

**AN ANALYSIS OF GRAMMATICAL ERRORS IN WRITING
CAPTION ON FACEBOOK**

SKRIPSI

*Submit in partial fulfillment of the requirements
for the degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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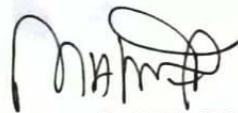

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ABSTRACT

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This study discusses about Grammatical errors in writing caption on Facebook . The objectives of this study are : 1) to identify the kinds of grammatical errors in writing the caption on Facebook, 2) to describe the dominant types of grammatical errors in writing the caption on Facebook. The study was carried by using descriptive qualitative design. The source of data were taken from 30 post of Facebook users belongs to students of SMA Harapan Mekar Medan. The data were analyzed and classified according to the types of errors process by (Meilia and Sulistyawati's, 2001). The findings indicated that were four types of errors (Omission, Addition, Misformation, and Misordering) were found on the caption of Facebook out of five types with total frequency of each types were omission 7, addition 7, misformation 11, and misordering 8. There was one types of errors which was not there in the caption on Facebook that was Blends. So, the dominant types of errors is misformation (11 frequency) based based on the frequency.

Keywords: *caption , facebook , grammatical errors , types of errors.*

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This research is entitled “*An Analysis of Grammatical Errors Caption on Facebook*” to fulfill one of requirement to obtain the degree of Sarjana Pendidikan in Faculty of Teacher Training and Education at Universitas Muhammadiyah Sumatera Utara.

She would like to thank to her beloved parents, M.Yahya Lbs and Nur Ainun Elvi for their prayers and support both morally and materially during her academic years in completing her study at UMSU, may Allah SWT always bless them. Thanks for their love and my brother and my sister for the supports.

In writing this study, she has faced some difficulties dealing with collecting the data and the analysis of the data. She had spent much time to accomplish it., and asked some people to get ideas to help her carry out the writing of this research.

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The researcher hopes that her study will be useful for the readers, especially the students of English Department who want to do a similar research and also for the researcher herself. May Allah the most Almighty bless all of us.

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TABLE OF CONTENT

ABSTRACT	i
ACKNOWLEDGEMENTS.....	ii
CHAPTER I.....	1
INTRODUCTION	1
A. Background of study	1
B. Identification of the problem	3
C. Scope and limitation.....	3
D. Formulation of the problems.....	3
E. The objective of the study.....	3
F. The Significant of the study.....	4
CHAPTER II	5
REVIEW OF LITERARTURE.....	5
A. Theoretical Framework	5
1. Grammar.....	5
2. Grammatical Errors.....	7
3. Types of Grammatical Errors	15
4. Caption	16
5. Facebook	17
B. Previous Research	19
C. Conceptual Framework	21
CHAPTER III.....	23
METHOD OF RESEARCH	23
A. Research Design	23
B. Data and Source	23

C. Technique of Collecting Data	23
D. Technique of Analysis Data.....	24
CHAPTER IV	25
DATA AND DATA ANALYSIS.....	25
A. Data	25
B. Data Analysis	26
1. Types of Grammatical Errors	32
C. Research Finding.....	35
CHAPTER V.....	36
CONCLUSIONS AND SUGGESTIONS	36
A. Conclusions.....	36
B. Suggestions	36
REFERENCES	38

LIST OF TABLE

- Table 2.1 simple present tense
- Table 2.2 simple past tense
- Table 2.3 simple past tense using be
- Table 2.4 simple future
- Table 2.5 simple future with will
- Table 2.6 present perfect tense
- Table 2.7 passive voice
- Table 4.1 The Process of Grammatical Errors

LIST OF FIGURE

Figure 1: Chart of Conceptual Framework

LIST OF APPENDICES

- Appendix 1 The Data of caption on facebook
- Appendix 2 The Data of types of errors found in the caption on Facebook
- Appendix 3 Form K-1
- Appendix 4 Form K-2
- Appendix 5 Form K-3
- Appendix 6 Lembar Pengesahan Proposal
- Appendix 7 Surat Keterangan Seminar Proposal
- Appendix 8 Surat Pernyataan Bukan Plagiat
- Appendix 9 Surat Izin Riset
- Appendix 10 Surat keterangan Selesai Riset
- Appendix 11 Surat Keterangan Bebas Pustaka
- Appendix 12 Berita Acara Bimbingan Proposal
- Appendix 13 Berita Acara Bimbingan Skripsi
- Appendix 14 Curriculum vitae

CHAPTER I

INTRODUCTION

A. Background of Study

Updating status is one of the major activities for Facebook members. When the Indonesian Facebook users want to update English status, sometimes they do not realize the errors of the language they have made. Considering the above issue, the researcher interested in conducting a study to find out the errors made by Facebook users in posting English status because the researcher is one of Facebook users. Facebook is a social network service and website launched in February 2004 that is operated and privately owned by Facebook, Inc. As of July 2010 Facebook has more than 500 million active users. Users may create a personal profile, add other users as friends and exchange messages, including automatic notifications when they update their profile. Additionally, users may join common interest user groups, organized by workplace, school, or college, or other characteristics .

Facebook is now being one of the social media which is mostly used not only by public, but also by lots of companies to introduce their products. Some companies use Facebook for one of their marketing ways. Unfortunately, since there is no editor of writing captions in social media, the companies do not realize whether the captions they published have been written correctly or not. As Holtzclaw (2014) states that the written language used represents directly the company professional standards both in online and in offline communication. Concerning those mistakes, linguistically, there is a term named errors.

In learning English, it is common that writers make mistakes or errors in written form, especially in how to use the verb correctly based on tenses which will be used. Error that the writers make when they learn a language is very common. They often make grammatical errors. An error is an action which is inaccurate or incorrect (Choironi and Sukirlan, 2013). In some usage, an error is synonymous with a mistakes. Errors are typically made by learners who do not yet fully command some institutionalized language system. In other words, errors arise due to the imperfect competence in the target language. If the learners do not understand about system of language, it will cause them make many errors in their learning.

The grammatical errors analysis is important to be analyzed in order to find out how students learn a language, their progress in learning the target language, their problems, and the aspects where improvement need to be made. By analyzing the students' grammatical errors, it will give the important role in giving feedback for the English teachers and researchers in order to evaluate and develop the material in teaching learning process. Sometimes users make grammatical errors. They often produce incorrect utterances. However, making error is fundamentally human in learning process. Therefore, it is possible for users to make errors unconsciously when they are writing. It means that it is important to examine the grammatical errors in writing caption as a way to prevent mistake in the future.

According to Nunan (1989), "writing is an extremely difficult cognitive activity which requires the learner to have control over various factors" (cited in

Fareed, et al., 2016). One of the important aspects of writing is grammar. Writing with good structure and with correct grammar is very important for everyone. Grammar is the base of both spoken and written communication. Understanding the purpose and meaning of a message will be easier when the message is conveyed with the correct grammar (“Articles on Language,” n.d). Unfortunately, the most common error made by the learners is the one related to grammatical structure. It could happen since there are lots of grammar aspects which should be understood. To decrease more mistakes and errors of the text, the analysis of them should be conducted. Several studies on grammatical errors have been conducted previously. Murshidi (2014) analyzed subject verb-agreement and punctuation errors on autobiography written in English. The results showed that although some of the samples are well written in English, there are still lots of errors on subject-verb agreement and punctuation. Meanwhile, Ratnah (2013) tried to find out types, sources and causes of grammatical errors in Indonesian-English translation made by tourism students. The results showed some varieties of errors: omission error of word, selection error of word, and addition of the words such as verbs, time signals and auxiliary verbs. Another study by Kotsyuk (2015) was intended to show the process of error analysis of the corpus of Ukrainian students’ essays written in English. As the results, there were some grammatical errors such as errors on the use of articles, verb form, quantifiers, misuse of modifiers, punctuation, sentence structure, and style types (incorrect spacing with punctuation, capitalization, wordiness, and redundant words). Like example of this research from the caption “ **you’re a little, so shut up and**

enjoyer life.” Its incorrect because there is omission and the meaning can be different for readers. It should be “ **you are a younger , so enjoy your life”**. Its make the readers easy to know the meaning from the caption.

B. Identification of the problem

The problem of this research can be stated as follows :

1. The kinds of grammatical errors.
2. The dominant types of grammatical error their made in the caption.

C. Scope and Limitation

The scope of the research is focus on types of grammatical errors in writing caption on the Facebook and the limitation is taken from a student grade 10th at SMA Harapan Mekar Medan.

D. Formulation of the Problems.

1. What kinds of grammatical errors are found in caption on Facebook?
2. What are the dominant types of grammatical errors represented through caption on Facebook?

E. The objective of the study.

Based on the formulation of the problems, the objective of the study is as follow:

1. To identify the kinds of grammatical errors in the caption.
2. To describe the dominant types of grammatical errors in the captions on Facebook.

F. Significance of the study.

The result of this research is expect to be useful for describe as the following :

1. Theoretically
 - a.) The research can be used as reference for people who have the same interested in the some fields.
 - b.) The research can be used as the reference in increasing paragraph writing.
2. Practically
 - a) For the students, the researcher expects that usersof Facebook can improve their writing ability better than before.
 - b) For the researcher, the result of this thesis will be expected to give more information about grammatical errors in caption.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This chapter contains some theories and principles that will relate to the formulated problems that support the research. To make the explanation more acceptable, the writer includes the resources people statements taken from some scientific books, the internet, articles, and other literature related to the problem investigated.

1. Grammar

Depending on one's theoretical orientation, different people define grammar differently. Harmer (2001: 12) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language. It concerns with form and structure of words and their relationships in sentences. This means that as the word order or form in a sentence changes, the meaning of the sentence also changes. Having known the definition of grammar, it is not hard for us to understand why grammar is useful and important. Without knowing the grammar of a language, one can not be said to have learned the language. Besides, it seems impossible to learn a language without learning the grammar because it tells him how to use the language. People learn how to construct a good message based on the rules they have known and try to convey the message to the others. These rules are termed as grammar.

a. Types of Grammar

The types of grammar illustrate different approaches towards analysis and description of language. Consequently, the different approaches reflected in each type of grammar influence the teaching of grammar. Prescriptive and descriptive grammar. Prescriptive grammar is when the correct use of language is prescribed by a set of rules. These rules are fixed. Unlike prescriptive grammars, descriptive grammars recognize that language is constantly changing (Quirk *et al.*, 1985) This means that certain utterances that were considered incorrect grammatically at one time are now accepted as correct. For example, the use of ‘a few’ and ‘a little’. In prescriptive grammar, ‘a few’ determines count noun (a few students) and ‘a little’ is related to non-count noun (a little salt). Thus, we say ‘*few*’ students, ‘*fewer*’ students, ‘*fewest*’ students and ‘*little*’ salt, ‘*less*’ salt, ‘*leas*’ salt. But today, the use of ‘*less*’ with count noun as in ‘*less*’ students is also accepted traditional grammar.

In traditional grammar, syntax rather than semantics, is a central component of a language. In teaching the syntactic organization of the sentences, traditional grammarians have identified and defined eight parts of speech. The eight parts of speech identified are nouns, verbs, pronouns, adjectives, adverbs, prepositions, conjunctions and interjections. These different parts of speech make up a sentence. Traditional grammarians focus on the relationships of words in a sentence such as subject, object, complement, adverbial, etc to show the different clause types like SV (She was screaming), SVO (She eats ice-cream), SVA (He has been in the room), SVOA (She keeps the books upstairs), etc. Traditional

grammar is descriptive in the sense that it attempts to describe linguistic structures (Quirk *et al*, 1985). For instance, according to traditional grammar the basic structure of an English structure is subject + verb + object as in “ He drinks water ”. Language teaching based on the philosophy of traditional grammar will focus on the parts of speech.

b. Phrase-structure grammar

Extending and developing the work of traditional grammar, phrasestructure grammar highlights the relationship of words and phrases in a sentence (Cook, 1991). It helps to understand how the structural relationships of words and phrases support the meanings, which we attempt to convey through language. This relationship is presented graphically using substitution tables, which have been widely used in basic grammar lessons. If traditional grammar emphasises on the written form, then phrase structure grammar focuses on spoken form. Thus the practice of drills using substitution tables is an attempt to help learners master the structure of the sentence. Although it focuses on structure as it appears in language, the structure is presented without consideration of meaning and communicative function (Woods, 1995).

2. Grammatical Errors

Some of the example types grammatical errors which are found in the caption on facebook:

a. Verb in Tenses

Tenses are necessary for people to signal when the activities happen. Guntari (2011) explains that the proper use of tenses makes it possible for the

speakers of English to recognize whether an event or an action occurs at the time at, during, or over the time denoted by a verb change. Nugroho (2011; 1) explains that there are 16 tenses in English, but generally divided into 12 kinds. English tenses can be interpreted simply as a sentence patterns change over the time; referring to the present (Present), past (Past) and future (Future). In this part, the author will discuss four fundamental types of tenses; Simple Present Tense, Simple Past Tense, Simple Future Tense, and also Present Perfect Tense.

b. Simple Present

The simple present describes daily habits or usual activities. It also explains general statement of facts. The simple present is used for events or situations that exist seldom, never, rarely, always, usually, or habitually in the past, present, and future. For example: “Khairunnisak and aulia rahman always go to school.” Table 1: Simple Present

Statement

Positive I-You-We-They Play

He-She-It-Wants

Negative I-You-We-They do not /don't play

He-She-It does not / doesn't play

Question Do-I-You-We-They play football everyday ?

Does-She-He-It always want to play game online

Moreover, look at this form of the Simple Present: Be

Table 2: Simple Present Tense Us		Subject	Main verb	
I		Am	Indonesian	
They, You, We		Are	Indonesian	
She, He, It		Is	Indonesian	
–	I	Am	Not	Indonesian
You, They, We	Are	Not	Indonesian	
She, He, It	Is	Not	Indonesian	
?	Are	You, We, They	Beautiful?	
Is	She, He, It	Beautiful?		
Am	I	Beautiful		

c. Simple Past

According to Azzar (194 25-26), the simple past is used to talk about activities or situations that began and ended i the past. Most simple past verbs are formed by adding *–ed* to a verb, and some verbs have irregular past forms. For instance: “Umak cooked delicious food yesterday.”

Here is the form of the Simple Past: Regular verbs

Table 3: Simple Past Tense Using Regular verbs Statement	
Positive	I-You-We-They played yesterday Last night, He-She-it wanted to tell you something
Negative	I-You-We-They did not / didn’t play He-She-it did not / didn’t want to tell you the truth

Question	Did i-you-we-they play football yesterday morning?
Did he-she-it always want to play games online?	
Short Answer	Yes, I-You-She-He-It-We-They did
No, I-You-She-He-It-We-They did not / didn't	

Here is the form of the Simple Past: be

Table 4: Simple Past Tense Using be

Statement	
Positive	She-He-It Was in hospital yesterday
We-You-They were in hospital yesterday	
Negative	She-He-It Was not in hospital yesterday
We-You-They were not in hospital yesterday	
Question	Was She-He-It in hospital yesterday
Were We-You-They in hospital yesterday	
Short Answer	Yes, She-He-It was
No, She-He-It was not	
Yes, We-You-They were	
No, We-You-They were not	

d. Simple Future

Azzar (1941; 56) states that “be going to” and “will” are used to express future time. Be going to is used to express a prior plan. For example: “I bought new book because I am going to memorize some materials at dorm.” The speaker plans to buy a book. Meanwhile, Will is used to express a decision the speaker makes at the moment of speaking. For example: “This chair is too heavy for you to carry alone. I’ll help you.” The speaker decides to help at the immediate present moment; he did not have a prior plan to help.

Here is the form of the Simple Future with Be Going To.

Table 5: Simple Future with Be Going To.

a. We are going to study english	Be going to is followed by the
tomorrow morning.	
simple form the verb	
b. She is going to sleep.	
c. – I am not going to study english	Negative: be + not + going to
tomorrow morning.	
- She, He, It is not going to study english tomorrow morning.	
-They,we,you are not going to study english tomorrow morning.	
d. – Am I going to study english	Question: be + subject + going to
tomorrow morning	
- Is she, he, it going to study english tomorrow morning?	
-Are they,we,you going to study english tomorrow morning?	

Here is the form of the Simple Future with Will.

Table 6: Simple Future with Will

Statement	
Positive	I-You-She-He-It-We-They will go tomorrow.
Negative	I-You-She-He-It-We-They will not go tomorrow.
Question	Will I-you-she-he-it-we-they go tomorrow?
Short Answer	Yes, I-you-she-he-it-we-they will
	No, I-you-she-he-it-we-they will not.

e. Present Perfect

Azzar (1941; 86) declares that the present perfect expresses an activity or situations that occurred (or did not occur) before now, at some unspecified time in the past. For instance: “Ismail has already eaten dinner.”

Jim’s dinner occurred before the present time. The time in activity is not important or unknown. For the speaker, the only important information is that Jim’s dinner occurred in the past, sometime before now.

Here the form of the present perfect tense.

Table 7: Present Perfect Tense

Positive	She-He-It has done it
I-We-You-They have done it	
Negative	She-He-It has not done it yet
I-We-You-They have not done it yet	
Question	Has She-He-It done it yet?
Have We-You-They done it?	
Short Answer	Yes, She-He-It has
No, She-He-It has not	
Yes, I-We-You-They have	
No, I-We-You-They have not	

Rahman (2012; 27) explains that coordinating conjunctions are connectors of two or more elements that have the same syntactic interests. Ramsey (2014; 2) also says that coordinating conjunctions join two independent clauses to create a compound sentence. There are seven things of coordinating conjunctions; And, For, Nor, Or, But, Yet, So. In this part, the author would like to discuss only two things of coordinating conjunctions; and & but. And According to Azzargrammar (2002; 3), “and” connects parallel elements, i.e., elements having the same structure. These elements may be compound subjects, verbs, or objects or may be two independent clauses. When “and” connects only two items within a sentence, no comma is used. When “and” connects three or more items in a series in a sentence, comma is used. For instance:

1. They bought a rabbit and a kitten.
2. He brought a cat, a mouse, a man, and a woman. (And connects nouns)
3. she opened the door, walked into the room, and sat down at my desk (And connect verbs).
4. My flower is black, red, and pink. (And connects adjectives).

Based on the grammar commet, there are some usages of “but”.

These are:

1. To suggest a contrast that is unexpected in light of the first clause: "Joey lost a fortune in the stock market, but he still seems able to live quite comfortably."
2. To suggest in an affirmative sense what the first part of the sentence implied in a negative way (sometimes replaced by *on the contrary*): "The club never invested foolishly, but used the services of a sage investment counselor."
3. To connect two ideas with the meaning of "with the exception of" (and then the second word takes over as subject): "Everybody but Golden breath is trying out for the team."

f. Gerund

According to Azzar (1941; 368), gerund is the –ing form of a verb. It is used as a noun. Because their function is that of a noun, gerunds may be used as the subject of a sentence. For instance:

1. Reading regularly will make you feel smarter.
2. Writing requires most of my time during the day.

The V-ing form can also be called a present participle; however, the function is that of a verb when used in the present or past progressive. For example: The teacher is speaking to her students. If a gerund is combined with a preposition, it is called a Gerund phrase. For instance: Our daughter's life ambition is studying to be an astronaut.

According to Hallan and Nirron (1983; 99), there are common verbs always followed by gerund, without to infinitive. They are: To mind, To enjoy, To finish, To imagine, To give up, To consider, To risk, To avoid, To deny, To suggest, To keep on, To leave off, and To feel like.

For instance: I enjoy playing football with my friends in front of school.

g. Passive Voice

According to Silitonga (2012; 1), passive voice is a grammatical construction which the subject of the sentence or clause indicates the recipient of the action. In English, passive sentences formed with an auxiliary verb and past participle form of verb. Meanwhile, Ardika (2011; 1) describes that passive voice is the sentence which the subject of it has the main work given by the object. The object of active voice is more important information than the subject in passive voice. From the two explanations, passive voice can be concluded as a sentence which the subject of it changes as the object and given the work by the object.

Azzar (1950; 120), in the passive, the object of an active verb becomes the subject of the passive verb.

Active : (a) Ramli bought barbie.

Passive : (b) The barbie was bought by Ramli.

“The barbie” in (a) becomes the subject of the passive verb into (b). (a) and (b) have the same meaning.

According to Hallan and Nirron (1983; 20), to change an active sentence into passive, it can be done by placing an auxiliary verb (be) and the Past Participle form of verb into the active sentence. For instance: Active : she eats bakso

Passive : The bakso is eaten by her. Active : Rizky al gave me delicious cake.

Passive : Delicious cake was given by Rizky al

Table 8: Passive voice Be + Past Participle	Form of all passive verbs:
(a) Corn is grown by farmers. (b) Sara was surprised by the news. (c) The report will be written by Mary.	Be + Past Participle Be can be in any of its forms: am, is, are, was, were, has been, have
(a) Corn is grown by farmers. (b) Sara was surprised by the news. (c) The report will be written by Mary.	Be + Past Participle Be can be in any of its forms: am, is, are, was, were, has been, have
been, will be, etc.	

3. Types of grammatical error

The proposal focuses on the grammatical errors Meilia and Sulistyawati's theory which is divided errors into 4 types. They are Omission, Addition, Misformation, and Misordering.

A. Omission

Omission is any deletion of certain necessary items in sentences. Omission is indicated by the absence of certain item that must appear in sentences. This usually happens in the early stages of second language acquisition. For example: "My sister good at math." It should be, "My sister is good at math".

B. Addition.

Addition is any usage of unnecessary items in the sentences. Addition is indicated by the presence of an „unwanted“ item in sentences. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language. For example: “He does not to like this cake.” It should be, “He does not like this.”

C. Misformation

Misformation is any wrong form of certain morphemes or structures. Misformation is indicated by the usage of wrong forms of certain morphemes or structures. For example: “Me don“t want.” It should be, “I don“t want.”

For example: “She hates everyday her brother.” It should be “She hates her brother everyday.”

D. Blends

Misordering is any incorrect placement of certain morphemes in sentences. For example: “She hates everyday her brother.” It should be “She hates her brother everyday.”

4. Caption.

Caption comes from English which means page title, chapter, writing under caricatures, pictures and others. Caption is a term in the form of a sentence to complete a photo uploaded on Instagram or other languages called status contains what someone wants to convey in his upload. Caption also means the overflow or outpouring of someone's heart what is reflected in the heart they put it in the writing which will then get a response from other people or known as

comments. Captions in the social media can be a good sample for doing error analysis as there is no editor in writing and publishing the captions in social media. Instagram is one of the social media which will be focused on. Instagram is now being one of the social media which is mostly used not only by public, but also by lots of companies to introduce their products. Some companies use Instagram for one of their marketing ways. Unfortunately, since there is no editor of writing captions in social media, the companies do not realize whether the captions they published have been written correctly or not. As Holtzclaw (2014) states that the written language used represents directly the company professional standards both in online and in offline communication. Some mistakes in spelling, punctuation and grammar will cause very bad impression on the business.

5. Facebook

Facebook is a very popular social networking website. There are about 600 million people on Facebook and more people are joining it every day. Pakistan is also not far behind in the Facebook race with the rest of the world. Currently there are 6million Pakistanis on Facebook but according to the latest researches this number is bound to increase. The popularity of Facebook can be attributed to the fact that according to the latest research more than one million Pakistani users signed up for the social media website during the period of six months from August 2011 to January 2012. Language and its dynamics on the internet is an area of great interest to many scholars from the field of linguistics, media sciences, psychology and sociology. Crystal (2001) contends that as the focus shifts from technology to people and purpose, the role of language becomes

central. 'If the internet is a revolution then there is likely to be a linguistic revolution'. Social media is interactive in the sense of giving people power to choose what they do- what information they want to communicate and how they would do it (Matheson, 2005). Analysis of media content has an important bearing on our understanding of media technology once we accept that 'media is the message.' Examining media content helps in understanding what and why of communicative mediums. So in the current research the 'medium' that will be explored is the Facebook status updates. Through status updates people achieve a variety of functions. They can serve as a personal journal in which people record their everyday activities, events and experience (Awl, 2011). The way of expression depends on the person as to how they want to express themselves it can be through jokes, quotations or poetry.

Facebook is a social networking website and service where users can post comments, share photographs and links to news or other interesting content on the Web, play games, chat live, and stream live video. You can even order food with Facebook if that's what you want to do. Shared content can be made publicly accessible, or it can be shared only among a select group of friends or family, or with a single person. Facebook began in February of 2004 as a school-based social network at Harvard University. It was created by Mark Zuckerberg along with Edward Saverin, both students at the college. One of the reasons credited for the rapid growth and popularity of Facebook was its exclusivity. Originally, to join Facebook you had to have an email address at one of the schools in the network. It soon expanded beyond Harvard to other colleges in the Boston area

and then to Ivy League schools. A high school version of Facebook launched in September of 2005. In October it expanded to include colleges in the U.K., and in December it launched for colleges in Australia and New Zealand. Facebook accessibility also expanded to select companies such as Microsoft and Apple. Finally, in 2006, Facebook opened to anyone 13 years or older and took off, overtaking My Space as the most popular social network in the world. In 2007, Facebook launched the Facebook Platform, which allowed developers to create applications on the network. Rather than simply being badges or widgets to adorn on a Facebook page, these applications allowed friends to interact by giving gifts or playing games, such as chess. In 2008, Facebook launched Facebook Connect, which competed with open social and Google+ as a universal login authentication service. Facebook's success can be attributed to its ability to appeal to both people and businesses, its developer's network that turned Facebook into a thriving platform and Facebook Connect's ability to interact with sites around the web by providing a single login that works across multiple sites.

B. Previous Research

Some researcher have conducting the research about Error Analysis. These are:

1. Hasyim's work

Sunardi Hasyim has conducted his research (Universitas Kristen Petra, 2002). He conducted a research entitled "Error Analysis in the Teaching of English" in which discusses. 1) the teaching of English as a foreign language is important

(Analyzing. 2) for the teacher, it aims to evaluate whether they have succeed in teaching English. The method which is used by the writer is descriptive method. His post graduate student's theses abstract, Hasanuddin University. The data is the English sentences that consist of grammatical errors. The data collecting technique is by underlying error in the abstracts of the post graduate student's theses, Hasanuddin University. After that, he said the kinds of grammatical error and analyzed them in descriptive explanations. Then, the author concludes that 1) error analysis is needed in increasing the techniques in teaching English. 2) the teachers can evaluate themselves, thus they can concentrate on the materials in which most learners made error.

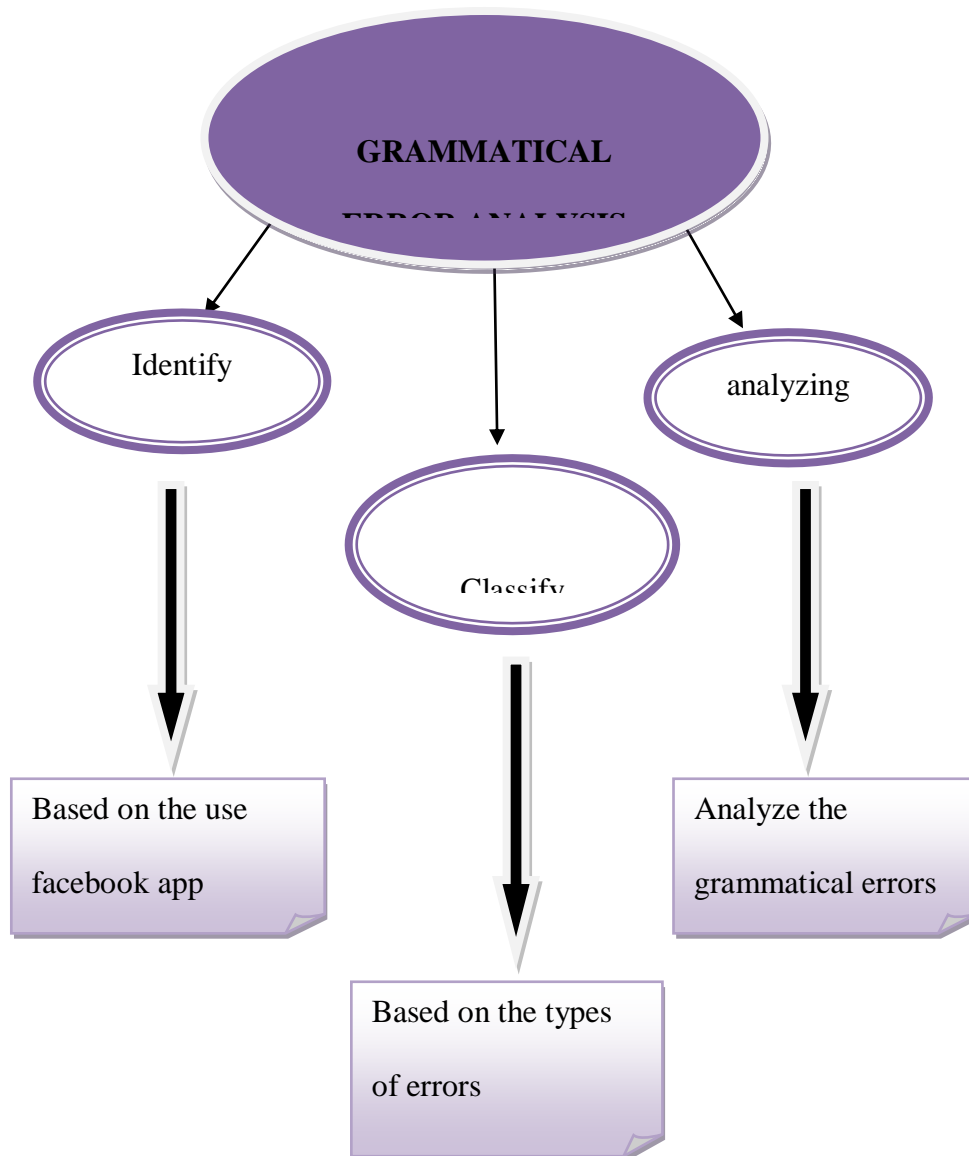
2. Siminto's work

The second researcher is Siminto, The title is "Grammatical Errors in The Students' Thesis Abstract (A Study On The Students' Enhancement In English Grammar)". The result of the study is The most errors which were created by the students as follows: word choice, word order, plural-singular nouns, verb tense, missing and misapplying article, ineffective sentence, punctuation, unparallel structure, misspelling, verb tense, punctuation, Indonesian terms used, run-on sentence, article (missing and misusing), meaning not clear, ineffective sentence, redundant words, misspelling words, word form, incomplete sentence, misusing possessive nouns and adjectives, adjectives order, misconstructing of wh-questions (Siminto, 2012). His research absolutely different with this study lies on the subject. His subject is the students' thesis abstract but this subject of the study is students' English paragraph. Based on all these theses above, the researcher

concluded that errors frequently happen to the people who learn second language. The author finds some similarities and differences between the present study and three previous studies. Their similarities are all of them focus on students writing either essay, thesis and other kinds of writing. Besides, the author has different problem explanation where the author will look for the causes of errors while they did not analyze the causes of the errors.

C. Conceptual Frame Work

This research want to investigation what are errors in the captions on the facebook. that is use sentence, adj, noun singlar/plural, countable/uncountable in grammatical. Then, this research chooses error analysis as a method to analyze the captions error on facebook as social media. based on explanation above, error analysis is a process of analyzing, observing, and classifying students' error. The technique of analyzing data can we are looking from this diagram:



CHAPTER III

METHOD OF RESEARCH

A. Research Design

The research used a descriptive qualitative approach because the data will collect in the form of word sentences. The data for content analysis can take almost by the caption on Facebook. Textual analysis which is specifically applied in grammar analysis is the research method of the study. this study since the data of analysis is in the form of captions, and this study did not analyze the content of the messages in the captions.

B. Source of Data

In this research, the data was taken from social media application that is Facebook. The source of data is caption from students made on facebook . the researcher is collecting the data and after that the researcher should analysis the grammatical error from their caption. The researcher using the source of data to support the research because the data source is the key that is used to explore more about the research.

C. Technique of Collecting Data

The data was collected by the following steps, researcher: 1) took some of the users data on Facebook; 2) made a transcript of the users caption ; 3) reread the caption or status are they have written and focus on the types of grammatical

error; 4) identify and analysis the kinds or types of grammatical error in that captions which performed by them on facebook.

D. Technique of Analysis the data

The systemic of procedures in conducting the analysis are as follows:

1. Finding the english caption from several users account on facebbok
2. Classifying based on the types of grammatical errors in the caption .
3. analyzing the types grammatical errors in the caption their made.
4. The researcher can be know what kinds of the grammatical errors from the caption their made.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents findings and discussion, the data were obtained from a caption by account of user on facebook in september until november 2021. After identifying grammatical errors which found in that caption, the researcher has found 4 types of error were used in caption by students account on facebook. They were omission, addition, misformation, and misordering.

A. Research Findings

In this research, the researcher analyses 30 data from caption on facebook. The types of error are analyzed using Meilia and Sulistyawati's theory which consists of four types of errors based on the explanation of chapter II in this research. After analyzing all of the data, the researcher was found an errors at the caption on facebook. The types of errors found there can be displayed in the solve tables.

a. Omission

The types of errors found that the users made grammatical errors in Omission, it can be seen below:

Table 4.1 types of errors : Omission

No	CAPTION
1	Be your self
2	Gurl's
3	Good luck always, kept away from real demons like them
4	I'm gonna miss u gurl's
5	You're young. So shut up
6	She's more than a hero

(In appendix 1)

Omission errors are described as the absence of an item that must appear in a well- formed utterance. The kinds of omission error found in the caption are the omission of subject, omission of suffix-s and suffix-ing. Here is an example of error of omission of subject that the researcher picks from the data. In Bahasa Indonesia, the user wants to say “jadilah diri sendiri ”. The student translated it word by word and it becomes: “ **Be your self**”. This sentence is show that there is space on the word, it should be “your self” becomes “yourself” without space.

Here is an example of error of omission of *suffix-s*, “**Gurl’s**”. The sentence is incorrect because the student ignores the rule of subject- verb agreement. In this sentence, the subject pronoun is indicated with *she* (singular). The correct sentence should be “**Girl’s**”. And then the caption of “**She’s more than a hero**” it is a omission in that sentences it should be “**She is more than a hero**” and same like this caption “ you’re young. So shut up, and enjoy life. It is incorrect because there is omission in “you’re” and enjoy life . it should be “**you are a younger. So shut up, and enjoy your life.**”

the caption of “**Good luck always, kept away from real demons like them .**” the sentences is incorrect because “kept” it is used for past tense or that is verb 3, but this sentences show the caption is present tense , it should be “keep away” and the senteces becomes to be “ keep away from the real demons like them” .

b. Addition.

The researcher found that in caption on facebook from the users made grammatical errors, it seen below:

Table 4.2 types of errors : Addition

No	CAPTION
1	Happy birthday to myself, thanks you for 19 years.
2	I don't hate love, i just hate what happens in the end
3	Thanks you for 20 years
4	Bring rays into the place you enter
5	Sweeter than money
6	Hoe can i choose my self to be happy, when my happineses is taken away.

(Appendix 1)

The addition error is found in this caption and it is called as regularization error. Here is the example show that there is added “s” in the word like, **“Happy birthday to myself, Thanks you for 19 years old”**, and **“Thanks you for 20 years”**. The verb *thanks* is incorrect.because if the writer or the users want to say “terima kasih” in english it should be **“Thank you”** or **“Thanks”** without you again. Next , the caption of **“I dont hate love , i just hate what happens in the end”**it is incorrect because in a word of “ I ”, there is opostrof ‘s’. it is show possessive pronoun.and there is preposition between that sentences after coma (,) . It should be **“ I don’t hate love, but i just hate what happens in the ends”**. and the verb of “ happinesses ” in this caption **“How can i choose my self to be happy, when my happineses is taken away.”**. it also incorrect because the correct verb in english is “ happiness” there is addition “es” of that verb.

c. Misformation

The researcher found that in caption on facebook the users made grammatical errors in misformation, it can beseen below:

Table 4.3 types of errors : Misformation

No	CAPTION
1	Insecurities is a disease so get well soon.
2	I know, why i was ignored because i am not a priority
3	We make people fly.
4	And i feel beautiful.
5	Keep being beautiful.
6	No make up but feel beautiful.
7	Wanna back.
8	I love you freintku.
9	Surprised my mum on her 50th birthday on september 16th.
10	One for eternity.
11	Stay with me. Untill all say “ why him ? why him? Whi h is my reason to stay together.

(appendix 1)

The researcher also found misformation. The example of error sentence is, “*Insecurities is a disease so get well soon*”. In English language, some verbs have certain identical forms for the categories of Past Tense and Past Participle, for example, *talk – talked – talked*. These verbs are called regular verbs. Because the regular verbs pattern applies to most of the verbs, students extend this rule to other types of verbs, that is, irregular verbs, for example, *take – took – taken*. Such error can be exemplified in the following posts written by the participants as shown in that caption.

Next in the caption of “ **wanna back** ” it is not clearly for the readers to understand about the meaning, and there is not subject, conjunction, and preposition to complete this sentences. It makes the readers confus what the users feeling or mean. If the writers made like “ i wanna back to u soon” it is easy to understand what the writers mean.

In this caption “*We make people fly*”, it is misformation because there is not a conjunction to complete , like example “we make some people fly” In this case

The writer of that caption thought that has written correct form. however, the word is still incorrect form. It occurred when the writer did not know about grammar and how to make a good sentence in english language. The error was caused by ignorance. The mistake came from they not understand how to write a good sentence with a grammar. example like the sentence “wanna back” the writer did not put the subject or object to that sentence, so the readers did not know about the meaning from that caption. The researcher found that in this caption “*I love you freintku.*” It is incorrect sentence because the writer want to say in bahasa indonesia “ saya menyayangi teman temanku”. And “freintku” it is a wrong english language. The correct sentence it should be “ *i love you, my friend*”. Same like this caption “*Surprised my mum on her 50th birthday on september 16th.*” It is incorrect sentence because the preposition is not exactly for that caption like “ on” change to be “at”, it should be “ *surprised my mum on her 50th birthday at september16th*”

d. Misordering

Misordering is any incorrect placement of certain morphemes in sentences. The researcher found that in caption on facebook from the users made grammatical errors in misordering, it can be seen below:

Table 4.4 types of errors : Misordering

No	CAPTION
1	She is very lonely, patient, and a good housewife
2	If you can love the wrong person that much, imagine how much you can love the right one .
3	Monument Nasional is one of monument that has the value of history for Indonesia
4	I’m just pretend to be happy without you .

5	I was enjoy the test
---	----------------------

(Appendix 1)

Misordering errors happens because the writers put morpheme or group of morphemes in an utterance in incorrect placement. Although, it is only a caption, it can influence the meaning of the sentence. Like this caption “*She is very lonely, patient, and a good housewife*” The adverb “a” should be put in front of the first adjective. Then, “*lonely*” is incorrect adjective to put in the sentence because the meaning is awkward. The correct sentence becomes “**She is a very lonely, patient, funny and good housewife**”. The researcher found that in the caption, the users of facebook made grammatical errors in misformation, it can be seen from this caption “*if you can love the wrong person that much, imagine how much you can love the right one*”. the verb “much” so excessive and then “that” it should be “so” this is incorrect adverb to put in the sentences. The correct

sentence becomes “**if you can love the wrong person so much, imagine how many you can love the right person**”. The researcher found that in the caption, the users of facebook made grammatical errors in misformation, it can be seen from this caption “*Monument Nasional is one of monument that has the value of history for Indonesia*”. This sentence has incorrect placement item and addition of preposition. For making effective sentence, we have to diminish the use of inappropriate preposition. Preposition *of* can be changed by arranging the correct nounphrase such as, *the value of history* becomes *historical value*. The correct sentence should be “**Monument Nasional is one of monument that has historical value for Indonesia**”. The source of this type error is communication strategies because student uses production strategies to enhance getting their

messages across. The researcher found that in the caption, the users of facebook made grammatical errors in misformation, it can be seen from this caption "*I'm just pretend to be happy without you*". It is incorrect sentence because The participants are well aware of the correct use of the past tense but have displayed errors in the use of "sleped" that should be written as "slept". Hyland (2003) suggests that learners may try out what they assume is a legitimate structure of the target language. Moreover, Ellis (2009) states that overgeneralization errors occur when learners yield deviant structures based on other structures of the target language. These errors showed in the first two sentences then imply that students should be given more exercises in identifying verb forms and tenses for them to be completely aware of how verbs are written in varied verb forms. This should especially be done for students to personally identify the errors they have committed in writing verb forms. As Lightbown and Spada (2006) suggest, when errors are persistent, especially when they are shared by almost all students in a class, it is useful for teachers to bring the problem to the students' attention because errors in language learning occur systematically and repeatedly without any notice by the learners. The errors are identifiable only by teachers or others who possess an accurate knowledge of the grammatical system. The researcher found that in the caption, the users of facebook made grammatical errors in misformation, it can be seen from this caption "*i was enjoy the test*". Basically, native speakers should not insert the BE copula in the sentences above such as "I enjoy the test" and "I just pretend to be happy without you". During the unstructured interview conducted by the researcher, when students were asked

why do they add the BE copula in such statements, students answered that they are used in such practice wherein the BE copula is added especially if the sentence is beginning with “I”, such as with *I am tired*, *I am (name)*, *I am inviting you*, *I am lucky today*, etc. This error recorded is what Ellis (2009) also explains as “false concepts hypothesized” which is under intralingual errors. False concepts hypothesized occur when learners do not completely understand a distinction of rules in the target language. According to Richards (1971), they are items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language. The learner, in this case, tries to derive the rules behind the data to which he/she has been exposed, and may develop hypotheses that correspond neither to the mother tongue nor to the target language. In other words, they produce deviant or ill-formed sentences by erroneously applying their knowledge of target language rules and structures to new situations.

The errors also indicate learners’ use of their interlanguage. Some of the participants were Filipino native speakers. Such constructions with the verb reflect in their first language which is Tagalog. Tarone (2003) defines interlanguage as the linguistic system created by someone in the course of learning a foreign language, different from either the speaker’s first language or the target language being acquired. The above examples of the forms used by the participants tell exactly about their interlanguage.

B. Discussion

Based on the research finding, the researcher found some data which showed that errors in caption were still performed by the users of facebook. From 30 caption which were sample of this study, many users on facebook still made errors in constructing a written their caption. In this study, the researcher has read, present tense and analyzed 30 data from facebook users which containg grammatical errors. Then, the researcher discusses the whole data to answer the research problem. Those research problems are the types of error found in the caption made by users of Facebook and the sources of errors based on Meilia and Sulistyawati's theory. The researcher finds four types of error in the caption on Facebook out of 5 types of errors according to the theory. .Those types of error are omission error, addition error, misformation and misordering . The result of the study proved that the omission error of letter as the dominant error which often found in this study.It was possibly caused by carelessness of the facebook users.The errors performed by the users were also caused by several factors which found in their learning process as the causes of their errors; one of factors is interlingual transfer. The different systems of both target language (English) and source language (mother tongue) were the main factor of the existence of errors in their construction a caption.

Many users generated the system of English language with their native language,Indonesia language. The users used Indonesian system of language to construct English sentences in their caption. Users of Facebook who performed errors because of this source generally brought their native language behavior.

For example, when the people wanted to write Indonesian sentence “*mereka bermain dengan keluarga*” they constructed English sentence “they are play with family”. That error was because of the people lacked of knowledge about English. They translated directly their mother tongue into English. Consequently, the sentence was grammatically incorrect because the writer makes incorrect word order. The other factor that influences the learner’s error is intralingual transfer. According to Richards (2002), intralingual interference refers to items produced by the learner which do not reflect the structure of mother tongue, but generalizations based on partial exposure to the target language. In her research, the researcher found many facts that people made errors from this factor. For example: “Also keep advise me”. This incorrect form of to be was included into intralingual source of errors because the people ignored the restrictions of the use of to be auxiliary for plural subjects. They picked to be auxiliary without considering the correct use of it.

Omission error occurs because users omits some important items that must appear in the sentence. From the analysis, users of Facebook are categorized because they omit subject, suffix-s, be, verb, article, plural marker. As in the data collect showed : “Good luck always, kept away from real demons like them” and “ be your self” .Omission subject and verb makes the sentence incorrect because subject is the most important item in the sentence. It is also important to pay attention the use of *suffix-s* and *be* because it has strong relation with subject and verb agreement. While, the use of article and plural marker influence the meaning of the sentences.

Addition error is the opposite of omission error. It occurs because users of Face gets failure too it unimportant item in sentence. It means that user add unnecessary item that must not appear in the sentence. Based on analysis, addition error is signified by adding preposition, article, be and apostrophe's. In addition, Meilia and Sulistyawati (2011) classified the types of addition error and researcher finds double marking and regularization error in the analysis as in the data collect showed : "Happy birthday to myself , thanks you for 19 years" The regularization error happens because students apply the rules use to produce the regular one to those that are irregular. In the caption, researcher finds *builded*. Double marking happens because two items rather than one are marked for the same feature (tense and apostrophe's, in these example).

Misformation error found in some sentences. It can be misformation of verb, misformation of auxiliary and misformation of preposition is also found as in the data collect showed : "Insecurities is a disease so get well soon " phenomena which is called as double marking. Double marking is found in the data because users use *be* and *verb* together in simple present sentence.

Researcher finds this phenomenon in substituting auxiliary verb of plural noun to the auxiliary verb of plural noun. Misordering error also found in some sentences, where the sentence has incorrect placement item and addition of preposition.

Misordering is any incorrect placement of certain morphemes in sentences. As in the data collect showed : "She is very lonely, patient, and a good housewife" Misordering errors can be happens because the writers put morpheme

or group of morphemes in an utterance in incorrect placement. Although, it is only a caption, it can influence the meaning of the sentence.

From the discussion above, the common types of grammatical errors made by the Facebook users on their caption were omission error occurs because the user omits some important items that must appear in the sentence, addition error occurs because the user gets failure to omit unimportant item in sentence, misformation error occurs because the user use *be* and *verb* together in simple present sentence and misordering error occurs because the user make the sentence has incorrect placement item and addition of preposition. And the dominant errors made by their caption on Facebook is misformation error because it was possibly caused by carelessness of the students. The carelessness was often closely related to lack of motivation.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher provides some conclusions and suggestions dealing with the data analysis of this reasearch.

A. Conclusion

From the data analysis, some conclusions can be seen from the caption by the users of Facebook :

1. The types of error were discovered in caption on the facebook. They are: omission, addition, misformation, and misordering.
2. The dominant types of errors based on the frequency of the error done by the user of Facebook in writing their caption was misformation.

B. Suggestion

There were several suggestions related to the grammatical error analysis in caption :

3. For the students to enlarge their proficiency or knowledge in using English or finding out the meaning of the words they don't know in English as well to provide students' ability either in writing and speaking.
4. It is suggested for the English language students to learn more about grammatical in order they can develop their understanding on how to write a good caption with a good structures and the right sentences in english.

3. For other researchers who have desire deepen the grammatical errors especially relevant with grammar. It can be used as a reference when they decide to discuss the same topic for their thesis. Furthermore they are able to understand the used of grammatical errors.


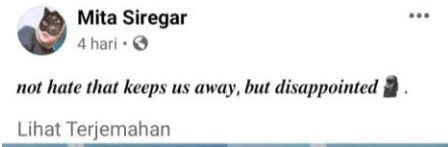
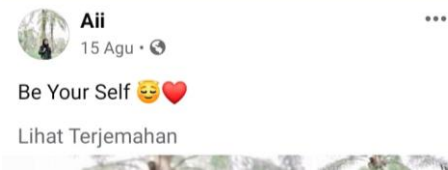
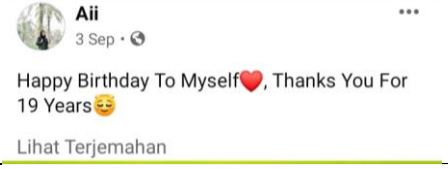



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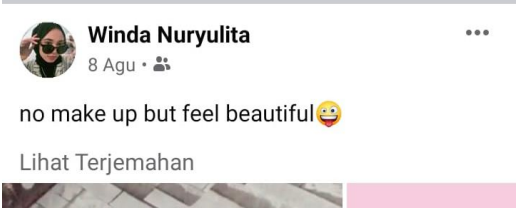




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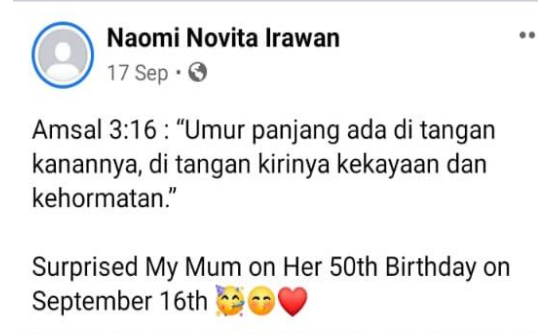





APPENDIX 1





Data of caption on Facebook

No	Caption	Picture
1	I know, why i was ignored because i am not a priority.	 <p>Aii 6 Des 2020 · 🌐</p> <p>I Know, why I was ignored because I am Not a priority.</p> <p>Lihat Terjemahan</p>
2	Not hate that keep us away, but disappointed	 <p>Mita Siregar 4 hari · 🌐</p> <p><i>not hate that keeps us away, but disappointed 🙄.</i></p> <p>Lihat Terjemahan</p>
3	Be your self	 <p>Aii 15 Agu · 🌐</p> <p>Be Your Self 😊❤️</p> <p>Lihat Terjemahan</p>
4	Happy birthday to myself , thanks you for 19 years .	 <p>Aii 3 Sep · 🌐</p> <p>Happy Birthday To Myself ❤️, Thanks You For 19 Years 😊</p> <p>Lihat Terjemahan</p>
5	I'dont hate love , i just hate what happens in the end	 <p>Aii 4 hari · 🌐</p> <p>I'DONT Hate Love,I Just hate what happens in the end 🙄</p> <p>Lihat Terjemahan</p>
6	Thanks you for 20 years	 <p>mengomentari postingan Febri Anggriawan.</p> <p>Febri Anggriawan 3 hari · 🌐</p> <p>Thanks you for 19 years 🎉</p> <p>Lihat Terjemahan</p>
7	Wanna back	 <p>Nabilla Amri 16 jam · 👤</p> <p>wanna back</p> <p>Lihat Terjemahan</p>

8	Hi, miss u.	 <p>Nabilla Amri sedang bersama Amri Amri. 1 Apr • 👤</p> <p>hi, miss u.</p>
9	I'm just pretend to be happy without you	 <p>Baru saja • 🌐</p> <p>I'm just pretend to be happy without you ❤️</p> <p>Suka • Komentar • Bagikan</p>
10	If you can love the wrong person that much, imagine how much you can love the right one .	 <p>Winda Nuryulita 19 Mei 2019 • 👤</p> <p>If you can love the wrong person that much, imagine how much you can love the right one(?)</p> <p>Lihat Terjemahan</p>
11	Gurl's	 <p>Winda Nuryulita 17 Agu 2019 • 👤</p> <p>Gu'rls ❤️</p>
12	Good luck always, kept away from real demons like them .	 <p>Winda Nuryulita 11 Nov 2019 • 👤</p> <p>Good luck always, kept away from real demons like them ✨❤️</p> <p>Lihat Terjemahan</p>
13	I'm gonna miss u gurl's	 <p>Winda Nuryulita 16 Feb 2020 • 👤</p> <p>I'm gonna miss u gurl's 😔❤️</p> <p>Lihat Terjemahan</p>
14	And i feel beautiful	 <p>Winda Nuryulita 7 Feb • 👤</p> <p>and I feel beautiful 💙</p> <p>Lihat Terjemahan</p>

15	Nobody can make you happy until you are happy with yourself first.	 <p>Winda Nuryulita 1 Mar 2019 • 🧑🏻</p> <p>Nobody can make you happy until you are happy with yourself first•</p> <p>Lihat Terjemahan</p>
16	Keep being beautiful	 <p>Winda Nuryulita 2 Jul • 🧑🏻</p> <p>Keep being beautiful 😊</p> <p>Lihat Terjemahan</p>
17	No make up but feel beautiful	 <p>Winda Nuryulita 8 Agu • 🧑🏻</p> <p>no make up but feel beautiful 😊</p> <p>Lihat Terjemahan</p>
18	Monument nasional is one of monument that have been the value of history for indonesian.	 <p>Indonesia Baru saja • Jakarta, Indonesia • 🌐</p> <p>Monument nasional is one of monument that have been the value of history for Indonesian</p> 
19	I love you freintku	 <p>Hotman Parulian 😊 merasa 🧑🏻 termotivasi di Kota Pkl Brandan. 1 hari • 🧑🏻</p> <p>Kenangan indah bersama dengan Bapak Jenderal, sewaktu di Berandan.</p> <p>😊 Siang Sdra/i SE - Indonesia di Dumay !!! "I LOVE YOU FREINTKU" 🌹🌹🌹</p>
20	You're young. So shut up, and enjoy life.	 <p>Naomi Novita Irawan 13 Sep 2020 • 🧑🏻</p> <p>You're young. So shut up, and enjoy life 🗨️</p> <p>See Translation</p>

21	Surprised my mum on her 50th birthday on september 16th	 <p>Naomi Novita Irawan 17 Sep · 🌐</p> <p>Amsal 3:16 : "Umur panjang ada di tangan kanannya, di tangan kirinya kekayaan dan kehormatan."</p> <p>Surprised My Mum on Her 50th Birthday on September 16th 🥰🥰❤️</p>
22	Bring rays into the place you enter	 <p>Naomi Novita Irawan berada di Tangerang. 27 Apr · Tangerang · 👥</p> <p>Bring rays into the place you enter 🌈</p> <p>See Translation</p>
23	She's more than a hero.	 <p>Naomi Novita Irawan 3d · 🌐</p> <p>My mother is more than a fearless woman. She's more than a hero. She's more than a best friend. She's my life." 🧑❤️</p> <p>"Lombok Traditional Clothes"</p> <p>See Translation</p>
24	Sweeter than honey.	 <p>Naomi Novita Irawan 15 Jul · 🌐</p> <p>Sweeter than honey 🐝</p> <p>See Translation</p>
25	Thx good 21 years old	 <p>Yulia Miranti 13 jam · 🌐</p> <p>Thx good 21 years old ❤️</p> <p>Lihat Terjemahan</p>
26	I am not just a year older but also a year better and happier . happy birthday to me!	 <p>Adel 4 hari · 👥</p> <p>I am not just a year older but also a year better and happier. Happy birthday to me!</p> <p>Lihat Terjemahan</p>

27	Favorit person in my life.	 <p>Irra sedang bersama Mhd Fachri Rizky Suseno. 1 hari · 🌐</p> <p>Favorit person in my live ❤️❤️</p> <p>Lihat Terjemahan</p>
28	How can i choose my self to be happy, when my happineses is taken away.	 <p>Tiara Ramadan Assola 6 hari · 🌐</p> <p>How can i choose my self to be happy, when my happineses is taken away!</p> <p>Lihat Terjemahan</p>
29	One for eternity	 <p>Dody Juanda sedang di Niagara Hotel, Prapat Indonesia. 24 menit · Medan, Indonesia · 🧑🏻</p> <p>One for eternity ✨❤️</p> <p>Lihat Terjemahan</p>
30	Stay with me. Untill all say “ why him ? why him? Which is my reason to stay together	 <p>facebook</p> <p>Eka Syahputra ditandai.</p> <p>Milea sedang bersama Eka Syahputra. 22 jam · 🧑🏻</p> <p>stay with me. until all say "why him? why him?" which is my reason to stay together ❤️❤️</p> <p>Lihat Terjemahan</p>

APPENDIX 2

Data of types of errors found in the caption on Facebook.

No	Date	Post	Types of Grammatical Error				
			Omission	Addition	Misformation	Misordering	Blends
1	6 sep 2021	<i>I know, why i was ignored because i am not a priority.</i>			√		
2	10 oct 2021	<i>Not hate that keep us away, but disappointed</i>				√	
3	15 sept 2021	<i>Be your self</i>	√				
4	3 sept 2021	<i>Happy birthday to myself, thanks you for 19 years .</i>		√			
5	10 oct 2021	<i>I dont hate love , i just hate what happens in the end</i>		√			
6	12 oct 2021	<i>Thanks you for 20 years</i>		√			
7	14 oct 2021	<i>Wanna back</i>			√		
8	1 oct 2021	<i>I'm just pretend to be happy without you.</i>			√		

9	3 oct 2021	<i>Monument national is one of monument that have been the value of history for indonesia.</i>			√		
10	19 sept 2021	<i>If you can love the wrong person that much, imagine how much you can love the right one .</i>				√	
11	17 oct 2021	<i>Gurl's</i>	√				
12	11 oct2 021	<i>Good luck always, kept away from real demons like them .</i>	√			√	
13	16 sept 2021	<i>I'm gonna miss u gurl's</i>	√				
14	7 oct 2021	<i>She is very lonely , patient , funny and a good housewife.</i>			√		
15	1 sept 2021	<i>Nobody can make you happy until you are happy with yourself first.</i>				√	
16	2 oct	<i>Keep</i>			√		

	2021	<i>being beautiful</i>					
17	8 oct 2021	<i>No make up but feel beautiful</i>			√		
18	9 oct 2021	<i>And i feel beautiful</i>			√		
19	10 sept 2021	<i>I love you freintku</i>			√		
20	13 sept 2021	<i>You're young. So shut up, and enjoy life.</i>	√				
21	17 sept 2021	<i>Surprised my mum on her 50th birthday on september 16th</i>			√		
22	27 sept 2021	<i>Bring rays into the place you enter</i>		√			
23	18 oct 2021	<i>She's more than a hero.</i>	√				
24	15 sept 2021	<i>Sweeter than honey.</i>		√			
25	25 oct 2021	<i>Thx good 21 years old</i>	√				
26	20 oct 2021	<i>I am not just a year older but also a year better and happier . happy birthday to me!</i>				√	

27	24 oct 2021	<i>Favorit person in my life.</i>	√				
28	19 oct 2021	<i>How can i choose my self to be happy, when my happinese s is taken away.</i>		√			
29	25 oct 2021	<i>One for eternity</i>			√		
30	25 oct 2021	<i>Stay with me. Untill all say “ why him ? why him? Which is my reason to stay together</i>			√		

APPENDIX 3



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

Form : K-1



Kepada Yth: Bapak Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Indonesia
 FKIP UMSU

Perihal: **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Khairunnisa Alviya Lbs
 NPM : 1702050012
 Prog. Studi : Pendidikan Bahasa Inggris
 Kredit Kumulatif : 136 SKS

IPK = 3,48

Persetujuan Ket/Sekret. Prog. Studi	Judul yang Diajukan	Disahkan Oleh Dekan Fakultas
06/04/2021	An Analysis of Grammatical Errors on Facebook .	
	An Analysis of quiziz online application in improving student's reading comprehension skill.	
	An Analysis of Grammatical Errors in writing descriptive text .	

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

Medan, 6 April 2021
 Hormat Pemohon,

KHAIRUNNISA ALVIYA LBS

APPENDIX 4



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. KaptenMughtarBasri No .3 Telp. (061) 6619056 Medan 20238

Form K-2

Kepada Yth : Bapak Ketua & Sekertaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu 'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini;

Nama Mahasiswa : Khairunnisa Alviya Lbs
NPM : 1702050012
Prog. Studi : Pendidikan Bahasa Inggris

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

An Analysis of Grammatical Errors on Facebook .

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

Rini Ekayati S.S., M.A. Acc 9/04-2021

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

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

Medan, 6 April 2021

Hormat Pemohon,

Khairunnisa Alviya Lbs

APPENDIX 5



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 935 /IL.3/UMSU-02/F/2021
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Khairunnisa Alviya Lubis
N P M : 1702050012
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : An Anlysis of Grammatical Errors on Facebook
Pembimbing : Rini Ekayati, SS, MA

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

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 9 April 2022

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
Medan, 26 Sya'ban 1442 H
09 April 2021 M



Dekan
[Signature]
Prof. Dr. R. Efrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

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

APPENDIX 6



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



PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata – 1 bagi :

Nama Lengkap	: Khairunnisa alviya lbs
NPM	: 1702050068
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: An Analysis of Grammatical Errors caption on Facebook

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.

UMSU

Diketahui oleh :

Unggul | Cerdas | Terpercaya

Diketahui/Disetujui Oleh,
Ketua Program Studi

Mandra Saragih, S Pd., M.Hum

Dosen Pembimbing

Rini Ekayati, S.S., M.A.

APPENDIX 7



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

SURAT KETERANGAN



Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa

Nama Mahasiswa : Khairunnisa Alviya Lbs
NPM : 1702050012
Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada

Hari : Selasa
Tanggal : 28 September 2021
Dengan Judul Proposal : An Analysis of Grammatical Errors caption on Facebook

Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terimakasih Akhirnya selamat sejahteralah kita semuanya. Amin.

Dikeluarkan di: Medan
Pada Tanggal : 28 September 2021

Wassalam
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S Pd, M Hum

APPENDIX 8



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

SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakaatuh
Saya yang bertanda tangan dibawah ini:

NamaMahasiswa : Khairunnisa Alviya Lbs
NPM : 1702050012
Program Studi : PendidikanBahasaInggris
JudulPenelitian : An Analysis of Grammatical Errors caption on Facebook.

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 pada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 28 September 2021

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Hormat Saya yang membuat pernyataan

Mandra Saragih, S.Pd.,M.Hum.



(Khairunnisa Alviya Lbs)

APPENDIX 9



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://fkip.umsu.ac.id> E-mail: fkip@yahoo.co.id

Nomor 2369 II.3-AU UMSU-02.F 2021 Medan, 04 Rab. Awal 1443 H
Lamp. --- 11 Oktober 2021 M
Hal **Permohonan Izin Riset**

Kepada Yth. Bapak Kepala Perpustakaan
Universitas Muhammadiyah Sum. Utara
di
Tempat

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

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 Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut.

Nama Mahasiswa : Khairunnisa Alviya Lbs
NPM : 1702050012
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : An Analysis of Grammatical Errors caption on Facebook

Demikian 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'alaikum Wr. Wb



Dekan

Prof. Dr. H. Elfrianto Nst, M.Pd
NIDN 0115057302

****Pertinggal****

APPENDIX 10



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT. PERPUSTAKAAN

Telakreditasi S1 dan Dikembangkan oleh Majelis Pendidikan Tinggi, Penelitian & Pengembangan Pimpinan Pusat Muhammadiyah
Pusat Administrasi : Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 66224567
• <http://perpustakaan.umsu.ac.id> • https://t.me/perpustakaan_umsu • www.perpustakaan.umsu.ac.id

SURAT KETERANGAN

Nomor : 672/ KET/II.3-AU /UMSU-P/M/2022

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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

Nama : Khairunnisa Alviya Lubis
NIM : 1702050012
Univ./Fakultas : UMSU/Keguruan dan Ilmu Pendidikan
Jurusan/P.Studi : Pendidikan Bahasa Inggris

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

"An Analysis of Grammatical Errors in Writing Caption on Facebook"

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya

Medan, 20 Syawal 1443 H.
21 Mei 2022 M.

Kepala UPT Perpustakaan



Muhammad Arifin, S.Pd, M.Pd

APPENDIX 11



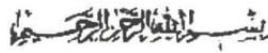
MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT PERPUSTAKAAN

Alamat : Jalan Kapten Mukhtar Basri No.3 Telp. 6624567 –Ext. 113 Medan 20238
Website : <http://perpustakaan.umsu.ac.id> Email : perpustakaan@umsu.ac.id

Bila menjawab surat ini, agar disebutkan nomor dan tanggalnya

SURAT KETERANGAN

Nomor :2592/KET/II.3-AU/UMSU-P/M/2021



Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Khairunnisa Alviya Lubis
NPM : 1702050012
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 19 Rabiul Awal 1443 H.
25 Oktober 2021 M



Muhammad Arifin, S.Pd, M.Pd

APPENDIX 12



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

BERITA ACARA BIMBINGAN PROPOSAL

Nama : Khairunnisa Alviya Lubis
 NPM : 1702050012
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : An Analysis of Grammatical Errors Caption on Facebook

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
01/09-2021	Chapter 1 : Background of Study, Identification	
06/09-2021	Chapter 1 : Lanjutan	
07/09-2021	Chapter II : theoretical Framework	
13/09-2021	Chapter II : Lanjutan, References	
14/09-2021	Chapter III : Research Design	
15/09-2021	Chapter III : Technique analysis Data	
17/09-2021		

Diketahui/Disetujui
 Ketua Prodi Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum.

Medan, 17 September 2021

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 Judul Skripsi : An Analysis of Grammatical Errors in Writing Caption on Facebook

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
5/11/2021	Abstract : Revise	
9/11/2021	Acknowledgement : Revise	
15/11/2021	Table of Contents : Revise Chapter 1 : - Background	
19/11/2021	Chapter 4 : Check your references	
22/11/2021	Chapter III : Research design	
26/11/2021	Chapter III : Source of Data	
	Chapter IV : Finding and discussion	
27/11/2021	Final check	
	All	

Medan, November 2021

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