

**ERROR ANALYSIS IN ENGLISH PRESENTATION
TEXTS BASED ON VISUAL AIDS
(A CASE STUDY OF NURSING DEPARTMENT)**

SKRIPSI



**Presented to
IKIP PGRI Bojonegoro
in partial fulfilment of requirements
for the degree of Sarjana in the English Education**

**By:
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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2025**

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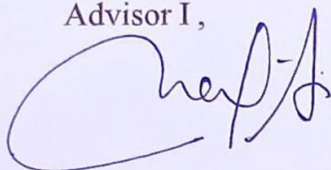
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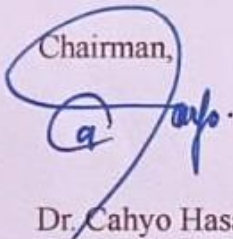
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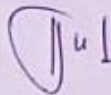
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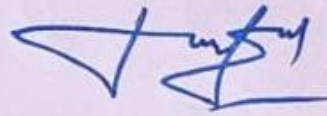
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MOTTO

“Each small step becomes a meaningful journey to becoming better.”

ACKNOWLEDGMENT

With all my heart, I thank Allah SWT for the strength, health, and countless blessings that allowed me to complete this thesis. This journey has not been easy, but I am grateful for every step.

1. Mrs. Dr. Dra. Junarti M. Pd. As the Rector of IKIP PGRI Bojonegoro
2. Mr. Dr. Cahyo Hasanuddin, M .Pd.,as the Dean of the Faculty of Teacher Training and Education.
3. Mrs. Ayu Fitrianingsih, M. Pd. as the Head of the English Education Study Program
4. To my parents, thank you for always being there, in silence or in words. Your prayers, support, and belief in me became my biggest motivation.
5. To my family, thank you for the warm support and for cheering me on, even when you didn't know exactly what I was doing. Your presence made things feel less heavy.
6. To my advisors, Meiga Ratih Tirtanawati, M.Pd., and Chyntia H.W.P., M.Pd. Thank you for your kind guidance, for being patient with my process, and for helping me see things clearly when I got stuck. I'm grateful to have learned under your supervision.
7. To the college students Stikes Rajekwesi Bojonegoro whose became part of this study, thank you. Your writing was not just data, but a valuable part of this research. I truly appreciate it.
8. To all my friends, thank you for listening, laughing, helping, and sometimes just sitting beside me in silence when I needed it. Your presence made this tiring journey feel a bit lighter and more meaningful.

9. And lastly, to myself, thank you for not giving up. For trying again even after failing. For staying up late, rewriting, and pushing forward when you felt like stopping. You've made it this far, and that matters.

Thank you to everyone who became part of it. Your support, in big or small ways, truly made a difference.

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ERROR ANALYSIS IN ENGLISH PRESENTATION TEXTS BASED ON VISUAL AIDS (A CASE STUDY OF NURSING DEPARTMENT)

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, **I personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 9 July 2025



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ABSTRACT

Ferinka, Amalia Indah. 2025. Error Analysis in Writing English Presentation Texts Based on Visual Aids (A Case Study of Nursing Department). Thesis, English Education Department, Faculty of Languages and Art Education, IKIP PGRI Bojonegoro. Advisors: 1) Meiga Ratih Tirtanawati, M.Pd., 2) Chyntia Heru Woro Prastiwi, M.Pd.

Keyword: *Writing, Error Analysis, Visual Aid*

This study aims to analyze the types and sources of writing errors found in English presentation texts created by nursing students at STIKES Rajekwesi Bojonegoro. The classification of error types is based on Betty Azar's theory, while the sources of errors are identified using Brown's theory. This research used a descriptive qualitative method, with data collected from 12 presentation texts selected randomly. The findings show that the most frequent errors were verb tense (20.88%), capitalization (18.68%), and spelling (14.29%). The dominant source of these errors was intralingual transfer (56.04%). Overall, the results highlight that intralingual factors played the most significant role in the students' writing errors, and most of the writing errors happened because the students did not fully understand English grammar, especially verb tenses.

ABSTRAK

Ferinka, Amalia Indah. 2025. Analisis Kesalahan dalam Penulisan Teks Presentasi Bahasa Inggris Berbasis Alat Bantu Visual (Studi Kasus Jurusan Keperawatan). Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Pendidikan Bahasa dan Seni, IKIP PGRI Bojonegoro. Pembimbing: 1) Meiga Ratih Tirtanawati, M.Pd., 2) Chyntia Heru Woro Prastiwi, M.Pd.

Kata Kunci : *Menulis, Analisis Error, Alat Bantu Visual*

Penelitian ini bertujuan untuk menganalisis jenis-jenis kesalahan dan sumber penyebab kesalahan dalam teks presentasi berbahasa Inggris yang dibuat oleh mahasiswa keperawatan di STIKES Rajekwesi Bojonegoro. Kategori jenis kesalahan dianalisis berdasarkan teori dari Betty Azar, sementara sumber kesalahan dianalisis menggunakan teori dari Brown. Penelitian ini menggunakan metode deskriptif kualitatif, dengan data yang diambil dari 12 teks presentasi yang dipilih secara acak. Hasil penelitian menunjukkan bahwa kesalahan yang paling sering ditemukan adalah pada penggunaan bentuk waktu kata kerja (20,88%), penggunaan huruf kapital (18,68%), dan kesalahan ejaan (14,29%%). Sumber utama dari kesalahan-kesalahan ini adalah transfer intrabahasa (56,04%). Secara keseluruhan, temuan ini menyiratkan bahwa faktor intrabahasa (intralingual) memainkan peran paling signifikan dalam kesalahan menulis yang dilakukan oleh para mahasiswa, sehingga menunjukkan perlunya pengajaran tata bahasa yang lebih terfokus dalam kelas penulisan bahasa Inggris. Secara keseluruhan, hasil penelitian menunjukkan bahwa faktor intrabahasa memainkan peran paling signifikan dalam kesalahan menulis mahasiswa, dan sebagian besar kesalahan terjadi karena mahasiswa belum sepenuhnya memahami tata bahasa Inggris, khususnya penggunaan verb tense.

PREFACE

Alhamdulillahirabbil 'alamin, all praise be to Allah SWT for the blessings, guidance, and strength, which have enabled the writer to complete this undergraduate thesis entitled “**ERROR ANALYSIS IN WRITING ENGLISH PRESENTATION TEXTS BASED ON VISUAL AIDS (A CASE STUDY OF NURSING DEPARTMENT)**.” This thesis is submitted as one of the requirements to obtain a Bachelor's degree in English Education at IKIP PGRI Bojonegoro. The process of writing this thesis has been both a challenging and rewarding experience. During the process of writing this thesis, the writer learned many things, especially about the writing problems that students face when creating English presentation texts using visual aids. The writer hopes that this research can be useful for readers, especially in the field of English language teaching and learning.

The writer would like to sincerely thank those who have supported and guided during this process. Deepest appreciation is addressed to the thesis advisors, **Meiga Ratih Tirtanawati, M.Pd.** and **Chyntia Heru Woro Prastiwi, M.Pd.**, for their valuable advice, patience, and continuous support. Gratitude is also extended to my dear friends for their support, encouragement, and unforgettable moments throughout my study years. Special thanks go to the students of the Nursing Department who helped by providing the data for this research. Gratitude is also extended to the writer's beloved family for the endless support, motivation, and prayers given until this thesis could be finished. The writer realizes that this thesis still has limitations. Therefore, any feedback or suggestions for improvement are highly appreciated.

Bojonegoro 09 July 2025
The Researcher

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CHAPTER I

INTRODUCTION

A. Background of Study

The role of English in higher education has become increasingly important in recent years. English has become a crucial skill, especially in higher education (Andayani, 2022). As the need for English proficiency grows, universities emphasize helping students improve their general English skills and develop the language abilities needed for their specific fields of study or future careers. Ideally, the content delivered should be tailored to the department's specific needs (Riwasanti et al., 2021). This specialized version of English is called English for Specific Purposes (ESP). One such area within ESP is English for Nursing which focuses on how English is used in clinical environments and nursing education. Its goal is to help nursing students enhance their language skills. English language skills for nurses include communication abilities, especially for tasks like small talk, and both oral and written reports, particularly in terms related to the nursing field, where effective and precise communication is essential for academic achievement (Marleni et al., 2023).

In nursing education, visual aids such as slides, charts, diagrams, and videos are often used to support these competencies and get ready for both their academic and clinical challenges (Hafner et al., 2022). A visual aid is a tool used to help convey information to the audience. A visual aid could be a diagram, slide, movie, chart, pictures, or Graphic (Shabiralyani et al., 2015). These visual aids help to clarify complex concepts, enhance the audience's understanding, and help convey complex medical information to the audience, helping to engage

learners and simplify the explanation of concepts (Hafner et al., 2022) such as during presentations. However, how well visual aids work depends on how well the text that goes with them is written. If the text is unclear or has errors, these errors can hinder effective information delivery, even when supported by visual aids and also it can confuse the audience and make the visual aids less effective. Students made errors in writing because of some factors. According to Jackson (1981) as cited in (Dwinata & Khoirot, 2019) Students' grammar mistakes in their writing are influenced by two main causes: direct and indirect factors. Direct factors involve the influence of their native language (L1) and the patterns they develop while learning a new language. Issues like subject-verb agreement, verb tenses, word order, articles, prepositions, and sentence structure often reflect these influences. This happens because learners rely on their native language when constructing sentences in the second language, especially when the two languages share similarities or differences in structure

Darajat,(2013) said that by identifying the writing mistakes students make, teachers can better support and guide them. (a) fully understanding the nature of these errors, (b) identifying the tools and strategies students use to learn, and (c) encouraging students to explain the rules and fix their mistakes rather than just pointing them out.

Based on the data obtained by the author from the English presentation text files of nursing students at STIKES Rajekwesi, the students had difficulty placing the right vocabulary that matched the visual aids and following the correct grammar rules. A lot of them had difficulty picking the right words and

frequently made errors in sentence structure, which impacted the clarity and correctness of their presentations.

Some research has been conducted on students' writing errors. The first study by Munawaroh (2023) found that students made various mistakes when writing recount texts. These included issues with grammar, coherence, word selection, improper tense usage, missing punctuation, and incomplete sentence structures. The most frequent problem was grammar errors, showing that many students had difficulty forming grammatically correct sentences.

In another study by Sasmiasih (2014) students also made various mistakes in descriptive writing. These included errors such as omitting necessary elements, adding unnecessary ones, selecting incorrect elements, and misordering elements in the wrong sequence. The most common error was misformation. The main cause of this error was First Language, where students translated directly from Indonesian to English. This was due to a lack of understanding of English adjective usage and the influence of their native language structure.

Another study by Subagiyo, (2015) In this study, omission was identified as the most frequent error. This indicates that many of the mistakes were due to a lack of comprehension of the material being taught. Both previous studies and the writer's own experience indicate that students often make numerous mistakes in their writing. So, the writer looks for a solution by using error analysis.

The findings from various studies, along with the secondary data gathered by the writer from the English presentation texts of nursing students at STIKES Rajekwesi Bojonegoro, strongly indicate that students make frequent errors in

their writing. This suggests that students lack a clear understanding of grammar rules and how to use appropriate vocabulary. Based on the explanation above, the researcher aimed to analyze writing errors in English presentation texts using visual aids, focusing on a case study of the Nursing Department STIKES Rejekwesi Bojonegoro.

B. Statements of the Problems

Based on the background of the study, the author formulates the problem statement as follows:

1. What types of writing errors are commonly found in English presentation texts created by nursing students?
2. What are the sources of errors that contribute to the errors made by nursing students at STIKES Rajekwesi Bojonegoro?

C. Objective of the Research

As stated in the research problem, the objectives of the research are :

1. To find out the types of writing errors that students make in writing English Presentation Text Based on Visual Aids at the Nursing Department
2. To identify the sources of errors in students' errors in writing English Presentation Text.

D. Significance of the Research

The result of this research must be applicable and useful in various ways, both theoretically and practically:

1. Theoretically

- a. Aiming to contribute new insights into teaching English as a foreign language, particularly in teaching writing skills.

- b. To provide a reference for future researchers, whether using a similar or different approach.

2. Practically

- a. For the students, the results will be useful in helping them organize their ideas or information more effectively when writing texts.
- b. For English teachers, the results of this study will assist them in finding more effective strategies to reduce errors in students' writing.
- c. For the researcher, this study can provide valuable contributions to teaching writing, particularly in writing classes.

E. Definition of Key Terms

1. Error Analysis

Error analysis is A process that relies on analyzing mistakes made by students when learning a second language (Mertosono & Erniwati, 2023). Error analysis is the process of identifying, categorizing, and explaining the mistakes someone makes while speaking or writing. It is done to understand the common challenges people face when forming English sentences (Ummah, 2019) Using any of the methods and steps outlined by linguistics. Thus, it can be concluded that Error analysis is a method used to identify, classify, and explain mistakes made by students when learning a second language. It helps in understanding the common difficulties people face in speaking or writing English sentences. This research looks at students' errors in writing, including issues with singular-plural, word form, word choice, verb tense, adding or omitting words, word order, incomplete sentences,

spelling, punctuation, capitalization, articles, unclear meaning, and run-on sentences.

2. Writing

Writing abilities are the capacity to convey thoughts, emotions, or opinions in written form. The idea should be expanded into a well-structured paragraph with meaningful content (Rambe et al., 2023) . It serves as a form of human communication, the writing process relies on organizing thoughts, choosing the right vocabulary, and using proper language (Demattè, 2022). Therefore, writing is skills that involve putting thoughts, feelings, or opinions into words. This includes turning ideas into clear, organized paragraphs with relevant content. The writing process focuses on arranging ideas, choosing the right words, and using proper language.

3. Visual Aids

Visual Aids are tools that help to make an issue or lesson clearer or easier to understand and know (pictures, models, charts, maps, videos, slides, real objects etc) (Shabiralyani et al., 2015).According to Fitri, (2020) Visual aids are a type of educational media used as tools to support teaching and learning, helping to ensure clear and effective communication. Therefore, Visual aids are important tools in education that help make teaching and learning easier by supporting clear and effective communication.