

**AN ANALYSIS OF ERRORS IN ENGLISH SENTENCES IN  
WRITING: A CASE STUDY OF THE TENTH GRADERS OF  
SMAN 11 LUBUK BATANG AT OGAN KOMERING ULU  
REGENCY**

**A THESIS**

**By: Salshabila Anggun Pratiwi**

**NIM. 06011381924051**

**English Education Study Program**

**Department of Language and Art Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

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Department of Language and Art Education**


**FACULTY OF TEACHER TRAINING AND EDUCATION  
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PALEMBANG  
2023**

**Approved by  
Advisor,**



  
**Machdalena Vianty, S.Pd., M.Ed., M.Pd., Ed.D.**  
NIP. 197411242000122001

**Certified by  
Head of English Education Study Program**

  
**Ervansyah S.Pd., M.A., Ph.D**  
NIP. 196907181995121001


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**Salshabila Anggun Pratiwi**  
**Student Number: 06011381924051**

**This thesis was defended by the writer in the final program examination and  
was approved the examination committee on:**

**Day: Tuesday**

**Date: 18<sup>th</sup> July**


**1. Chairperson : Machdalena Vianty, M.Ed., M.Pd., Ed.D.** 

**2. Member : Sary Silvhiany, M.Pd., M.A., Ph.D.** (  )

**Palembang, July 18<sup>th</sup> 2023**



**Certified by,  
Head of English Education Study Program**

  
**Eryansyah, M.A., Ph.D.**  
**NIP. 196907181995121001**

## DECLARATION

I, the undersigned,

Name : Salshabila Anggun Pratiwi  
Student's Number : 06011381924051  
Study Program : English Education

Examine the reliability of the thesis, "*An Analysis of Error in English Sentences in Writing: A Case Study of the Tenth Graders of SMAN 11 Lubuk Batang at Ogan Komering Ulu Regency*" is my original piece of writing, and I did not violate any of the ethics or guidelines authorized by the Ministry of Education of the Republic of Indonesia Number 17 on plagiarism in higher education. Therefore, I reserve the right to face the justice system if I am proven to have plagiarized this work.

Palembang, July 18th 2023

The Undersigned,



Salshabila Anggun Pratiwi

06011381924051

## **THESIS DEDICATIONS**

I dedicate this thesis to my beloved family especially for my parents, Mr. Fachrizal Effendi and Mrs. Agustilena and my little brother, Muhammad Akbar Fadliansyah for always supporting and loving me anytime and anywhere. I also thank them for their advice to keep me motivated to complete this thesis.

## **MOTTO**

*“Allah tidak akan membebani seseorang melainkan sesuai dengan kadar kesanggupannya.”*

QS Al-Baqarah: 286

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## TABLE OF CONTENTS

<b>APPROVAL</b> .....	<b>i</b>
<b>COMMITTEE APPROVAL</b> .....	<b>ii</b>
<b>DECLARATION</b> .....	<b>iii</b>
<b>THESIS DEDICATIONS</b> .....	<b>iv</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>v</b>
<b>LIST OF APPENDICES</b> .....	<b>viii</b>
<b>ABSTRACT</b> .....	<b>ix</b>
<b>CHAPTER 1 INTRODUCTION</b> .....	<b>1</b>
<b>1.1 Background of Study</b> .....	<b>1</b>
<b>1.2 Problem of Study</b> .....	<b>4</b>
<b>1.3 The Objective of the Study</b> .....	<b>4</b>
<b>1.4 The Significance of the Study</b> .....	<b>5</b>
<b>CHAPTER 2 LITERATURE REVIEW</b> .....	<b>6</b>
<b>2.1 Error Analysis in Writing</b> .....	<b>6</b>
<b>2.2 Types of Sentences Error</b> .....	<b>7</b>
<b>2.2.1 Fragmented Sentences or Sentence Fragments</b> .....	<b>7</b>
<b>2.2.2 Run-On or Comma Splice Sentences</b> .....	<b>8</b>
<b>2.2.3 Choppy Sentences</b> .....	<b>8</b>
<b>2.2.4 Stringy Sentences</b> .....	<b>8</b>
<b>2.3 Sources of Error</b> .....	<b>8</b>
<b>2.4 The Teaching of Writing at Indonesia Secondary School</b> .....	<b>9</b>

2.4.1 Teaching English in Curriculum .....	10
2.4.2 English Teaching Approach Methods in Curriculum .....	10
2.4.3 Basic Framework and Competencies in Curriculum .....	11
2.5 Previous Related Study .....	12
<b>CHAPTER 3 METHODOLOGY .....</b>	<b>14</b>
3.1 Research Design .....	14
3.2 Population and Sample .....	14
3.3 Data Collection .....	14
3.4 Data Analysis .....	15
<b>CHAPTER 4 FINDINGS AND INTERPRETATION .....</b>	<b>16</b>
4.1 Types of Errors.....	16
4.2 Interpretation .....	19
<b>CHAPTER 5 CONCLUSION AND SUGGESTION.....</b>	<b>22</b>
5.1 Conclusion .....	22
5.2 Suggestion .....	23
<b>REFERENCES .....</b>	<b>24</b>
<b>APPENDICES.....</b>	<b>27</b>



## **LIST OF APPENDICES**

**Appendix A English Sentence Exercises**

**Appendix B Student's Worksheet**

**Appendix C Surat Usul Judul Skripsi**

**Appendix D SK Pembimbing Skripsi**

**Appendix E SK Telah Melaksanakan Penelitian**

**Appendix F Thesis Consultation**

**AN ANALYSIS OF ERROR IN ENGLISH SENTENCES IN  
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**ABSTRACT**

This study focused on finding out the types of sentence errors that the tenth graders of SMAN 11 Lubuk Batang mostly made and what was the most common sentence error made by the students in their writing in English. This was a quantitative study and the purposive sampling technique was applied to select the sample which consisted of 13 male and 15 female students. The data for this present study were from the writing that the sample students wrote as one of the exercises they did in their English class during Academic Year of 2022/2023. This study found that the most frequent errors found in students' writing exercise were Fragmented Sentences and the types of sentence writing errors made by students were Run-On or Comma Splice Sentences and Fragmented Sentences, this present study found that 82% of tenth grade students made errors in the Fragmented Sentences error type and 50% of the students also made errors in the Run-On or Comma Splice Sentences error type. However, this present study did not find students who made errors in Choppy Sentence and Stringy Sentence.

**Keywords: *English Sentence, Sentence Errors, Error Analysis.***

# **The Analysis of Errors in English Sentences in Writing: A Case Study of the Tenth Grader of SMAN 11 Lubuk Batang at Ogan Komerang Ulu Regency**

## **CHAPTER 1 INTRODUCTION**

This chapter presents the introduction of the study, focusing on the background of study, the problem of study, the objective of study, and the significance of the study.

### **1.1 Background of Study**

Writing is one of the skills needed to learn English and this skill is essential. According to Alrouji (2020), writing represents one of the most significant communicative language skills, and Huy (2015) also says that writing is one of the most important skills to develop when learning English because it is both an academic skill and a skill that can be applied to any vocation. As previously mentioned, this skill is definitely essential for school students, especially high school students, because, according to Shojaee and Zareian (2016), writing skills are important for high school students since they help with academic growth and problem-solving ability. They also say that writing is a method for connecting thoughts and ideas, and it can be a useful tool for learning since it enables students to process and apply the material to produce a product.

In learning English especially in Indonesia, the 2013 Curriculum has the intention that students are able to analyze social functions, text structures, and linguistic elements according to the context of their use, can compose spoken and written texts to pronounce, and respond by paying attention to social functions, text

structures, and elements. In order to be able to analyze the elements mentioned earlier, students are certainly required to be able to know language skills in English lessons, such as reading, listening, speaking, and writing. The 2013 Curriculum in Indonesia explains that through the language skill activities, especially writing skill, students are expected to be able to create systematic, logical, and effective writing as well as being introduced to the proper text rules so that it is not confused during the processing of the text. Learning using the 2013 Curriculum especially for secondary students is crucial in the hopes that students will be able to accomplish and comprehend this because they are expected to be able to learn independently and critically. This will help students develop well, authorize them to become independent, and increase their skills and experience (The Indonesian Ministry of Education and Culture 2014).

In addition to Curriculum 2013, Indonesia's education system has also implemented a new curriculum known as the *Kurikulum Merdeka*. This curriculum influences learning, particularly in the domain of English education. It aims to address the achievements and requirements placed on learners as they learn the English language. According to *Surat Keputusan Kepala Badan Standar Kurikulum dan Asesmen Pendidikan (2022)*, The Merdeka Curriculum aims to foster intercultural competence and the development of communicative competence in English through a variety of multimodal texts (oral, written, visual, and audiovisual), as well as to comprehend and value perspectives, practices, and cultural products from both Indonesian and other cultures. The Merdeka Curriculum (2022) states that writing skills have achievements such as the capacity to convey ideas, share creativity, and produce in a variety of written text genres, in an effective and accessible way understood and interested in readers with the right organizational structure and linguistic elements. Additionally, it is noted that English instruction in Phases E and F (high school level) focus on enhancing spoken and written language with the target.

In learning English, students may face several difficulties in their learning processes, especially when they seek to enhance their writing skills. It is because, writing is one of the most crucial communicative language skills, beginning with the construction of sentences and ending with their integration into a meaningful and communicative context (Alrouji, 2020). The results of the study conducted by Rezi and Al Hafizh (2020) who analyzed the ability and difficulties in comprehending simple sentence in English by involving the students of first grade at Adabiah High School in Padang showed that the students are still having difficulty understanding basic sentences, whether in the simple present or simple past tense. The study conducted by Qamariah and Wahyuni (2020) at SMK-SMTI Banda Aceh reported that good writing skills require both proper grammar and a large vocabulary while constructing a paragraph.

Difficulties in writing sentences in English will also show what errors students will make in writing English sentences. According to Mandari (2019), students' errors in their writing caused people to misunderstand and misinterpret them. Mandari also says that writing has been challenging for students to accomplish. It requires not only the ability to write well but also goes into a generous amount called the grammatical element. To create an effective sentence, grammatical understanding is crucial. According to the finding of Watcharapunyawong and Usaha (2013), when writing in English, the following elements frequently cause errors in students: article, subject-verb coherence, pluralism, preposition, capitalization, spelling, punctuation, and word choice.

Based on the results of browsing through the engine Google Scholar, the writer found out that many studies about errors in writing English in Indonesia Context were conducted both among university students and secondary school students. One of the studies that were conducted at the secondary school level, especially at the first year of senior high school, was done by Ananda et al. (2014). They investigated the types of sentence errors and their frequency made by the first-

grade students from a high school in Banda Aceh in their writing of English. This present study conducted a similar investigation as done by Ananda et al. (2014), but the difference is that this present study involved the student from a school that is located in a rural area within Ogan Komering Ulu Regency of South Sumatera Province.

As mentioned in the previous paragraph, this present study analyzed the errors in writing English sentences made by the tenth graders of SMAN 11 Lubuk Batang at Ogan Komering Ulu Regency. The meeting with the Vice Head of Curriculum of the school, who is also an English teacher, provided the writer with the information that the students at SMAN 11 enjoy learning English, but when asked to write English sentences without the assistance of translator application or textbooks, the students have difficulty. This information is also supported by the other English teachers at the school. Considering the fact that the tenth-graders of SMAN 11 Lubuk Batang still make the types of errors when writing English sentences, the writer conducted a study entitled “An Analysis Of Errors In English Sentences In Writing: A Case Of Study Of The Tenth Graders Of SMAN 11 Lubuk Batang At Ogan Komering Ulu Regency”.

### **1.2 Problem of Study**

The problem of this present study is formulated in the following research question:

- 1) What types of sentence errors do the tenth-graders of SMAN 11 Lubuk Batang mostly make in their writing in English?
- 2) What is the most frequent sentence error made by the students in their writing in English?

### **1.3 The Objective of the Study**

- 1) To find out the types of sentence errors that the tenth-graders of SMAN 11 Lubuk Batang mostly make in their writing in English.

- 2) To find out what is the most common sentence error made that the students make in their writing in English.

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

Developing writing skills is crucial for tenth-grader students at the high school level as it lays the foundation for effective written communication, the above skills are crucial because they allow students to express themselves in writing in an organized and straightforward way. Due to the fact that tenth grade is the first or beginning level in high school for learning English, writing skills in tenth graders became essential in this study. Although English was previously taught in Junior high school, the objectives and expectations in tenth grade differ significantly.

This study can give benefit to students, teachers, and the writer. The students may gain new insight into the different types of error that might occur when writing English sentences. The results of this study may be important information for learning process in SMAN 11 Lubuk Batang and important for English teachers to learn what kinds of errors their students make when writing English sentences. After finding out, the writer believes that the teachers will uphold a higher standard of instruction so that they can assist their students in developing stronger writing abilities. Finally, it is expected that this study will provide useful information for writers by identifying the many types of errors that students make when writing English sentences and a few possible factors that contribute. Additionally, this study may serve as a continuation of earlier, comparable studies as well as a source of information for future research in the domains of Error Analysis, especially Writing Sentences.

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