

**ERROR ANALYSIS IN WRITING ABSTRACTS OF FINAL REPORT  
WRITTEN BY THE STUDENTS OF ENGLISH DEPARTMENT AT  
STATE POLYTECHNIC OF SRIWIJAYA**



**This Final Report is submitted to fulfill one of the requirements to complete  
the Diploma III Degree of English Department  
State Polytechnic of Sriwijaya**

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**PALEMBANG**

**2022**

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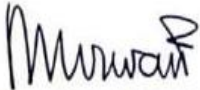
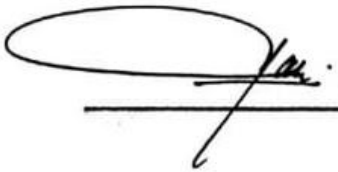

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**ENGLISH DEPARTMENT  
STATE POLYTECHNIC OF SRIWIJAYA  
PALEMBANG  
2022**

## **MOTTO AND DEDICATION**

### **MOTTO:**

“If your dreams do not scare you, they are too small.”

-Richard Branson

### **DEDICATION:**

I dedicate this final report to my wonderful parents, talkative sisters, excellent advisors, gorgeous friends, supportive BB Class 2022, and all lecturers and staffs of English Department at State Polytechnic of Sriwijaya.

**2022**

## **PREFACE**

First and foremost, the writer would like to convey her gratitude to Allah swt for blessing the writer with the ability to complete this final report. This final report was written to fulfill the needs of English Department Diploma III curriculum of Sriwijaya State Polytechnic entitled "Error Analysis in Writing Abstracts of Final Report Written by the students of English Department at State Polytechnic of Sriwijaya."

This report was about errors in abstracts written by the students of English Department. It would discuss what kinds of errors were made by the students according to (Dulay, Burt, & Krashen, 1982) theory, namely omission, addition, misformation, and misordering. There were 58 final reports written by the students of English Department who graduated in 2021, 2020, and 2019 that were detailly described and analyzed by the writer. The writer also found two sources of errors, namely intralingual and interlingual.

Due to the limitation in experiences, abilities, and knowledge, the writer realizes that this report most likely contains some errors. As a result, the writer anticipates that readers can provide suggestions, feedback, and recommendations on this final report. Finally, the writer genuinely hopes this report will benefit readers, especially students of English Department at State Polytechnic of Sriwijaya.

Palembang, August 2022

The writer

## **ACKNOWLEDGEMENT**

I received numerous valuable and meaningful contributions, suggestions, and guidance from various parties while conducting this final report. As a result, I am grateful to many people for their efforts, and I would like to express my heartfelt appreciation to them.

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State Polytechnic of Sriwijaya, especially all the lecturers and staff of English Department who have given me knowledge, motivation, and support in completing my study.

My wonderful parents, Yupis and Herianti, and my beloved sisters, Verga and Syifa who always morally supporting me with colossal love.

## ABSTRACT

### ERROR ANALYSIS IN WRITING ABSTRACTS OF FINAL REPORT WRITTEN BY THE STUDENTS OF ENGLISH DEPARTMENT AT STATE POLYTECHNIC OF SRIWIJAYA

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(Viorin Kika Anggani, 2022 : 61 Pages)

The purpose of this study was to find out the errors according to omission, addition, misformation, and misordering and to know the source of errors done by the students of English Department. In the study, 58 abstracts written by the students of English Department at State Polytechnic of Sriwijaya who graduated in 2019, 2020, and 2021 were analyzed. The study was conducted using descriptive qualitative research. Document analysis was used to collect data. The collected data were analyzed in line with Surface Strategy Taxonomy (Dulay et al., 1982). As a result of the error analysis, it was found that there were 267 grammatical errors detected in the abstracts. After analyzing 58 abstracts, there are 138 errors classified as omission, 52 errors classified as addition, 74 errors classified as misformation, and three errors classified as misordering. Based on the result, omission becomes the most frequent error found in students' abstracts. On the other hand, misordering errors become the least error type done by the students. The writer also found two sources of errors, namely intralingual and interlingual. Based on the research, the writer found intralingual became the most source of errors done by students.

**Keywords:** error analysis, interlingual, intralingual, Surface Strategy Taxonomy, writing

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