SENTENCE STRUCTURE ERRORS IN WRITING SENTENCES MADE BY FIRST SEMESTER STUDENTS OF POLTEKKES SURAKARTA IN ACADEMIC YEAR 2021/2022

THESIS
Submitted As a Partial Requirements
For the Undergraduate Degree In the English Language Education

By:

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DEDICATION

This thesis is dedicated to:

1. My beloved dad, Mr. Jumhari and My beloved mom, mrs. DwiAndayani

2. My beloved husband and daughter

3. My beloved friends in C English class

4. My beloved all of my friends who give me support and motivations in my study

5. My Almamater IAIN Surakarta.

MOTTO

Maka sesungguhnya bersama kesulitan ada kemudahan, Sesungguhnya bersama kesulitan ada kemudahan" (QS. Al- Insyirah: 5-6)

Hidup yang berharga adalah hidup yang dapat memberikan kehidupannya kepada orang lain (Albert Einstein)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled *"SENTENCE STRUCTURE ERROR IN WRITING SENTENCES MADE BY FIRST SEMESTER STUDENTS OF POLTEKKES SURAKARTA IN ACADEMIC YEAR 2021/2022"* is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

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The researcher wishes that Allah SWT will give them in return all good things that have been given to her. The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta,

The Researcher

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ABSTRACT

Lia Safitri. 2023. Sentence Structure Errors in Writing Sentences Made by First Semester Students of Poltekkes Surakarta in Academic Year 2020/2021

Advisor   : Novianni Anggraini, M.Pd

Key Words   : Sentences Structure, Error Analysis, Writing

The objectives of this study are explain: (1) the types of errors are made by the first semester Orthotic and Prosthetic Students of Poltekkes Kemenkes Surakarta (2) the cause of error made by the first semester Orthotic and Prosthetic Students of Poltekkes Kemenkes Surakarta.

The design of this research is descriptive qualitative research. The subject of this research was First Semester Students of Poltekkes Kemenkes Surakarta. The data of this research were collected throug observation, and student work sheet supported with interview. The collected data were analyzed through Oshima and Hogue. Then, to point out the trustworthiness of the data, this research used methodological triangulation.

The finding of the research showed that the students of the Surakarta Ministry of Health Poltekkes made a total of 179 mistakes in their descriptive writing. Each type of error has a different frequency of occurrence. The percentage of sentence fragments made by students was 72.62% of the total errors, run-on sentences or comma connecting sentences were 23.46%, broken sentences were 3.35%. and stringy sentences 0.57%. The four error distributions will be discussed below: This research reveals that many students make sentence fragments in their descriptive writing. According to Oshima and Hogue (1998: 169) a sentence fragment is a sentence that is structurally incomplete or part of a sentence. Based on the findings, sentence fragments occurred 130 times or 72.62% of the total errors. It was the highest frequency of errors first appearing in student writing. That is, the sentence fragment is the most dominant error made by students.

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CHAPTER 1

INTRODUCTION

A. Background of Study

Error analysis is the mistake of using language which is from pattern, grammar, pronounce, and diction in writing. According to James in Emmaryana (2010:2), error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language. Ellis in Febryan (2014: 11) states that errors reflected gaps in a learners' knowledge. They occurred because the learner did not know what was correct. Santos et al (2018: 282) stated that error analysis is the study or process of describing errors made by the second language learners. From the explanation above, error analysis is very significant and important process to find out in what aspects which are difficult for the students. It can be easy to identify the error that have been made by the students.

Through analyze students' error, the teacher will know how far students understand the material and the students' ability in writing, especially in writing sentences. Further, teacher will find specific problem or difficulties done by students, and hopefully can find the best solution to improve the certain point that is lacking. In writing, the students of Elementary School, Junior High School, and Senior High School learn how to write words, phrases, clauses and sentences. When the students make a sentence they should concern with many aspects that are considered, such as organization of writing, grammar, punctuation, capitalization, and diction, are often

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scored in assessing writing. In arranging a group of words into a sentence with the correct structure is considered by the students.

Writing sentence in English is not easy, especially for Indonesian students. They still face difficulties in writing English sentence and they confused to write the sentence well. This phenomenon is not rare, because the structure in English is different with Indonesian. Error case is not only done by students in school, but also students in university.

English is one of major that is learn by the first semester Orthotic and Prosthetic Students of POLTEKKES Surakarta. One of the material in learning English is about types of sentences. According to Sarah Andersen of San Jose University Writing Center there are four categories of sentences in English that are simple sentences, compound sentences, complex sentences and compound complex sentences.

From the interview with the lecturer on 21th September 2021, the students have gotten the material well, and the lecturer give exercise using Quizizz to know how far the students understand about the material. The lecturer give test using Quizziz to make sentence in past. From the result of the test, a lot of students still doing wrong in writing sentence. Students still make error in writing simple past tense. They use simple present tense in writing past sentence.

From the explanation above, sentence structure is one aspect that should be considered by the students in writing. Sentence structure hold important role in arranging word. Sentence structure is arrangement words in sentence. It direct students to make sense of word and it will make group of word more meaningful and express a complete thought.

In fact many sudents still get difficult in constructing correct sentences. However, the structural is difference with Indonesian. Students may face the difficulties in constructing complete sentence which is structurally. One example is in the sentence "when I kid, I very happy". In that sentence, students did error on sentence fragments. It because there is no verb in the sentence. The correct sentence is "when I <u>was</u> kid, I <u>was</u> happy" because was is used to indicated verb in past.

Through this research, researcher tries to analyze students error in writing sentences in term of sentence structure. The sentence structure errors made by the students will be analyzed by using theoretical framework by Oshima and Houge (in Zahroniyah 2015) which classified into sentence fragments, run-on sentences and comma splices, choppy sentences and stringy sentences.

Those are the reasons why the writer is interested in analyzing students' error in writing sentences and want to know how far the students can write the sentence structurally. Because they have learned English from elementary school until university. Related to the phenomenon above, in this research the researcher would like to conduct a research about"*An Analysis of Students Sentence Structure Errors in Writing Sentences Made by the First Semester Orthotic and Prosthetic Students of POLTEKKES Surakarta in Academic Year 2021/2022*".

B. The identification of problem

Based on the background, the identification of problems are:

1. Most of students are not able to identify past tense to retell the past event

2. Some of students are not able to identify the use of specific participants (verb) which is used in past tense.

3. Some of students are not able to identify the use of past and present tense.

4. Some of students are not able to identify the use of time connectives (adverb of time) appropriately in writing sentences.

C. The Limitation of the Problem

The researcher limit on the analyzing sentence structure errors in writing sentences made by the first semester in A class Orthotic and Prosthetic Students of POLTEKKES KEMENKES Surakarta in academic year 2021/2022. In this research, the term errors is limited to any deviations found in the students' sentences whether it is an error or a mistake will be treated as an error. The writer classifies sentence structure errors in past tense using theoretical framework proposed by Oshima and Hogue (in Zahroniyah 2015) which is classified into sentence fragments, run-on sentences and comma splices, choppy sentences, and stringy sentences.

D. The Problem Statement

Based on the background and the limitation of the research, there are some problems as follow:

1. What types of errors are made by the first semester Orthotic and Prosthetic Students of POLTEKKES KEMENKES Surakarta?

2. What is the cause of error made by the first semester Orthotic and Prosthetic Students of POLTEKKES KEMENKES Surakarta?

E. The Objective of the Study

Based on the problem statement above, the researcher formulates some objective of the study as mentioned below:

1. To describe the types of errors made by the first semester Orthotic and Prosthetic Students of POLTEKKES KEMENKES Surakarta.

2. To know the cause of errors in writing sentences made by the first semester Orthotic and Prosthetic Students of POLTEKKES KEMENKES Surakarta.

F. Benefit of the Study

The result of this study are expected to have the following benefits:

1. Theoretical Benefits

   a. The result of this research can be used to conduct a research in English teaching process, especially in writing sentences.

   b. The finding of this research gives a profitable description to any further research which wants to study the same case, so this study becomes a helpful information and useful reference for the next study.

2. Practical benefit

   a. For the Students

   By reviewing the result of the research, the students will know some errors they often made in constructing sentence. They will learn from their errors and not to do again next time when they compose sentence, especially in composing sentences.

b.   For the Lecturer

Teacher may additionally the result of this research to develop appropriate teaching technique for the students. Besides, the effect of this study may assist the teacher to be aware about their students" error in writing sentence. By understanding the students" weakness, the teacher can be more focus on developing the lacking aspect.

c. For the Future researcher

The results of the research are expected to be a reference that is useful and beneficial for them in conducting further research about sentence structure.

2.   Definition of Key Term

To avoid misunderstanding about the meaning of the study, the writer will give the definition of key term as follow:

1. Sentence Structure

Sentence structure is a collection of words that have a meaning. According to Greenbaum and Nelson (2002), sentence structure is formed by the element. The Element have meaning such as subject, verb, object, complement and adverbial.

2. Error Analysis

Error analysis is a mistakes in using language which is from grammar, pattern, diction. Grass and Selinker (2008:112) state error analysis is a kind of analysis tends to pay attention to the errors students make. Error analysis may be carried out in order

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to find out how a person learns a language and to find out how well someone knows a language.

3. Error

Error analysis is the mistake that is made by the students in writing sentences. Santos et al (2018: 282) stated that error analysis is the study or process of describing errors made by the second language learners.

4. Writing

Writing is an activity to express feeling, ideas, thoughts, and opinions. Hyland (2003:3) states writing as task which involves making the right choices concerning syntactic patterns, morphological inflections, vocabulary and cohesive devises, and combining them all into coherent pieces of text

CHAPTER II

LITERATUR REVIEW

A. THEORITICAL DESCRIPTION

1. Writing

Writing is one of skill in English that should be mastered by students besides reading, speaking, and listening. According to Nation (2009) "writing, as with the other skills of listening, speaking and reading, it is useful to make sure that learners are involved in meaning-focused use, language-focused learning, and fluency development." It is also one of language production besides speaking.

Writing is an act which is need a long process and pay attention to the structure of sentences. Pertaining to Linse (2005) writing as a process and a product were discussed as well as the physical act of forming letters. The process is refers to the act about gathering ideas until the sentence is presented in a manner comprehensible and polished by the readers. Richards and Schmidt (2002) points out that writing is the result of complex processes of planning, drafting, reviewing and revising. It is also in line with the theory from Oshima and Hogue (2017) that says writing is never a one-step action.

From the explaination about, can be conclude that writing is one of skill besides speaking. In order to make a good writing the students should be mastered with every component of writing.

2. The process of Writing

Writing is a process, there are stage that must be mastered by the writer. Linse (2005) stated there are five processes of writing, first is prewriting, this is the first step that every writers' face before writing, for every piece of writing there is prewrite activity. Second is write, this step is to the writer to get thoughts and ideas and write down on paper and it can be arranged, added to and edited later on. Third is revising, it occurs when a writer looks for feedback from readers. Four is editing, and last is publishing, after a writing has been edited, it is already to be published. Publishing is refers to the putting of writing in a final finished format and it can be shared to others.

According to Syafi'i (2018) stated that the process of writing is divided into three steps:

a. Pre-writing

To make a good qualified in writing, the researcher needs to prepare a good preparation. This preparation of thinking before writing is called prewriting. After doing prewriting, a writer needs to outline the ideas in order to create a good product. It can be done by brainstorming, grouping, writing the topic sentence, and making the simple outlining.

b. Writing and Revising Drafts

After outlining, the writer can go ahead to the next step. It is writing and revising draft. Revising drafts is really important to fix mistakes and create a satisfying writing. Talking about process of writing, White and Arndt (1991) in Harmer (2001) stated there are five processes in writing, it can be seen as follows:

1) Drafting

In this process, the students need to focus on the development of ideas and the organization of those ideas more than the development of grammar, punctuations or spelling.

2) Structuring (ordering information, experimenting, with arrangements,)

Structuring appears to be the stage in which we create a guidance to lead us in writing. It is the stage where the students firstly think out things to be the content of writing. Structuring provides a means for quickly checking their sentences to see if the deal with the topic, and servers as a guide for checking whether the sentences are logically arranged.

3) Reviewing

In this process, students try to check their writing so that the readers can understand the messages. In this final activity, students look again the work, reread what they have written on it, make rearrangement, additions, and substitutions on it and rewrite it to make it readable.

4) Focusing

After all the process has done, the students make the final version. It is possible that this stage is much different in the plan and the draft that has been made before. After that, the result of writing is ready to be shown to the reader.

5) Generating ideas and evaluation

In this process, students try to check their writing so that the readers can understand the messages. In this final activity, students look again the work, reread

what they have written on it, make rearrangement, additions, and substitutions on it and rewrite it to make it readable.

From the theory above, it can be concluded that there were so many processes will be faced by the writer in order to make a qualified and a good writing because it is not an action that can be finished in one setting.

3. The Importance of Writing

Writing is one of important skills for language production. It plays an important role as one of the language skills besides reading, listening and speaking. According to Walsh (2010) cited in Klimova (2013), writing is important because it is used extensively in higher education and in the workplace. Furthermore, Chappel (2011) in Klimova points out that writing is essential and it brings a lot of advantages, as for the importance of writing, she stated several points, they were, express one's personality, foster communication, develop thinking skill, provide and receive feedback, and the last prepare for school and employment. On the other hand, Harmer (2004, p. 31-33) states there are some importance of writing as follows:

a) Writing encourages students to focus on accurate language use because they think as they write, it may provoke well development as they resolve problems which writing puts in their mind.

b) Writing is often used as a means of reinforcing language that has been thought. They use writing skill to make a note about what they have learnt while learning process happens.

c) Writing is frequently useful as preparation for some other activity.

d) Writing can be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking.

e) Writing is also used in questionnaire-type of activities. Writing is important to face questionnaire test. In the examination, students are asked their answer in the form of written.

4. The Purpose of Writing

Many people regard that writing is the most difficult skill in learning a language. Although it is difficult, there are so many benefits derived from writing. It also has many different kinds such as novels, poems, short stories, scripts, letters, essays, reports and etc. Syafi'i (2018) points out that the purpose of writing is often to entertain, to inform or to persuade, in academic writing the purpose is most often be to enlighten. According to Grenville (2001), there are three purposes of writing. It will be discussed below:

a. Writing to entertain

Writing to entertain generally takes the form"imaginative writing" or "creative writing". For examples of imaginative writing are novels, stories, poems, song lyrics, plays and screenplays. It does not necessarily make the readers laugh, but it at engages their feelings in some way.

b. Writing to inform

It tells the reader about something, it can also be entertaining, but entertaining is not the main purpose. Examples of writing to inform are newspaper, articles,

scientific or business reports, instructions or procedures, and essays for school and university.

c. Writing to persuade

It tries to convince the reader of something. This includes advertisements, some newspaper and magazine articles, and some types of essay. This type of writing might include opinion, but as part of a logical case backed up with evidence, rather than just as an expression of the feelings.

B. SENTENCE

1. Definition of Sentence

Writing is the act of composing text (Linse, 2005: 96). In composing text, the writer requires to demonstrate the control of a number of writing aspects,for example the control of content, format, sentence structure, vocabulary, punctuation spelling and so forth.

As one of component in writing, sentence structure is the order and arrangement of the words in a sentence. It directs the students to make sense of words which is a group of words is not merely as the ordering words; moreover it will make a group of word more meaningful that express a complete thought. As the result, the reader can obtain the information or message which is conveyed by the writer. When dealing with sentence structure, it also relates to definition of sentence itself. In writing, we make the best use of sentence to express our message to the reader. Oshima and Hogue (in Zahroniyah 2015) explain "a sentence is group of words that you use to communicate your ideas". Afterward, Hogue (2008:10) by himself give clear

explanation about definition of sentence, he determines a sentence is a group of words that contains a subject and a verb and expresses a complete thought.

Traditional grammar defines a sentence in one of two ways. (1) By meaning, a sentence is complete thought. (2) By function, a sentence consists of a subject and a predicate. From both definitions, it can be concluded that a sentence is a full predication containing a subject plus predicate with a finite verb (Frank, 1972:220). In conclusion, the sentence is a meaningful statement that has subject and verb. It means that the statement or utterance, which has a subject and a verb, can be called as a sentence.

In addition, Frank (1972:222) states that a clause may also be defined in the same way as a sentence. However, every sentence is formed from one or more clauses and expressed a complete thought so that it has meaning and can be understood. Clause is group of words that contains (at least) a subject and a verb (Oshima and Hogue, 1998:152). There are two kinds of clauses, independent and dependent. The independent clause contains a subject and a verb and expresses a complete thought. It can stand alone as a sentence. The dependent clause is an incomplete sentence. It cannot stand alone as a sentence itself, so it must be connected to an independent clause. Commonly, a dependent clause begins with a subordinator such as before, while, because, after, etc. so that why it usually known as subordinate clause

Based on above explanation, a sentence can consist of independent clause only, or combination both of independent and dependent clause. The important note is as long as a sentence consists of combination both of independent and dependent clause but

dependent clause is not attached to an independent clause; it is incorrect in Standard English writing.

2. Types of Sentence

Based on the number and kinds of clauses within the sentence, there are four types of sentence in English, they are; simple sentences, compound sentences, complex sentences, and compound-complex sentences. The explanation of those sentences state as follow:

a. Simple sentences

The most basic sentence is the simple sentence. A simple sentence is a sentence which consists of one independent clause with no dependent clause. In other word, a simple sentence consists of one main clause. It is supported by Oshima and Hougue (1998:155) that determine a simple sentence is one independent clause. This independent clause may possibly be formed with one subject and one verb, or two subject and one verb, or one subject and a two verb, or two subject and a two verb. In conclusion, a simple sentence can be formed not only with a subject and a verb, but also with one or two subject and verb or two subject and two verb.

Example:

Simple sentences use one subject and verb:

Dianahas watched that movie anytime

  S   V

Simple sentences which consists of two subject:

My mother and **my sistercook** a cake

S   S   V

Simple sentences which consists of two verb:

The filmentertained and **thrilled** audience everywhere

   S   V   V

Simple sentences which consist of two subject and two verb:

 Sarah and **Elsa eat** some cakes and **drink** coffee together

   S   S   V   V

b. Compound sentences

A compound sentence has two or more simple sentences connected by a comma and a conjuction. Oshima and Hougue (in Zahroniyah 2015) state that a compound sentence is two or more independent clauses joined together. According to Frank (1972:223), there are 3 conjunctions in compound sentences, namely:

1. Punctuation: semicolon (;)

2. Coordinate conjunction, such as: for, and, nor, but, yet, so

3. Conjuctive adverbs, such as: beside, moreover (addition),otherwise (condition), accordingly, hence, therefore, than.

   There are three ways to make a compound sentence which is the simple sentences should be connected with semicolon, coordinate conjuction, or conjuctive adverb.

Compound sentence with punctuation	I want to speak English fluently; I have

	to practice everyday
Compound sentence with coordinator	I want to speak English fluently, so I have to practice everyday
Compound sentence with conjunctive adverb	I want to speak English fluently; therefore, I have to practice everyday

c. Complex sentences

Frank (1972:223) explains that a complex sentence is made of two or more full predication. One of these is an independent clause (or, main clause) that is similar to the form of the simple sentence, and one or more of these are dependent clause (or, subordinate clauses). The independent clause can stand alone, but the dependent clause cannot; it must depend on the main clause. Usually, the dependent clause is introduced by subordinating conjunctions such as after, although, when, since, because, so that, or relative pronoun such as, who, which, that. There are three types of dependent clauses which are in complex sentences. In which, the name of those types refer to its function, they are; adverbial clause, adjective clause, and noun clause.

However, as long as complex sentences consist of independent and dependent clause; they tend to be longer than simple sentences or compound one. Therefore, they have more capacity to express idea more clearly and interestingly. Further, Bram (1995:40) explains that trough complex sentences, we can put prominence on the idea in a clause. We can also show among other things, contrast, preference,

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reason, and consequent. As the result, the flow thought will run much more smoothly, compared with a series of ideas expressed in simple sentence.

Based on the explanation above we can conclude that a complex sentence contains one independent clause, and one (or more) dependent clause. The dependent clause is introduced by either subordinate conjunction (for an adverbial clause) or a relative pronoun (for an adjectival clause). There are two common dependent clauses which used in forming complex sentence; complex sentence with adverb clauses and complex sentences with adjective clauses.

Example: Complex sentences with adverb clause:

He bought a new car <u>when</u> he was 25 years old
<u>Because</u> she had free time during last holiday, she cleaned her   house
Complex sentences use an adjective clause:
The students <u>who are not did their task</u> were failed

d. Compound-complex sentence

The last type is Compound-complex sentence. Structurally, a compound-complex sentence comprises at least two or more independent clauses and one or more dependent clauses (Bram, 1995:41). In other word, we can say a complex-compound sentence is a combination of compound sentence and complex sentence. Because compound-complex sentence is made of two independent clause and one or more dependent clause. Example:

Referencing is an essential feature of academic writing, so the students should use the university resources that assist them to achieve the required skills.
Although Anna was very tired, she tried very hard to finish the test, for her career depended on the test result.

C. ERROR ANALYSIS

1. Definition of Error Analysis

English as the foreign language is more difficult to be learned by students. Because there are differences compared Indonesian languange. So as foreign language, most of students in Indonesia often making error in every step on learn English. Those forms are called error. James in Naharoh (2017: 96) stated that error is wrong forms that pupil could not correct event if their wrongness were to be pointed out. Ellis in Febryan (2014: 11) states that errors reflected gaps in a learners' knowledge; they occurred because the learner did not know what was correct. It because there are different rule between Indonesian language and English as a foreign language. People cannot learn language without systematically committing error. However, there are good reason studies on students" error. According to Corder (1981) learners" errors are significant in three ways: first, they give information about the language a learner is using; second, they provide information on how a language is learnt and finally, they provide information to the learner himself or herself since error can be regarded as device the learner uses in order to learn. Error

analysis is part of methodology of language learning that is learned to help the students difficulties. Grass and Selinker (2008:112 define error analysis is a kind of analysis tends to pay attention to the errors students make. Error analysis may be carried out in order to find out how a person learns a language and to find out how well someone knows a language. From the explanation above we can conclude that knowing learner's error in writing descriptive text is very important. Basically, we will know the ability of the students when they create sentence.

2. Difference Between Error and Mistakes

In analyzing learner language, it is very important to know the distinctions between errors and mistakes. Actually, errors and mistakes are different. We have to distinguish errors and mistakes. Ellis (1997: 17) claims errors reflect gaps in a students' knowledge; they occur because the student does not know what is correct. Whereas, mistakes reflect occasional lapses in performance; they occur because in particular instance, the student is unable to perform what he or she knows. In the same way, Corder (1974, as cited in Sarosdy, 2006:122) also describes that errors are systematic and may give valuable insight into language acquisitions because they are goofs in the learner's underlying competence. Mistakes are inaccurate in linguistic production in our native language or in the foreign language that are caused by memory lapses, physical states and condition such as fatigue, inattention, or strong emotion.

It can be summarized that Error is related to the students' deficiency competence, means that students do not know about the language knowledge at all because they have not mastered it yet which it cannot be self-corrected. While, mistakes is related

to the students' quality performance caused by some factors such as fatigue, lack of attention and motivation, carelessness, and another factors but it can be called as self-corrected because actually the students know the rule language.

3. Types of Sentence Structure Error

For most beginning learners of foreign language, to express what they thought in written language, sometimes they get the difficulties. One of the problems might be lack of ability to arrange group of word by using correct structure in a sentence. As a result, they will commit error in their sentences. Oshima and Hogue (1998:169) explain the major errors in the sentence structure, namely sentence fragments, run-on sentences and comma splices, choppy sentences and stringy sentences are frequently appear in students writing. The explanation common sentence errors states as follow:

a. Sentence fragments

A sentence fragment is structurally incomplete sentence or part of incomplete if there is a dependent clause which is not attached to an independent clause, making the sentence unable to convey a complete thought. Bram (1995:26) also agrees that a sentence fragment is similar to a phrase or a dependent clause. It expresses an incomplete thought and cannot function nor stand alone as a simple sentence. Thus, a sentence fragment is a word group that is attempting to function as a sentence but missing one or more of the parts required in a complete sentence.

In addition to Bram (1995:26) a sentence can be called as a sentence fragment when it does not have one of the following:

1. Subject

2. Verb

3. Subject and verb

4. Main or independent clause

Example:

a) A sentence with no subject

   Read on the library

   Correctness: she read on the library (add a subject)

b) A sentence with no subject and verb

   Late for class

   Correctness: he comes late for class (add a verb)

c) A sentence with no main or independent clause

   Because some students work part-time while taking a full load of courses

   Correctness: because some students work part-time while taking a full load of courses, they have very little time (add independent clause)

b. Run-on sentences and comma splices

A run-on sentence occurs when two or more independent clauses are not joined correctly. According to Bram (1995: 30) run-on sentences referred to as fused sentences. In a fused sentence, the two independent clauses are joined with no punctuation mark or coordinating conjunction. In line with Oshima and Hogue (1998:172) a run-on sentence is a sentence which two or more independent clauses are written one after another with no punctuation.

A comma splice occurs when two or more independent clauses are joined by a comma without a coordinating conjunction. Oshima and Hogue (1998:172) also agree that comma splice occur when two independent clauses are incorrectly joined

by a comma without a coordinating junction. So, It can be concluded that run-on sentences and comma splices are a compound sentence that is wrongly connected. Example:

Run-on   : The weather is bad today wear your coat
Comma splice   : The weather is bad today wear your coat

   Correctness: to correct run-on and comma splice we can add a period (.), a semicolon (;), coordinator, and even subordinator, as states below:

1. Add a period: The weather is bad today. Wear your coat.

2. Add a semicolon: The weather is bad today; wear your coat

3. Add a coordinator: The weather is bad today, wear your coat

4. Add a subordinator: Because the weather is bad today, wear your coat.

c. Choppy sentences

   According to Oshima and Hogue (1998:177) choppy sentences are sentences that are too short. They are the result of using too many simple sentences. Indeed, the use of simple sentence is effective but repetitive or over use of them in writing, however, considered a poor writing style. Actually, Choppy sentence is easy to correct. The writer can combine it to make a compound sentences or complex one. In combining choppy sentences Oshima and Hogue (1998:177) suggest that just combine two or three short sentences to make one compound or complex sentence based on the ideas in the short sentences whether equal or one idea depend on the other. The explanation states as follows:

1) When the sentences expresses equal ideas, the writer can combine them by using words such as and, for, or, yet etc. As in following example:

| I like movies. I go to movies every weekend. I like action movies best. |
| Correctness: I like movies, especially action films, so I go to the cinema every weekend |

2) When the sentences expresses unequal ideas, that is, if one sentence express a less important idea than the other, the writer can combine them by using subordinator such as because, although, before, after etc. As in following example:

| I like cats. Cats make good pets. Cats are friendly and loyal. Correctness: I like Cats because they are friendly and loyal. |
| These two characteristic make cats good pets |

For instance, choppy can be reduced by combining the sentences using coordinator or subordinator conjunction to show connection between ideas.

d. Stringy sentences

The use of too many independent clauses in one sentence which is usually joined by "and, so, or, because, since and so forth can cause another sentence structure error called a stringy sentence. It is related to Oshima and Hogue (1998: 175) state that a stringy sentence is a sentence with too many independent clause, usually connected with and, but, so, because, etc. Actually, there is no limiting the use of independent clauses in one sentence, but two is a good maximum. A stringy

sentence can be corrected by dividing it or recombines the clauses using appropriate subordinator. Example:

Junk food is bad for your health, and it also contains no vitamins, and it damages your stomach, so people shouldn't eat it.

Correctness: Because junk food is bad for your health, and also contains no vitamins, damages your stomach, so people shouldn't eat it.

4. The Causes of Errors

There are some factors can cause errors, Norrish classifies causes of error into three types that is carelessness. First language interference, and translation. The three types of causes of error explained briefly below:

a. Carelessness

It is often closely related to lack of motivation. Many teachers will admit that it is not always the students' fault if he loses interest; perhaps the materials and/or the style of presentation do not suit him.

b. First language interference

Learning a language (mother tongue or a foreign language) was a matter of habit information. The learners' utterances were thought to be gradually ‗shaped' towards those of the language he was learning.

c. Translation

Probably the most students make errors is translation. This happens because a student translates his first language sentence of idiomatic expression in to the target language word by word

5. Simple Present Tense

Simple Present Tense is the tense for the description, definition and statements of general truth. Azar (1989) says the Simple Present Tense expresses events, perceptions, feelings, or states that occur or exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future. Based on Aitken (1992), simple present tense is helpful to express actions which are always, repeatedly, or generally true, or actions occur at the moment of speaking (with no reference to past or future).

D. Review of Previous Study

In this chapter, the researcher will give some similar studies. There are some researcher who have similar research relative to the error analysis in writing. Those researcher is helped the arrangement of this research. The previous research are:

The first research is by Musthoriyah (2016) the students of English education Department. Islamic Education and Teacher Training Faculty IAIN Surakarta. Entitled an Error Analysis of Descriptive Writing made by the Tenth Grade Students of SMA N 1 Andong in the Academic Year 2016/2017. This study was qualitative research using descriptive study. To collect the data, the researcher used students documentation. The subject of the research was X MIPA 1 which consists of 36 studentsIn result, the researcher found 264 errors which are divided 26% omission errors in 5 kinds, 11% addition errors in 6 kinds, 54% misformation errors in 14 kinds and 9% mis-ordering errors. Based on the research above, the similarity with this study is analyzing about error analysis and the differences are the subject of this research and focusing of reseach.

The second is a research by Nadila (2020) from the State Islamic University of Sultan Syarif Hasim Riau Pekanbaru. Entitled An Analysis of Students Sentence Structure Errors in Writing Recount Text at Senior High School 2 Tambang Kampar Regency. The purpose of this study were to describe the types of errors and the most dominant error of sentence structure in writing recount text focusing the use of pronouns and past tense. The research is descriptive quantitative. The researcher used documentation of students writing to collect the data. Based on the research finding, the result shows that the total numbers of errors in using pronoun in writing recount text is 59 errors. Which consist of 22 ommision errors or 37.29%, 21 miss ordering errors or 35.39%, 15 misinformation errors or 25.42% and 1 addition error or 1.69%. Then the total number errors in using past tense in writing recount text was 99 errors. Which consist of 72 misinformation errors or 72.72%, 23 omission errors or 23.23%, 3 addition errors or 3.03% and 1 misordering error or 1.01%. Based on the research above, the similarity with this research and Elga's research are analyzing about the sentence structure error in writing made by students. The differences with this study is the subject of the research.

The third is a journal entitled An Analysis of Errors in Written English Sentences of Thai EFL Language students by Sermsook (2017) from Rajamangala University. The purpose of this study is to examine errors in writing made by EFL students in Thai University. The purpose of this study is to investigate the most types of error and the source of errors made by EFL students. The research was descriptive quantitative. This research used test,

questionaires, and interview to collect the data. Based on findings and discussions, the result is showed that the most frequent errors were punctuation, articles, subject-verb agreement, spelling, capitalization, fragment, and respectively. Based on the journal above, the similarly with this research is analyzing the error in sentences. While, the dissimilarities are this research will use descriptive qualitative, use students task to collect the data, and the object of the study is first semester Orthothic and Prosthetic students of Poltekkes Surakarta.

The fourth is journal entitled An Error Analysis on Student's Translation Text by Sari (2019) from STKIP PGRI Sidoarjo. The purpose of this study is to describe the level of students errors in translating Indonesian text in to English focusing in grammatical errors and lexical errors. This research used observation and written document to collect the data. The similarity with this research is to describe the errors that is made by students and the dissimilarity with this research is the researcher focusing errors in writing sentence, and the researcher use interview and document analysis to collect the data.

The fifth is journal by Kharmilah and Narius with the title Error Analysis in Writing Discussion Text Made by Students at English Department of University Negeri Padang. This research is to find the usual grammar mistakes made by English Language Students in 2017 at Padang University in writing discussion text. This research used qualitative research with descriptive method. the similarity with this study is the researcher analysis the errors that is made by students in university level. And the researcher use qualitative research with

descriptive method. The differences with this study is the researcher focusing in writing sentences.

CHAPTER III

RESEARCH METHOD

In this chapter the researcher explained the procedure on how the researcher led her research. It consisted of the research design, population and sample, subject of the study, data collection, and data analysis.

A. Research Design

The design of this research used descriptive qualitative method. In this research the researcher is going to describe the sentence structure errors found in sentences made by the first semester Orthothic and Prosthetic students of Poltekkes Surakarta. Then, the students' errors classified into their types include; sentence fragments, run-on sentences and comma splice, choppy sentences, and stringy sentences. This classification based on the common sentence structure errors proposed by Oshima and Hougue (in Zahroniyah 2015).

B. Subject of the Research

The subject of this research focused on the first semester orthotic and prosthetic students of Poltekkes Surakarta in academic year 2021/2022. The first semester orthotic and prosthetic students were divided into two classes; A class and B class. In this research, the researcher took A class which consist of 20 students as the subject based on the lecturer recommendation. She told that in that class there are still many students who get low score when they got a task in grammar test.

C. Setting of Research

1. Place

The researcher will take a research place at Poltekkes Surakarta, located in Jl. LetnanJendralSutoyo, Mojosongo, KecJebres, Kota Surakarta

2. Time

The researcher will be held at Poltekkes Surakarta from the beginning until the end of research. The researcher conduct the research from September 2021.

D. Data and Source of the Data

1. Data

Data is something that is important in research especially in qualitative research. The data in research basically consist of everything information provided by nature that researcher should seek, collect, and select. Data it can exist in anything whatever becomes a field and research objectives (Subroto, 1992:34)

2. Source of Data

This research data source is the students document analysis in English class at the first semester students in PoltekkesSurakarta .

E. Data Collecting

The researcher collected the data by conducting some stages:

1. The researcher collected the data by doing interview with the lecturer

2. The researcher collected the data by students' task to write sentences.

3. The lecture give the task.

4. After the students finished their task, the lecture collected the students' writing.

5. The researcher identified the errors words or sentences.

6. The researcher analyzed and classified the most common errors made by students based onOshima and Hogue theory.

7. The researcher analyzed and made the types of error percentage which the most frequently from the students' sentences.

F. Data Analysis

After gathering the data, the researcher analyzed in order to get the research question in this research. Sugiyono states that activities in data analysis are data reduction, data display, and conclusion drawing. The technique in this research is error analysis. Based on the procedures which order (1978:126) in Fauziati (2009:136), the procedures for conducting error analysis consist of three major stages:

1. Recognition

The data were texts written by the first semesterOrthotic and Prosthetic Students of POLTEKKES KEMENKES Surakarta in academic year 2021/2022. In this stage the researcher identified and recognition the errors of the students sentences.

2. Description

In this stage, the researcher describe the error. The researcher classified the error in sentence structure.

3. Explaining the error

In result, the researcher found some types of errors in writing sentences especially in past tense after analyzed and classified error. The researcher also analyzed the causes the error in their sentences.

In analyzing the data, the researcher used the methods by Corder in Ellis and Barhuizen's theory (2008). The qualitative result calculated and drew up in the table of percentage which the formula as follows:

$$p=\frac{F}{N}\text{x}100\%$$

P= Percentage

F= Frequency of error occurred

N= Total numbers of error

G. Trustworthiness of the Data

The trustworthiness in qualitative research is often referred as validity. Before some information was used for the research data, the trustworthiness of the information must be checked first. It was because of the data must be responsible for the point of departure to make conclusion. In qualitative research, the researcher has big possibility to be subjective. To prove the trustworthiness of the data, the researcher used triangulation.

Miles and Huberman (1994: 266) defined triangulation as a neartalismanic method of confirming findings. Denzin in Miles and Huberman (1994: 267) distinguished triangulation by data source (which can include persons, times, places, etc.), by method (observation, interview document), by researcher (investigator A, B,

etc.), and by theory. To this we can add data type (qualitative text, recordings, quantitative). The researcher uses triangulation of source by confirming data gained from other technique of collecting the data: observation and interview.

According to Moloeng (2001:178), triangulation was a technique of examining trustworthiness of data by using something excluding of data to check or to compare the data. Triangulation was divided into four techniques:

1. Triangulation by using resources

Triangulation by using resources means that the researcher would compare and recheck the credibility of information found in the observation with the data of interview and compare it with related documents.

2. Triangulation by using method

Triangulation by using resources means that the researcher would check the credibility of the data of the research and the data resources by using several data collection techniques and analyze them by the same methods.

3. Triangulation by using investigator

Triangulation by using investigator means that the researcher would recheck the credibility of the data by his/her own research or other researcher.

4. Triangulation by using theory

Triangulation by using theory means technique of examining the data by finding standard comparison from an analysis explanation as a supporting data to get valid evidence of the research result.

In this research, the researcher will use triangulation by using resources. In this way, the researcher rechecked the information from observations and interviews and the data get to relevant documents.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter explains the result of data analysis which the procedures has been reported in the previous chapter. This chapter is divided into two parts. First, the description of the research finding and the second, discussion. The description of those parts are explained, as follow:

A. Research Finding

After the errors have been identified, the researcher classified the errors based on their types. In this research, the errors made by the students in writing sentences were classified based on the common sentence structure errors proposed by Oshima and Hogue (in Zahroniah 2015), the errors were classified into four types; sentence fragments, run-on sentences and comma splice, choppy sentences, and stringy sentences. All four types of sentence structure errors are found in this research. The descriptions of each error are stated as follows:

1. Sentence Fragments

A sentence fragment is structurally incomplete sentence or part of sentence (Oshima and Hogue, in Zahroniyah 2015). Incomplete sentence will express incomplete though and cannot function or stand alone as a sentence. Remember that a complete sentence must contain at least one main or independent clause, in which one main or independent clause is made of one complete subject and one complete verb that express a complete thought. In addition, Bram (1995:26) points out that a sentence fragment is similar to a phrase or a dependent clause. It expresses an

incomplete thought and cannot function nor stand alone as a simple sentence. In conclusion, a sentence fragment is a word group that is attempting to function as a sentence but missing one or more of the parts required in a complete sentence.

This research reveals that sentence fragments frequently made by students are: the absence of subject, the absence of verb, the absence of subject and verb, the absence of subject in dependent clause, the absence of verb in dependent clause, and the absence of independent clause each of which has different frequency. The frequency and percentage of sentence fragments can be seen in Table as follows:

No.	Aspect of Sentence Fragment	Frequency	Percentage
1.	The absence of subject	17	13,07%
2.	The absence of verb	54	41,54%
3.	The absence of a subject and a verb	28	21,53%
4.	The absence of subject in dependent clause	2	1,53%
5.	The absence of verb in dependent clause	1	0,80%
6.	The absence of independent clause	28	21,53%
		130	100%

Each of sentence fragment elaborates as follows:

a.   The absence of a subject

As one of the important components of a complete sentence, the subject tells who or what the sentence is about. If the subject is missing or

missing, the reader wonders who or what performed the action. As a result, the reader cannot catch the meaning of the sentence. Below are some examples of sentence fragments found in student writing where the subject does not match:

"Thet is my best friend"

In the sentence above, it can be seen that the sentence is grammatically incorrect because it uses the article "That" as a subject without being followed by a proper noun. If the article functions as a subject, it must be followed by a proper noun. As you know, the function of the article is to modify nouns. Therefore, the article (a, an, and the) must be accompanied by a proper noun when acting as a subject. To correct this sentence the article "The" must be replaced with the subject of the pronoun 'she'. Corrective sentences using the correct subject are as follows:

"She is my best friend"

The next example of the absence of subject in a sentence, as in:

"She hobby is reading, sleeping, and eating"

"I have best friend. She name is Alea"

If observed, the two sentences are grammatically correct because they appear to have a subject: 'she'. Actually these two sentences are not quite right in the use of pronouns. Hansen and Daniel (1998: 243) state "pronouns are substitutes for nouns. That is, the function of the pronoun performed by the noun. Nouns are specific and clear in meaning, but

pronouns can be general and vague. Hansen and Daniel (1998: 243) further classify pronouns into three cases: nominative, objective and possessive. The two   cases show the relationship of the pronoun with other words in the sentence. When seen from the two examples above, it takes a possessive pronoun to act as a subject. Possessive pronouns are pronouns that have something. So, we can revise these two sentences by using the possessive pronoun 'Her' as in:

"Her hobby is reading, sleeping, and eating"

"I have best friend. Her name is Alea"

b.   The absence of a Verb

Some sentence fragments in student writing do not use verbs. The verb tells what the subject is doing or what. If the verb in the sentence is missing or absent, it becomes a question of what the subject is doing or what the subject is. Some examples of sentences without verbs taken from student writing are as follows:

"His hair curly"

"He sixty five years old"

This example clearly has a subject, but no verb to make a complete sentence. Therefore, these sentences need to be added with the verb 'is' because all the subjects are in the third person singular. The revised sentence, as follows:

"His hair is curly"

"He is sixty five years old"

Sometimes, the main verb needs an auxiliary verb to act as a complete verb. The absence of an auxiliary verb can lead to incomplete use of the verb. The auxiliary verb is used with the main verb in a sentence to help determine when something happened. Usually help is known as an auxiliary verb. Hansen and Daniel (1998: 15) state that auxiliary verbs are used to make the meaning of the main verb more precise. From the data obtained, the following examples show the incomplete use of the verb:

"He drinking a cup of coffe in the backyard"

The word "drinking" in the example look like a verb, but it is not complete a verb. If a present participle is not preceded by an auxiliary (e.g. is, am, are, were, was), it cannot act as a verb. To correct the sentence, add an auxiliary "is" to complete the verb as in:

"He is drinking a cup of coffe in the backyard"

The other example of the incomplete in using verb, as in:

"She born in Surakarta"

In this sentence, the word "born" looks like a verb, but it's not a verb. This is because "born" is in the past participle. If the past participle is not preceded by an auxiliary (e.g. is, am, are, have, has, was, was, etc.), it cannot act as a verb. So, we can revise these two sentences by adding the auxiliary `was' as follows:

"She was born in Surakarta"

c. The absence of a subject and a verb

Some sentence fragments are missing a subject and a verb. That means it can't be known about who the liners are or what they did or who. Below are two examples of student sentences without subjects and verbs found in student writing:

"At 9.00 am. The meeting will be started"

In the first example, the word "At 9.00 am" is an adverb. It has no subject or verb. Adverbs are usually used to modify verbs, adjectives, determiners, noun phrases, clauses or sentences. So that it can be corrected by removing the dot in the middle of the sentence so that the adverb can change the sentence as in:

"At 9.00 am the meeting will be started"

The other example of the incomplete in using verb, as in:

"In this description of my house"

The second example is also written without both a subject and verb. A noun that is preceded by a preposition cannot function as a subject and therefore the phrase "in this description" cannot be a subject. To correct this sentence, rewrite the phrase to make it subject by deleting the preposition "in", and then add an auxiliary verb "is" and an article "a". Here is the revised sentence:

"This is a description of my house"

d. The absence of subject in dependent clause

The absence of a subject or a verb in a dependent clause can lead to sentence fragments. The example of the absence of subject in dependent clause can be showed as in:

"After go home from office, she always clean her house"

"After a rest, we enter to office again for begin the work until 17.00 pm"

The two dependent clauses (subordinator clause) in the example a and b are incomplete since both of them do not have a subject. To correct the sentences, add a subject after the subordinator clause in order to be a complete dependent clause. The revised sentence, as follow:

"After she go home from office, she always cleans her house"

"After we a rest, we enter to office again for beginning for work until 17.00 pm"

e. The absence of verb in dependent clause

The absence of a verb in a dependent clause can also lead to sentence fragments. Below are two examples of the absence of verb in dependent clause:

"Mr. rahmat is teacher who fun, smart, and kind"

"you must know that my school after changed the headmaster"

The two dependent clauses (subordinator clause) in the examples are incomplete since both of them do not have a verb. The dependent clause in the first sentence has function as adjectival clauses. Therefore, it should be

add a verb or auxiliary in order to serve as a complete dependent clause. In the second sentence the word „changed" can be mistaken for a verb since it is a past participle which is not preceded by any auxiliary verb. To correct these two clauses, insert a verb or auxiliary "is" and "has" as in revising sentence below:

"Mr. Rahmat is teacher who is fun, smart, and kind"

"You must know that my school has just changed the Headmaster"

f.   The absence of independent clause

Some students made some dependent clause that is not connected to and independent clause. This composing made the incomplete sentence and cannot express a complete thought. The following examples show of the absence of independent clause found in students writing:

"I am very happy in my home. <u>Because I have many neighbor</u> <u>who is</u> <u>good</u>"

"<u>Although likes ignorant</u>. She is also kind"

The clauses underlined in the examples above are usually called dependent clauses or subordinate clauses. The clause cannot stand alone because the subordinate conjunction conveys a thought that is essentially unfinished. Consequently, this clause does not convey a complete thought. It needs independent clauses to make sense. When the clause is attached to the independent clause, the dependent clause will become part of the complete sentence, and then the thought is complete. To fix these sentences, remove the period between the independent clause and the

dependent clause. The following sentences have been corrected

"I am very happy in my homebecause I have many neighbor who is good"

"Although she likes ignorant, she is also kind"

2. Run-on sentences and comma splices

Oshima and Hogue (1999:172) state that a run-on sentence is a sentence in which two or more independent clauses are written one after the other without punctuation. Meanwhile, a comma connecting sentence is similar to a run-on sentence where the writer joins two independent clauses with only a comma without a conjunction. In other words, run-on sentences and comma splices are compound sentences that are connected incorrectly. The frequency and percentage of sentence fragments can be seen in table as follows:

No.	Type of error	Frequency	Percentage
1.	Run-on sentences	13	31%
2.	Comma splices	29	69%
	Total	42	100%

The following examples show some of the students' run-on and comma splice sentences found in students' writing:

"My house has big and wide garden the shape is square with many flowers"

"He has brown eyes his face is oval, small nose"

The sentence errors above are usually called run-on or fused sentences. This

is because the sentence consists of two complete sentences (a subject and its predicate and another subject and its predicate) written together in one sentence without any punctuation or conjunctions. As a result, the reader will spend time interpreting the intended message in the text. There are several ways that can be used to correct run-on or fused sentence structure errors. First, use periods or semicolons to create two sentences. Second, use coordinating conjunctions (eg for, and, nor, but, or, yet, and so) or subordinate conjunctions (eg after, because, before, immediately after, if, although etc.) to form smooth sentences so that the sentence can express a complete though. Here are the revised sentences using the correct punctuation and conjunctions:

"My house has big and wide garden. The shape is square with many flowers"(use a **period** or**full stop** two divide the long sentence into two sentences)

"He has brown eyes,his face is oval,__and__ small nose"(use a comma to divide the sentence and also use a coordinate conjunction "**and**" to combine the noun phrase)

3. Choppy sentences

Oshima and Hogue (1998:177) stated a choppy sentence is a sentence that is too short. It is the result of using too many simple sentences. The following shows some choppy sentences from students:

"She has big nose. She has medium mouth. She has round face"

"He likes collect hotweels. He is like lego. He is study at SMA Suka Maju"

The sentences in the two examples above are too short and often repeat the same subject 'he'. Using too many sentences in succession that start with the same subject can lead to grammatical errors, especially sentences that are disjointed. All the sentences above are not in good style. Reading this kind of sentence can be boring for the reader. Therefore, these sentences must be combined to make longer sentences so that ideas can connect with one another. Choppy sentences are easy to fix, simply combining short sentences to make one compound or complex sentence using conjunctions. If the sentence expresses the same idea as in example 1, use coordinating (example: for, and, not, but, or, however, and so on) to combine them. The following sentences have been corrected:

*"She has big nose, medium mouth, and round face (Use **a** coordinate conjunction "**and**" to combine the sentences)"*

*"My friend who is studying at SMK Suka Maju likes collectinghotweels and lego (Use a subordinator conjunction "**who**" to combine the sentences)"*

4.   Stringy sentences

Oshima and Hogue (1998: 175) state that a stringy sentence is a sentence with too many independent clause, usually connected with and, but, so, because, etc. The following example shows some of the students stringy sentences taken from students writing.

"*She goes to the garden early in the morning on Sundays, and she stays there till 8 am, but she never gets bored there, so she must like walking in the garden*"

"*Many students attend classes all morning, and then they play all afternoon,*

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and they also have to study at night, so they are usually exhausted by the weekend."

Each of the sentences above uses too many independent clauses connected by conjunctions. As a result, these sentences form one very long sentence. Sentences that are too long make the reader forget the beginning of the sentence before reaching the end. To correct the first sentence, the writer removes the coordinating conjunction 'so', then recombines the sentences. Sentences that have been corrected, as follows:

"She goes to the garden early in the morning on Sundays, and she stays there till 8 am. But she never gets bored there. She must like walking in the garden"

To correct the second sentence, the writer separates the long sentence into two sentences, then changes the second sentence into a subordinate clause. Sentences that are corrected, as follows:

"*Many students attend classes all morning and then they play all afternoon. They also have to study at night, so they are usually exhausted by the weekend."*

After the errors have been identified and classified, they are calculated and the result of the calculation is presented in Table

No.	Types of Errors	Frequency	Percentage
1.	Sentence Fragments	130	72,62%
2.	Run-on or comma splice sentences	42	23,46%
3.	Choppy Sentences	6	3,35%
4.	Stringy sentences	1	0,57%

	179	100%

From the results of the tabulation above, it can be seen that the researcher found 179 sentence structure errors. Furthermore, the Surakarta Ministry of Health Polytechnic students made the most mistakes in sentence fragments, namely 130 times, which means 72.62% of the total errors. The second most mistakes made by students were errors in run-on/comma splice sentences 42 times or 23.46% of the total errors. Then, students made 6 mistakes in choppy sentences or 3.35% of the total mistakes. The last mistake made by students was an error in a series of sentences 1 time or 0.57% of the total error.

5. The Causes Error

Norrish (1983:21-26) classifies causes of error into three types that is carelessness, firs language interference, and translation. The information gained from the deeper analysis related literature revealed the four major sources of the errors as follows:

a. Interlingual Interference

Interlingual interference is defined as the result of language transfer caused by the learner's first language, which is the main source of the most errors. This is because students always think in Indonesian when they make sentences in written English. It can be concluded that showing both differences and similarities between students' first language and target language should be considered in writing classes.

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b. Intralingual Interference

Intralingual Interference is the learners' confusion of using the target language. Their knowledge of the target language is incomplete, so they combined the knowledge of Indonesia context with that of English context. This in inline with the result of the interview with the student of Orthotic Prostetic Poltekkes Surakarta "Karena kita kan nggak terbiasa menggunakan bahasa inggris ya mbak. Jadi ya kesulitannya itu, kurang paham juga"

c. Limited Knowledge

Limited Knowledge of English grammar and vocabulary was another important source of the participants' errors. Very limited knowledge of English grammar and vocabulary causes the writer to make mistakes (Silva, 1993; Olsen, 1999; Weigle, 2002). The data shows that knowledge of English grammar and vocabulary needs to be improved. The research participants stated that their knowledge of English grammar and vocabulary was not sufficient to make sentences in English properly and correctly.

d. Carelessness

Although carelessness seems to be the least source of error, it cannot be ignored. Writers' awareness of the downsides of sloppiness can help reduce errors in their writing. Based on observations made by the author, the students in the Orthotic Prosthetic class lacked material understanding of the simple present tense so that students had difficulty making sentences properly and correctly.

Previous studies have shown that interlingual interference and intralingual interference are two sources of errors found in students' writing. The findings of

this study are also in line with these conclusions. Very limited knowledge of English grammar and vocabulary as well as student carelessness is another source that cannot be underestimated. Student awareness of the two sources mentioned should be increased to reduce unexpected errors.

B. Discussion

As explained in chapter II, Oshima and Hogue (in Zahroniah 2015) show the main errors in sentence structure, including sentence fragments, run-on sentences or comma splices, broken sentences and stringy sentences. A sentence fragment is a structurally incomplete sentence or part of a sentence. A run-on sentence occurs when two or more independent clauses are written one after the other without punctuation. A comma connection occurs when two independent clauses are incorrectly joined by commas without coordinating junctions. A choppy sentence is a sentence that is too short. It is the result of using too many simple sentences. Stringy Sentences are sentences with too many independent clauses, usually connected with and, but, so, because, etc.

Based on the findings in this study, students of the Surakarta Ministry of Health Poltekkes made a total of 179 mistakes in their descriptive writing. Each type of error has a different frequency of occurrence. The percentage of sentence fragments made by students was 72.62% of the total errors, run-on sentences or comma connecting sentences were 23.46%, broken sentences were 3.35%. and stringy sentences 0.57%. The four error distributions will be discussed below: This research reveals that many students make sentence fragments in their descriptive

writing. According to Oshima and Hogue (in Zahroniyah) a sentence fragment is a sentence that is structurally incomplete or part of a sentence. Based on the findings, sentence fragments occurred 130 times or 72.62% of the total errors. It was the highest frequency of errors first appearing in student writing. That is, the sentence fragment is the most dominant error made by students.

A sentence fragment is a group of words that attempts to function as a sentence but is missing one or more of the necessary parts in a complete sentence. As we have seen, the subject and the verb are important components of a complete sentence. This is in accordance with Hogue (1998: 155) that a sentence is a group of words which at least contains a subject and a verb and expresses a complete thought. When a group of words does not have a subject, a verb, or both, it cannot convey a complete meaning and results in fragments. As a result, writing is difficult for readers to understand and even the meaning of the intended text is lost. Some of the sentence fragments found in the students' writings occur because of the use of dependent clauses that are not attached to the independent clauses. This relates to Bram (1995:26) that sentence fragments are also similar to dependent phrases or clauses. It expresses a thought that is incomplete and cannot function or stand alone as a simple sentence. However, a dependent clause has a subject and a verb, so it looks like a complete sentence, but doesn't express a complete thought. They are called "dependent" because they depend on other statements to complete the thought. In other wor ds, a dependent clause must be attached to a statement that makes sense on its own.

CHAPTER V

CONCLUSION

In this chapter, the researcher wants to present the conclusion of the study that has been discussed in the previous chapter. Moreover, the researcher also wants to give suggesstion either for english teacher, the students, and other researcher.

A. Conclusion

The research shows that the students of Poltekkes Kemenkes Surakarta made various kinds of errors in constructing sentence. It indicates that the students still have problem in constructing well-formed sentence in writing. Error that was found in students' writing can be categorized into four distributuin: seentence fragments, run-on sentence and comma splice, choppy sentence, and stringy sentence. Based on the finding in this research, there were errors appeared in students' writing. The highest frequency of error appeared in students' writing was sentence fragment. It means that sentence fragment was the most dominant error done by students. Sentence fragment appears due to the absence of one or more parts required in a complete sentence. The second frequency of error that appeared in students' writing

was run-on sentence and comma splice. Run-on sentence and comma splice appears due to the wrong in combining two independent clauses. The third frequency of error that appeared in students' writing was choppy. Choppy sentences appear due to the use of too many short sentences, sometimes often repeating the same word in the beginning of sentence. The fourth of error that appeared in students' writing was stringy sentence. Stringy sentences appear due to the use of too many clauses usually connected with and, but, so, and because. These clauses strung together forming one very long sentence.

B. Suggestion

1. For the Lecturer

In teaching writing, actually there are many aspects that must be taught by the teacher. One of them is about the use of sentence structure. Based on the finding in this research, the researcher found many errors made by the students of Poltekkes Kemenkes Surakarta. English teacher should pay attention to the sentence structure errors that often made by students in composing writing. After knowing the students' errors, the teacher have to give explanation and feedback for their students related to the errors.

2. For the Student

In writing, the students should know the important of the sentence structure in writing. Many of students do sentence error in their writing. They still have problem in constructing well-formed sentence in writing. The students, now have known the errors they made in their writing. The student as learner should learn from their

error and not to do the same again, and, if necessary they can look for information from teacher or reviewing related book.

3. Other researcher

The other researcher is suggested to use a better method to collect data of their research. He/she should present the findings better and more systematically, so that it can be understood well, and have more benefit to the reader. Furthemore, the other researcher is also suggested to not only concern in sentence structure, but also he/she should add other aspect of writing that can be analyzed.

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APPENDICES

Appendix 2. Classification of Students' Error

CLASSIFICATION OF STUDENTS' ERROR

Name	Sentences	Type of sentence structure errors				Correction of the errors	Suggested methods
		SF*	RS/CSS	CS	SS		
1. AYK	1. The is my close friend	AS	–	–	–	*He is my close friend*	Add a subject
	2. He tall	AV	–	–	–	*He is tall.*	Add a verb
	3. hair black, nose wide and face round	ASV	–	–	–	*He has round face, wide nose and black hair.*	Add a subject and a verb
	4. He born in Tulungagung	AV	–	–	–	*He was born in Tulungagung*	Add a verb
	5. Taufik is people who afun, humoris, kind, and Anymore	AV in DC	–	–	–	*Taufik is a people who is fun, humorist, kind, andanymore*	Add verb
	6. He house in Tanen, Rejotangan	AV	–	–	–	*His house is in Tanen, Rejotangan*	Add a verb
	7. He class X Sains three	AV	–	–	–	*He is in X IPA 3 class*	Add a verb
	8. He at Islamic senior high school 3 Tulungagung	AV	–	–	–	*He studies at Islamic senior high school 3 Tulungagung*	Add a verb
	9. At school, he following extracurricular marching band and scout	AV	–	–	–	*At school, he is followingmarching band and scout extracurricular*	Add a verb
2. HMS	1. I live with my mother, she is friendly and kind	–	CSS	–	–	*I live with my mother. Sheis friendly and kind*	Use a full stop / period instead ofcomma
	2. She beautiful,	AV	–	–	–	*She is beautiful*	Add a verb

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3. Slim height	ASV	–	–	–	***She is*** *slim and height*	Add a subject and a verb
4. She has long black hair, my mother has brown Skinned	–	CSS	–	–	*My mother has long black hair **and** brown skin*	Use a coordinate Conjunction

5. My mother very proud of her children	AV	–	–	–	*My mother **is** very proud of her children*	Add a verb
6. She always cheerful in her daily life	AV	–	–	–	*She **is** always cheerful in her daily life*	Add a verb
7. She always cheerful in her daily life	AV	–	–	–	*She **is** always cheerful in her daily life*	Add a verb
8. My mother was not evermad at me. My mother always obeys what I want. She is always cheerful in her daily life	–	–	CS	–	*My mother **who** is alwayscheerful in her daily life never mad at me. She always obey what I want*	Use a subordinator conjunction
9. My mothers' hobby is cooking she cooks ittastes delicious if all	–	RS	–	–	*My mothers' hobby is cooking**.** The taste of herfood is very delicious.*	Use a period to maketwo sentences
10. Today show cooking chicken soup	AS	–	–	–	Today **my mother** shows me how to cook chicken	Add a subject
11. Today my mother showme how to cook chickensoup, my	–	CSS	–	–	*Today my mother shows mehow to cook chicken soup**.** She tells*	Use a period/ fullstop instead of

	mother tells me that all the ingredients and its processing.					*the ingredients and its process to cook chicken soup*	comma
	12. After cooking is completed. And the result are delicious	AIC	−	−	−	*After the cooking is completed,* **the result are delicious**	Add an independentclause

3. DASC	1. Cahaya intan indahpuspita sari	ASV	−	−	−	***My friends' name is*** *Cahaya intan indah puspitasari*	Add a subject and averb
	2. 17 years old	ASV	−	−	−	***She is*** *17 years old*	Add a subject and a verb
	3. Has been reported missing since March 11,2014.	AS	−	−	−	***She*** *has been reported missing since March 11,2014.*	Add a subject
	4. Thin girl with long black hair, a round face, and large eyes	ASV	−	−	−	***Cahaya is*** *thin girl withlong black hair, a round face, and large eyes*	Add a subject and averb
	5. She is small, She is thingirl with long black hair, a round face, and large eyes	−	CSS	−	−	*She is small and thin girl with long black hair, a round face,* **and** *large eyes*	Use a coordinate conjunction
5. KN	1. Hair wavy and gray	ASV	−	−	−	***My father has*** *grey wavyhair*	Add a subject and averb
	2. He eyes brown	AV	−	−	−	***His*** *eyes* ***is*** *brown*	Add a verb
	3. He has face round his eyes is brown, big nose,	−	RS	−	−	*He has round face, brown eyes* **and** *big nose*	Use a coordinate conjunction

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	4. I am also help my fatherto search grass. After it my father takes a bath.	AIC	–	–	–	*I am also helping my fatherto search grass for goats After finish for searching grass, **my father take a bath***	Add independent clause

5. HP	1. My house is clean and tidy. It has some rooms.There is living room, dining room, three bedroom, kitchen and bathrrom	ASV	–	–	–	*My house is clean and tidy. **It has** some rooms such as living room, dining room, three bed room, kitchen andbath room*	Add a subject and averb
	2. Some foods	AV	–	–	–	*Some foods **are** on the table*	Add a verb
	3. Everyday clean my house in order to cleanand tidy	AS	–	–	–	*Every day **I** clean my housein order to clean and tidy*	Add a subject
6. SNSS	1. I have a friends, she is good, beautiful, she has body slim and tall	–	CSS	–	–	*I have a friend. She is goodand beautiful. She has slim and tall body.*	Use a period or fullstop instead of comma
	2. She has flat nose and cheek chubby, she haslong hair and straight.	–	CSS	–	–	*She has flat nose and chubby cheek, **and** she alsohas long and straight hair.*	Use a coordinate conjunction
	3. Her eyes small.	AV	–	–	–	*Her eyes **is** small.*	Add a verb
	4. Her mouth thin	AV	–	–	–	*Her mouth **is** thin*	Add a verb
	5. Inka collection variouskind accessories	AV	–	–	–	*Inka **collects** various kindaccessories*	Add a verb
	6. Inka collects various					*Inka has collection*	Add an

	kind accessories. Andshe also like mutual help friends complicated	AIC	–	–	–	*of various kind accessories,and she also like to help her friends' problem*	independent clause
	7. Inka has sport were favorite she like volley ball, badminton, and run	–	RS	–	–	*Inka has favorite sport . She likes volleyball, badminton, and running*	Use a period/ or fullto make two sentences
	8. She ever winner competition volley ball,run, and other	AV	–	–	–	*She ever **win** several competitions such as volleyball and running*	Add a verb
	9. She someone type enjoyable, easy inperson	AV	–	–	–	*She **is** enjoyable andeasygoing person*	Add a verb
	10. She haven't brother. So she only child one	AV	–	–	–	*She does not have a*	Add a verb
	11. Now we rarely meet and rarely communicating, because she is very busy, so she not an opportunity communication with me	–	–	–	SS	*Because she is very busy,she doesn't have an opportunity to meet and communicate with me*	remove the coordinate conjunction 'so', and then recombinethe sentences
7. SR	1. Back when I was in Islamic junior high school. I have a friend.	AIC	–	–	–	*When I was in Islamic junior high school, **I have a friend.***	Add an independent clause
	2. I have a friend named Nurul Nikmah	ASV	–	–	–	I have a friend**. Her name**	add a subject and a

					is Nurul Nikmah	verb
3. Sweet smile	ASV	–	–	–	*She has* sweet smile	Add a subject and averb
4. She is friendly, she has sweet smile, she has long black hair, straight,and thick	–	CSS	–	–	She is friendly**.** She has sweet smile and long blackhair.	Use full stop or a period two make twosentences. Use coordinate conjunction to combine the adjective .
5. She has sweet smile andlong black hair. She hasthe body the high and slim. She has slanted eyes, chubby check, thin lips, sharp nose, and round chin	–	–	CS	–	*She is tall and slim;* ***instead****, she has sweet smileslanted eyes, sharp nose, chubby check, thin lips, round chin and long black hair.*	Use conjunctive adverb
6. Now I was always with him. Although I and herwas separated at the time of the ninth grade but I am finally back again with her	AIC	–	–	–	***Now we are being together again*** *and I always with her although she and I ever separated at the ninth grade.*	Add an independent clause
7. Have too many memories that we'vebeen trough	AS	–	–	–	***We*** *have too many memories that we've beenpassed together*	Add a subject
8. Whenever I am always	AIC	–	–	–	*Whenever **I am staying**,*	Add an

		be there to her					*I* always be the with her	independent clause
	9.	I love her so much, I will remain friends with her until any time	–	CSS	–	–	*I love her so much,* **and** *I will keep this friendship for the rest of my life*	Use a coordinate conjunction
8. DAP	1.	His name Muhammad Habiburrahman.	AV	–	–	–	*His name* **is** *Muhammad Habiburrahman.*	Add a verb
	2.	I have a brother, his name is Muhammad Habiburrahman.	–	CSS	–	–	*I have a brother***.*** *His name is Muhammad Habiburrah man.*	Use a period/ full stop instead of comma
	3.	Characteristics of physical feature of habib is tall, snub nose,round eyes, straight hair, his skin is bright brown , thin mouth,oval face	–	CSS	–	–	*The characteristic of habib is tall with his oval face, round eyes, snub nose, thin mouth, and straight hair***.*** *heis brown skinned*	use a period / fullstop instead of a comma
	4.	He is personality is active, friendly, he is adaptable easy	–	CSS	–	–	*He is active* **and** *easy inadaptation*	Use a coordinate conjunction
	5.	Now he is age 9th old, now his school is SDNAl- Hidayah	–	CS S	–	–	*Now he is 9th years old,* **and** *he is studying at SDN Al-Hidayah*	Use a coordinate conjunction
	6.	His favorite food is fried rice, noodle, fried rice. His favorite drink is tea, ice cream.	–	–	CS	–	*Habib has several hoobies such as football, sleeps, and eat***; besides***, *he also*	Use a conjunctive adverb

	He hashobby is playing football, sleps, eat					*has favorite food and drink,such as fried rice, noodle, fried rice, tea, and ice cream*	
	7. Though he like eat buthe is not fat	AIC	–	–	–	*Even though he likeseating,* **he is not fat**	Add an independent clause
	8. Though he is very to putin a peevish, but I am very love brother	AIC	–	–	–	***I love my brother very much*** *even though he likes peevish*	Add an independent clause
9. ASS	1. I want to tell my brother, his name is Muhammad Rafli Anshori and he usually call is Rafli.	–	CS S	–	–	*I want to tell my brother.His name is Muhammad Rafli Anshori, and he is usually called Rafli*	use a period / fullstop instead of a comma
	2. Characteristics of physical feature of rafliis slim, snub nose, his skin is bright brown , thin mouth, oval face	–	CS S	–	–	*The characteristic of Rafli is tall with his round eyes, snub nose, thin mouth, and straight hair. he is brown skinned*	use a period / fullstop instead of a comma
	3. He is personality is active, imaginative, friendly his personality bad is ignorant	–	RS	–	–	*His personality is active, imaginative, and friendly.His bad personality is ignorant*	Use a period or fullstop two make two sentences
	4. During his childhood, my little brother easy sick	AV	–	–	–	*During his childhood, my little brother* ***is*** *easy to*	Add a verb

							get	
	5. His hobby is play football and play game	AV	–	–	–	*His hobby **is playing** football and game*	Add a verb
	6. His hobby is play football and play game.His favorite food is noodle, fried chicken, fried rice. His drink favorite is tea ice.	–	–	CS	–	*His hobby is playing football and game. He has favorite food and drink such as food is noodle, fried chicken, fried rice and ice tea.*	Use a noun or coordinate conjunctio n
	7. Now he is 10 years old,his school is MI Miftahul Huda in Karangsono village	–	CSS	–	–	*Now he is 10 years old, **and**he is studying at MI Miftahul Huda in Karangsono village*	Use a coordinate conjunction
	8. After go home from school, he always playfootball or game	AS in DC	–	–	–	*After **he** go home from school, he always playfootball or game*	Add a subject
	9. In night my little brother always study, Ialways help.	–	CSS	–	–	*In the evening my little brother always studies, **and**I always help him.*	Use a coordinate conjunction
10. BB	1. She my friend since weare in the second grade at Islamic junior highschool	AV	–	–	–	*She i**s** my friend since we are in the second grade atIslamic junior high school*	Add a verb
	2. Her name is Liana. Shei**s** my friend since we are in the second gradeat Islamic junior high school	–	CSS	–	–	*Her name is Liana. She is my friend since we are in the second grade at Islamicjunior high school*	Use a period/ or fullstop instead of a comma
	3. that make me really like	ASV	–	–	–	***Her attitude makes** me*	Add a subject and

	her	−		−	−	*really like her*	a verb
	4. She has very long hair and she is taller than me, her tall is about 155 cm	−	CS S	−	−	*She has very long hair. She is taller than me. Her tall is about 155 cm.*	Use a period/ or fullstop instead of a comma
	5. She has big eyes and snub nose. But, it does not make feel different	AIC	−	−	−	***she has big eyes and sharp nose,*** *but it does not make me feel different*	Add an independent clause
	6. 12 desember 1998 in Bangka Belitung it is a day of birth	ASV	−	−	−	***She was born*** *in Bangka Belitung on 12 December 1998*	Add a subject and a verb
	7. she is the one motivated	−	RS	−	−	*she is the one* ***who*** *give me motivation*	Add a subordinator conjunction
	8. After yesterdays graduated I have never heard her	AIC	−	−	−	*After we graduated,* ***I have never heard about her***	add an independent clause
	9. I cannot contact her. But, one month ago she called me.	AIC	−	−	−	*I cannot contact her, but* ***one month ago she called me.***	add an independent clause
	10. To arrived now and later we are friendship	ASV	−	−	−	***We are friend*** *for now and forever*	Add a subject and a verb
11. ARA K	1. I have a friend. very cute	ASV	−	−	−	*I have a friend.* ***She is*** *very cute*	Add independent clause

	2.	Her name Hanif Su'udiyah	AV	–	–	–	*Her name **is** Hanif Su'udiyah*	Add a verb
	3.	We friend since we are in the first grade ofMTS Al Ghazali	AV	–	–	–	*We **have been** friend since we are in the first grade ofMTS Al Ghazali*	Add a verb
	4.	She has long hair colorblack. She has chin round. She has black eyes. She has flat nose. She has face round	–	–	CS	–	*She has black eyes, flat nose, round chin, round face, **and** she has long black hair*	Add a coordinator conjunction
	5.	Her father's full name Lamidi	AV	–	–	–	*Her father's full name **is** Lamidi*	Add a verb
	6.	She likes eat meatball.She is like humor people. She is study at SMK Rejotangan	–	–	CS	–	*My friend **who** is studying at SMK Rejotangan likes eating meatball and humor.*	Use a subordinator conjunction
	7.	I happy have friend like her	AV	–	–	–	*I **am** happy to have a friend like her*	Add a verb
12. MRH	1.	I have a friend her nameis Nur Lailatul Khasanah	–	RS	–	–	*I have a friend**.** Her name is Nur Lailatul Khasanah*	Use a period/full stopto make two sentences
	2.	Commonly called ella	ASV	–	–	–	***she is** commonly called Ella*	Add a subject

3. She good	AV	–	–	–	*She **is** good*	Add a verb
4. Has oval face	AS	–	–	–	***She** has face oval*	Add a subject
5. Has straight hair and long	AS	–	–	–	***Ella** has straight and long hair*	Add a subject
6. She is good, she has a beautiful face, she hasface oval, she has straight, and long	–	CSS	–	–	*She is good. she has abeautiful oval face, straight, and long hair*	Use a period or fullstop instead of comma
7. I am sure she there whenever there is also	–	RS	–	–	*I am sure **that** she always be there with me*	Add a subordinator
8. Ella is my best friend, she knows all about me	–	CSS	–	–	*Ella is my best friend; **therefore**, she knows all about me*	Add a conjunctive adverb
9. She always there when Ineed	AV	–	–	–	*She is always **be** there whenI need*	Add a verb
10. I am comfortable with her. Because sheunderstand me	AIC	–	–	–	***I am comfortable with her** because she understand mewell*	Add an independent clause
11. The time has now separates us	AV	–	–	–	*The time **has separated** by us*	Add a verb
12. Someone tells she is in the boarding house	–	RS	–	–	*someone tells to me **that** she is in the boarding house*	Add subordinator conjunction

	13. Now I am not with her.But she remained true friend	AIC	–	–	–	***Now I am not with her***, *butshe remain true friend*	Add an independent clause
	14. Even though she and I are separated. But onlythe distance that separates us	AIC	–	–	–	*Even though she and I separate each other,* ***only the distance that separate us***	Add an independent clause
	15. I am very proud of her. And until whenever I have never forgotten	AIC	–	–	–	***I am very proud of her*** *andI never forget her*	Add an independent clause
13. ARMM	1. Long name Ali machfud	ASV	–	–	–	***His full name is*** *Ali machfud*	Add a subject and verb
	2. His name is Ali, His full name is Ali machfud	–	CSS	–	–	*His name is Ali, and his full name is Ali machfud*	Use a coordinate conjunction
	3. His face oval	AV	–	–	–	*his face is oval*	Add a verb
	4. Ali has big body his face oval, eyes black, nose pointed, and hair straight	–	RS	–	–	*Ali has big body**.** He has oval face, black eyes, pointed nose, and straight hair*	Use a period/ fullstop instead of comma
	5. He hobby football, fishing, race, play game	AV	–	–	–	*He **has** several hobbies such as football, fishing, race, and playing game*	Add a verb
	6. He in the class one science three	AV	–	–	–	*He **is** in the X IPA 3*	Add a verb

	7. Ali one school with me	AV	–	–	–	*Ali and **I are studying** at the same school*	Add a verb
	8. He member marching band Gita Bahana Nada	AV	–	–	–	*He **is** the member of marching band Gita Bahana Nada*	Add a verb
	9. Characteristics is funny, humorist,	AS	–	–	–	***The characteristic of Ali** is funny and humorist*	Add a subject
	10. Location house pucanglaban	ASV	–	–	–	***Ali's house is located** in Pucanglaban Village*	Add a subject and a verb
14. LPA	1. he has short black hair, she has fair skin	–	CSS	–	–	He has short black hair **and** fair skin	Add a coordinate conjunction
	2. His eyes small	AV	–	–	–	*His eyes **is** small*	Add a verb
	3. Nico is slim and tall, she has flat nose, andchubby cheek	–	CSS	–	–	*Nico is slim and tall**.** Shehas flat nose, and chubbycheek*	Use a period/ fullstop instead of comma
	4. His heavy 55 kg	AV	–	–	–	*His weight **is** about 55 kg*	Add a verb
	5. he very cute	AV	–	–	–	*He **is** very cute*	Add a verb
	6. he often sick	AV	–	–	–	*He often **gets** sick*	Add a verb

	7. he often gets sick, and ever take care in hospital	AS	–	–	–	*He often gets sick, and **she** ever takes care in hospital*	Add a subject
	8. Therefore he also likes mutual help friends complicated,	AIC	–	–	–	***He is kind**; therefore, she likes helping her friendsproblem*	Add an independent clause
	9. he not like commotion and something strange	AV	–	–	–	*He **dislike** something that are commotion and strange*	Add a verb
	10. he like adventure nowadays she is verybusy	–	RS	–	–	*He likes adventure, **but** nowadays she is very busy*	Add a coordinate conjunction
	11. he now in SMA Suka Maju	AV	–	–	–	*Now she **is studying** at SMA Suka Maju*	Add a Verb
	12. he very simple	AV	–	–	–	*He **is** very simple*	Add a verb
	13. he my friend	AV	–	–	–	*He **is** my friend*	Add a verb
15. FWP	1. My house contain solidbuilding and safety for living my house always clean and beautiful	–	RS	–	–	*My house contains solidbuilding and safety for living**.** My house always clean and beautiful*	Use a period/ fullstop instead of comma
	2. My house not big	AV	–	–	–	*My house **is** not big*	Add a verb
16. SKD	1. My house is my paradise, my house is located in the padangan village	–	CSS	–	–	*My house is my paradise**;** itis located in padangan village*	Use a semicolon or period to make twosentences
	2. My house is very beautiful for me. and					***My house is very***	Add an

	athome that I started my life with my parents	AIC	–	–	–	*beautifulfor me, and I start my life with my parents in this house*	independent clause
	3. And in front of my house there are plants such as roses, jasmine, kamboja flower. I water the flower every daybefore I go to school	AIC	–	–	–	*In front of my house thereare many plants such as roses, jasmine, and kamboja flower. I water it every day before I go toschool*	Add an independent clause
	4. And in the back of my house there is a chicken	AIC	–	–	–	*I have a chicken and it is in the back of my house*	Add an Independent clause
	5. On Sunday always helpher clean the house	AS	–.	–	–	*On Sunday I always helpmy mother to clean the house*	Add a Subject and averb
	6. As sweeping, cleaning the floor, wipe the glass window, that's how I make my mother happy	ASV	–	–	–	*I always help my mother to sweep, clean the floor, and wipe the window because I want to make my mother happy*	Add a Subject and a verb
	7. If my mother happy I also happy	AIC	–	–	–	*If my mother feels happy, I am feeling happy too*	Add an independent clause
	8. My story, where your story	ASV	–	–	–	*It is my story. Where is your story?*	Add a subject and verb
17. DIM	1. His name Rikha FendyRiadi	AV	–	–	–	*His name is Rikha FendyRiadi*	Add a verb

	2. His name is Rikha Fendy Riadi, He is eighteen years old, andhe is sitting in class eleven in SMK Sore Tulungagung	–	CSS	–	–	*His name **is** Rikha Fendy Riadi.* He is eighteen years old, and now he is sitting in class eleven in SMK Sore Tulungagung	Use a period/full stopinstead of a comma
	3. He black eyes, nose sharp thin lips and cheeks fairly chubby	A V	–	–	–	*He **has** black eyes, sharp nose, thin lips, chubby cheeks, and black hair*	Add a verb
	4. His black hair	A V	–	–	–	*His hair **is** black*	Add a verb
	5. My brother has hobbyplaying guitar and is also like music auditory	AS	–	–	–	My brother has hobby playing guitar , and **he** also like music auditory	Add a subject
	6. If I have problem. he ignorant always me insolving the problem	AI C	–	–	–	*If I have problem, **he** **always ignorant** **me***	Add an independent clause
	7. Sometimes he is a verygood heart, but sometimes as well asspiteful	AS V	–	–	–	*he is kind, but sometimes **he is** spiteful*	Add a subject and averb
	8. So thanks to him	AS	–	–	–	***I** thank to him*	Add a subject
	9. I could passable guitar he teach me patiently	–	RS	–	–	*I can play guitar because he teach me patiently*	Add a subordinator conjunction
	10. Although likes ignorant. he is also kind	AI C	–	–	–	*Although he likes ignorant, **he is kind brother**.*	Add an independent clause

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18. HIA	1. My school in MAN 3 Tulungagung	A V	–	–	–	*My shool **is** MAN 3 Tulungagung*	Add a verb
	2. My school is in MAN 3Tulungagung , It has many programs, it is excellent, exceleration,and regular	–	CS S	–	–	*My school is MAN 3 Tulungagung**;** It has many programs such as excellent, exceleration, andregular*	Use period or semicolon instead of comma
	3. May school many class	AS V	–	–	–	***My** school **has** many classes*	Add a subject and a verb
	4. My school has frees area I like it	–	RS	–	–	*My school has free area, **and** I like it*	Use a coordinate conjunction
	5. There many extracurricular and Ilike extra drumband	A V	–	–	–	*There **are** many extracurricular, and I likemarching band one*	Add a verb
	6. I happy in my school	A V	–	–	–	*I **am** happy in my school*	Add a verb
	7. I am happy in my school. Because I havemany friend who is good	AI C	–	–	–	***I am happy in my school** because I have many friendwho is good*	Add an independent clause
	8. Usually I go to school every morning at 6.30 am and go home at 2.30 pm	AS	–	–	–	*Every morning Usually I goto school at 6.30 am, and **I** go home at 2.30 pm*	Add a subject
19. TN	1. He name Habib Eko Setiawan	AS V	–	–	–	***My friends' name is** Habib Eko Setiawan*	Add a subject and a verb

2. He has a high body, but little thin	AS V	–	–	–	*He has a high body, but* **he**	Add a subject and a
3. Her fair short and black	AV	–	–	–	**His hair** *is short and black*	Add a verb
4. Round brown eyes, andhe has a white skin	ASV	–	–	–	**Habib has** *round brown eyes, and he has a whiteskin*	Add a subject and averb
5. Oval face, round chin, and nose sharp	ASV	–	–	–	**He has** *oval face, round chin, and sharp nose*	Add a subject and a verb
6. He is energetic, gentle,and sometimes very Funny	ASV	–	–	–	*He is energetic, gentle, andsometimes* **he is** *very funny*	Add a subject and averb
7. He is energetic, gentle, and sometimes he is very funny. But he wasa shy man to someone who is not so familiar	AIC	–	–	–	**He is energetic, gentle, andsometimes he is very funny**, *but he is a shy man to someone who is not familiar with him*	Add an independent clause
8. His home in the district Kalidawir	AV	–	–	–	*Habibs' house* **is** *in Kalidawir district*	Add a verb
9. Two months older than Me	ASV	–	–	–	**He is** *two months older than me*	Add a subject and a verb
10. He lived with his father, mother, and sister. But his father rarely at home	AIC	–	–	–	**He lives with his father, mother, and sister,** *but his father rarely at home*	Add an independent clause
11. His mother a house wife and take care of her Children	ASV	–	–	–	*His mother* **is** *a house wife,and* **she** *takes care of her children*	Add a subject and averb

	12. I hope to see him again. Because I miss him very much.	AIC	–	–	–	*I hope can see him again* *because I miss him very much.*	Add an independent clause
20. ANM	1. I have a friend, she can be called sum	–	CSS	–	–	*I have a friend. she can be* *called sum*	Use a period /full stop to make two sentences
	2. we are one class but notone seat because my friend is nada	AS	–	–	–	*we are one class, but **we** are not sit at the same seatbecause my friend is nada*	Add a subject
	3. She was very close to me, we are one class, but we are not sit at thesame seat because my friend is nada	–	CSS	–	–	*She is my close friend. weare one class, but we are not sit at the same seat because my friend is nada*	Use a period /fullstop instead of comma
	4. I also have five other friends that dewi, santi, zuida, nada, yustisi and one of which is the sum	AV in DC	–	–	–	*I also have five other friends that **are** dewi, santi,zuida, nada and one of which is the sum*	Add a subject and averb
	5. I also have five other friends that are dewi,santi, zuida, nada, yustisi and one of which is the sum	AS	–	–	–	*I also have five other friends that are dewi, santi,zuida, nada and **one of them** is sum*	Add a subject
	6. All have the nature of a different nature	AS	–	–	–	***All of them** have the different characteristics*	Add a subject
	7. I will mentioned one of them	AV	–	–	–	*I will **mention** them one by one*	Add averb

8. the first dewi	AV	–	–	–	*The first order is dewi.*	Add a verb
9. has unique properties	AS	–	–	–	*She has unique properties.*	Add a subject
10. the second nada	AV	–	–	–	*The second is Nada*	Add a verb
11. has a mischievous nature	AS	–	–	–	*She has a mischievous nature*	Add a subject
12. I will mention them oneby one, the first is dewi. She has unique properties	–	CSS	–	–	*I will mention them one by one. The first order is dewi. She has unique properties.*	Use a period or fullstop instead of Comma
13. Zuida she smart intelligent figure	AV	–	–	–	*Zuida is smart and intelligent figure*	Add a verb
14. Posture bigger than the others	ASV	–	–	–	*Zuida has the bigger posture than the other*	Add a subject and a verb
15. Santi has characterictic that is patient and smile.while sum has properties that have been more earlier mentioned above	AIC	–	–	–	*Santi has characterictic that is patient and smile* while sum has characteristic that has beenmentioned before	Add an independent clause
16. And we quarrel but only briefly after that weback friends	AIC	–	–	–	*we ever quarrel each other*, but it is only briefly afterthat we back friends	Add an independent clause
Total	130	42	6	1		179
percentage	68.94%	26.13%	4.17%	0.76%		100%

Note:

1. **SF*** : Sentence fragments
    a. **AS** : the absence of Subject

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b. **AV** : the absence of Verb

c. **ASV** : the absence of Subject and Verb

d. **AS in DC** : the absence of Subject in Dependent Clause

e. **AV in DC** : the absence of Verb in Dependent Clause

f. **AIC** : the absence of independent Clause

2. **RS/CSS** : Run-on sentences / comma splice sentences

3. **CS** : Choppy sentences

4. **SS** : Stringy sentences

Appendix 3. Lesson Plan

RENCANA PEMBELAJARAN SEMESTER

Nama Prodi	DIV Ortotik Prostetik
Nama Mata Kuliah	General English
Kode	OP4.1.01
Semester	I (Tingkat I)
Beban Kredit	2 SKS
Dosen Pengampu /Tim Dosen	Fitriya Dessi Wulandari, M.Pd

Deskripsi Mata Kuliah	Mata kuliah ini membahas teori tentang dasar Bahasa Inggris untuk percakapan sehari hari dalam dunia medis, mempelajari grammar Bahasa Inggris dasar, pengunaan kata kerja sesuai waktu keadian, macam macam tenses dan pemakaianya, .
Capaian Pembelajaran	Mahasiswa mengusai kelas kata dalam Bahasa Inggris, (Noun. Pronoun) Mahasiswa menguasai tenses dalam Bahasa Inggris Mahasiswa menguasai macam macam grammar Mahasiswa mampu menggunakan bahasa inggris dalam aktifitas sehari hari Mahasiswa mampu menggunakan bahasa inggris dalam dunia medis Mahasiswa mampu menggunakan bahasa inggris untuk presentasi Mahasiswa menguasai Bahasa Inggris secara lisan dan tulis, Mahasiswa mengusai bahasa inggris dalam ketrampilan mendengarkan dan menulis

Metode Penilaian dan pembobotan	aluasi Pembelajaran :
	aluasi Pembelajaran :
	    1. Ujian Tengah Semester = 30 %
	    2. Ujian Akhir Semester = 40 %
	    3. Penugasan (individu dan kelompok) = 15 %
	ktik presentasi, diskusi = 15 %

Daftar Referensi	dul English Grammar

Jadual Pembelajaran

Teori

Hari/ Tanggal/ Waktu (menit)/Ptmn ke	Tujuan	Bahan kajian/Sub Bahan Kajian	Metoda (Bentuk Pembelajaran)	Media	Kriteria Penilaian (Indikator)	BOBOT NILAI (%)	Standar Kompetensi Profesional	Dosen
Ke 1	Mahasiswa mengetahui rencana belajar, materi dasar dan bahan ajar selama 1 semester Mahasiswa memperkenalkan diri dalam bahasa inggris	Introduction to the course Self introduction	Ceramah oleh dosen - Perkenalan - Pebagian kontrak belajar - Perkenalan materi Penjelasan materi dasar untuk presentasi	RPS, Kontrak belajar	- Keaktifan mahasiswa -	-	- Mahasiswa mampu memperkenlkan diri dalam bahasa inggris	Miss De

Diperiksa oleh	Disiapkan oleh
Ketua Program Studi	Penanggung Jawab
	Mata Kuliah
Agus Setyo Nugroho SST.OP, MKes NIP. 198408292010121006	Fitriya Dessi Wulandari, M.Pd

Appendix 3

Student Task

Name: Annisa Yunda K

No: 7

The is my close friend. He tall hair black, nose wide and face round. He born in Surakarta Taufik is people who a fun, humoris, kind, and Anymore. He house in Colomadu, He class X Sains three He at Islamic senior high school 1 Surakarta At school, he following extracurricular marching band and scout.

Name: Hasta Mahendra Saputra

No: 21

I live with my mother, she is friendly and kind. She beautiful, Slim height. She has long black hair, my mother has brown Skinned. My mother very proudof her children. She always cheerful inher daily life. She always cheerful in her daily life. My mother was not ever mad at me. My mother always obeys what I want. She is alwayscheerful in her daily life. My mothers' hobby iscooking she cooks it tastes delicious if all. Today show cookingchicken soup. Today my mother show me how to cook chicken soup, my mother tells me that all the ingredients and its processing. After cooking iscompleted. And the result are delicious.

Name: Dea Ajeng S C

No: 14

Cahaya intan indah puspita sari 17 years old. Has been reported missing since March 11, 2014. Thin girl with long black hair, a round face, and large eyes. She is small, She is thin girl with long black hair, a round face, and large eyes.

Name: Khairunnisa

No: 16

Hair wavy and gray. He eyes brown. He has face round his eyes is brown, big nose, I am also help my father to search grass. After it my father takes a bath.

Name: Tisti Naura

No: 20

I have a friend, she can be called sum we are one class but not one seat because my friend is nada. She was very close to me, we are one class, but we are not sit at the same seat because my friend is nada I also have five other friends that dewi, santi, zuida, nada, yustisi and one of which is the sum I also have five other friends that are dewi, santi, zuida, nada, yustisi and one of which is the sum All have the nature of a different nature. I will mentioned one of them the first dewi has unique properties the second nada has a mischievous nature. I will mention them one by one, the first is dewi. She has unique properties. Zuida she smart intelligent figure. Posture bigger than the Others. Santi has characterictic that is patient and smile. while sum has properties that have been more earlier mentioned above. And we quarrel but only briefly after that we back friends