

**ERROR ANALYSIS OF COMPOUND SENTENCE CONSTRUCTIONS IN
ENGLISH NEWS ONLINE JOURNALIST**

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Submitted In Partial Fulfillment of the Requirements

for Degree of the Sarjana Pendidikan (S.Pd)

English Education Program

By

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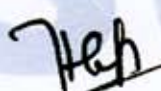

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ABSTRACT

Vindi Permata Sari, 1602050143. “Error Analysis of Compound Sentence Constructions in English News Online Journalist”. Skripsi : Faculty of Teacher Training and Education, English Education Program, University of Muhammadiyah Sumatera Utara. 2020. Medan.

This research deals with Error Analysis of Compound Sentence Constructions in English News Online Journalist. The objective of this research were 1) To find out the type of errors made by journalist in english news constructions compound sentence, 2) To find out the dominant of common errors made by journalist in english news in constructions compound sentence. This research used descriptive qualitative method, to identified and analyze the errors made by journalist in English news constructions compound sentence. The researcher found 29 compound sentence, but only 13 compound sentence that the data. than analyze the sentence to find out types of error and dominant type of error make by the journalist. the error made by the journalist were counting that found error in this researcher was 14 errors, by the error of missing subject was 4 errors or 28,57%, the error of missing verb was 0 or 0%, the error of missing subject and verb was 0 errors or 0%, the error of dependent clause was 0 or 0%, the error of fused sentence was 1 or 7,14%, and the error of comma splice was 9 errors or 64,28%.

Key words : Error Analysis, Compound Sentence, Type of Error

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The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is important for human life, everybody knows that in all activities people need to communicate each other. Brown stated that language is used for communication. It means that language is a tool to communicate ideas, feeling, belief, loves, knowledge, or culture among the people. If there is no language, it must be very difficult for human to communicate each other. Therefore, how important language as a tool of communication.

As a international language, English is a language spoken by people in English speaking countries or in international events among countries around the world. It is to be important that mastery of language can accelerate the communication. A language consist of skill and components. The skill consist of speaking, reading, listening and writing. And the components are grammar and vocabulary. Both of skill and components as decisive factor in communicating.

Writing is not merely intended to describe any topic without purposes. In this case, writing is a progressive activity. Oshima & Hogue (1997) explain that progressiveness in writing when we want to start the first step to write about a certain topic, actually we have already known what we are going to write and how we explore it. After that, we read over our writing, then we will do some corrections and changes. In short, in order to have better writing, we should never stop only in one step.

When the students write in English, they can make a lot of errors. According to Dulay et.al (1982) stated that errors flawed side of learner speech or writing. Another concept of error analysis is given by Brown. He defined error analysis is the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learners. From the two definitions above, it can be concluded that error analysis is an activity to identify, classify and interpret or describe the error made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences.

According to Marcella Frank (1972) sentences are generally classified in two ways, it can be divided by its their structure and its their purpose. The first is its their purpose. These types are divided into four categories, they are declarative sentence, interrogative sentence, imperative sentence and exclamatory sentence. The second one is its their structure. These are four categories, they are simple sentence, compound sentence, complex sentence, and compound-complex sentence.

Compound sentence are joined together by using coordinator (coordinating conjunction), conjunctive adverb, or semicolon. This kind of sentence expresses two or more equally important ideas. This kind of sentence is also called coordinate sentences because they coordinate, or tie, two or more ideas (McWhorter, 2006). Compound sentence is a sentence which consist of two or more independent clause, these clause connected by coordinate conjunction such as *and, but, or, for, yet, so,*

etc. for example, *she is smart but arrogant.* This sentence consist of two clause which is connected by coordinate conjunction that is but.

Journalist is a pfeffession that involves collecting information about a particular subject then reporting finding and conclusion to a wider audience throught print, digital or broadcast media. Reporter are one type of journalist. They create report as a pfeffession for boardcast or publication in mass media such as newspaper, television, radio, magazines, documentary film, and the internet. Reporter find the sources for their work, their reports can be either spoken or written, and they are often expected to report in the most objective and unbiased way to serve the public good. Journalist put the information in their own words, making it creative in their own way so it will catch the reader's or viewer's attention.

In this study, the researcher focused on error analysis made by journalist online in constructing compound sentence because the english news in constructing compound sentence contains a lot of error analysis that can be analyzed.

B. The Identification of Problem

The problem of this research was identified as follows :

1. The people are not able to compound sentence correctly
2. There are difficulties in understanding about type of sentence error found in the English news.

C. Scope and Limitation

The scope of this study was focuses in compound sentence. The limitation is about error of constructions in compound sentence.

D. The Formulation of the Probem

1. What are the type of errors made by journalist in english news constructions compound sentence ?
2. What is the dominant of common errors made by journalist in english news constructions compound sentence ?

E. The Objective of the Study

1. To find out the type of errors made by journalist in english news constructions compound sentence.
2. To find out the dominant of common errors made by journalist in english news in constructions compound sentence.

F. The Significant of the Study

The significant which are expected from this research are as follows:

1. Theoretically

The significant of this research is to encourage another researcher of error analysis in english news constructions compound sentence.

2. Practically

- a. For the researcher, it can increase the knowledge in error analysis and can share to the people who want to researcher in this field.
- b. For the readers, to know kind of error analysis.
- c. For the students, it can add and increase their knowledge about error analysis and can help them in comprehending the text.
- d. For the teachers, it can help them to further research as reference in it.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories were need to explain some concepts in research concern. In this chapter, there were some important theories that used in this study. The researcher presented this chapter in order to strength this study. This theories were classified in the following:

a. Error Analysis

When the students write in english, they can make a lot errors. Harmer (2001) stated that, “Errors are parts of the student’s interlanguage, that is the version of the language which a learner has at any one stage of development, and which is continually reshaped as he or she aims towards full mastery.” From this statement the writer interprets that the erros are part of process of language learning that the learner have done constantly. According to Dulay et.al (1982) stated that errors flawed side of learner speech or writing. They make a lot of mistake or errors in spoken or written.

Error analysis is one of the most influential theories of second language acquisition. This deals with the analysis of errors carried out by L2 students by comparing students with identified errors. Erdogan (2005: 263) stated that error analysis deals with learners’ performance in terms of the cognitive processes. They make use of recognizing or coding the input that they receive from the target

language. As a result, a primary focus of error analysis is on the evidence that learners' errors provide with an understanding of the underlying process of second language acquisition.

According to Brown (1994: 2014), error analysis emphasizes the significance of errors in learners' interlanguage system. It is a type of linguistic analysis that focuses on the errors learners make. As the process to observe, analyze, and classify the deviations of the rules of the second language and then reveal the systems operated by learners. Another concept of error analysis stated by Gass and Selinker (2008: 102) that error analysis is a type of linguistic analysis that focuses on the error learner make.

On the definitions above, it can be assumed that error analysis is a process to observe, analyze, and classify the errors which are always made by learners either in speaking and writing. It also brings information about learners' difficulties in learning speaking and writing especially in English. The errors can help teacher, lecturer or researcher in teaching and learning process to observe the background why learners make the errors.

b. Types of Sentence

According to Linguistics, a sentence is a group of words that have at least one subject, a predicate and implies a perfect (complete). A sentence begins with a capital letter and ends with a point. In other definition a sentence by function is a sentence consist of a subject and a predicate. This definition is more satisfactory because it is actually possible to identify the structural functions of subject and predicate in a sentence. From the definition above, we should like to offer here includes both function and formal characteristics of a sentence: A sentence is a full predication containing a subject plus a predicate with a finite verb. Its arrangement may be symbolized by such formulas as S V O (subject + verb + object), N1 V N2 (noun + verb + noun), or NP + VP (noun phrase + verb phrase). Sentence is classified into two ways, according to their structure (simple sentence, compound sentence, complex sentence, and compound-complex sentence) and according to their purpose (declarative, imperative, interrogative and exclamatory). Depending on the number and types of clauses they contain, sentences are classified as simple, compound, complex and compound-complex sentence. Clauses come into two varieties: independent and subordinate. An independent clause contains a subject and a predicate, and it either stands alone or could stand alone as a sentence. A subordinate clause also contains a subject and a predicate, but it functions within a sentence as an adjective, an adverb, or a noun, it can not stand alone.

According to Marcella Frank (1972) sentences are generally classified in two ways, it can be divided by their structure and their purpose. The first is its their

purpose are divided into four categories, they are declarative sentence, interrogative sentence, imperative sentence and exclamatory sentence.

a. Declarative Sentences (Statements)

In a declarative sentence the subject and predicate have normal word order.

The sentence ends with a period in writing and a drop in pitch in speech.

e.g. The child ate his dinner.

b. Interrogative Sentence (Questions)

In an interrogative sentence the subject and auxiliary are often reversed. The sentence ends with a question mark (or interrogation point) in writing.

e.g. Did the child eat his dinner ?

c. Imperative Sentences (commands, requests)

In an imperative sentence, only the predicate is expressed. The imperative sentence ends with a period in writing and a drop in pitch in speech.

e.g. Eat your dinner.

d. Exclamatory Sentences (Exclamations)

Exclamatory Sentences is a sentences begin with an exclamatory phrase consisting of what or how plus a part of the predicate. The exclamatory phrase is followed by the subject and the balance of the predicate. The exclamatory sentence ends with and exclamation mark (or, exclamation point).

e.g. What a good dinner that was!

The second one is their structure. These are four categories, they are simple sentence, compound sentence, complex sentence, and compound-complex sentence.

a. Simple sentence

Simple sentence is a sentence that has one subject-verb pair. It also contains one independent clause which conveys one thought.

e.g. The man stole the jewelry.

b. Compound sentence

A compound sentence is two simple sentences are joined together by using coordinator (coordinating conjunction), conjunctive adverb, or semicolon. This kind of sentence expresses two or more equally important ideas. This kind of sentence is also called coordinate sentence because they coordinate, or tie, two or more ideas (McWhorter, 2006). The clauses are joined by coordinating conjunction (with or without a comma), a correlative conjunction (with or without a comma), or a semicolon that functions as a conjunction. A conjunction can be used to make a compound sentence.

A compound sentence has a comma before the coordinating conjunction. There are seven coordinating conjunctions in English: *for, and, nor, but, or, yet, so*.

We can see that, the characteristic of compound sentences are a compound sentences is a sentence made up of two complete thoughts, each part of the sentence

can stand alone as a connected by two types of connectors, compound sentences are combined with FANBOYS (*for, and, nor, but, or, yet, so*).

e.g. The man stole the jewelry and he hid it in his home.

Besides, compound sentence can be with a conjunctive adverb. The conjunctive adverb is usually placed between two independent clauses following a semicolon and followed by a comma.

e.g. The weather is beautiful; therefore, I think I will ride my bicycle today.

c. Complex sentence

A complex sentence contains an independent clause and at least one dependent clause. An independent clause can stand alone as a sentence and makes a complete thought, but a dependent clause cannot stand alone even though it has a subject and a verb. Noun clause, adjective clause, and adverb clause are parts of complex sentence.

e.g. The man who stole the jewelry hid it in his home.

d. Compound-complex sentence

A compound-complex sentence is exactly what its name states. It is a compound sentence. One or both of the independent clauses will have a dependent clause. This makes the sentence complex as well. the complex and simple sentences are joined by a coordinating conjunction such as *for, and, nor, but, or, yet, so*.

e.g. The man stole the jewelry and he had it in his home until he could safely get out of town.

3. Concept of Compound Sentence

Knapp and Witkins states that in compound sentences there are two or more clause that are coordinated or linked in such way as to give each equal status as a statement. Compound sentences often share the same subject. The clauses in a compound sentence can be linked by the use conjunctions or punctuation.

Kane states that a compound sentence consists of at least two independent subject-verb. Compound sentences often have three independent clauses even four of five. In theory there is no limit. In practice, however, most compound sentences contain only two clauses. The two (or more) independent clauses comprising a compound sentence may be united in two ways. One is coordination, connecting clauses by a coordinating conjunction.

Choy and Clark state that the compound sentence, a very common sentence pattern, consists at least two subjects and two verbs, usually arranged in an S-V/S-V pattern. In grammar, the term compound means “having two or more parts”. A compound sentences can be devided into two parts. Because compound sentence must contain at least into two separate sentences, each half of a compound sentence must contain at least one subject and one verb. Therefore, each half of a compound sentence is a clause that contains both a subject and a verb. (in constrast, a group of words that does not contain both a subject and a verb is called a phrase, as in a prepositional phrase). A clause that can stand alone as a complete sentence is called

an independent clause. Because each clause in a compound sentence can stand alone as a complete sentence, each clause must be independent clause. Choy and Clark describe that there are two ways to join independent clause to form a compound sentence. The most frequently used method is a put a conjunction between the clauses.

The example:

- 1) You can eat your cake with spoon **or** fork.
- 2) I wanted to ride my bike, **but** the tire was flat.
- 3) She is smart **but** arrogant.

Based on the statement above, the writer concludes that compound sentence is combine between two or more clauses that contains both a subject and a verb. Each clause must be independent clause. The way to make a independent clause to be a compound sentence is using connecting word or conjunction between clauses.

4. Sentence Errors

According to Diana and Nancy Theory, there are two common mistakes that often occur or appear, namely sentence fragments and run on sentences. The two types of errors that are commonly used the types of mistakes that are made in sentences and not about the types of errors that occur in compound sentences. However, both of these types of errors can be used to compensate for the errors that are present in compound sentences.

a. Sentence fragments

A sentence fragment is a group of words that pretend to be a sentence. This is usually referred to as an incomplete sentence. The sentence fragment is often cut off from the previous sentence or the next sentence. Avoid fragments by ensuring that each sentence contains a subject and verb and makes sense on its own. We can refine the fragments by a) combining them into complete sentences or b) adding appropriate subjects and verbs. The sentence fragment usually appears before or after the independent clause of its place.

Example :

When we get in the car. We lowered the window

When we get in the car are dependent sentence fragments and clauses. This obviously falls into the independent clause that follows and should be rewritten like this:

When we get in the car, we lowered the window

Or like this

We lowered the window when we got in the car.

The sentence fragment "*when we get in the car*" also has a subordinate "*when*". Some other subordinate examples are after, although, because, before, even, thrusting, if, since, though, until, when, whenever, whereas, wherever, temporarily. A clause with a subordinator can be referred to as a dependent clause or a

subordination clause, but if the clause appears at the beginning of a sentence, the clause must be followed by a comma.

When a group of sentences loses important information in it, the sentence no longer shows or expresses its complete meaning. Phrase fragment, a phrase is a group of words that have no subject or verb, or both. Phrases can also be a possible reason why a group of words becomes chunks that have no clear meaning.

1. Missing subject

The subject tells or informs about whom the sentence was made. If there is a missing subject, then we will feel confused about who or what did the action in the sentence.

Example:

a. Sit under a tree. (Who is sitting under the tree?)

b. Can sleep in the bathroom. (Who can sleep in the bathroom?)

c. Got a birthday present. (Who gets the birthday present?)

d. Start after the weekend (This fragment can be made into a complete

sentence by converting it to: "class starts after weekend" add subject

"class" corrects this fragment and makes it an independent and thoughtful

clause).

2. Missing verb

The verb provides what information the subject carries. if the verb is missing, then one wonders what the subject is or how the subject is doing.

Example:

a. *Some girls in class* (What are some girls in class doing?)

b. *English teacher.* (What is the English teacher?)

We can fix this by adding a verb, this fragment can be changed to:

Some girls in class studying together.

The English teacher gave a test yesterday.

Adding the verb corrects the fragment and makes it clause independent and thoughtful.

3. Missing subject and verb

Some fragments are missing both the subject and the verb.

This means that we do not know who the subject is and what the subject is doing.

A. *From morning till night*

b. *On the chair*

c. *near the playground.*

The fragment can made into a complete sentence by converting it to:

I work from morning till night (Adding "I" as subject and "work" as a verb corrects this fragment and makes it a thoughtful and independent clause.

I sit on the chair.

Children practice singing near the playground.

4. Dependent clause

A dependent clause is a collection of words that contain a subject and a verb, but it does not express a complete thought or meaning.

Example:

- a. If I go there alone.*
- b. Because I don't care about her anymore*
- c. Whatever he does to me*
- d. Because he left the room first.*

This fragment can be repaired by linking dependent clauses (clauses) to main clauses (independent clauses). The pattern sentence is a collection of core words containing the subject and verb, which also express the full meaning. We can add sentences to the pattern before or after the clause.

Example:

- a. If I go there alone, I will get lost on the way.*
- b. Because I didn't care anymore, he never came again.*
- c. I still can't accept whatever he gave me.*
- d. Tiara didn't know anything because she left the room first.*

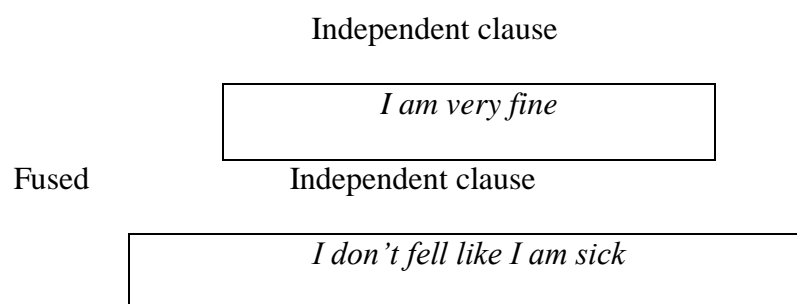
Based on 7 authors' Reference book, sentence fragments are groups of words that pretend to be sentences. Fragments are easy to recognize when they appear disconnected. A sentence fragment never has an independent clause, but rather a dependent clause or phrase.

b. Run on sentence

The run on sentences are independent clauses that have not been correctly combined. Another definition of run on sentences is a sentence that combines two independent clauses without punctuation and conjunctions. Independent clauses are groups of words that can stand alone as sentences. There are several causes of run on sentences including inappropriate conjunctions, the use of improper punctuation, or even because the clause must be two independent separated by a period (period) into two sentences.

There are two types of sentences that are executed. When an author does not provide punctuation or sentence errors where two sentences are combined into one without punctuation, the result is called a fused sentence.

Here is an example of a fused sentence :



A much more common type of run on sentence is a comma splice sentence error in which two independent clauses separated by commas do not match because they have to be separated by periods.

Comma splice	<i>I am fine, I don't feel like I am sick.</i>
--------------	--

In other comma splices, the comma is accompanied by a joining word that is not a coordinate conjunction. There are seven coordinating conjunctions: and, but, or, for, nor, so, yet.

Comma splice	<i>I am fine, and I don't fell like I am sick.</i>
--------------	--

To find out how to run a correct sentence, follow these general guidelines: combine two clauses with commas and coordinative conjunctions (FANBOYS), separate process sentences into two separate sentences, combine clauses with semicolons and conjunctive adverbs (include, however, as a result, in any case, consequently, and thus) followed by a comma, however, joining clauses with a semicolon.

3. Causes of errors

In writing, learners easily make errors because information has to be transmitted without any aid from sources other than the language itself. However, there is a danger that the language learner will tend to focus on the errors rather than on the presumed aim of the piece of writing communication.

According to Richard (1997:173) There are several main causes of these errors are interlingual errors, intralingual errors and carelessness.

a. Interlingual Error

Interligual error is a cause of error where the learners transfer their native language system into the target system.

b. Intralingual Error

In this case, the learners have been saved from the interference of their mother tongue but as they find it more complicated and the result learning, the learner seem to make generalization of the target system on the basis of the data that which they are exposed.

Richards (1977:47-54) states that distinguishes intralingual error into four types:

a. Overgeneralization

It is generally involves the creation of one deviant structure in place of learners reducing their linguistic burden.

b. Ignorance of Rule Restrictions

It involves the application of rules to contexts where they do not apply. An example is “He made to rest” through extension of the found with the majority of verbs that take infinitive complements.

c. Incomplete Application of Rule

These error involve of failure to fully develop a structure. Some second language learners tend to apply declarative word order in question in place of interrogative word order.

d. False Concept Hypothesis and Ignorance of Correct

The errors are caused by the lack of knowledge correct English pattern teaching and inadequate practice.

a. Carelessness

The error of carelessness was caused of the less knowledge of the students who are purposely done the mistake. It will influence the learnerd in learning the foreign language. the cause of error come from the learner background and custom. To avoid the carelssness the learners have to learn and read some book especially learners.

5. Writing

Writing is important for those who learn English as a foreign or second language. As one of the four skills, writing is not like reading and listening. Writing skill helps the learners gain independence, comprehensibility, fluency and creativity

in writing. If learners have mastered these aspects, they will be able to write so that they are not only able to read what they have written, but other learners learning that language can read and understand it.

Writing is progressive activity. It means that when learners for the first time write something down, learners have already been thinking about what they are going to say and how they are going to say it. Oshima and Hogue (1997: 2) state that writing takes study and practice to develop this skill. For both native speakers and new learners of English, it is important to note that writing is a process not a product. Therefore, writing is never a one-step action; an it is a process that has several steps. Nunan (2003: 88) defines that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into a good paragraph. A lot of students say that writing is a difficult skill. But it is an actually easy and enjoyable activity if there is an appropriate method and interesting teaching technique.

Writing is complex activity since it requires learner's comprehensive abilities such as mastering grammar, vocabulary, and punctuation. Besides, to write well, the learner is expected to be able to present his or her ideas in the written form as writing is a means of indirect communication. According to Linse (2006: 98), writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers. Thus, it is stated that writing is one of language

skills which combines to process and productive skill that can be used to preserve thoughts, ideas, and speech sounds.

Based on the theories above, writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. When we want to start the first step to write about a certain topic, actually we have already known what we are going to write and how we explore it. and than can be read for the reader's.

7. Journalist

Journalist is a profession that involves collecting information about a particular subject then reporting finding and conclusion to a wider audience through print, digital or broadcast media. Reporter are one type of journalist. They create report as a profession for broadcast or publication in mass media such as newspaper, television, radio, magazines, documentary film, and the internet. Reporter find the sources for their work, their reports can be either spoken or written, and they are often expected to report in the most objective and unbiased way to serve the public good. Journalist put the information in their own words, making it creative in their own way so it will catch the reader's or viewer's attention.

B. Conceptual Framework

Error is something done wrong systematically from the learner because the learner has not mastered something and get wrong consistently. In other definition,

error are systematically deviate from the norms of the learned language. Indeed, mistakes are a natural part of language learning.

Writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. When we want to start the first step to write about a certain topic, actually we have already known what we are going to write and how we explore it. and than can be read for the reader's.

Sentence is a group of words that develop one main idea, sentence is a group of words that have at least one subject and a predicate, and implies a perfect (complete).

The writer deals to analysis of error in English news constructing compound sentence. And the writer will describe the type of error and the dominant of common error in English news and descriptive qualitative will be applied in this research.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

In conducting this research, the researcher use descriptive qualitative method. Litoseliti (2010:52) said that qualitative research is related to the structure and pattern and how something is, and that theory is textual (data). Furthermore, this study uses qualitative methods because researchers of this study was analyze and find the result of the types and dominant errors made by journalist online in writing english news in constructions compound sentence.

B. Source of Data

The data of the research was taken from internet the specific in English online news (applications of Jakarta Post). The data taken from four news in two month. The data of this study was the whole english news constructions compound sentence.

C. Technique of Data Collection

In collecting the data, the researcher do some steps as below:

1. Searching the news in the internet (Jakarta Post application).
2. The researcher read the news carefully
3. Classifying the data: in this step, the researcher categorized errors made by journalist in english news constructing compound sentence with used Diana and Nancy theory. They are sentence fragments and run on sentence.
4. Analyze, and concluded the data analysis to include research result.

D. Technique of Data Analysis

The data analyze was used the error analysis from the theory of Diana and Nancy. It is used to identify the type of error and dominant of common error made by journalist in english news. The writer analyzed the error analysis of english news constructions compound sentence used sentence fragments and run on sentence. The last, the writer describe and analyzed the data to get the common error and dominant of common error made by journalist in english news constructions compound sentence.

In this study, the researcher used technique of data analysis based on Diana and Nancy theory. They are sentence fragments and run on sentence.

CHAPTER IV

DATA AND DATA ANALYSIS

A. DATA COLLECTION

In this chapter, the data were taken from english news by online journalist constructing compound sentence and read the news taken from internet (Jakarta Post application). There are many type of errors and the researcher analyzed them based on Diana and Nancy theory. There are two types of sentence errors, namely sentence fragments (missing subject, missing verb, missing subject and verb, and dependent clauses), and run on sentences (fused sentences and comma splice). Actually, the researchers only took 4 news that are : (1) MUI, Muhammdiyah advice public to hold Idul Fitri prayers at home during pandemic dated 15th May 2020, (2) Istiqlal Mosque to hold virtual ‘takbiran’ event to welcome Idul Fitri during pandemic dated 23rd May 2020, (3) Fear of new COVID-19 cluster at North Sumatera University as rector test positive dated 13th July 2020, (4) Telkomsel says Sumateara network restored ‘100%’ after Tuesday’s fire dated 12th August 2020. After collecting the data, the researcher got 29 compound sentences. Based on the analyzing the 29 compound sentences, the researcher found 14 incorrect sentence from 13 compound sentences. The error have been enlisted as follow:

Table 4.1 Compound Sentence

No.	Journalist's name	Sentence
1.	Ghina Gahliya	With the government's large-scale social restrictions (PSBB), which <i>were implemented</i> to help curb of spread of COVID-29, conducting prayers in the traditional way would pose major health risks.
2.	Ghina Gahliya	It suggested that the prayers be performed at home to "break the chain" of the COVID-19 <i>infections and</i> as a precautionary measure to prevent the current situation from getting worse.
3.	Ghina Gahliya	Idul Fitri prayers can be performed at home in congregations with family member or <i>individuals, especially</i> in areas where COVID-19 has spread uncontrollably.
4.	Ghina Gahliya	The Health Ministry <i>announced</i> 568 new cases of COVID-19 on Thursday, bringing the total number of infections nationwide to 16,006, with 1.043 deaths and 3,518 rescoveries.
5.	News Desk	It can be accessed via Istiqlal's Youtube account and state broadcasting company TVRI.
6.	News Desk	This years takbir akbar will be held <i>virtually. Only</i> a limited number of people are allowed to recite the

		takbiran [at the mosque] to comply with the recommended health protocols.
7.	Apriadi Gunawan	The rector test <i>positive</i> , <i>without</i> any symptoms, based on the independent swab test that he took, “she told <i>The Jakarta Post</i>
8.	Apriadi Gunawan	I am fine <i>and</i> I don’t feel like I am sick, “he said.
9.	Apriadi Gunawan	He also urged anyone who had been in close contact with him to take a COVID-19 swab test <i>immediately</i> . “ <i>I don’t want to cover it [positive COVID-19 result] up</i> , that is why I asking this matter to be published.”
10.	Apriadi Gunawan	According to the official government count, North Sumatera has 2,323 confirmed <i>cases</i> , <i>with</i> 123 deaths as of Sunday.
11.	Apriadi Gunawan	We apologize to customers for this <i>inconvenience</i> . <i>We appreciate</i> our loyal customers for continuing to use our service, he added.
12.	Apriadi Gunawan	I am <i>disappointed</i> . No phone calls or the internet since this afternoon.
13.	Apriadi Gunawan	“A costumer ordered [food] when the network was still fine, but I couldn’t contact the person [later] when the network wa [down]. I couldn’t deliver the order,” he said.

Table 4.2 Checklist table classification of error

No.	Sentence	Sentence fragment				Run on sentence	
		MS	MV	MSV	DC	FS	CS
1.	With the government's large-scale social restrictions (PSBB), which <i>were implemented</i> to help curb of spread of COVID-19, conducting prayers in the traditional way would pose major health risks.	✓					
2.	It suggested that the prayers be performed at home to "break the chain" of the COVID-19 <i>infections and</i> as a precautionary measure to prevent the current situation from getting worse.	✓					
3.	Idul Fitri prayers can be performed at home in congregations with family						✓

	member or <i>individuals</i> , especially in areas where COVID-19 has spread uncontrollably.						
4.	The Health Ministry announced 568 new cases of COVID-19 on <i>Thursday</i> , bringing the total number of infections nationwide to 16,006, with 1.043 deaths and 3,518 recoveries.	✓					✓
5.	It can be accessed via Istiqlal's Youtube account state broadcasting company TVRI.					✓	
6.	This years takbir akbar will be held <i>virtually</i> . <i>Only</i> a limited number of people are allowed to recite the takbiran [at the mosque] to comply with the recommended health protocols.						✓
7.	The rector test <i>positive</i> , without any symptoms.						✓

8.	I am fine <i>and</i> I don't feel like I am sick, "he said.						✓
9.	He also urged anyone who had been in close contact with him to take a COVID-19 swab test <i>immediately</i> . "I don't want to cover it [positive COVID-19 result] up, that is why I asking this matter to be published."						✓
10.	According to the official government count, North Sumatera has 2,323 confirmed <i>cases</i> , with 123 deaths as of Sunday.						✓
11.	We apologize to customers for this <i>inconvenience</i> . We <i>appreciate</i> our loyal customers for continuing to use our service, he added.						✓
12.	I am <i>disappointed</i> , No phone calls or the internet since this afternoon.						✓

13.	“A costumer ordered [food] when the network was still fine,.but I couldn’t contact the person [later] when the network wa [down]. I couldn’t deliver the order,” he said.	✓					
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B. Data Analysis

This research aims to describe the most common error and causes of errors used in the english news online journalist constructing compound sentence. The compound sentence above will be classified based on the type of error. And the errors will be analyzed based on the Diana and Nancy theory. They will be discussed as follows:

Table 4.3 Error Analysis on the First Sentence

1.	Sentence	With the government’s large-scale social restrictions (PSBB), which <i>were implemented</i> to help curb of spread of COVID-19, conducting prayers in the traditional way would pose major health risks.
	Analysis	With the government’s large-scale social restrictions (PSBB) (Independent Clause)

		which <i>were implemented</i> to help curb of spread of COVID-19, conducting prayers in the traditional way would pose major health risks. (Independent Clause)
	Revision	With the government's large-scale social restrictions (PSBB), which <i>we were implemented</i> to help curb of spread of COVID-19, conducting prayers in the traditional way would pose major health risks.

From the compound sentence above there is an error in the missing subject. The sentence is written "were implemented" which states "were implemented" which has no subject. So, based on the text that the researcher has read on the right word, the part of the sentence that becomes the subject is *we*.

Table 4.4 Error Analysis on the Second Sentence

2.	Sentence	It suggested that the prayers be performed at home to "break the chain" of the COVID-19 infections and <i>as a precautionary measure</i> to prevent the current situation from getting worse.
	Analysis	It suggested that the prayers be performed at home to "break the chain" of the COVID-19 infections and (Independent clause)

		as a precautionary measure to prevent the current situation from getting worse. (Independent clause))
	Revision	It suggested that the prayers be performed at home to “break the chain” of the COVID-19 infections and <i>it's</i> as a precautionary measure to prevent the current situation from getting worse.

From the compound sentence above there is error in the missing subject. the sentence is written “as a precautionary measure” what is states “as a precautionary measure” that there is no subject. So, based on the text that the researcher has read on the right word, the part of the sentence becomes the subject is *it's*.

Table 4.5 Error Analysis on Third Sentence

3.	Sentence	Idul Fitri prayers can be performed at home in congregations with family member or <i>individuals</i> , <i>especially</i> in areas where COVID-19 has spread uncontrollably.
	Analysis	Idul Fitri prayers can be performed at home in congregations with family member or <i>individuals</i> (Independent clause) <i>especially</i> in areas where COVID-19 has spread uncontrollably.

		(Independent clause)
	Revision	Idul Fitri prayers can be performed at home in congregations with family member or individuals, <i>and</i> especially in areas where COVID-19 has spread uncontrollably.

From the compound sentence above, there is an error in the comma splice. Occurs when two or more independent clauses are joined only by commas and in another comma splice, the comma is accompanied by a conjunction which is not a coordinate conjunction. Journalist do put a comma for the word "individual" and before a coordinate conjunction is *and*.

Table 4.6 Error Analysis on Fourth Sentence

4.	Sentence	The Health Ministry <i>announced</i> 568 new cases of COVID-19 on <i>Thursday</i> , bringing the total number of infections nationwide to 16,006, with 1.043 deaths and 3,518 recoveries.
	Analysis	The Health Ministry <i>announced</i> 568 new cases of COVID-19 on <i>Thursday</i> (Independent clause) bringing the total number of infections nationwide to 16,006, with 1.043 deaths and 3,518 recoveries.

		(Independent clause)
	Revision	The Health Ministry, <i>they</i> announced 568 new cases of COVID-19 on Thursday. <i>So</i> , bringing the total number of infections nationwide to 16,006, with 1.043 deaths and 3,518 recoveries.

From the compound sentence above there is an error in the missing subject and comma splice. The first mistake is the loss of the subject, in the sentence as it says "announced" which means "to announced" that there is no subject. So, based on the text the researcher has read the right word part of the sentence which is the subject is *they*.

The second mistake is the comma splice. Occurs when two or more independent clauses are only combined with a comma and in the splice of another comma, the comma is accompanied by a conjunction which is not a coordinate conjunction. Journalists did put comma after word "Thursday" change to period and adding a coordinate conjunction is *so*.

Table 4.7 Error Analysis on Fifth Sentence

5.	Sentence	It can be accessed via Istiqlal's Youtube account state broadcasting company TVRI.
	Analysis	It can be accessed via Istiqlal's Youtube account (Independent clause) and state broadcasting company TVRI

		(Independent clause)
	Revision	It can be accessed via Istiqlal's Youtube account <i>and</i> state broadcasting company TVRI.

From the compound sentence above there is an error on fused sentence. Based on the example above, it can be seen that the sentence is a fused sentence because two or more independent clauses are executed together without punctuation. Thus, the reconstructed sentence must allow the revision to make two or more simple sentences, or to use sentence conjunctions as well as correct punctuation is *and*.

Table 4.8 Error Analysis on Sixth Sentence

6.	Sentence	This years takbir akbar will be held <i>virtually</i> . Only a limited number of people are allowed to recite the takbiran [at the mosque] to comply with the recommended health protocols.
	Analysis	This years takbir akbar will be held <i>virtually</i> (Independent clause) Only a limited number of people are allowed to recite the takbiran [at the mosque] to comply with the recommended health protocols. (Independent clause)
	Revision	This years takbir akbar will be held <i>virtually</i> , <i>but</i> Only a limited number of people are allowed to recite the takbiran

		[at the mosque] to comply with the recommended health protocols
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From the compound sentence above there is error on comma splice. If two or more independent clauses are joined by a comma and in another comma splice, the comma is accompanied by a conjunction that is not a coordinate conjunction. Journalist did not put comma after word “virtually” change to period and adding a coordinate conjunction is *but*.

Table 4.9 Error Analysis on Seventh Sentence

7.	Sentence	The rector test <i>positive</i> , without any symptoms.
	Analysis	The rector test positive (Independent clause) without any symptoms (Independent clause)
	Revision	The rector test positive, <i>and</i> without any symptoms.

From the compound sentence above there is error in comma splice. Occurs when two or more independent clauses are only combined with a comma and in another comma splice, the comma is accompanied by a conjunction which is not a coordinate conjunction. Journalist did put comma after word “positive” and before coordinate conjunction is *and*.

Table 4.10 Error Analysis on Eighth Sentence

8.	Sentence	I am fine <i>and</i> I don't feel like I am sick, "he said.
	Analysis	I am fine <i>and</i> (Independent clause) I don't feel like I am sick, "he said. (Independent clause)
	Revision	I am fine, <i>and</i> I don't feel like I am sick, "he said.

From the compound sentence, there is error on comma splice. Occurs when two or more independent clauses are joined by a comma and in another comma splice, the comma is accompanied by a conjunction that is not a coordinate conjunction. Journalist did not put comma after word "fine" and adding comma before a coordinate conjunction is *and*.

Table 4.11 Error Analysis on Ninth Sentence

9.	Sentence	He also urged anyone who had been in close contact with him to take a COVID-19 swab test <i>immediately</i> . “I don’t want to cover it [positive COVID-19 result] up, that is why I asking this matter to be published.”
	Analysis	He also urged anyone who had been in close contact with him to take a COVID-19 swab test <i>immediately</i> (Independent clause) I don’t want to cover it [positive COVID-19 result] up, that is why I asking this matter to be published (Independent clause)
	Revision	He also urged anyone who had been in close contact with him to take a COVID-19 swab test <i>immediately</i> , and “I don’t want to cover it [positive COVID-19 result] up, that is why I asking this matter to be published.”

From the compound sentence, there is error on comma splice. Occurs when two or more independent clauses are joined by a comma and in another comma splice, the comma is accompanied by a conjunction that is not a coordinate

conjunction. Journalist did put period after word “immediately”, the period change to comma and adding a coordinate conjunction is *and*.

Table 4.12 Error Analysis on Tenth Sentence

10.	Sentence	According to the official government count, North Sumatera has 2,323 confirmed <i>cases</i> , <i>with</i> 123 deaths as of Sunday.
	Analysis	According to the official government count (Independent clause) North Sumatera has 2,323 confirmed <i>cases</i> , <i>with</i> 123 deaths as of Sunday. (Independent clause)
	Revision	According to the official government count, North Sumatera has 2,323 confirmed cases, <i>and</i> with 123 deaths as of Sunday.

From the compound sentence, there is error on comma splice. Occurs when two or more independent clauses are joined by a comma and in another comma splice, the comma is accompanied by a conjunction that is not a coordinate conjunction. Journalist did put comma after word “cases” before a coordinate conjunction is *and*.

Table 4.13 Error Analysis on Eleventh Sentence

11.	Sentence	We apologize to customers for this <i>inconvenience</i> . We appreciate our loyal customers for continuing to use our service, he added.
	Analysis	We apologize to customers for this <i>inconvenience</i> . (Independent clause) we appreciate our loyal customers for continuing to use our service, he added (Independent clause)
	Revision	We apologize to customers for this inconvenience, <i>and</i> we appreciate our loyal customers for continuing to use our service, he added.

From the compound sentence, there is error on comma splice. Occurs when two or more independent clauses are joined by a comma and in another comma splice, the comma is accompanied by a conjunction that is not a coordinate conjunction. Journalist did put period after word “inconvenience”, the period change to comma and adding a coordinate conjunction is *and*.

Table 4.14 Error Analysis on the Twelfth Sentence

12.	Sentence	I am <i>disappointed</i> . No phone calls or the internet since this afternoon.
	Analysis	I am <i>disappointed</i> (Independent clause) No phone calls or the internet since this afternoon (Independent clause)
	Revision	I am disappointed, <i>it</i> no phone calls or the internet since this afternoon.

From the compound sentence above there is error in missing subject. the sentence is written “no phone calls” what is states “no phone calls” that there is no subject. So, based on the text that researcher has read the right word part of the sentence becomes the subject is *it*.

Table 4.15 Error Analysis on the Thirteenth Sentence

13.	Sentence	A costumer ordered [food] when the network was still fine, but I couldn't contact the person [later] when the network wa [down]. I couldn't deliver the order," he said.
	Analysis	<p>A costumer ordered [food] when the network was still fine, but I couldn't contact the person [later] when the network wa [down].</p> <p style="text-align: center;">(Independent clause)</p> <p>I couldn't deliver the order," he said</p> <p style="text-align: center;">(Independent clause)</p>
	Revision	A costumer ordered [food] when the network was still fine, but I couldn't contact the person [later] when the network wa [down]. <i>So</i> , I couldn't deliver the order," he said.

From the compound sentence above, the error is comma splice. Occurs when two or more independent clauses are joined by a comma and in another comma splice, the comma is accompanied by a conjunction that is not a coordinate conjunction. Journalist did not put comma after word "down" before a coordinate conjunction is *so*.

Based on the data analysis it shows that the journalist made a lot of errors, the journalist made a errors are 14 which consist of:

1. The journalist errors on compound sentences belong to missing subject is 4 errors or 28,57%
2. The journalist errors on compound sentences belong to missing verb is 0 errors or 0%
3. The journalist errors on compound sentences belong to missing subject and verb is 0 errors or 0%
4. The journalist errors on compound sentences belong to dependent clause of error is 0 errors or 0%
5. The journalist errors on compound sentences belong to fused sentence is 1 errors or 7,14%
6. The journalist errors on compound sentences belong to comma splice is 9 errors or 64,28%

C. Findings

After analyzing all the data that found in the English news online, the researcher stated that were findings of this study as follow:

1. The types of error analysis used in the English news online journalist based on Diana and Nancy theory. There are two classifications of error that have been divided into six types. They consisted of 4 error (28,57%) for missing subject , 0% for missing verb, 0% for missing subject and verb, 0% for dependent clause, 1 error (7.14%) for fused of sentence and 9 errors (64,28%) for comma splice.
2. There were 29 compound sentences, the researcher found 14 incorrect sentence from 13 compound sentences. The most dominant common of errors was comma splice 9 errors (64,28%). It means that the most dominant common of errors in English news online journalist is comma splice.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

After analyzing the data of English news online journalist constructions compound sentence. it is got the data as follows:

1. This research has found errors on compound sentence made by journalist online.

This research used Diana and Nancy theory, there are two classifications of sentence errors that have been divided into six types. They are missing subject, missing verb, missing subject and verb, dependent clause, fused of sentence and comma splice.

2. The findings of the research was found were 14 incorrect sentence from 13 compound sentence with consisted of error belong to missing subject was 4 or 28,57%, errors belong to missing verbs, missing subject and verb, dependent clause was 0 or 0%, errors belong to fused sentence was 1 or 7,14%, and error belong to comma splice was 9 or 64,28%. It means that the most dominant common of errors in English news online journalist is comma splice.

B. Suggestion

After analysis the data of English news online journalist in constructions compound sentence, the researcher hopes that the stake holder such as below:

1. To readers and students of linguistics

It can add and increase their knowledge about error analysis and can help them it comprehending the text.

2. To other researcher

It can increase the knowledge in error analysis and can share to the people who want to research in this field

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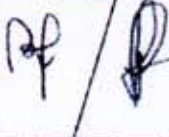
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Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Vindi Permata Sari
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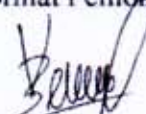
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Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	Error Analysis Made by Journalist online in Writing English News in Constructing Compound Sentence	
	The Effect of Guided Writing Strategies in Students Writing Achievement at SMP PAB 9 Klambir Lima	
	An Analysis of Students Error in Writing Recount Text	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 6 April 2020

Hormat Pemohon,


Vindi Permata Sari

- Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Prodi
 - Untuk Mahasiswa yang bersangkutan



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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238

Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Vindi Permata Sari
NPM : 1602050143
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Error Analysis Made By Journalist Online In Writing English News In Constructing Compound Sentence

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

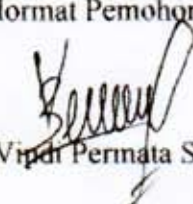
Dosen Pembimbing : Habib Syukri Nst,S.Pd,M.Hum
Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

acc PAF

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 6 April 2020

Hormat Pemohon,


Vindi Permata Sari

Dibuat Rangkap 3 :

- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No.3 Telp.(061) 6619056 Medan 20238
 Website : fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Nomor : 655/II.3/UMSU-02/F/2020
 Lamp. : ---
 Hal : **Pengesahan Proposal dan
 Dosen Pembimbing**

Bismillahirrahmanirrahiim
 Assalalamu'alaikumWr. Wb.

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proposal skripsi dan Dosen Pembimbing bagi mahasiswa yang tersebut di bawah ini :

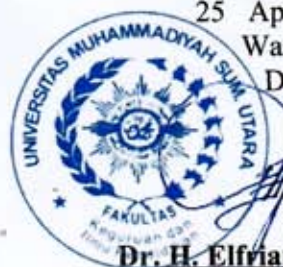
Nama : **Vindi Permata Sari**
 N P M : 1602050143
 Progam Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : Error Analysis Made by Journalist online in Writing English News in Constructing Compound Sentence

.Pembimbing : **Habib Syukri Nst, S.Pd,M.Hum**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal skripsi dengan ketentuan sebagai berikut :

1. Penulisan berpedoman kepada ketentuan atau buku *Panduan Penulisan Skripsi* yang telah ditetapkan oleh Dekan
2. Proposal Skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditetapkan.
3. Masa Daluarsa tangan : **25 April 2021**

Medan, 02 Ramadhan 1441 H
 25 April 2020 M
 Wassalam
 Dekan


(Signature)
Dr. H. Elfrianto, S.Pd.,M.Pd.

Dibuat Rangkap 4 :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Dosen Pembimbing
4. Mahasiswa yang bersangkutan
(WAJIB MENGIKUTI SEMINAR)



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. KaptenMukhtarBasri No.3 Telp.(061)6619056 Medan 20238
Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN PROPOSAL

Nama : Vindi Permata Sari
NPM : 1602050143
Program Studi : Pendidikan Bahasa Inggris
: Error Analysis Made by Journalist online in Writing
Judul Skripsi English News in Constructing Compound Sentence

Tanggal	Deskripsi Hasil Bimbingan Proposal	TandaTangan
08 April 2020	Perubahan Judul Dari Error Analysis Made by the Students of SMA Muhammadiyah 18 Sunggal in Constructing Compound Sentence Menjadi Error Analysis Made by Journalist online in Writing English News in Constructing Compound Sentence	
14 Mei 2020	Chapter I: Background of the Study	
	Chapter II: Theoretical Framework	
	Chapter III: Research Methodology	
	Reference	
17 Mei 2020	ACC for Seminar	

Diketahui/Disetujui
Ketua Prodi

Mandra Saragih, S.Pd., M.Hum

Medan, 18 Mei 2020
Dosen Pembimbing

Habib Syukri Nst, S.Pd., M.Hum



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Mahasiswa : Vindi Permata Sari
NPM : 1602050143
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : Error Analysis of Compound Sentence Contructions in English News
Online Journalist

Sudah layak diseminarkan.

Medan, April 2020
Disetujui oleh
Pembimbing

Habib Syukri Nst, S.Pd., M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama : Vindi Permata Sari
N P M : 1602050143
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Error Analysis of Compound Sentence Constructions in English
News Online Journalist

Pada hari Rabu bulan Juni tahun 2020 sudah layak menjadi proposal skripsi

Medan, 10 Juni 2020

Disetujui oleh :

Dosen Pembahas

Pirman Ginting, S.Pd, M.Hum

Dosen Pembimbing

Habib Syukri Nst, S.Pd, M.Hum

Diketahui oleh
Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Rabu Tanggal 10 Bulan Juni Tahun 2020 diselenggarakan seminar Prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama : Vindi Permata Sari
N P M : 1602050143
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Error Analysis of Compound Sentence Constructions in English News Online Journalist

NO	MASUKAN / SARAN
JUDUL	Error Analysis of Compound Sentence Constructions in English News Online Journalist
BAB I	- Elaborate the phenomenal problem of the study - Formulation of problem should match with the objective
BAB II	-
BAB III	- Source of data : write the specific online news - Adjust the technique of collecting the data
LAINNYA	-
KESIMPULAN	() Disetujui () Ditolak (✓) Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

Pirman Ginting, S.Pd, M.Hum

Medan, 10 Juni 2020
Dosen Pembimbing

Habib Syukri Nst, S.Pd, M.Hum

PANITIA PELAKSANA

Ketua

Mandra Saragih, S.Pd, M.Hum

Sekretaris

Pirman Ginting, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
 Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : Permohonan Perubahan Judul Skripsi

Bismillahirrahmaanirrahim
 Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Vindi Permata Sari
 NPM : 1602050143
 Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Judul Pertama :

Error Analysis Made by Journalist online in Writing English News in Constructing Compound Sentence

Menjadi :

Error Analysis of Compound Sentence Constructions in English News Online Journalist

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 10 Juni 2020

Ketua Program Studi
 Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Hormat Pemohon

Vindi Permata Sari

Dosen Pembahas

Pirman Ginting S.Pd, M.Hum

Dosen Pembimbing

Habib Syukri Nst, S.Pd, M.Hum

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Vindi Permata Sari
N.P.M : 1602050143
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Error Analysis of Compound Sentence Constructions in English
News Online Journalist

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Oktober 2020
Hormat saya
Yang membuat pernyataan,



Vindi Permata Sari

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



UMSU

Bila menjabat surat ini agar ditunjukkan nomor dan tanggalnya

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website: <http://fkp.umsu.ac.id> E-mail: fkp@yahoo.co.id

Nomor : 1015/II.3/UMSU-02/F2020
Lamp. : --
Hal : Mohon Izin Riset

Medan, 05 Dzulqa'idah 1441 H
27 Juni 2020 M

Kepada Yth.:
Bapak/Ibu **Kepala Perpustakaan UMSU**
Di
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat yang Bapak/Ibu Pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : **Vindi Permata Sari**
NPM : 1602050143
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Error Analysis of Compound Sentence Constructions in English News Online Journalist

Demikianlah hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Akhirnya selamat sejahteralah kita semuanya, Amin.
Wassalamu'alikum Warahmatullahi Barakatuh


Dekan
Dr. H. Elfrianto S.Pd., M.Pd.
NIDN : 0115057302

Tembusan :
- Peringgal



**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT PERPUSTAKAAN**

Jl. Kapt. Mukhtar Basri No. 3 Telp. 6624567 - Ext. 113 Medan 20238
Website: <http://perpustakaan.umsu.ac.id>

SURAT KETERANGAN

Nomor: 29/4./KET/II.10-AU/UMSU-P/M/2020

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Vindi Permata Sari
NPM : 1602050143
Univ./Fakultas : UMSU/ Keguruan dan Ilmu Pendidikan
Jurusan/P.Studi : Pendidikan Bahasa Inggris/ S1

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

"Error Analysis of Compound Sentence Constructions in English News Online Journalist"

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 6 Rabiul Awal 1442 H
23 Oktober 2020 M

Kepala UPT Perpustakaan,


Muhammad Arifin, S.Pd, M.Pd



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. KaptenMukhtarBasri No.3 Telp.(061)6619056 Medan 20238

Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Vindi Permata Sari
N.P.M : 1602050143
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Error Analysis of Compound Sentence Constructions in English News Online Journalist

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
12 Agustus 2020	Chapter I, II, III	
19 September 2020	Chapter IV and V	
17 Oktober 2020	All chapters in general	
22 Oktober 2020	Abstract, Table of content, Acknowledgement	
26 Oktober 2020	Acc	

Diketahui/Disetujui
Ketua Prodi Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Medan, 27 Oktober 2020
Dosen Pembimbing

Habib Syukri Nst, S.Pd.,M. Hum

CURRICULUM VITAE


DATA PERSONAL

Name : Vindi Permata Sari
Address : Jl. Klambir V Dusun IX Gg. Pendidikan Kec. Hamparan Perak
Kab. Deli Serdang
Telephone : 0895601479679
Place Date of Birth : Klambir Lima, June, 4th 1998
Name of Parents : Salimin and Ariani
Gender : Female
Religion : Islam
Email : vindipermatasari@gmail.com

EDUCATION

1. Elementary School at SD Negeri 101752 Klambir Lima 2004-2010
2. Junior High School at SMP Swasta PAB 9 Klambir Lima 2010-2013
3. Senior High School at SMK Negeri 9 Medan 2013-2016
4. University of Muhammadiyah Sumatera Utara 2016-2020 until the Degree of Sarjana Pendidikan

Medan, November 2020


Vindi Permata Sari