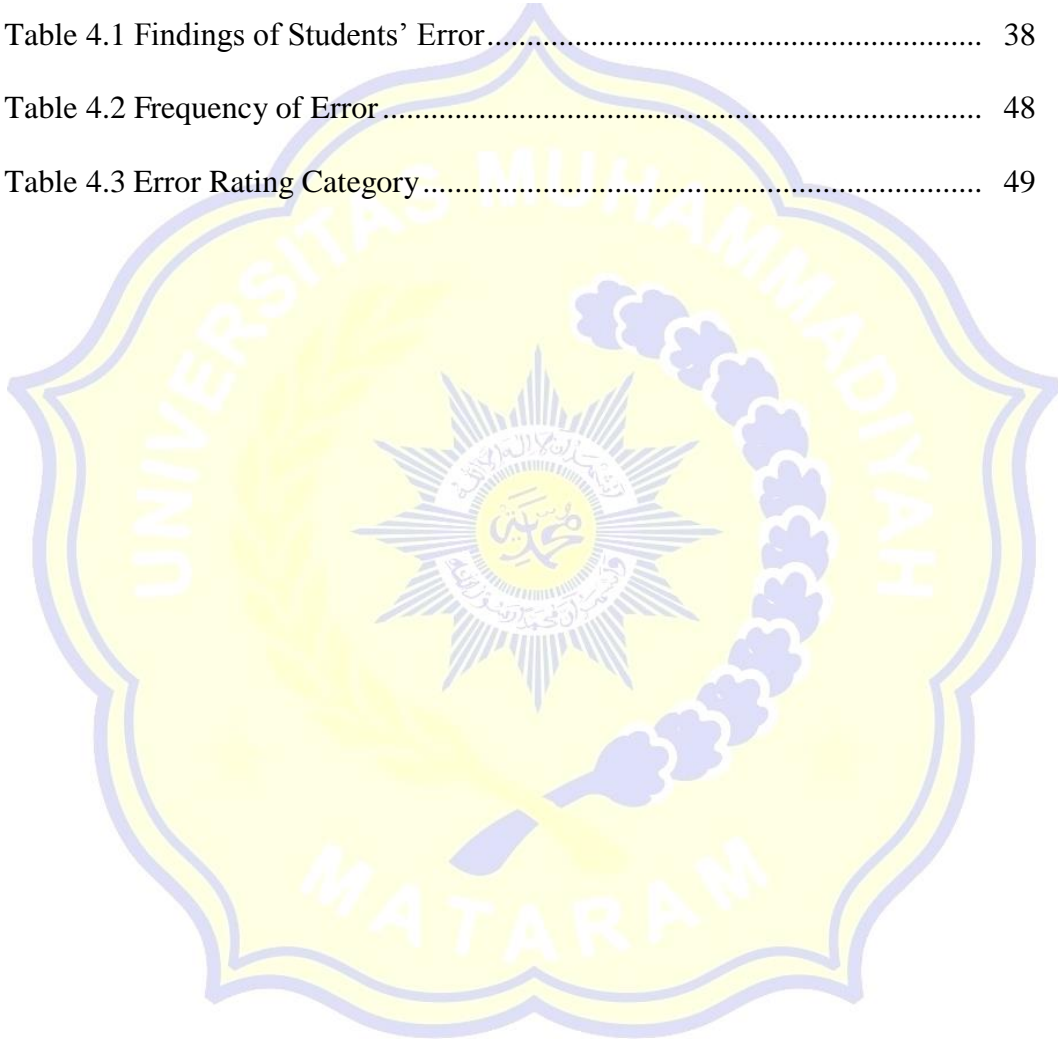
**BIBLIOGRAPHY ..... 72**

**APPENDICES**



## LIST OF TABLES

Table 3.1 Types of Error .....	36
Table 3.2 Percentage Value Category .....	37
Table 4.1 Findings of Students' Error.....	38
Table 4.2 Frequency of Error .....	48
Table 4.3 Error Rating Category.....	49





# **CHAPTER I**

## **INTRODUCTION**

In the introduction, the researcher discussed background of the study, the research questions, the objectives of study, the significance of study, and the scopes of study.

### **1.1 Background of the Study**

Language is a symbolic system for expressing meaning. Language has an important function as interaction and communication tool used by people. It means that people can communicate their ideas, feeling and interacting with others by using language. The language that used by people from many countries is English because it is as an International Language. English as an International Language becomes a subject that taught to the students from elementary school up to university level. In learning English, the students should master four main skills such as speaking, listening, reading, and writing.

Writing is one of skills that need a thinking process in order to deliver the meaning in written form. In conveying writing, students have to demonstrate some writing aspects such as content, sentence structure, punctuation, spelling, etc. However, the students are hard to master writing in English especially because English has different grammatical structure with their native language. It makes the students commit errors in their writing. As said by Khansa and Sutrisno (Vol 6 (2), 2019) about writing, errors usually occur in grammar. It is important for the students to pay attention to the grammar in their writing because they are

not only write and arrange words become a sentence, but they must also consider how the subject-verb agreement, prepositions, conjunctions, etc.

The students at the university level, at the Sixth Semester especially are assumed to have learnt English for several years. They are at least in intermediate level of English proficiency. However, the fact is the students still committing errors in their writing, so it needs to analyse the errors made by the students. Based on the researcher's observation on the students' writing in posters form at the Sixth Semester of English Education Department of the Muhammadiyah University of Mataram in Academic Year 2020/2021, many students are still committing errors in their writing. It is proved by some errors in sentences made by the students in their poster such as the misformation of word, misuse of verb, misuse of preposition, omitting subject and object, etc. They made posters "Promote English Department" in order to fulfil Journalistics assignment given by Muslimin, M.Pd. as a lecturer in Journalistics major at the Sixth Semester of English Education Department of Muhammadiyah University of Mataram. The posters presented in English and Indonesian language and it must be uploaded in their Facebook as the evaluation of their project. As English students, it is important for the students not only use an interesting sentence, but the sentence must also correct grammatically. In addition, analysing errors in students' poster is important because they use the poster to promote their Study Program of English Education Department. By analysing errors in students' poster, the students know their errors and what kind of errors they made so they can prevent themselves make the same errors.

Based on the explanation above, the researcher interested in conducted a research entitles “Error Analysis of Sentences in Writing Posters by 6<sup>th</sup> Semester Students of ELT in UMMAT”.

### **1.2 The Research Questions**

The researcher formulated the problems of the study as follows:

1. What are types of error of sentences in writing posters by the sixth semester students of English Education Department of Muhammadiyah University of Mataram in Academic Year 2020/2021?
2. What is the most dominant error of sentences in writing posters by the sixth semester students of English Education Department of Muhammadiyah University of Mataram in Academic Year 2020/2021?

### **1.3 The Objectives of Study**

The objectives of this study divided into two as follows:

1. To analyse types of error of sentences in writing posters by the sixth semester students of English Education Department of Muhammadiyah University of Mataram in Academic Year 2020/2021.
2. To find out the most dominant errors of sentences in writing posters by the sixth semester students of English Education Department of Muhammadiyah University of Mataram in Academic Year 2020/2021.

#### **1.4 The Significance of Study**

The significance of the study divided into theoretically and practically.

##### **1. Theoretically**

The researcher hopes this study can be useful for English learners, especially for students of English Education Department of Muhammadiyah University of Mataram in increase their knowledge about errors and sentence. Furthermore, this study can be useful for the readers and the next researchers to expand their knowledge about error in sentence and it can be used as reference when they do the same research.

##### **2. Practically**

By reading this study, the researcher hopes the students can anticipate themselves for making errors in their writing and they can deliver their ideas in written form with sentences that correct grammatically. Furthermore, the English teachers can use this study as material addition in teaching about error in sentence.

#### **1.5 The Scopes of Study**

This study focused on three scopes as follows:

1. The errors of sentences in writing posters by the sixth semester students of English Education Department of Muhammadiyah University of Mataram in Academic Year 2020/2021.
2. The researcher used the classification of error based on Surface Strategy Taxonomy from Dulay, Burt, and Krashen's theory to analyse the types of error of English sentences in the posters.
3. The researcher analysed the poster written in English.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This part discussed about previous studies, literature review, and theoretical framework.

#### 2.1 Previous Studies

First, thesis entitle “An Error Analysis on Complex Sentences Made by the Second Year Students of English Education Program of STAIN Tulungagung in Writing Class”, made by Dwi Rayawati (2013). There are three objectives of this study. First is to find the types of errors made by the students of English Education Program of STAIN Tulungagung in constructing complex sentences. Second is to know the frequency of occurrence of the error in each type. Third is to know the deviation of complex sentences rules made by the students. This study applies descriptive design with quantitative approach. This study classified errors based on the Surface Strategy Taxonomy that consist of omission, addition, misformation, and misordering, and were also classified in the terms of any possible properties of grammar used by the students in constructing English complex sentences and any deviations of complex sentence rules. There were 270 errors students writing. The high frequency of occurrence was 43% error of omission, followed by 37% of misformation error, 17.8% of addition error, and 2.2% of misordering error. Furthermore, there were 53 or 19.6% of error in any deviation of complex sentences from 270 total errors. Then, there found 30.2% addition error of comma, 34% omission error of comma, 20.7% misformation of

subordinator, 13.2% omission of subordinator, and 1.9% addition of subordinator that related with any deviation of complex sentences rules. The finding in this study indicates that students have problem in the use of punctuation and subordinator. While this research focused on sentences in English in writing posters by the sixth grade students of English Education Department of Muhammadiyah University of Mataram in academic year 2020/2021. Furthermore, it was not only focused on one type of sentence but all types of sentence analysed by the researcher in this research.

Second, journal about “Grammatical Errors in Indonesia University Students’ Posters in Yogyakarta”, made by Khansa and Sutrisno (Vol 6 (2), 2019). The objective of this study is to investigate grammatical errors in posters. The researcher took posters made by Indonesian University students in Yogyakarta. There are 97 posters collected by the researcher from 7 universities in Yogyakarta. The researcher found 201 errors from the posters. These errors were classified into Surface Strategy Taxonomy mixed with Linguistic Category proposed by Dulay, Burt, and Krashen (1982). After classifying the errors, the researcher found that error of omission with 182 occurrence or 90.56% was the highest error than the other errors such as add, misform, misorder, and misuse items that was only less than 10%. While this research classified students’ error only based on Surface Strategy Taxonomy proposed by Dulay, Burt, and Krashen (1982). In addition, this research focused on posters made by the sixth semester students of English Education Department of Muhammadiyah University of

Mataram. So, this research and Khansa and Sutrisno's study were different in classified students' errors and object of the research.

Third, Diana S. Rahman's journal entitles "Sentence Errors on Students' Bachelor Thesis of English Education Department" (Vol. 3, No.1, 2018). The aim of this study is to find out the common sentence errors and the amount of sentence errors on students' bachelor thesis of English department of Jogjakarta University. The researcher used surface strategy taxonomy that consists of omission, addition, misformation, and misordering to analyse the errors. The researcher found that there are errors of addition with 81 sentences errors, misformation with 30 sentences errors, omission with 19 sentences errors, misordering with 17 sentences errors. On the contrary, this research analyzed errors of sentences in writing posters by sixth semester of English Education Department of Muhammadiyah University of Mataram.

## **2.2 Literature Review**

In literature review, the researcher discussed about writing, part of speech, sentence, error, error analysis, and poster.

### **2.2.1 Writing**

#### **2.2.1.1 Definition of writing**

Writing is one of skills that need thinking process. According to Brown (2001:336), writing is a process of figuring out meaning and putting it into the language. In addition, Brown (2001:335) mentioned that the written products are often the result of thinking, drafting, and revising procedures.

From those explanations, it can be said that writing is a process to deliver a product in a written form. In the other word, making a good writing has through a process.

### **2.2.1.2 Aspect of Writing**

Jacobs (1981) cited in Weigle (2002) mentioned that there are five aspects of writing include content, organization, vocabulary, language use, and mechanic. These five aspects of writing will be explained in the explanation below:

#### **1. Content**

Content is about the material existed in the composition such as topic, explanation, discussion, and the core of the main topic discussed.

#### **2. Organization**

Organization refers to the logical organization of the content “coherence”. During composing writing text, it should concern the sequence of each sentence of paragraph. There should be a good organization among them.

#### **3. Vocabulary**

Vocabulary refers to the selection of words that are suitable for the content. The greater vocabularies used for the text, the higher opportunities for a better result will be produced.

#### **4. Language use**

Language use refers to the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrase, clauses, and sentence to bring out the logical relationship in paragraph writing.



## 5. Mechanic

Mechanic refers to the use of graphic conventional of the language, i.e., the steps of arranging letters, words, sentences, paragraphs by using knowledge of the structure and some others related to one another.

Based on the explanation above, this research considered the aspect of the language use in writing. Language use related with the grammatical in composing the writing.

### 2.2.2 Part of Speech

An understanding of the part of speech is needed to make a good writing. According to Huddleston and Pullum (2005:16), part of speech is called categories of words. We recognize eight categories such as noun, pronoun, verb, adjective, adverb, conjunction, preposition, and interjection. These parts of speech will be explained in the explanation below.

#### A. Nouns

Reinhardt, Biggs, and Eggenschwiler (2013:8-12) explained that a noun is a part of speech that names a person, place, thing, idea, or activity. There is a noun that names a specific person or place, or a particular event or group called a proper noun and it is always capitalized. Some examples are Eleanor Roosevelt, Niagara Falls, Dracula, the Federal Bureau of Investigation, the Great Depression activity. There is a collective noun that stands for a group of things, such as the words family, club, team, committee, staff, furniture, jury, Congress, audience, herd. The other types of noun are singular and plural noun. Singular noun refers to

one thing, while plural noun refers to more than one thing. The basic rule of making plural noun is by adding *-s*, such as in the example of the word *cat* (one cat, three cats). There are some nouns do not need adding *-s* to make plural form, such as the word *sheep* (singular), *sheep* (plural), *goose* (singular), *geese* (plural).

Sometimes in English, verb can be altered and it serves the same function as a noun in the sentence. It is called a gerund. Gerund is a noun created from the *-ing* from of a verb that act as subjects and objects in sentences. For example in the sentence below:

*Sleeping* sometimes serves as an escape from *studying*.

In this sentence, gerunds *sleeping* and *studying* are *-ing* from of the verbs *sleep* and *study*. *Sleeping* acts as the subject of this sentence and *studying* as the object.

## B. Pronouns

Reinhardt, Biggs, and Eggenschwiler (2013:36-38) stated that pronouns are a part of speech that can be used to replace a noun. There are many different kinds of pronouns: personal, reflexive, demonstrative, relative, interrogative, and indefinite. There are some kinds of pronoun as follows:

1. Personal pronouns stand for one or more persons or things, and differ in form depending on their case; that is, how they are used in a phrase, clause, or sentence. Personal pronouns include *I, me, she, he, it*, etc.
2. Reflexive pronouns are used to reflect nouns or pronouns, as in *He hurt himself*; or to emphasize, as in *I myself don't believe it*.

3. Demonstrative pronouns (this, that, these, those) point out what you are talking about. When they stand alone in place of nouns, these words are pronouns. But when they precede nouns, they are adjectives: this car, that word, these shoes.
4. Relative pronouns (who, whom, which, that) introduce clauses that describe nouns or pronouns.
5. Interrogative pronouns (who, whom, whose, which, what) introduce questions.
6. Indefinite pronouns stand in for nouns, even if those nouns are not specified, such as all, any, anybody, anyone, both, each, either, everybody, everyone, few, many, neither, nobody, none, no one, one, several, some, somebody, and someone.

#### C. Verbs

Reinhardt, Biggs, and Eggenschwiler (2013:17) verbs are parts of speech that express action or state of being, or connect a subject to a complement. Verbs indicate whether the subject performs an action (active voice) or receives the action (passive voice). Verbs can be transitive (requires a direct object) or intransitive (does not require an object). The tenses of verbs are formed according to person, number, and tense.

Reinhardt, Biggs, and Eggenschwiler (2013:18-21) mentioned some explanations about verb as follows:

##### 1. Active voice and passive voice

The term voice refers to the form of a verb indicating whether the subject performs an action (active voice) or receives the action (passive voice). For example:

Marcy smashed the ball over the net. (Active voice)

The ball was smashed over the net by Marcy. (Passive voice)

## 2. Transitive verb

A transitive verb takes a direct object which is the verb transmits action to an object and may also have an indirect object which indicates to or for whom the action is done. For example:

He sent the letter. (The letter is the direct object of sent)

He sent Robert the letter. (The letter is the direct object of sent and Robert is indirect object)

## 3. Intransitive verb

An intransitive verb does not take an object. The example is as follows:

She *sleeps* too much. (Sleep is intransitive verb)

## 4. Action verb

An action verb animates a sentence, either physically (*swim, jump, drop, whistle*) or mentally (*think, dream, believe, suppose, love*). The example is:

She leaped high into the air, *twirled*, *landed* on the floor, and *ran* from the room.

## 5. Linking verb

Linking verb helps complete statements about the subject by describing or identifying it. For example:

Diane is happy.

Clement feels feverish.

#### D. Adjectives

Reinhardt, Biggs, and Eggenschwiler (2013:55) stated that an adjective modifies a noun or pronoun. For example in sentence, *the orange curtains billowed in the cool breeze*. Orange is an adjective modifying the noun curtains, and cool is an adjective modifying the noun breeze.

Huddleston and Pullum (2005:18) mentioned that most adjectives can occur in either of two major functions, attributive and predicative. In the attributive use adjective as modifier to following noun in noun phrase structure. In the predicative use it generally occurs after the verb *be* or one of small subclass of similar verbs such as *become, feel, seem*, etc. For example:

A jealous husband. (Attributive)      He becomes jealous. (Predicative)

#### E. Adverbs

According to Reinhardt, Biggs, and Eggenschwiler (2013:55), an adverb modifies a verb, adjective, or another adverb. Adverbs answer questions such as how, how much, when, where, and why. For example:

*She walked **here**.*

***Here** answers the question “Where did she walk?”*

The other examples are also mentioned by Huddleston and Pullum (2005:20) with the modifying adverb is marked by the bold one and the element it modifies by single underlining as follows:

Modifying a verb or verb phrase:

*She spoke **clearly**.*

*I **often** see *them*.*

Modifying an adjective:

*A **remarkably** good *idea*.*

*It's **very** expensive.*

Modifying an adverb:

*She spoke **quite** clearly.*

*It'll end **quite** soon.*

#### F. Prepositions

Reinhardt, Biggs, and Eggenschwiler (2013:65) stated that preposition shows the relationship between a noun or pronoun and another noun or pronoun.

For example:

The cat *under* the fence.

The cat *between* the fence and the house.

The italic words above are the example of preposition. The other preposition, such as *along, before, down, off, above, behind, during, on, across, below, except, out, until, after, beneath, for, over, beside, from, along, among, beyond*. There are some prepositions, called compound prepositions, are made up of more than one word, such as *according to, because of, in front of, instead of, in spite of, and next to*.

## G. Conjunctions

Reinhardt, Biggs, and Eggenschwiler (2013:67) mentioned that conjunctions are words that join or link elements. There are coordinating conjunction, correlative conjunction, and subordinating conjunction. The coordinating conjunctions are *and, but, for, nor, or, so, and yet*. These conjunctions join words, phrases, or clauses that are grammatically equal in rank. Correlative conjunctions are like coordinating conjunctions except that they come in matched pairs: *either/or, neither/nor, both/and, not only/but also, and whether/or*. Subordinating conjunctions join unequal elements. A subordinating conjunction joins a clause that cannot stand alone (called a subordinate or dependent clause) to a clause that can (called an independent clause).

## H. Interjection

Reinhardt, Biggs, and Eggenschwiler (2013:69) said that interjections are words that express a burst of emotion, are not grammatically related to other element in a sentence. For example, *Hey! Look out! Oh, no! Bravo! Wow!*. An interjection followed by an exclamation mark (!).

### 2.2.3 Sentence

#### 2.2.3.1 Definition of Sentence

According to Reinhardt, Biggs, and Eggenschwiler (2013: 80), a sentence is a group of words containing a subject and a predicate and expressing a complete thought. Oshima and Hogue (2006:164) stated that a sentence is a group of words that you use to communicate your ideas. Every sentence is formed from one or more clauses and expresses a complete thought.

From those explanations, it can be said that a sentence is an expressing of complete thought that at least consist of a subject and a verb. The English learners must understand about sentence well, so they can make an appropriate sentence. It is important for the learners to know about the elements and types of sentence.

### **2.2.3.2 Elements of Sentence**

Greenbaum and Nelson (2002:31) said that the sentence elements are grammatical, not semantic, categories. However, they are associated with certain meaning. Furthermore, Greenbaum and Nelson (2002:21) stated that it is traditional to divide the sentence into two main constituents: the subject and the predicate. The predicate consists of the verb and any other elements of the sentence apart from the subject. In addition, Greenbaum and Nelson (2002:32) explained the elements (major sentence constituents) include subject, verb, object, complement. The element of the subject is a noun phrase, element of the verb is verb phrase, element of the object is a noun phrase, the complement can be an adjective phrase and a noun phrase, and the adverbial can be adverb phrase, prepositional phrase, and noun phrase. These elements of sentence explained as follows:

#### **1. Subject**

Reinhardt, Biggs, and Eggenschwiler (2013: 80) stated that the subject refers to whom or what the sentence is about. There are simple subject and complete subject. The simple subject is a noun or pronoun, while the complete subject is this noun or pronoun and the words that modify it.



Greenbaum and Nelson (2002:25-26) mention some grammatical rules refer to the subject as follows:

a. The subject normally comes before the verb in declaratives, but in questions it comes after the operator (Op):

They accepted full responsibility.  
S            V

Did they accept full responsibility?  
Op    S        V

The subject comes before the verb even in questions if who or what or an interrogative phrase such as which person is the subject:

Who accepted full responsibility?  
S            V

b. The subject is normally absent in imperatives:

Help me with the luggage.  
V

c. Most verbs in the present have a distinctive form ending in -s when the subject is singular and refers to something or someone other than the speaker or the person or persons being addressed:

The older child feeds the younger ones.  
Singular S        Singular V

The older children feed the younger ones.  
Plural S            Plural V

d. Some pronouns such as *I, you, she, he, they* have a distinctive form when they function as subject of the sentence or of clauses in the sentence:

I know *her* well, and they know *her* well too.  
 S    S

e. The subject determines the form of reflexive pronouns (those ending in *-self*; such as *herself*, *ourselves*, *themselves*) that appear in the same clause:

The child cried when he hurt *himself* badly.  
 S

f. When we turn an active sentence into a passive sentence, we change the subjects:

Active: The police called the *bomb-disposal squad*.  
 Subject

Passive: The bomb-disposal squad was called by *the police*.  
 Subject

## 2. Verb

According to Reinhardt, Biggs, and Eggenschwiler (2013:17), verbs are parts of speech that express action or state of being, or connect a subject to a complement. Furthermore, Greenbaum and Nelson (2002:25) mentioned that we can identify the verb of the sentence because it changes its form or contains auxiliaries to express differences in time (for example, past and present) or attitude (for example, possibility, permission, and obligation).

In addition, Greenbaum and Nelson (2002:26-27) stated that if a main verb requires a direct object to complete the sentence, it is a transitive verb and if a verb requires a subject complement (sC) to complete the sentence, the verb is a linking verb. For example,

Helen received my email.  
 Direct Object

### 3. Object

There are two types of object in a sentence called direct object and indirect object.

#### A. Direct Object

Greenbaum and Nelson (2002:30-36) stated that a transitive verb requires a direct object to complete the sentence. In addition, the direct object may refer to something that comes into existence as a result of the action:

He's written *an account of his travels*.

I'm knitting *a sweater* for myself.

#### B. Indirect Object

Greenbaum and Nelson (2002:30) stated that the indirect object (iO) refers to a person indirectly affected by the action described in the sentence. The person generally receives something or benefits from something. For example:

Ruth gave my son a birthday present.

Indirect O.    Direct O.

The indirect object is usually equivalent to a phrase introduced by *to* or *for*, but that phrase normally comes after the direct object. For example,

Ruth gave a birthday present *to my son*.

Furthermore, Greenbaum and Nelson (2002:31) mentioned that the grammatical rules that refer to the direct object but also refer to the indirect object are:

- a. The indirect object comes after the verb:

Ruth gave my son a birthday present.  
                   iO                  dO

- b. Some pronouns have a distinctive form when they function as indirect object:

I paid her the full amount.  
           iO

- c. If the subject and indirect object refer to the same person, the indirect object is generally a reflexive pronoun:

The managing director paid herself a huge salary.  
   iO

- d. When we turn an active sentence into a passive sentence, the indirect object of the active sentence can become the subject of the passive sentence:

The principal granted Tony an interview.  
                                   iO

Tony was granted an interview.  
 S

#### 4. Complement

Greenbaum and Nelson (2002:30) stated that the complement typically has the role of attribute. It attributes an identification or characterization to the subject. Complements consist of subject complement, object complement, and adverb complement. The examples of subject complement and object complement are:

Subject complement: Susan is *my accountant*.

Object complement : The sun has turned our curtains *yellow*.

### 2.2.3.3 Types of Sentence

According to Greenbaum and Nelson (2002:121-124), there are four main types of sentences as follows:

#### 1. Declarative

It is a sentence for statements. For example,

She was attracted to an open-air job.

The new proposals have galvanized the normally disparate community into a potent fighting force.

#### 2. Interrogative

It is a sentence for question. There are two main types of this sentence as follows:

a. *Yes-no* question begins with a verb. It is called *yes-no* question because it expects the answer *yes* or *no*. For example,

Should the government cut income taxes?

Does this shop open 24 hours everyday?

b. *Wh*-questions begin with interrogative word or phrase. For example,

Why should the government cut income taxes?

On which days does this shop open 24 hours?

#### 3. Imperative

It is a sentence for directives. It usually does not have a subject. The verb has the base form if there is no auxiliary. For example,

*Take a seat.*

*Pass* me the bottle.

*Make* me an offer.

The pronoun *you* may be added as a second person subject:

*You* make me an offer.

#### 4. Exclamative

It is a sentence for exclamations. It expresses strong feeling. More specifically, it indicates the extent to which the speaker is impressed by something. It begins with *what* or *how*.

For example,

*What* a good show it was!

*How* strange they look!

Furthermore, Jacobs (2020) mentioned that there are four main types of sentence structure as follows:

##### 1. Simple sentences

A simple sentence has one independent clause. Independent clause can be formed by one subject and one verb, or a compound subject and one verb, or one subject and compound verb, or compound subject and verb. For example in the sentence below:

Jessica returned from work at six each day.

S            V

Nana and Dina eat mango.

S            S        V

She smiled and waved to me.

S        V            V

## 2. Compound sentences

A compound sentence combines two or more independent clauses to make a complete sentence. The independent clauses are connected with a conjunction such as for, and, but, or, etc. For example:

We traveled all day to get here and now you want me to leave?

Independent Clause

Independent Clause

## 3. Complex sentences

A complex sentence joins one independent clause with at least one dependent clause. The independent clause is called the main clause and is linked to the dependent clause with a subordinating conjunction. This type of conjunction includes the adverbs until, while, and even though. For example:

*Jessica's dog would not rest until she returned.*

This example shows that complex sentences don't have to be long. The first part of the sentence about Jessica's dog represents the main clause as it is an independent clause. It has a subject, **Jessica's dog**, and it has a verb, **would not rest**. To make this a complex sentence, a dependent clause has been attached using a subordinating conjunction. This is the **until she returned part**.

Complex sentences can also start with the dependent clause that is joined to the main clause by a comma, such as the following example.

*While I cooked dinner, Jessica took the dog out for a walk.*

## 4. Compound-complex sentence

A compound-complex sentence has at least two independent clauses and at least one dependent clause. The example is:

I planned to go to the mall, but I couldn't until the postman delivered the post.  
 Independent Clause    Dependent Clause    Independent Clause

#### **2.2.4 Error**

In process of learning English language, learners sometimes commit errors in their writing. It is because the learners do not understand the English language system completely. Gass and Selinker (1993) cited in Keshavarz (2012:60) stated that errors are systematic, governed by rule, and appear because a learner's knowledge of the rules of the target language is not complete. Errors occur repeatedly and not recognized by the learners. Gass, Behney, and Plonsky (2013) also viewed errors as indications of a learner's attempt to figure out some system, in other words, to impose regularity on the language the learner is exposed to. As such, errors are evidence of an underlying rule-governed system.

Based on the explanation above, the English learners commit errors repeatedly in their learning process. It indicates that the learners' comprehension about the language system of the target language (English) is not complete. Error is systematic, is not recognize by the learner, cannot be self-corrected, and occur because the learners do not know the rule of the target language.

##### **2.2.4.1 Types of Error**

Errors can be classified into some types of errors. Dulay, Burt, and Krashen (1982:146) classified types of error based on Surface Strategy Taxonomy, there are omission, addition, misformation, and misordering. The explanation of these types of error is as follows:



### 1) Omission

Omission errors are the absence of an item that must appear in a well-formed utterance. Content morphemes carry the bulk of the referential meaning of a sentence: nouns, verbs, adjectives, adverbs. For example, in the sentence:

*Marry is president of the new company.*

The words, *marry, president, new and company* are the content morpheme. While the words *is, the, of* are the grammatical morphemes. The sentence *Mary is president of the company* shows an omission of content morpheme. The sentence *Marry president of new company* shows an omission of grammatical morphemes.

### 2) Additions

Additions are known as the presence of an item which must not appear in a well-formed utterance. There are three types of addition: double markings, regularizations, and simple additions.

#### a. Double markings

Many addition of errors are more accurately described as the failure to delete certain items which are required in some linguistic construction but not in others. Double markings called as two items rather than one marked for the same feature, such as in the example of the sentences below:

*He doesn't knows my name*

This sentence is kind of present tense. Present tense is marked in the auxiliary (*doesn't*) and verb (*knows*). The other example in the sentence below:

*We didn't went there*

This sentence is kind of past tense. Past tense is marked in the auxiliary (*didn't*) and verb (*went*). Both of the sentences above show an addition type of double marking because two items are marked for the same feature.

#### b. Regularization

Regularization is a marker that is typically added to linguistic item is erroneously added to exceptional items of the given class that do not take a marker. For example, the verb *eat* does not become *eated*, but *ate*; the noun *sheep* is also *sheep* in the plural, not *sheeps*.

#### c. Simple addition

There is no particular features characterize simple addition. If an addition error is not a double marking nor regularization, it is called simple addition. One of the example of simple addition is in sentence “*a this*”, which is article *a* is added before determiner *this*.

### 3) Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. There are three types of misformation: regularizations, archi-forms, and alternating forms.

#### a. Regularization errors

Regularization error fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in *runned* for *ran* or *gooses* for *geese*. Learners also commonly make regularization errors in the comprehension of grammar. For example:

He's licking *hisself*.

The sentence above indicates misformation of regularization error of reflexive pronoun. It should be He's licking *himself*.

*I falled.*

There is a misformation of regularization error of regular past in the sentence above. It should be *I fell*.

#### b. Archi-forms

The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. Dulay *et al.* called the form selected by the learner an archi-form. For example:

That *dog*.

That *dogs*.

The examples above show the selection of one of member of demonstrative adjective *that* to represent both singular noun (*dog*) and plural noun (*dogs*).

#### c. Alternating form

The use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other. For example:

Those *dog*.

This *cats*.

*I seen* her yesterday.

#### 4) Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example:

He is all the time late. (*All the time* is misordered).

What that is? (*That is* is misordered).

#### **2.2.4.2 Sources of Error**

There are some sources of error according to some experts. Brown (2007: 263-266) explained four sources of error, as follows:

##### **a. Interlingual transfer**

Interlingual transfer is a significant source of error for all learners. The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference. The native language is the only previous linguistic system upon which the learner can draw before the system of the second language is familiar.

##### **b. Intralingual transfer**

One of the major contributions of learner language research has been its recognition of sources of error that extend beyond interlingual errors in learning a second language. This is clear that intralingual transfer (within the target language itself) is a major factor in second language learning.

##### **c. Context of learning**

“Context” refers, for example, to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rottenly memorized in a drill but improperly contextualized.

#### d. Communication strategies

Communication strategies related to learning styles. Learners obviously use strategies in order to enhance getting their message across, but at times these techniques can themselves become a source of error.

### 2.2.5 Error analysis

Brown (2007:259) mentioned that error can be observed, analyzed, and classified to reveal something of the system of operating within the learner, led to a surge of study of learners' errors, called error analysis. Furthermore, Gass, Behney, and Plonsky (2013) mentioned that error analysis is a type of linguistic analysis that focuses on the errors learners make. In addition, Keshavarz (2012:58) said that error analysis tries to account learners performance in term of cognitive processes that learners use to recognize the input they receive from the target language. The main focus of error analysis is on the evidence that learners' error provide to an understanding of underlying processes of second language acquisition. It studies the unacceptable from produced by the second or foreign language learners.

In order to analyse learners' errors, there are some procedures in conducting an error analysis. Gass, Behney, and Plonsky (2013) mentioned some steps taken in conducting an error analysis as follows:

- a. Collect data: Although this is typically done with written data, oral data can also serve as a base.

- b. Identify errors: What is the error (e.g., incorrect sequence of tenses, wrong verb form, singular verb form with plural subject)?
- c. Classify errors: Is it an error of agreement? Is it an error in irregular verbs?
- d. Quantify errors: How many errors of agreement occur? How many irregular verb form errors occur?
- e. Analyze source: See later discussion.
- f. Remediate: Based on the kind and frequency of an error type, pedagogical intervention is carried out.

Based on the explanations above, error analysis is the process to analyse learners' errors. There are six steps that should be included in the process of analyse learners' errors include collect data, identify errors, classify errors, quantify errors, analyze source and remediate.

### **2.2.6 Poster**

There are some definitions of poster delivered by some experts. According to Sri Anitah (2008:12) cited in Sumartono and Hani Astuti (Vol.15 (1), 2018) mentioned that poster is an image combines visual elements such as lines, pictures, and words in order to attract attention and communicate a message briefly. The other definition of poster is also explained by Rudi Susilana and Cepi Riana (2009:14) in Sumartono and Hani Astuti (Vol.15 (1), 2018), poster is a visual combination which is attractive, striking, and clear to attract people's attention.

According to Waluyo (2015) in Hani Subakti (Vol. 3 (2), 2018), poster can be divided into ten types based on the aim, such as in the following explanation:

1. Propaganda posters are posters that have a goal to restore readers' spirit for a struggle.
2. Campaign poster has the aim to seek sympathy from the community at the time of the general election.
3. Poster "Wanted" contains job information or missing person.
4. Poster "Cheesecake" is a poster that aims to attract public attention, such as rock stars, artists, singers.
5. A Film poster is a poster made to popularize a film.
6. Comic posters are posters that have the aim to popularize comic books.
7. Affirmation posters are posters for motivating the readers, usually about leadership.
8. Research posters are posters of research activities thus inviting academicians to participate in appreciating these activities.
9. A Class poster is a poster located in learners' class which has the aim to motivate the learners.
- 10 A Commercial poster is a poster that has aim for promoting something.

From those explanations, it can be concluded that poster is a combination of visual elements like words and pictures which contain messages that are made as attractive as possible to make other people interested to read it. Furthermore, posters made by the sixth semester of English Education Department of Muhammadiyah University of Mataram in Academic Year 2020/2021 are a

commercial poster. It is because the students made poster to promote their Program Study English Education Department.

### **2.3 Theoretical Framework**

Writing is a process to deliver a product in a written form. One of aspects that must consider in writing is language use. Language use is related with the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrase, clauses, and sentence to bring out the logical relationship in paragraph writing. The lack of grammar can cause error in writing sentences. It is important to know error made by the students in their writing so they can know their progress. It needs to understand the grammar well to compose a good writing.

Error is systematic, is not recognized by the learner and cannot be self-corrected. Error usually occurs in the grammar. The students commit error because they do not understand the English language system completely although they are at university level of English Education Department. It is the fact that they still committing errors in their writing.

This study deals with error of sentences in writing poster. It classifies students' error into four types namely omission, addition, misformation, and misordering. It is important to know the types of error and find the most dominant in their poster to make them know their error so they can learn more and prevent themselves make error in their writing.



## CHAPTER III

### RESEARCH METHODOLOGY

In the research methodology, the researcher explained about research design, data source and type, research instrument, data collecting methods, and data analysis methods.

#### 3.1 Research Design

Research design directed the researcher to get valid data and find the answer to the research problems. In order to obtain the answer to this research, the researcher used a method that appropriates with this research. The method was qualitative research. Sugiyono (2012) stated that qualitative research is naturalistic research method because the research did in natural setting. The researcher used qualitative research to found out types and the most dominant error of English sentences in posters made by the sixth semester students of English Education Department of Muhammadiyah University of Mataram in the academic year 2020/2021.

#### 3.2 Data Source and Type

According to Sutopo (2006), data sources are places where data are obtained using certain methods, either in the form of humans, artifacts, or documents. The main source of data in this research was document in posters form. The type of data in this research was sentences found in the posters. The posters made by the sixth semester students of English Education Of Muhammadiyah University of Mataram in academic year 2020/2021, in order to fulfil journalistics assignment from Muslimin, M.Pd. as the lecturer in journalistics major.

### 3.3 Research Instrument

Research instrument refers to the equipment uses in research. The instruments in this research were document and a highlighter (a pen).

#### 1. Document

The document in this research was in the posters form. There were English sentences in the posters that analyzed by the researcher. The posters made by the sixth semester students of English Education Of Muhammadiyah University of Mataram in the Academic Year 2020/2021 in order to fulfil journalistic assignment from Muslimin, M.Pd. as the lecturer in journalistic major. There were 25 posters found in Facebook Muslimin Magenda uploaded by students at the sixth semester of English Education Department of the Muhammadiyah University of Mataram. Based on the total of posters in Facebook Muslimin Magenda, there were 25 students at the sixth semester of English Education Department of the Muhammadiyah University of Mataram who made the posters.

#### 2. A highlighter (a pen)

The researcher used a highlighter (a pen) as the instrument of this research to mark errors of English sentences found in the posters.

### 3.4 Data Collection Methods

The researcher collected the data to get the material needed to answer the research problem. There were three steps to collect the data in this research. Two of them adapted from Khansa and Sutrisno (Vol 6(2), 2019) and the researcher added a step namely coding the data. These steps explained as follows:

1. All of the posters samples took from SNS (Social Networking Sites). It took from Facebook Muslimin Magenda (The Facebook of Muslimin M.Pd., as the lecturer in Journalistics major). There were some posters that used Indonesian language only so the researcher did not download it because the sentences presented in the posters inappropriate with this research.
2. Listing errors found in students' poster.
3. Coding the data.

### **3.5 Data Analysis Methods**

Gass, Behney, and Plonsky (2013) proposed six steps in conducting an error analysis. It includes collect the data, identifies errors, classifies errors, quantifies errors, analyses the source, and remediate. The researcher took only five steps from those six steps in conducting an error analysis because they were appropriate with the data in this research. The explanation of those five steps is as follows:

#### **1. Error Identification**

In this step, the researcher identified which part of the errors of sentences in English in students' posters.

#### **2. Error Classification**

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

**Table 3.1 Types of Error**

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

(Dulay, Burt, and Krashen, 1982)

### 3. Analyse the source

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

### 4. Remediate

The researcher revised the sentences that contained errors in this step by explaining the correct form of the sentences.

### 5. Error Quantification

In this step, the researcher calculated the percentage of each type of errors to identify the most dominant errors of English sentences in students' posters used the formula proposed by Sudijono (2006:43) as follows:

$$P = \frac{F}{N} \times 100\%$$

Note:

P: Percentage

F: Frequency of error occurred

N: Number of the sample which is observed.

Next, the researcher classified each types of error based on the Percentage Value Category after obtained the percentage as follows:

**Table 3.2 Percentage Value Category**

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

(Arikunto, 2014)