

**Error Analysis of Phrases in English Skripsi Heading
on English Education Department of Universitas Muhammadiyah Sorong**

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Abstract

The objective of this study was to determine the categories of mistakes found in the English skripsi titles at Sorong Muhammadiyah University. Utilizing a descriptive qualitative approach, the research examined 70 skripsi titles created by English department students from the first and second generations. Research required gathering information from different sources in libraries. The study found that mistakes in English skripsi titles mainly happened in noun phrases and prepositional phrases. Errors in noun phrases can include missing possessive markers, gerund markers, or prepositions, as well as unnecessary elements, incorrect morpheme forms, and misordering. On the contrary, misordering problems primarily impacted prepositional phrases.

Keywords: *Noun Phrase, Prepositional Phrase, Error Analysis*

INTRODUCTION

The thesis, a capstone project required for graduation, can be a daunting task for many students. This final project culminates their academic journey and allows them to demonstrate their knowledge and research skills in a specific area. Students often struggle not only with formulating a thesis statement, but also with the initial step of identifying a suitable research topic (Tahang 2020). This initial topic selection is crucial, as it sets the direction for the entire project. The specific areas from which students can choose their thesis topics will vary depending on their academic program. In teacher training and education faculties, topics typically focus on the learning process and related challenges. In the English department, on the other hand, students have a broader range of options, potentially exploring any aspect of the English language or literature. Once a student has identified a potential research question and received approval from their advisor, they can then begin formulating a clear and concise thesis statement. This statement will effectively guide their research and serve as the foundation for their entire thesis project. Students should be able to carry out and dig their deep understanding about how they can use English orally as well as they can (Wael, Asnur & Ibrahim, 2018).

Formulating a clear and concise thesis title can be a challenge for English students. Learning is the process of teaching activities as well play a role, Tahang, H., Wael, A., & Hartanti, R. (2022). Many students experience confusion and stress due to the potential for errors in the title. Accurate grammar

is crucial in a thesis title, as any mistakes can misrepresent the meaning of your research and potentially affect the reader's understanding of your thesis content (Akib, M., & Ohorella, H. M. 2018). Learning a foreign language, like English, inevitably involves encountering errors. Indonesia, for instance, faces this challenge despite the implementation of various language learning approaches. Clear and grammatically correct sentences are essential for effective academic writing, including bachelor's theses. Well-constructed sentences not only enhance readability but also ensure your message is conveyed accurately and professionally. This is because readers are less likely to be confused or misinterpret your ideas if your sentences are properly structured (Rahman, 2018). This is because every learner has their own unique set of challenges and limitations. English language learners, until they achieve complete mastery, will likely make errors, particularly in productive skills like speaking and writing. Through the roles of various parties, especially teachers and parents as individuals who interact directly with students, the learning process can still be carried out properly as well as learning during normal conditions, Wael, A. et al. (2024). Most governments are used to rate the quality of the school and upgrade the educational system, Hasanuddin et al. (2023)

A careful review of thesis titles often reveals grammatical errors. Several research were conducted this research such as; (Nur Laily, F. 2019) the author examined sentences in the introduction by identifying errors in grammar and morphology usage. Furthermore, the mistakes were classified into four categories: omission, addition, misformation, and misordering. The most frequent mistake found in 2017 English education department undergraduate theses is omission. Another research (Aldhawayah, S. R. 2021) The research revealed that students committed errors in three categories: Omission, addition, and misinformation. Initially, the most common type of error is omission; specifically, there are 113 instances or 55.3% of errors related to omission. Following that is disinformation; there are 56 mistakes, making up 27.5% of the total. The final mistake is the addition error, making up 35 errors or 17.2% of the total. Additionally, the study discovered that the most common reason for errors was overgeneralization, accounting for 67.8% of the errors, followed by an ineffective teaching approach at 32.2%. This situation highlighted the complexities students face when using English articles in descriptive writing. Hence, it is recommended for the teacher to focus more on this issue and enhance students' comprehension.

These errors can be problematic because they can create confusion or cast doubt on the quality of the research. While grammatical errors are common during language acquisition, it's important to identify and address them in thesis titles, which serve as a first impression for readers. The key to a strong thesis title lies in its grammar and sentence structure. Syntax, a branch of linguistics concerned with how words are arranged to form meaningful sentences, plays a crucial role here. Syntactic analysis examines how words combine to create phrases, clauses, and ultimately, complete sentences. The proposed research question; What are the most common verb tense errors found in thesis statement phrases of the English Department's skripsi headings?

Definition of Error

Errors are an inevitable part of the language learning journey. They are not signs of failure, but rather natural consequences of the learning process. This perspective has shifted the focus from simply preventing errors to understanding them as indicators of development (Hasyim et al., 2023). Language learners often make errors as they grapple with new grammatical rules. These errors can stem from the learner's existing knowledge of their first language, which may have different grammatical structures. These differences can lead to challenges in mastering the second language's grammar.

In linguistics, a distinction is often made between errors and mistakes. Mistakes are unintentional deviations from correct grammar or usage that a speaker can readily self-correct upon recognizing them. Both native and non-native speakers can make mistakes, often due to lapses in memory or attention. Conversely, errors are systematic deviations from grammatical rules that occur because the speaker lacks

knowledge of those rules. These errors tend to be more frequent and persistent, as the speaker isn't aware they're breaking the rules.

Kinds of Errors

A review of the literature revealed several valuable frameworks for error classification: Linguistic Category Taxonomy: This approach categorizes errors based on grammatical elements like morphology and syntax. Surface Strategy Taxonomy: This framework focuses on how learners manipulate language structure, identifying errors of omission (missing words), addition (unnecessary words), misformation (incorrect word forms), and misordering (incorrect word order). Comparative Analysis Taxonomy: This method compares L2 errors to other types of constructions. Communicative Effect Taxonomy: This framework analyzes errors based on their impact on the listener or reader. For this study, the Surface Strategy Taxonomy was chosen to analyze the identified errors (Dulay et al., 1982).

Surface Strategy Taxonomy (SST) analyzes how students manipulate the surface structures of language. This framework identifies four common errors: omission (leaving out necessary words), addition (including unnecessary words), misformation (incorrectly forming words), and misordering (arranging words in the wrong order).

Omission

Omission errors occur when learners leave out essential elements for a well-formed sentence. Dulay et al., (1982) identified this as a common error in early language acquisition. Both morphemes (meaningful units of grammar) and words can be omitted, with morphemes being more frequent. There are two main morpheme types: Content morphemes: These carry meaning, such as nouns (dog), verbs (run), adjectives (happy), and adverbs (quickly). Grammatical morphemes: These help with sentence structure, including: Noun and verb inflections (e.g., -s for plurals, -ed for past tense), articles (a, an, the), verb auxiliaries (be, have, do), and prepositions (in, on, at, etc.).

Addition

Addition errors, the opposite of omission errors, occur when learners include unnecessary elements in their sentences. This often happens as learners acquire some target language rules but haven't fully mastered them, as explained by (Dulay et al., 1982). There are three main types of addition errors: Double marking: This occurs when learners use more than one marker for the same grammatical function, like "she doesn't eats" (both "doesn't" and "-s" indicate negation). Regularization: This happens when learners overapply a rule to an exception, for example, saying "eated" instead of "ate" because they apply the past tense "-ed" ending to all verbs. Simple addition: This includes any unnecessary word or phrase that doesn't belong in the sentence, such as "the fishes doesn't eat other fish" (corrected to "don't" or "fish").

Misformation

Misformation errors involve using the wrong form of a morpheme (meaningful unit of grammar) or structure within a sentence. Three main types of misformation errors occur: Regularization: Learners apply a general rule incorrectly to an exception. For example, they might say "I seen him yesterday" instead of "I saw him yesterday" because they haven't learned that "see" has an irregular past tense form. Archi-forms: Learners overuse a particular form within a category, even when other options are appropriate. For instance, they might frequently use "that" as a demonstrative adjective (That book is interesting) even though options like "this," "these," or "those" might be more fitting in certain contexts. Alternating forms: This is related to archi-forms and arises when learners haven't grasped the appropriate use of different forms within a category. They might initially favor one form (like "that") but eventually learn to alternate between different options ("this," "those," etc.) as they progress in their language acquisition (Dulay et al., 1982).

Misordering

Misordering errors involve placing morphemes (meaningful units of grammar) or groups of morphemes in the wrong order within a sentence. This happens even when the individual words themselves are correct. For example, the sentence "what this is?" should be reordered as "what is this?"

METHOD

This research employs a qualitative approach with a descriptive method (Creswell, J. W., 2015). The goal is to analyze and describe errors within English skripsi (thesis) headings at Sorong Muhammadiyah University. Data collection will involve purposive sampling, where 70 skripsi headings are deliberately chosen from the department's population. This sample size is considered sufficient for the research. Since the research focuses on analyzing written text, a library study will be conducted. This involves gathering relevant information from library resources, such as theoretical references to support the analysis and the main data source the skripsi headings themselves.

A library study involves gathering information from library resources, including relevant theories that support the research and the main data source: the skripsi headings from Sorong Muhammadiyah University. To analyze these headings and identify error phrases, a syntactic approach will be employed. This approach focuses on the grammatical structure of sentences. The data analysis process will involve the following steps: Data Reduction: This involves selecting, simplifying, abstracting, and transforming the collected skripsi headings. This helps make the data more manageable for analysis. Data Display: The categorized error phrases will be presented in tables for clear visualization. Conclusion Drawing and Verification: Based on the identified error phrases, conclusions will be drawn about the types of errors found in the skripsi headings. However, these initial conclusions will be verified to ensure accuracy. This might involve re-examining the data or seeking additional evidence if necessary (Miles et al.,2014).

RESULT

To identify and describe error phrases within the skripsi headings, the writer meticulously analyzed and categorized the errors found. The analysis revealed that all identified errors fell into two main categories: noun phrases and prepositional phrases. This categorization was essential in understanding the common types of mistakes students make in their academic writing. The findings are organized into two comprehensive tables for clarity and ease of reference. The first table highlights errors in noun phrases, while the second table addresses errors in prepositional phrases. Each table presents the original skripsi heading, the type of error identified, and the corrected version of the heading. This structured approach not only aids in pinpointing specific issues but also provides clear examples of correct usage. Through this analysis, it became evident that a significant portion of the errors could be attributed to improper structuring of phrases and a lack of attention to detail in grammatical constructs. Additionally, this categorization helps educators target specific areas for improvement in their teaching methods.

Table 1. Noun Phrases Error

No	Skripsi headings	Kinds of Error	Correctness
1.	Using picture through pair task to improve (1) <u>the speaking ability the students</u> at the third grade of SMP YPK Syaloom Sorong	Misordering and omision	Using picture through pair task to improve <u>the students' speaking ability</u> at the third grade of SMP YPK Syaloom Sorong
2.	...speaking ability at the third (2) <u>years</u> students of SMPN 2 Salawati Kabupaten Sorong	Addition	... speaking ability at the third <u>year</u> students of SMPN 2 Salawati Sorong

3.	The effectiveness of (3) <u>pictured test item</u> on English vocabulary test at...	Misordering		The effectiveness of <u>picture item test</u> on English vocabulary test at...
4.	Increasing (4) <u>student vocabulary mastery</u> at class ...	Omission		Increasing <u>students' vocabulary mastery</u> through picture at....
5.	Increasing (5) <u>the student ability</u> in reading comprehension by using Project Based learning....	Omission		Increasing <u>the students' ability</u> in reading comprehension by using Project Based Learning...
6.	(6) <u>Improve speaking</u> by using Britney spears' song lyric in her first album in title "sometime" in (7) <u>the second year</u> students in SMP YPK Syaloom	Omission Addition	and	<u>Improving speaking</u> by using Britney spears' song lyric in her first album in title "sometime" in <u>the second year</u> students in SMP YPK Syaloom
7.	(8) <u>An errors analysis</u> on the use of the simple present tense at second grade of SMP YPK Syaloom Sorong	Addition		<u>An error analysis</u> on the use of the simple present tense at the second grade of SMP YPK Syaloom
8.	improving speaking ability using picture in (9) <u>junior high school seven</u> of SMP YPK Syaloom	Misordering omission	and	Improving speaking ability using picture in seventh junior high school of SMP YPK Syaloom
9.	The correlation between (10) <u>students interest</u> and (11) <u>students achievement</u> in English by using readboy talking book....	Omission		The correlation between <u>students' interest</u> and <u>Students' achievement</u> in English by using readboy talking book...
10.	Strive to improve the ability of (12) <u>vocabulary student</u> by using picture of the fifth grade...	Misordering		Strive to improve the ability of <u>students' vocabulary</u> by using picture of the fifth grade...
11.	Error analysis of the using of the affixation at (13) <u>second class YPK 2 Maranatha Sorong</u>	Omission		Error analysis of the using of the affixation at second class of YPK 2 Maranatha Sorong
12.	The students' ability in identifying gerund and past participle (14) <u>to the class students</u> at SMP Negeri 6 Sorong	Misformation		The students' ability in identifying gerund and past participle at SMP Negeri 6 Sorong.
13.	Error analysis of (15) <u>the students' in using personal pronoun</u> at MTs Muhammadiyah 1 Sorong	Addition		Error analysis of <u>the students</u> in using personal pronoun at MTs Muhammadiyah 1 Sorong
14.	The correlation between vocabulary mastery and (16) <u>reading skills</u> for students of junior high school	Addition		The correlation between vocabulary mastery and <u>reading skill</u> for student of junior high school
15.	Increasing (17) <u>students writing creativity</u> by using free writing method at the fifth grade of (18) <u>elementary school (SD Negeri 25 Sorong)</u> ...	Omission Misordering	and	Increasing <u>students' writing creativity</u> by using free writing method at the fifth grade of <u>Negeri 25 Sorong Elementary school</u> in...
16.	The ability to use possessive pronouns by (19) <u>the first-year students'</u> of SMP YPPK Don Bosco Sorong	Addition		The ability to use possessive pronouns by <u>the first-year students</u> of SMP YPPK Don Bosco Sorong
17.	The effectiveness of (20) <u>teaching english vocabulary</u> by using songs at the first-year students....	Misordering		The effectiveness of <u>English vocabulary teaching</u> by using songs at the first-year students....

18.	(21) <u>An errors analysis</u> by using pronoun in the sentences at the...	addition		<u>An error analysis</u> by using pronoun in the sentences at the...
19.	(22) <u>The use SQ3R method</u> to increase the students' ability in reading comprehension at the first grade of SMP Negeri 5 Sorong	Omission		<u>The use of SQ3R Method</u> to increase the students' ability in reading comprehension at the first grade of SMP Negeri 5 Sorong
20.	The mastery of simple present tense through card game by first year student of (23) <u>junior high school 1 Sorong</u>	Misordering		The mastery of Simple present tense through card game by first year student of <u>Sorong 1 Junior high school</u>
21.	(24) <u>Using the picture</u> to increase the student's vocabulary mastery at....	Omission		<u>Using of the picture</u> to increase the student's vocabulary mastery at....
22.	(25) <u>Teaching vocabulary</u> by using (26) <u>Octagon Board Games</u> to the grade....	Omission Addition	and	<u>teaching of vocabulary</u> by using <u>Octogon Board Game</u> to the grade...
23.	(27) <u>Teaching reading skill</u> by using skimming and scanning techniques....	Omission		<u>Teaching of reading skill</u> by using skimming and scanning techniques....
24.	Demonstrate Method to increase the writing ability of the seventh grade students at (28) <u>Junior High School IT Nurul Yaqin Sorong Regency</u>	Misordering		Demonstrate Method to increase the writing ability of the seventh grade students at <u>IT Nurul Yaqin junior high school of sorong regency</u>
25.	Improving the vocabulary mastery at the second grade of (29) <u>Junior High School 14 Raja Empat</u> by using (30) <u>crosswords game</u>	Misordering Addition	and	Improving the vocabulary mastery at the second grade of <u>14 Raja Empat Junior high school</u> by using (23) <u>crossword game</u>
26.	Improving (31) <u>student' pronunciation</u> through English songs of the second....	Omission		<u>Improving students' pronunciation</u> through English songs of the second...
27.	The ability to use passive voice by (33) <u>third grade students'</u> of SMPN 2 Sorong	Addition		The ability to use passive voice by <u>third grade students</u> of <u>SMPN 2 Sorong</u>
28.	(39) <u>Teaching using PQ4R learning method</u> (40) <u>for increasing</u> (41) <u>the students' in reading comprehension</u> at the second class of SMP 5 Sorong	Misformation and Addition		<u>Teaching of PQ4R learning method</u> to increasing <u>the students reading comprehension</u> at the second class of <u>SMP 5 Sorong</u>
29.	(34) <u>Using short of</u> (35) <u>storytelling</u> to improve listening skill....	Missordering		<u>Using of short storytelling</u> to improve listening skill....
30.	<u>The effectiveness to use role</u> play in teaching <u>speaking</u> at second grade students of....	Omission		The effectiveness of role play use in <u>teaching of speaking</u> at second grade students of...
31.	(37) <u>The effectiveness to using jigsaw model</u> (38) <u>to teaching reading of</u> the students...	Omission and Misformation		<u>The effectiveness of jigsaw model</u> to <u>teach reading of</u> the students...

Table 2. Prepositional Phrases Error

No	Skripsi headings	Kinds of Error	Correctness
1.	Increasing student vocabulary mastery (1) <u>at class seventh Muhammadiyah I sorong</u> (2) <u>in the academic year 2019/2020</u> (3) <u>Through pictures.</u>	Misordering	Increasing students' vocabulary mastery <u>through picture</u> at <u>seventh class of Muhammadiyah 1 Sorong in the 2019/2020 academic year</u>
2.	...of the second-year students at MTs. Negeri Model Sorong (4) <u>in academic year 2019/2020</u>	Misordering	...of the second-year students at MTs. Negeri Model Sorong in <u>2019/2020 academic year</u>
3.	... MTs Negeri Model Sorong by using games (5) <u>in academic year 2019/2020</u>	Misordering	...MTs Negeri Model Sorong <u>in 2019/2020 academic year</u>
4. at the first class of SMP Negeri 1 Sorong (6) <u>in academic year 2019/2020</u>	Misordering at the first class of SMP Negeri 1 Sorong <u>in 2019/2020 academic year</u>
5. at the fifth grade of elementary school (SD Negeri 25 Sorong) (8) <u>in academic year 2019/2020</u>	Misordering at the fifth grade of <u>Negeri 25 Sorong Elementary school in 2019/2020 academic year</u>
6.SMP Muhammadiyah Al-amin Sorong (14) <u>in the academic year 2019/2020</u>	Misordering SMP Muhammadiyah Al-amin Sorong <u>in 2019/2020 academic year</u>
7.	Using narrative text to increase students' writing ability at the second grade of MTs Integral Hidayatullah (10) <u>in academic year 2019/2020</u>	Missordering	Using narrative text to increase students' writing ability at the second grade of MTs Integral Hidayatullah <u>in 2019/2020 academic year</u>
8.	Using short of storytelling to improve listening skill at the sixth of elementary school (SD Negeri 25 Sorong) (12) <u>in academic year 2019/2020</u>	Misordering	Using of short storytelling to improve listening skill at the sixth of elementary school (SD Negeri 25 Sorong) <u>in 2019/2020 academic year</u>

Analyzing and classifying mistakes in skripsi titles systematically offers important understanding of frequent language obstacles encountered by students. Educators can improve teaching strategies by recognizing and fixing these mistakes, resulting in better writing skills for students. The in-depth tables are a valuable tool for students and teachers, showcasing the significance of accurate language in academic writing. In conclusion, this study highlights the importance of maintaining focus on grammar and syntax in educational programs to enhance academic achievement.

DISCUSSION

This research aimed to identify error phrases within skripsi headings produced by both first and second-generation students in the English Department at Sorong Muhammadiyah University. The analysis revealed that all identified error phrases belonged to either noun phrases or prepositional phrases. This section will delve deeper into these error phrases.

1. Noun Phrases

While noun phrases seem straightforward, consisting of a head noun or pronoun (potentially with modifiers) and a determiner, they are a common source of error in English skripsi headings. This

research focuses on four main types of noun phrase errors: omission, addition, misformation, and misordering.

a. Omission

Omission errors are characterized by the absence of item that must be present in a well-formed utterance. Many writers done this error because their language regulation (indonesian) was differen with english, where, there were many rules in arrange the word become a phrese,clause or sentence. It mean that this error not cause by mother tongue but because the difficulty of the target language of usually called intralingual error. After read and learn carefully, there were omission errors in skripsi heading :

Omission of *s'* as possessive noun marker.

Possessive noun was noun that used to assert the ownership of human, thing and animal. The rule to make a possessive is by adding “ *s* ” after noun, example “student’s ability”. But if the noun ending by “*S*” or plural, we just need apostrophe (‘) as possessive mark. After the writer analyzed the data, she found some of skripsi heading that omit the possessive, they are:

Increasing *student vocabulary mastery*_at class seventh (student’s vocabulary mastery)

Increasing *the student ability*_in reading comprehension by using Project Based learning.... (the student’s ability)

The correlation between *students interest* and *students achievement* in English by using readboy talking book (student’s interest and student’s achievement)

Increasing *students writing creativity*_by using free writing method(students’ writing creativity)

Improving *student’ pronunciation* through English songs of the second grade students..... (student’s pronunciation)

Omission of preposition “of”

The omission of preposition “of” happen at some skripsi heading that done by old writer, where the writer omit explain-explained role and also preposition “of”. Here they are:

Error analysis of the using of the affixation at *second class YPK 2 Maranatha Sorong*_(second class of YPK 2 Maranatha sorong)

The use SQ3R method to increase the students’ ability in reading comprehension at the first grade of SMP Negari 5 Sorong. (the use of SQ3R method)

Using the picture to increase the student’s vocabulary mastery at the sixth....(using of the picture)

Teaching vocabulary by using Octagon Board Games to the grade students...(teaching of vocabulary)

The effectiveness to use role play in teaching speaking at second grade students.... (the effectiveness of role play use)

The effectiveness to using jigsaw model to teaching reading of the students in the first grade of SMP N 9 Sorong (the effectiveness of jigsaw model)

b. Addition

Addition characterized by the presense of an item which must not be present in a well-formed utterance. There are many skripsi headings indicate as addition error, they are:

“A study on the correlation between students’ competence on sentence structure and speaking ability at the third *years* students of SMPN 2 Salawati Kabupaten Sorong”.the writer adding letter “d” in word ‘year’ ”.

“Improve speaking by using Britney spears’ song lyric in her first album in title “sometime” in the second *year* students in SMP YPK Syaloom”. the writer adding letter “d” in word ‘year’ ”.

“The ability to use passive voice by third grade students’ of SMPN 2 Sorong”, “Teaching using PQ4R learning method for increasing the students’ in reading comprehension at the second class of SMP 5 Sorong” and “Error analysis of the students’ in using personal pronoun at MTs Muhammadiyah 1 Sorong”. The apostrophe in the word “student” indicate possessive. Generally possessive followed by noun. “the students’ in using personal pronoun” is wrong because after possessive did not follow by noun.

c. Misformation

The effectiveness *to using* jigsaw model the word “ to using” ough to “to use” because “to” always followed by verb one or called to infinitive. But the use of “to use” in this phrase inaccurate, it looking good if changed by preposition “of”, beside not overgeneralization, the use of preposition “of” made clear meaing.

To the class students_ from the heading “The students’ ability in identifying gerund and past participle to the class students at SMP Negeri 6 Sorong”, the phrase “ to the class students” has ambiguity meaning,because the writer did not indicate the grade of the class clearly. If the she did not indicate the class, this phrase should loosed to make the meaning clear.

d. Misordering

Misordering is the incorrect placement of morpheme or a group of morpheme in an utterance. Misordering errors occur sistematically for both L1 and L2 learners. In addition to these creative misordering errors, the writer have made written misordering errors that are word-for-word translation of native language surface structure. Bellow the writer would show some heading that indicate misordering error.

The speaking ability the students from the title “Using picture through pair task to improve the speaking ability the students at the third grade of SMP YPK Syaloom Sorong”, from this phrase the writer want to say “*students’ speaking ability*”, but the writer wrong in ordering the phrase structure, she put noun phrase after noun phrase to show possessive, whereas she just need put the word “students” plus apostrophe (‘) in fron the word “speaking”. But, if she won’t change the words structure, she can add preposition “of” behind of the word “ability” so the structure become “*the speaking ability of the student*”.

e. Prepositional Phrase

Prepositional phrase is phrase that consist by preposition and object of preposition. The object of preposition usually are noun, pronoun or noun phrase. the error that happen in prepositional phrase more little than the error that happen in noun phrase. Kind of error in prepositional phrase is Misordering, where the writer still confused to formulate prepositional phrase. below are the heading that indicated misordering error:

Increasing student vocabulary mastery at class seventh Muhammadiyah I sorong in the academic year 2019/2020 Through pictures. The writer in formulate “at class seventh”, the writer ought to write “at seventh class”. The writer also omit preposition “of”. The writer also

wrong formulate “in the academic year 2019/2020”, “the academic” is head and “2008/2009” is modifier, so its ought to “2019/2020 academic year”.

Using short of story telling to improve listening skill at the sixth of elementary school (SD Negeri 25 Sorong) in academic year 2019/2020. (in 2019/2020 academic year)

Correlation between student’s motivation factors and academic achievement of the fifth semester students of English education department at Muhammadiyah University Sorong academic year 2019/2020 (at Sorong Muhammadiyah University)

Minimizing student’s errors in the usage of derivative of English in writing ability at the second class of SMP Muhammadiyah Al-amin Sorong in the academic year 2019/2020. (in 2019/2020 academic year)

This research investigated the prevalence of error phrases within skripsi headings produced by first and second-generation students in the English Department at Sorong Muhammadiyah University. The analysis revealed that noun and prepositional phrases were the most common sources of errors. As shown in Tables 1 and 2, 16 noun phrases and 6 prepositional phrases contained errors in the first generation's headings, while the second generation exhibited 26 noun phrase errors and 11 prepositional phrase errors. The identified error types encompass: Omission: Missing possessive markers ("s"), gerund markers ("-ing"), and prepositions ("of"). Addition: Unnecessary elements like "s" in "an errors." Misformation: Incorrect morpheme forms, such as "ds" in "yards." Misordering: Incorrect placement of morphemes or groups within phrases, as seen in "junior high school IT Nurul Yakin Sorong" or "in academic year 2019/2020."

Correcting these typical mistakes can result in academic writing that is clearer and more precise, ultimately improving students' academic achievements and their capacity to effectively convey intricate concepts. By reducing these mistakes, students are able to deliver their research in a more polished and accurate manner. Enhanced writing abilities will be advantageous not only for their school assignments but also for getting ready for professional settings where effective communication is necessary. Moreover, concentrating on these areas can enhance comprehension of the English language, motivating students to approach their academic endeavors with more confidence. In the end, becoming proficient in these writing skills can greatly enhance their educational growth and potential job prospects.

CONCLUSION

In order to improve future skripsi headings' phrase construction and address these errors, English learners are recommended to increase their focus during grammar instruction by actively engaging and paying close attention to teachers' explanations of grammatical concepts. Encouragement for Independent Grammar Exploration: Students should actively seek extra grammar resources to complement what is learned in the classroom. Adequately supplied library: The university library needs to have a wide range of grammar books available to assist students with their learning. By combining these techniques, students can enhance their understanding of grammar and reduce mistakes when constructing phrases for skripsi headings.

Ultimately, methodically pinpointing and classifying mistakes in skripsi titles provides important information on typical language difficulties encountered by students. Educators can improve students' writing skills by developing specific teaching strategies based on identified errors in punctuation, capitalization, and formatting inconsistencies outlined in detailed tables. This evaluation highlights the importance of maintaining a focus on grammar and syntax in educational programs, while also indicating a need to prioritize the specific conventions of academic writing. Moreover, by paying attention to these specific areas, students can develop a more profound grasp of the English language. This will not only help them excel in professional settings where effective communication is vital but also enable them to participate more confidently in academic discussions. Ultimately, becoming proficient in these writing

components can greatly enhance their overall academic growth and prospects in their future profession, no matter what area they decide to pursue. Educators can empower students to become proficient writers and effective communicators by considering these insights.

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