

ABSTRACT

Nur Indahsari, Sandita, 2016. *“Syntactic Error Analysis of Students’ Composition at STAIN Ponorogo in Academic Year 2015/ 2016”*. Thesis, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo, Advisor: Winantu K.S.A, M.Hum.

Key words: Syntactic Error Analysis and Composition

Writing is one of four skills that students have to master. In writing subject, English foreign learners could make errors in using structure of target language. To analyze that errors, syntactic error analysis is appropriate one. Syntactic error analysis can be carried out to obtain information on common difficulties faced by students in writing English sentences. Related to the aims of the research, the researcher finds out the types of syntactic errors in students’ composition and the frequency of syntactic errors that occurs in students’ composition written by English Department students at STAIN Ponorogo in the academic year 2015/ 2016.

To analyze the problems above, the researcher uses Dullay’s theory related to Surface Strategy Taxonomy. This theory concerns on the learner’s reconstruction of the new language. This perspective highlights the way surface structures are changed as in turn omission, addition, misformation and misordering.

This research conducted was descriptive-qualitative design. The data collecting was done by applying documentation of students’ composition in writing examination. The researcher was conducted data through data collection, error identification, error description, error explanation, and error evaluation.

The result of the research shows that there are four types of errors that are found in this research. They are 93 errors of omission (24 content morpheme and 69 grammatical morpheme), 62 errors of addition (1 regularization and 61 simple addition), 92 errors of misformation (29 regularizatoin, 1 archi-form and 62 alternating form), and 6 errors of misordering. Then the percentage of the students’ errors in omission is 36.8%, in misordering is 2.4%, in misformation is 36,4% and in addition is 24.5%.

From the computation above, it can be concluded that there are four types of error in students’ composition. They are omission, addition, misformation, and misordering. Then, the highest percentage of the students’ errors is omission (36.8%).

CHAPTER I

INTRODUCTION

A. Background of The Study

In foreign language learning process, making errors cannot be avoided for learners to get target language. Learners face new rules of target language which has different rules with their source language. Foreign language learners close from making errors. According to Dulay, errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. Teachers and mothers who have waged long and patient battle againsts their students' or children's language errors have come to realize that making errors is an inevitable part of learning. People cannot learn language without first systematically committing errors.¹ It means that in learning target language, making errors is usual typical even it can be one of the steps in learning process and understanding why the error happen is important.

During learning process in English department of a university, students can make errors in different ways. This is because English has certain rules or structure as component. For example, when they are in learning speaking or writing. In delivering speaking and writing, students use language to make communication. Writing is one of four skills that students

¹ Heidi Dullay, Language Two, (New York: Oxford University Press, 1982), 138

have to master. In writing subject, students could make errors in using structure of certain language.

In written form, some components of language are included such as syntax. Noah Chomsky said that Syntax is the study of the principles and processes by which sentences are constructed in particular languages. Syntactic investigation of a given language has as its goal the construction of a grammar that can be viewed as a device of some sort for producing the sentences of the language under analysis.² It means that to do investigate analysis is by producing sentences of the language. It can be showed on students writing composition.

Type of syntactic error here is Surface Structure Taxonomy, one of error classifications that according to Dulay et.al. Surface strategy concern on the learner's reconstruction of the new language. This perspective highlights the way surface structures are changed as in turn omission (ommiting necessary items), addition (adding unnecessar ones), misformation (making miss form), and misordering (making miss order).³

Based on the observation that was held on March 30th 2016 with fourth semester of English department students in STAIN Ponorogo, researcher found syntactic errors in their compositions. For example in sentence: They are very kind because help me to learn English. This is compound sentence because it has two independent clauses, They are very kind and They help me to learn English joined by conjunction "because". The

² Noah Chomsky, Syntactic Structures, (Berlin New York: Mouton de Gruyter, 2002), 1

³ Heidi Dullay, Language Two, 150

error in this sentence is the student omits a needed noun as a subject “they”. The conjunction “because” should be followed by clause. It should be They are very kind because they help me to learn English. On Surface Strategy Taxonomy, this error is called omission of content morpheme.

Another example is Most of them are childs. This is nominal sentence because it has predicate “TO BE”. The word “child” belongs to the irregular verbs. An irregular verb is a verb that changes word form. The plural form of “child” is “children”. In this sentence the student does error by adding inflection “/-s/” in childs which represents plural form of child. The correct sentence should be Most of them are children. On Surface Strategy Taxonomy, this error is called addition in regularization.

According to the cases above, the researcher conducts this research at STAIN Ponorogo and takes fourth semester as object of this research. As the reason they get all writing subject in this semester such as writing 1 up to writing 3, grammar 1 up to grammar 3, and also English Syntax. In line, the researcher interested to analyze their writing skill; the students are expected to reduce in writing error. The data take from their writing comprehension examination, because it is a product of their writing skill as well as their skill in constructing sentence well.

From the explanation above, the title of the study that is taken by researcher is “*Syntactic Error Analysis of Students’ Composition at STAIN Ponorogo in Academic Year 2015/ 2016*”.

B. Research Focus

The researcher focuses on syntactic error analysis of students' composition in writing comprehension examination. The objects of the study are limited to the fourth semester of English Department students at STAIN Ponorogo in academic year 2015/ 2016. Then, the classifications of the syntactical errors were based on Surface Strategy Taxonomy by Dulay, Burt, and Krashen.

C. Statement of the Problems

1. What are the types of surface strategy taxonomy in students' composition?
2. How is the frequency of surface strategy taxonomy in students' composition?

D. Objectives of the Study

Based on the research problem, the objectives of this research are:

1. find out the types of surface strategy taxonomy in students' composition
2. find out the frequency of surface strategy taxonomy in students' composition

E. Significances of the Study

After completing all research activities, this study expected to give significances presented as follows:

1. For teacher.

This research will support them to point out the students' writing capability, especially in syntactic problems and will give relevant inputs

to help the students see the common syntactic errors and better improve their syntactic performance.

2. For students.

The result of this study will give contribution to the students who will analyze the same object and also to enrich their understanding about error deeply, to broaden their knowledge in order not to have mistake or errors in the same way.

3. For readers.

The result of this research is expected to be useful and gives new information to the research of error, especially in syntactic errors.

F. Research Methodology

1. Research Approach

This research conducted a qualitative design, because the data were in the form of words rather than numbers. In addition, the data were in the form of sentences which have syntactic errors.

This study also employed a descriptive design because the data of this study were explained descriptively. This research aims were to describe and understand the phenomena of subject in this research (students of fourth semester in English department of STAIN Ponorogo in the academic year of 2015/ 2016) about what happened or the facts in their writing, especially in syntax study. The data were described based on Dulay's theory by Surface Strategy Taxonomy to explain the way

surface structures were altered (omission, addition, misformation, and misordering).

This research conducted descriptive-qualitative design since it was an analysis of understanding based on distinct and methodological traditions of inquiry that explore a social or a human problem⁴. The data in this research were in the form of words rather than numbers. In addition, the data were in the form of sentences which have syntactic errors. This research enabled the researcher to catch various qualitative-information in details. This research aims were to explore and discover the problem of human or social (students of semester fourth in English department of STAIN Ponorogo in the academic year of 2015/ 2016) about what happened or the fact in their writing, especially in syntax study.

2. Researcher Role

Characteristic of qualitative research could not be separated from participant observation, but the role of research determined the overall scenarios.⁵ Qualitative research was not being able to separate from typical participant observation, but the role of researcher determined the overall scenarios.

⁴ J. W. Creswell, *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*, (Thousand Oaks, USA: Sage Publications, 1998), 15

⁵ Syamsudin A.R. and Vismaia S. Damaianti, *Metode Penelitian Bahasa*, (Bandung: PT. Remaja Roesdakarya, 2007), 173

In this research, the researcher was determining instrument, the full participant and the data collector, while the older instrument was a supporter.

3. Research Location

The research was conducted at STAIN Ponorogo on Jl. Pramuka No. 156 Ponorogo. The reasons or selecting the university were:

1. STAIN Ponorogo is one of Islamic College in Ponorogo which has English department and many students choose it. The students of English department got all writing subject such as writing 1 up to writing 3, grammar 1 up to grammar 3, and also English Syntax.
2. The researcher is the student of English department. Since the researcher has been familiar with the subject of study, the research activities are expected to work more effectively.

4. Data Source

The first of data source in descriptive qualitative research was taken from action and words.⁶ Related to the statement, the data could be divided into the words and action, written data, photo and statistics. In this research, the researcher used :

a. Primary data source

The source of main data was taken from the students' composition in writing comprehension examination at STAIN Ponorogo in academic year 2015/2016 that was held on 14 April 2016. The

⁶ Kasihani K.E Suyanto, *Let's Communicate in English*, (Malang: Bayu Media Publishing, 2006), 63

research choose students of fourth semester in English department of STAIN Ponorogo in the academic year of 2015/ 2016.

b. Secondary data source

To support the main data, it was taken other sources such as books, essays, articles, journals and the all the printer matters, and sources from internet which related to the study.

5. Technique of Data Collection

The technique of data collection that was used by the researcher is documentation. Begdan and Biklen stated the term of document refer to materials such as photographs, videos, films, memos, letters, diaries, clinical case records, and memorabilia of all sorts that could be used as supplemental information as part of a case study whose main data source was participant observation or interviewing.⁷

Thus, documentation was the technique of collecting data which was taken from record and written forms such as books, newspaper, opinion, videos which related to the research as supplemental information of observation and interview.

In this research, the researcher used students' composition in writing comprehension examination that was held on 14 April 2016 as prime data collection, because it was a product of their writing skill as well as their skill in constructing sentence well. Here the students were expected to reduce in writing error.

⁷ Robert C. Bogdan & Sari Nopp Biklen, *Qualitative Research For Education: An Introduction to Theory and Methods* 5th ed 9 , (USA: Pearson Education, 2007), 64

6. Technique of Data Analysis

Data analysis was the systematic technique to process and analyze the message, or a tool to observe and analyze the pen communication act from pointed communicator⁸. There were many kinds of data analysis that used in qualitative research; content analysis, literature analysis, semiotic analysis, framing analysis, etc.

In this research, researcher used content analysis. Content analysis was trying to analyze the document to know the contents and the meaning contained in the document. Types of documents used as research data include: essay writing, pictures, graphics, paintings, biography, photograph, reports, text books, letters, news, film, diaries, and magazines. Hoisri (1968) said that content analysis was any technique for making inferences by systematically and objectively identifying special characteristic of messages.⁹

According to Corder, the steps of error analysis were: (1) Collecting the sample of learner language, collect several sample of language use, (2) Identifying the errors, identify the errors by underlying the errors of the learner made, (3) Describing the errors, describe/classify the errors into types, (4) Explaining the errors, explain the errors by establishing the source of the errors and calculating how

⁸ Amirul Hadi and Haryono, *Metodologi Penelitian Pendidikan*, (Bandung: Pustaka Setia, 1998), 175

⁹ Bruce L. Berg, *Qualitative Research Methods for the Social Sciences*, (California: Long Beach, 2001), 240

often the errors appear, and (5) Evaluating the errors, evaluate the errors step involves by using table and drawing conclusion.¹⁰

Referring to the steps of error analysis method above, the data would be analyzed as follows:

a. Data collection

In this step, the researcher submitted or collected the data from the writing comprehension examination of the fourth semester of STAIN Ponorogo that was held on 14 April 2016.

b. Error identification

In this step the researcher identified the error of the students' composition. To identify errors the researcher had to compare the sentences learners produce with what seem to be the normal or 'correct' sentences in the target language which correspond with them.¹¹ The researcher underline the error sentences, then wrote it on the table. After that, the researcher made correct sentences.

c. Classification of error

After identifying, the researcher classified the errors into its types. The classifications of the syntactical errors were based on Surface Strategy Taxonomy by Dulay, Burt, and Krashen. To help the researcher to classify the error easily, the researcher made categories of error column. After classifying which type of error

¹⁰ http://www.scielo.org.co/scielo.php?pid=S1657-07902008000200008&script=sci_arttext, accessed on April 15, 2016.

¹¹ Rod Ellis, *Second Language Acquisition*, (New York: Oxford University Press, 2007), 16

belonged to, the researcher gave a checklist (√) in the type of error column. The data were put and classified in a table as follow:

Table 1.1 Data Analysis of Syntactic Error Based on Surface Strategy Taxonomy

No	STUDENT	Error of Sentence	Correct Sentence	CODE	OMISSION		ADDITION			MISFORMATION			MISORDERING
					Content Morpheme	Grammatical morpheme	Double Marking	Regulariza Tion	Simple Addition	Regulariza Tion	Archie-form	Alternating form	
1.	A	1A	/								
2.	B	2B				/					
3.	C(.....)	3C								/	

d. Tabulation of error

The next step was deal with the second research question. This was to find out the frequency of errors on every type of error. The calculation was conducted in every type of errors cause in every sentence might have more than one errors.

To get the percentage of students' error in each type, the researcher used this formula¹²:

$$\text{Percentage of errors} = \frac{\text{Number of errors (for each criteria)}}{\text{Total number of subjects}} \times 100$$

7. Research Procedure

In this research, there were some procedures of research which must be done. They were planning, applicating and reporting.

¹² Nur Khasanah, "Error Analysis on the Pronunciation of Second Semester of English Department Students of UNMUH Ponorogo in Academic Year 2012/ 2013," (Thesis, STAIN, Ponorogo, 2013), 13

a. Planning

Before doing the research activity, the researcher must prepare the research material. The preparation in this research activities were: getting permission letter from the institution, getting permission letter and approval from the school that it will be researched, arranging the plan of the research, and arranging the research instrument.

b. Applying

The researcher collected and analyzed the data. Then, making the conclusion.

c. Reporting

The researcher arranges the report format and then the final report.¹³

G. Organization of the Study

In organization of the thesis, it has purposes to easy understanding the thesis. The thesis is divided in five chapters as follows:

- Chapter I : Introduction

In this chapter, the thesis explains about an introduction that contain background of the study, research focus, statement of the problems, objectives of the study, significances of the study, research methodology and organization of thesis.

- Chapter II : Review of Related Literatures.

¹³ Elisa Oktavia, "Error Analysis on Unity, Coherence and Cohesiveness of Expository Text of the Fourth Semester of STAIN Ponorogo in *Academic Year 2014 / 2015*", (Thesis: STAIN Press Ponorogo, 2015), 11

This chapter gives the explanations about the theory that related to this research as follows the definition of error and mistake, sources of error, types of error, error analysis, syntactic error, and errors in student writing. This chapter also talks about previous study.

- Chapter III : Research Finding

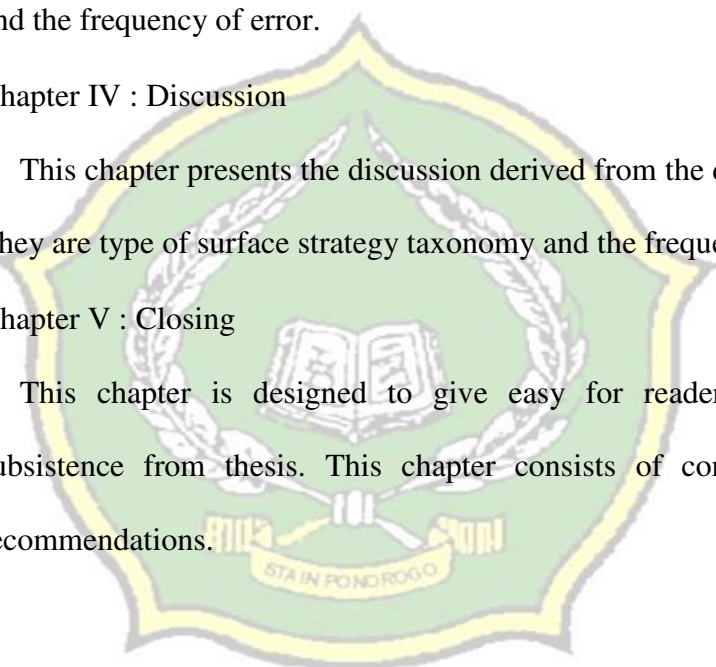
This chapter discusses the findings of this study based on some facts found in the data. They cover type of surface strategy taxonomy and the frequency of error.

- Chapter IV : Discussion

This chapter presents the discussion derived from the data analysis. They are type of surface strategy taxonomy and the frequency of error.

- Chapter V : Closing

This chapter is designed to give easy for reader who takes subsistence from thesis. This chapter consists of conclusion and recommendations.



CHAPTER II

REVIEW OF RELATED LITERATURE

To make this thesis clear and easier to be understood by the reader, the researcher explains some theories related to the problems and the research.

A. The Definitions of Error and Mistake

Error and mistake are familiar words but some people do not know the distinction between error and mistake exactly. Students making errors is an inevitable part of learning. People can not learn language without first committing errors.¹⁴ In order to analyze learner's error, it is necessary to know the differences between error and mistake. James defined error and mistake below;

Mistake can only be corrected by their agent if their deviance is pointed out to him or her. If a simple indication that there is some deviance is a sufficient prompt for self-correction, then we have a first order mistake. If additional information is needed, in the form of the exact location and some hint as to the nature of the deviance then we have second order mistake.

Errors cannot be self-corrected until further relevant (to that error) input (implicit or explicit) has been provided and converted into intake by learner.¹⁵

Richards says that:

The error of performance will characteristically be unsystematic and the error of competence systematic. As Millen (1996) puts it, it would be useful therefore here after to refer to errors of performance as mistake

¹⁴ Heidi Dullay, *Language Two*, 138

¹⁵ Carl James, *Errors in Language Learning and Use*, (New York: Addition Wesley Longman, 1998), 83

reserving the term to refer to the systematic errors of the learners from which we are able to reconstruct his knowledge of the language to date.¹⁶

The definition above shows that mistake is a fault which is made by the learners and he or she can make correction. Mean while, error is a fault which is made by the learners and he or she is unable to make correction. Brown states that mistake refers to a performance error that is either a random guess or a slip in that it is failure to utilize a known system correctly. Mean while error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner.¹⁷

According to Norrish in Hasyim, error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong.¹⁸ In the line to Norrish, Dulay, Burt and Krashen, errors are defined as the flawed side of learners' speech or writing, which deviates from come selected norm of mature language performance.¹⁹

Those definitions above show that making errors is natural and is one of process in learning which cannot be avoided by every learner.

Thus, it can realize that the learners' errors in the process of constructing a new system of language is needed to be analyzed carefully, for they possibly held in them some of the keys to the understanding of foreign or second language acquisition.

¹⁶ Jack C. Richards, *Error Analysis Perspective on Second Language Acquisition*, (London: Longman Group, 1974), 25

¹⁷ H. Douglas Brown, *Principle of Language Learning and Teaching* 4th ed., (San Francisco State University: Addison Wesley Longman, Inc, 2000), 217

¹⁸ Hasyim Sunardi, *Error Analysis in the Teaching of English*, <http://puslit.petra.ac.id/journals/letters/>, accessed on March 21, 2016

¹⁹ Heidi Dullay, *Language Two*, 138

B. Error Analysis

Error analysis can provide information on students' errors which in turn helps teachers to correct students' errors and also improves the effectiveness of their teaching. So, the analysis of learner language has become a necessary need to overcome some questions and propose solutions about problem in learning process.

Corder explains the significance of learners' errors in three different ways. The first to the teacher in that they tell him, if he undertakes a systematic analysis, how far towards the goal the learner has progressed, and consequently what remains for him to learn. Second, they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in his discovery of the language. Thirdly, (and in a sense this is their most important aspect) they are indispensable to the learner himself, because we can regard the making of errors as a device the learner uses in order to learn.

Brown gives the definition of error analysis as follows; "The fact that learners do make errors and these errors can be observed, analyzed and classified to reveal something of the system operating within the learner led to a surge of study of learners' errors, called 'error analysis'.²⁰

Brown also defines error analysis as the process of observing, analyzing, and classifying the deviation of the rules of the second language and then to reveal the systems operated by learners.

²⁰ Fahrettin Sanal, Error Analysis Based Second Language Teaching Strategies, Selcuk University Social Sciences Institute Journal, Volume 20, September 2008, 598

The concept of error analysis is proposed by Crystal that error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language.²¹

The definitions above, clarify that error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking and in writing and it is carried out to obtain information on common difficulties faced by someone in speaking and in writing English sentence.

C. Syntactic Error

Chomsky says that syntax is the study of the principles and processes by which sentences are constructed in particular languages.²²

According to Norrish in Hasyim, error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong. It seems that the phrase 'systematic deviation' in this definition is a key word which can be interpreted as the deviation which happens repeatedly.²³

From the definitions above we can conclude that syntactic error is a deviation which happens repeatedly in constructing sentence, for example how words are combined to phrases or sentences.

D. Types of Syntactic Error

Every analysis has different classification of errors approach, this study uses the descriptive aspect of error taxonomies based on the theory of Dulay, Burt and Krashen. According to Dulay, there are four classifications

²¹ Hasyim Sunardi, Error Analysis in the Teaching of English, <http://puslit.petra.ac.id/journals/letters/>, accessed on March 21, 2016

²² Noah Chomsky, Syntactic Structures, 1

²³ Ibid., 45.

of error (Linguistic Category Taxonomy, Surface Strategy Taxonomy, Comparative Taxonomy, and Communicative Taxonomy).²⁴ Here researcher uses Surface Structure Taxonomy.

According to Dulay, surface strategy concern on the learner's reconstruction of the new language. This perspective highlights the way surface structures are changed as in turn:²⁵

Omission : Learners may omit necessary items

Addition : Learners may add unnecessary one

Misformation: Learners may make miss-form

Misordering : Learners may make miss-order

Of these ways of surface structures are altered by the learners of the new language, the researcher could draw it as follows:

a. Omission

This is a kind of error characterized by the absence of an item that appears in a well-formed utterance. Error is characterized by the absence of an item that must appear in well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, but some types of morpheme are omitted more than others. There are two types of morpheme within the sentences structure:²⁶

i) Omission of the content morphemes

Omission of the content morphemes is omission the morphemes which carry the bulk of referential meaning of a sentence such as

²⁴ H. Dullay, Language Two, 146

²⁵ Ibid., 150.

²⁶ Ibid., 154-155.

nouns, verbs, adjective, and adverbs. For example: Marry ...to school by bus.

In this sentence, the writer omits a needed verb and third singular marker-s. It should be '*Marry goes to school by bus*'.

ii) Omission of grammatical morphemes

Omission of the grammatical morphemes does not carry the burden meaning. Grammatical morpheme has no meaning if they stand alone. Yet, they play a minor role in conveying the meaning of a sentence; they include noun and verb inflection (the /-s/ in books, the /-s/ in learner's, the /-s/ in brings, the /-ed/ in studied, the /-ing/ in learning, etc.); articles (a, the, of, etc.); verb auxiliaries (is, will, can); (is, was, am, etc.); and preposition (in, on, at, under, etc.)

For example: Marry is beautiful girl.

In this sentence, indefinite article before a singular countable noun is omitted. It should be '*Marry is a beautiful girl*'.

b. Addition

Addition errors are opposite of omission. They characterized by the presence of an item which must not appear in a well performed utterance. The kinds of addition are double markings, regularization, and simple additions.²⁷

²⁷ Ibid., 156-158.

i) Double marking

Double marking is characterized by the failed to add some unnecessary items in the two construction. For examples:

- He doesn't knows my name
- We didn't went there

ii) Regularization

Regularization is characterized by the use of regular form instead of the irregular one. For example:

- The use of verb eated for ate in "I eated two apples yesterday"
- The use of plural childs for children in "the childs are happy"

iii) Simple Addition

Simple Addition is all of the errors which cannot be categorized into double marking or regularization. In other word, it occurs if an addition error is neither a double marking nor regularization. Furthermore, there is no particular feature that characterizes a Simple Addition. Principally, Simple Addition is the use of an item that should not appear in a well-formed utterance.

For example:

- * I likes chocolates
- * We stay in over there
- * The birds does not live in the water

c. Misformation

Misformation is the use of incorrect morpheme or wrong structure. There are three kinds of misformation in this analysis. They are regularization, archi-forms, and alternating forms.²⁸

i) Regularization errors

These types of error that fall under miss-formation category are those in which a regular is used in place of an irregular one.

Consider the following examples:

- * The dog eated the chicken last night
- * I runned him yesterday
- * I thinked that she is married

ii) Archi-forms

These types of errors are characterized by the selection of one member of class offorms to represent others. Consider the following examples:

- a) Learners select one of the English demonstrative adjectives (this, that, these, and those) to do the work for several of them, for examples:
 - * That birds for That bird
 - * This pens for This pen
- b) Learners select one member of the class of personal pronouns to function for several others in the class, for examples: Me hungry

²⁸ Ibid., 158-162.

- c) Learners select one verb to function for several others in the class, for examples: She go to market

iii) Alternating forms

This type, according to Dulay, et al (1982), is the result of the students' vocabulary limitation and lack of grammatical rules knowledge. Consider the following examples:

- a) In the case of demonstrative, for example Those frog, This cows

- b) In the case of pronouns:

- Masculine for feminine (or vice versa), as in: he for she
- Plural for singular (or vice versa), as in: they for it
- Accusative for nominative case (or vice versa), as in: her for she

- c) In the case of markers:

Simple present marker (-s) for simple pastmarker (-ed) or vice versa, as in the following examples: She studys English last night.

d. Misordering

Misordering is a wrong placement of a morpheme or a group of morphemes in the sentence.

Examples of Errors:

- Father's John an English teacher.
- She go downs
- What you are doing?

Correction:

- John's father is an English teacher.
- She goes down
- What are you doing?²⁹

E. Sources of Error

Brown states four sources of errors: (1) Interlingual transfer, in early stages, the native language is the only previous linguistic system that the learner can draw upon; thus the interference is inevitable, (2) Intralingual transfer, once a learner has acquired parts of the new system, more and more intralingual transfer-generalization within L2-would occur, (3) Context of learning- Richards called “false concept” and Stenson called “induced errors” including, a) misleading explanation from the teacher, b) faulty presentation of a structure in the textbook, c) improperly contextualized pattern, d) confused vocabulary items because of contiguous presentation, e) inappropriately formal forms of language – bookish language, and (4) Communication strategies, in order to get the messages across, a learner may use some techniques like word coinage, circumlocution, false cognate, and prefabricated patterns, which can all be sources of errors.³⁰

²⁹ Ibid., 162-163.

³⁰ H. Douglas Brown, *Principle of Language Learning and Teaching* 4th ed, (San Francisco State University: Addison Wesley Longman, Inc, 2000), 223-227

F. Errors in Student Writing

Student's writing at the graduate level need to master specific writing tasks, such as summarizing, paraphrasing, and critiquing the work of others. These tasks are designed to help students understand and execute such tasks since they play an important role in a variety of writing projects, from short papers to theses. Students are expected to apply effectively the conventions of usage and the mechanics of written English in order that they are able to set and develop their ideas in their mind to produce good writing.

Talking about the students' error in writing, according to Swales and Feak, the most common errors that the students make are grammatical errors, such as lack of maintaining subject – verb agreement, lack of mastering the use of verb tenses, using article errors, using relative clauses incorrectly, using direct and indirect questions ineffectively, using incorrect or vague pronoun references, and paying no attention to avoid punctuation errors, and so on.³¹

To support Swales' and Feak's idea, the examples of students' errors in writing that are cited by Oshima and Hogue as follow:

³¹ Novika Pujiasi, *The Error of Unity and Coherence in Writing English Paragraph Made by The Six Semester Students of D-3 English Study Program of USU: A Case Study* (Thesis: University of North Sumatra Faculty of Letters, English Literature Department Medan, 2008), 9-12.

Table 2.1 The student's error in writing

The use of	Incorrect/Error	Correct
Punctuation	I live. And go to school here. Where do you work.	I live and go to school here. Where do you work ?
Word missing	I working in a restaurant.	I am working in a restaurant.
Capitalization	It is located at main and baker streets in the City.	It is located at Main and Baker Streets in the city.
Verb tense	I never <u>work</u> as a cashier until I <u>get</u> a job there.	I had never worked as a cashier until I got a job there.
Subject-verb agreement	The manager <u>work</u> hard. There <u>is</u> five employees.	The manager works hard. There are five employees.
Make one word or sentence	<u>Every one</u> works hard. We work <u>together</u> . <u>So</u> we have become friends.	Everyone works hard. We work together, so we have become friends.
Spelling	The <u>maneger</u> is a woman.	The manager is a woman.
Plural	She treats her employees like <u>slave</u> .	She treats her employees like slaves.
Unnecessary word	My boss <u>she</u> watches everyone all the time.	My boss watches everyone all the time.
Wrong word form	Her voice is <u>irritated</u> .	Her voice is irritating.
Wrong word	The food is delicious. <u>Besides</u> , the restaurant is always crowded.	The food is delicious. Therefore, the restaurant is always crowded.
Pronoun reference error	The restaurant's specialty is fish. <u>They</u> are always fresh. The food is delicious. Therefore, <u>it</u> always crowded.	The restaurant's specialty is fish. It is always fresh. The food is delicious. Therefore, the restaurant is always crowded.

Wrong word order	Friday <u>always is</u> our buisest night.	Friday is always our busiest night.
Run – on	Lily was <u>fired she is</u> upset	Lily was fired, so she is upset. Lily was fired; therefore, she is upset.
Comma splice (incorrectly joined independent clauses)	Lily was <u>fired, she is</u> upset.	Because Lily was fired, she is upset. Lily is upset because she was fired.
Fragment (incomplete sentence)	She was fired. <u>Because she was always late.</u>	She was fired because she always late.
Add transition	She was also <u>careless. She</u> frequently spilled coffee on the table.	She was also careless. For example, she frequently spilled coffee on the table.
Subject	Is open from 6:00 P.M. until the last customer leaves.	The restaurant is open from 6:00 P.M. until the last customer leaves.
Verb	The <u>employees on time</u> and work hard.	The employees are on time and work hard.
Preposition	We start serving <u>dinner 6:00</u> P.M.	We start serving dinner at 6:00 P.M.
Conjunction	The garlic shrimp, fried <u>clams, broiled lobster</u> are the most popular dishes.	The garlic shrimp, fried clams, and broiled lobster are the most popular dishes.
Article	Diners <u>expect glass of</u> water when they first sit down <u>at table.</u>	Diners expect a glass of water when they first sit down at the table.

G. Previous Study

In this research, the researcher took previous study entitled “Error Analysis on Unity, Coherence and Cohesiveness of Expository Text of The Fourth Semester Of STAIN Ponorogo in *Academic Year 2014 / 2015*” written by Elisa Oktavia. This study focused on error analysis on unity, coherence and cohesiveness of expository text composition written by the fourth semester of STAIN Ponorogo in academic year 2014 / 2015. The problem statement of this research is how are the unity, coherence and cohesiveness of expository text of the fourth semester of STAIN Ponorogo in academic year 2014 / 2015?. The result of the study showed that, (1) There are many errors in analysis of unity made by the students of the fourth semester of STAIN Ponorogo in writing expository text. It shows that the students made 10 errors which consist of 6 errors in using supporting sentence, 1 error in the topic/main idea and controlling idea, 1 error in using punctuation and 2 errors in conclusion/concluding paragraph. (2) There are many errors in analysis of coherence made by the students of the fourth semester of STAIN Ponorogo in writing expository text. It shows that the students made 32 errors which consist of 12 errors in repeating key noun, 13 errors in using consistent pronoun, 2 errors in using transition signal and 5 errors in logical order. (3) There are many errors in analysis of cohesiveness made by the students of the fourth semester of STAIN Ponorogo in writing expository text. It shows that the students made 21 errors which consist of 4 errors in using personal pronoun, 6 errors in using coordinating conjunction, 2 errors in using definite

article, 2 errors in using transition signal, 5 errors in using transition signal, 1 error in using parallelism, and 1 error in using subordinating conjunction. (4) , the percentage of errors on unity of the text made by the students is low for about 15, 9 %. The error on coherence is middle for about 50, 8 % and the error on cohesiveness is low for about 33, 3 %. So, the highest percentage of errors among them is the error on coherence.³²

The researcher also took Nur Khasanah thesis entitled Error Analysis on The Pronunciation of Second Semester of English Department Students of *UNMUH Ponorogo in Academic Year 2012/2013*". In this case, the thesis discussed about error analysis on the pronunciation by the second grade of English department of STAIN Ponorogo in academic year 2012/ 2013. The problem statements of this research are (1) What are the types of errors made on the pronunciation by second semester of English Department students of UNMUH Ponorogo in academic year 2012/ 2013?, (2) What are the frequency of errors' types made on the pronunciation by second semester of English Department students of UNMUH Ponorogo in academic year 2012/ 2013?, (3) What are the causes of errors on the pronunciation by second semester of English Department students of UNMUH Ponorogo in academic year 2012/ 2013?. The result of the study showed that, (1) There are seven types of errors found in this research. They are substitution of English sound, long and short vowel distinction, insertion of English sound, omission of stress, omission of grammatical ending and contractions, consonant cluster

³² Elisa Oktavia, Error Analysis on Unity, Coherence and Cohesiveness of Expository Text of the Fourth Semester of STAIN Ponorogo in Academic Year 2014 / 2015 (Thesis: STAIN Press Ponorogo, 2015)

confusion and disordering of English sound. (2) Frequency of error's types are substitution of English sound (100%), long and short vowel distinction (53,33%), insertion of English sound (76,67%), omission of stress (100%), omission of grammatical endings and contractions (73,33%), consonant cluster confusion (93,33%) and disordering of English sound (13,33%). (3) Causes of error are related with the students' difficulty to pronounce words and the students' lack of knowledge (interlanguage errors, intralanguage errors and context of learning, method for teaching and the students' less of practice).³³

As a result, the two of previous studies have the important role of knowledge. The researcher gets the idea/ information from the error analysis, writing, and text. Then the researcher wants to analyze an error analysis in the title of thesis. It is about an error analysis of students composition.

The difference between this research and the previous studies is the researcher concerns to discuss errors in students composition focusing on the skill in constructing sentences using syntactic analysis. The classifications of the syntactical errors were based on Surface Strategy Taxonomy by Dulay. The object of this research is students composition of semester fourth in English department of STAIN Ponorogo in the academic year of 2015/2016. This category highlights the ways surface structures are altered. There are four kinds of errors which belong to Surface Strategy Taxonomy, they are omission, addition, misformation, and misordering.

³³ Nur Khasanah, Error Analysis on the Pronunciation of Second Semester of English Department Students of UNMUH Ponorogo in Academic Year 2012/2013 (Thesis: STAIN Press Ponorogo 2013).

CHAPTER III

RESEARCH FINDING

This chapter discusses the findings of this study based on some facts found in the data as follows types of surface strategy taxonomy and the frequency of syntactic error.

A. Types of Surface Strategy Taxonomy

As previously stated in chapter I, this study means to explain the errors made by the students of fourth semester in using grammar/syntax structure in their compositions. To find out the students' errors in syntactic structure, the writer collected the data from students' composition in writing comprehension examination which consists of 74 work sheets. Here the researcher takes class TI-C as sample which consists of 28 students.

After collecting and analyzing the data, the researcher found that there were 146 sentences having syntactic errors. To describe the errors, surface strategy taxonomy is used to show the ways surface structures are altered. In this study, the researcher uses surface strategy taxonomy based on Dulay, Burt and Krashen's theory which consists of four types, namely omission, addition, misformation and misordering. All of these error types are found in the students' composition. They are summarized in the appendix presented in summary of data analysis.

1. Error of Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. The error of omission that is

found in students' composition consists of 105 sentences. In this study, the errors of omission are omission of content morpheme and omission of grammatical morpheme.

Table 3.1 Error of Omission

Omission	Calculation
1. Content Morpheme	24
2. Grammatical Morpheme	81
Total	105

a. Omission of the content morphemes

Omission of the content morphemes is omission the morphemes which carry the bulk of referential meaning of a sentence such as nouns, verbs, adjective, and adverbs. The error of omission of the content morphemes that is found in students' composition consists of 24 sentences. There are some examples that are found in this research:

1. I went with my mother and (...) young brother. [27C]
2. He has bad habit (...) always sleep at six in the morning. [104G]
3. (...) Early morning, I woke up at 04.00 a.m (...) to down prayer together. [107H]

b. Omission of the grammatical morpheme

Omission of the grammatical morpheme does not carry the burden meaning. Grammatical morpheme has no meaning if they stand alone. Yet, they play a minor role in conveying the meaning of a sentence;

they include noun and verb inflection (the /-s/ in books, the /-s/ in learner's, the /-s/ in brings, the /-ed/ in studied, the /-ing/ in learning, etc.); articles (a, the, of, etc.); verb auxiliaries (is, will, can); (is, was, am, etc.); and preposition (in, on, at, under, etc.). The error of omission in the grammatical morphemes that is found in students' composition consists of 81 sentences. There are some examples that are found in this research:

1. The princess (...) very beautiful. [1A]
2. In the wood, the princess meet with seven small teaser. [6A]
3. The man is (...) human (...) have power strong. [179Q]

2. Error of Addition

Addition errors are opposite of omission. They characterized by the presence of an item which must not appear in a well performed utterance. The error of addition that is found in students' composition consists of 64 sentences. The kinds of addition are double markings, regularization, and simple additions.

Table 3.2 Error of addition

Addition	Calculation
1. Double Marking	0
2. Regularization	1
3. Simple Addition	63
Total	64

a. Double Marking

Double marking is characterized by the failed to add some unnecessary items in the two construction. There is no number of addition in double marking that is found in students' composition.

b. Regularization

Regularization is characterized by the use of regular form instead of the irregular one. The error of addition in the regularization that is found in students' composition consists of 1 sentence. There is a sentence error that is found in this research:

1. His father very worried of the princess because she just sleeped in a long time. [73E]

c. Simple Addition

Simple Addition is all of the errors which cannot be categorized into double marking or regularization. In other word, it occurs if an addition error is neither a double marking nor regularization. Furthermore, there is no particular feature that characterizes a Simple Addition. Principally, Simple Addition is the use of an item that should not appear in a well-formed utterance. The error of addition in the simple addition that is found in students' composition consists of 63 sentence.

1. We can make many invention from technology or the other to make our country more better than before. [26B]

2. He is asked the princess for wake up. [83E]
3. Fourth, click send. Then your message will send in your friend. [133M]

3. Error of Misformation

Misformation is the use of incorrect morpheme or wrong structure. The error of misformation that is found in students' composition consists of 92 sentences. There are three kinds of misformation in this analysis. They are regularization, archi-forms, and alternating forms.

Table 3.3 Error of misformation

Misformation	Calculation
1. Regularization	29
2. Archi-Forms	1
3. Alternating Forms	62
Total	92

a. Regularization

These types of error that fall under miss-formation category are those in which a regular is used in place of an irregular one. The error of misformation in the regularization that is found in students' composition consists of 29 sentences. There are some examples that are found in this research:

1. One day, stepmother give instruction for a someone to throw away princess to the wood. [3A]

2. When I walked around in fruit stand, he make a noise. [211U]
3. One day the prince come to the jungle to hunt. [238AA]

b. Archi-forms

These types of errors are characterized by the selection of one member of class of forms to represent others. The error of misformation in the archi-forms that is found in students' composition consists of 1 sentence. There is error that are found in this research:

1. Education also helps our to reach desire, makes our get more progress and makes our easier to develop something. [118J]

c. Alternating forms.

This type is the result of the students' vocabulary limitation and lack of grammatical rules knowledge. The error of misformation in the alternating forms that is found in students' composition consists of 62 sentences. There are some examples that are found in this research:

1. The prince kissing the princess and then the princess awaked. [12A]
2. Many cases for education make government gets effect. [15B]
3. By you use the google you can get some article so quickly and not need a long time. [131M]

4. Error of Misordering

Misordering is a wrong placement of a morpheme or a group of morphemes in the sentence. The error of misordering that is found in

students' composition consists of 6 sentences. The following are the examples of errors taken from this research:

1. In early morning, I woke up at 04.00 a.m and went to down pray together. [118H]
2. English If we want to learn, we must learn about grammar, writing, reading, speaking and so on. [243Y]

B. The Frequency of Syntactic Error

After analyzing the data of the students' syntactic errors, counting the proportion of errors made by the students, calculating the dominant errors by conducting error analysis, and classifying the errors into several categories based on the students' syntactic error, the researcher determines the frequency of each error. The frequency of errors found in the students' composition was calculated using the formula :

$$\text{Percentage of errors} = \frac{\text{Number of errors (for each criteria)}}{\text{Total number of subjects}} \times 100$$

The data are from students' syntactic error of composition by fourth semester of English Department of STAIN Ponorogo. The frequency calculation of each error can be described as follow:

Table 3.4 Classification and percentage of the error
based on surface strategy taxonomy

No	Category of Error	Number	Percentage
1	Omission	93	36.8%
2	Addition	62	24.5%
3	Misformation	92	36.4%

4	Misordering	6	2.4%
		253	100%

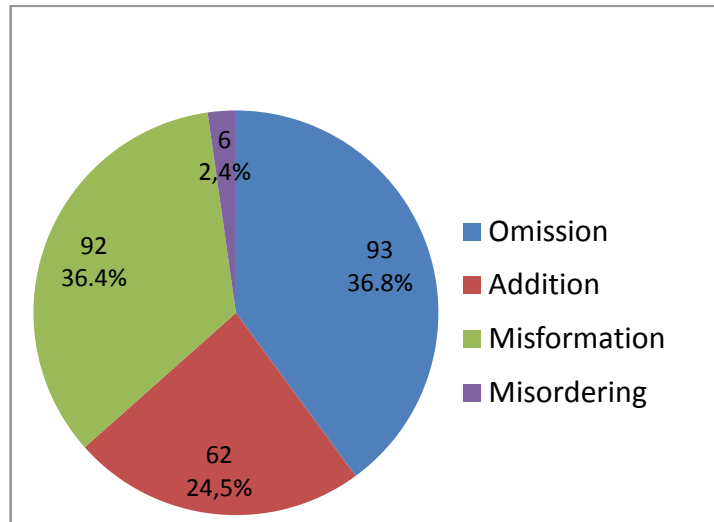


Figure 3.1 Percentage of the Error Based on Surface Strategy Taxonomy

Based on the findings, the writer concluded that there are many students made errors in the category of omission, addition, misformation, and misordering. The highest percentage of the students' errors is omission, 36.8% students made omission and the lowest percentage of the students' errors is misordering, 2.4% students made misordering, while percentage of the students' errors in misformation is 36,4% and in addition is 24.5%.

CHAPTER IV

DISCUSSION

In chapter IV, the researcher will discuss the result of research. It used to answer the problems of research that have been stated in chapter I, the problems as follows:

A. Types of Surface Strategy Taxonomy

As previously stated in chapter I, this study means to explain the errors made by the students of fourth semester in using grammar/syntax structure in their compositions. To find out the students' errors in syntactic structure, the writer collected the data from students' composition in writing comprehension examination which consists of 74 work sheets. Here the researcher takes class TI-C as sample which consist of 28 students. After collecting and analyzing the data, the researcher found that there were a lot of syntactic errors. The errors are classified into 4 types of surface strategy taxonomy. There are omission, addition, misformation and misordering.

1. Error of Omission

Omission is a kind of error characterized by the absence of an item that appears in a well-formed utterance. The error of omission that is found in students' composition consists of 105 sentences. There are two types of morpheme within the sentences structure:

a. Omission of the content morphemes

Omission of the content morphemes is omission the morphemes which carry the bulk of referential meaning of a sentence such as nouns, verbs, adjective, and adverbs. The error of omission of the content morphemes that is found in students' composition consists of 24 sentences. There are some examples that are found in this research:

(1) I went with my mother and (...) young brother. [27C]

It is called compound sentence because it has two independent clauses. The first sentence is I went with my mother and the second is I went with my young brother. Both are connected by a coordinate conjunction "and". The clauses have some subjects so the subject of second clause may not be written again. So the sentence become I went with my mother and my young brother. The error in this sentence is the student omits a needed possessive pronoun "my". Possesive pronoun indicates close possession or ownership or relationship of a thing/ person to another thing/person. The pronoun "my" modifies the noun "brother".

(2) He had bad habit, (...) always slept at six in the morning. [104G]

It is called compound sentence because it has two independent clauses. The first sentence is He had bad habit and the second is He always slept at six in the morning. Both are connected by a comma. A comma is used if the clauses are long or not well balanced. The error in this sentence is the student omits a needed

noun as a subject “*He*”. It should be He had bad habit, he always slept at six in the morning.

(3) In early morning, I woke up at 04.00 a.m (...) went down to pray together. [107H]

It is called compound sentence because it has two independent clauses. The first is I woke up at 04.00 a.m and the second is I went down to pray together. Compound sentence have to connect by conjunction or comma. The error in this sentence is the student omits a needed coordinate conjunction “and” because it has function to join two equal parts of a sentence. The clauses have some subjects so the subject of second clause may not be written again. So the sentence should be I woke up at 04.00 a.m and went down to pray together.

b. Omission of grammatical morpheme.

Omission of the grammatical morphemes does not carry the burden meaning. Grammatical morpheme has no meaning if they stand alone. Yet, they play a minor role in conveying the meaning of a sentence; they include noun and verb inflection (the /-s/ in books, the /-s/ in learner’s, the /-s/ in brings, the /-ed/ in studied, the /-ing/ in learning, etc.); articles (a, the, of, etc.); verb auxiliaries (is, will, can); (is, was, am, etc.); and preposition (in, on, at, under, etc.). The error of omission in the grammatical morphemes that is found in students’ composition

consists of 81 sentences. There are some examples that are found in this research:

- (1) The princess (...) very beautiful. [1A]

It is called simple sentence because it has one independent clause. It consists of subject, auxiliary, and adjective. It is nominal sentence because has predicate auxiliary. The error in this sentence is the student omits an auxiliary. Because of the kind of essay is Narrative, all sentences use past tense. The appropriate “auxiliary” for the sentence [1A] is “*was*”. So the correct sentence is The princess was very beautiful.

- (2) In the wood, the princess met with seven small teaser. [6A]

It is called simple sentence because it has one independent clause. It consists of adverb, subject, verb, and adverb. It is verbal sentence because has predicate verb. The word teaser belongs to the regular verbs. A regular verb is a verb that not changes word form. The plural form of teaser is teasers. The error in this sentence is the student omits a needed noun inflection “/-s” for the plural form teaser. It should be In the wood, the princess met with seven small teasers.

- (3) The man is (...) human who have power strong. [179Q]

It is simple sentence because it has one independent clause. it consists of subject, auxiliary, object and adverb. It is nominal sentence because it has predicate auxiliary. The word “human”

belongs to the countable nouns. Countable nouns are things that can be counted by using number. The word human is singular form. The singular form can use the determiner “a” or “an”. The error in this sentence is the student omits a needed article “a” that precedes in singular form. It should be The man is a human who have power strong.

2. Error of Addition.

Addition errors are opposite of omission. They characterized by the presence of an item which must not appear in a well performed utterance. The error of addition that is found in students’ composition consists of 64 sentences. The kinds of addition are double markings, regularization, and simple additions.

a. Double marking

Double marking is characterized by the failed to add some unnecessary items in the two construction. There is no number of addition in double marking that is found in students’ composition.

b. Regularization

Regularization is characterized by the use of regular form instead of the irregular one. The error of addition in the regularization that is found in students’ composition consists of 1 sentence. There is a sentence error that is found in this research:

(1) His father very worried of the princess because she just sleeped in a long time. [73E]

It is called compound sentence because it has two independent clauses. The first sentence is His father very worried of the princess and the second is she just slept in a long time. Both are connected by subordinate conjunction because. This sentence is past tense, so the verb uses verb-2. The word “sleep” belongs to the irregular verb. An irregular verb is a verb that changes word form. The past form of “sleep” is “slept”. The error in this sentence is the student adds inflection “/-ed/” which represents past form of “sleep”. The correct answer should be His father very worried of the princess because she just slept in a long time.

c. Simple Addition

Simple Addition is all of the errors which cannot be categorized into double marking or regularization. In other word, it occurs if an addition error is neither a double marking nor regularization. Furthermore, there is no particular feature that characterizes a Simple Addition. Principally, Simple Addition is the use of an item that should not appear in a well-formed utterance. The error of addition in the simple addition that is found in students’ composition consists of 63 sentence. There are some examples that are found in this research:

- (1) We can make many inventions from technology or the other to make our country more better than before. [26B]

It is called compound sentence because it has two independent clause. The first sentence is We can make many inventions from technology and the second is We can make many inventions from the other to make our country better than before. Both are connected by a coordinate conjunction “or”. The clauses have some subjects so the subject of second clause may not be written again. So the sentence become We can make many inventions from technology or the other to make our country better than before.

The sentence [26B] is comparative sentence because it has comparative degree. Comparative degree is the form an adjective or adverb takes to compare things. In this sentence the student wants to compare the situation now and before by using adjective “good”. The comparative degree of “good” is “better”. Here the student uses word “better” in this sentence. The error in this sentence is the student also uses “more”. The correct sentence should be We can make many inventions from technology or the other to make our country better than before.

(2) He is asked the princess for wake up. [83E]

It is called simple sentence because it has one independent clause. It consist of subject, verb, object and adverb. It is verbal sentence because it has predicate verb. This sentence uses past tense. The word ask belongs to the regular verb. A regular verb is

a verb that not changes word form. The past form of ask is asked. The error in this sentence is the student add auxiliary is after subject. Even though verbal sentence not need auxiliary as predicate. The correct sentence should be He asked the princess for wake up.

(3) Fourth, click send. Then your message will sending in your friend. [133M]

It is called simple sentence because it has one independent clause. It consist of adverb, subject, modal, verb-phrase and adverb. It is nominal sentence because it has predicate modal. Modal will always follows by verb-1. The error in this sentence is the student add inflection “/ing/” in the word send. So it represents verb-ing. The correct sentence should be Fourth, click send. Then your message will send in your friend.

3. Error of Misformation

Misformation is the use of incorrect morpheme or wrong structure. The error of misformation that is found in students’ composition consists of 92 sentences. There are three kinds of misformation in this analysis. They are regularization, archi-forms, and alternating forms.

a. Regularization

These types of error that fall under miss-formation category are those in which a regular is used in place of an irregular one. The error of misformation in the regularization that is found in students’

composition consists of 29 sentences. There are some examples that are found in this research:

- (1) One day, stepmother give instruction for a someone to throw away princess to the wood. [3A]

It is called simple sentence because it has one independent clause. It consists of adverb, subject, verb, object and adverb. It is verbal sentence because it has predicate verb. The tense of the sentence is past tense. The word “give” belongs to the irregular verbs. An irregular verb is a verb that changes word form. The verb-2 of “give” is “gave”. The error in this sentence is the student uses give which is an irregular marker in place of an regular one. So the correct sentence should be One day, stepmother gave instruction for a someone to throw away princess to the wood.

- (2) When I walked around in fruit stand, he make a noise. [211U]

It is called complex sentence because it has dependent clause and independent clause. The dependent clause is When I walked around in fruit stand and the independent clause is he make a noise. The word “make” belongs to the irregular verbs. An irregular verb is a verb that changes word form. The verb-2 of “make” is “made”. The error in this sentence is the student uses make which is an irregular marker in place of an regular one. So

the correct sentence should be When I walked around in fruit stand, he made a noise.

(3) One day the prince come to the jungle to hunt. [238AA]

It is called simple sentence because it has one independent clause. It consists of adverb, subject, verb, and adverb. It is verbal sentence because it has predicate verb. The tense of the sentence is past tense. The word “come” belongs to the irregular verbs. An irregular verb is a verb that changes word form. The verb-2 of “come” is “came”. The error in this sentence is the student uses come which is an irregular marker in place of a regular one. So the correct sentence should be One day the prince came to the jungle to hunt.

b. Archi-forms

These types of errors are characterized by the selection of one member of class of forms to represent others. The error of misformation in the archi-forms that is found in students' composition consists of 1 sentence. There is error that are found in this research:

(1) Education also helps our to reach desire, makes our get more progress and makes our easier to develop something. [118J]

It is called compound sentence because it has three independent clauses. The first is Education also helps our to reach desire, the second is Education also makes our get more progress, and the third is Education also makes our easier to develop

something. Both are connected by a comma and a coordinate conjunction “and”. The clauses have some subjects so the subject of second and third clause may not be written again. So the sentence become Education also helps our to reach desire, makes our get more progress and makes our easier to develop something. The error in this sentence is student select “our” as personal pronouns to function several others in the class. The appropriate personal pronoun to the sentence is “us”. The correct sentence should be Education also helps us to reach desire, makes us get more progress and makes us easier to develop something.

c. Alternating forms.

This type is the result of the students’ vocabulary limitation and lack of grammatical rules knowledge. The error of misformation in the alternating forms that is found in students’ composition consists of 62 sentences. There are some examples that are found in this research:

- (1) The prince kissing the princess and then the princess awaked.
[12A]

It is called compound sentence because it has two independent clause. The first is The prince kissing the princess and the second is Then the princess awaked. Both are connected by coordinate conjunction and. That is a narrative so all sentences using past tense form. The past tense form of “kiss” is kissed. The error in this sentence is the student use present

continuous marker (-ing) for simple past marker (-ed). The correct sentence should be The prince kissed the princess and then the princess awaked.

- (2) Many cases for education make government gets effect. [15B]

It is called simple sentence because it has one independent clause. it consists of subject, verb, object, and adverb. It is verbal sentence because it has predicate verb. This sentence has preposition. Preposition is always used before a noun or pronoun and show the relation of the noun or pronoun to the other words in sentence. The students uses preposition “for” which represents preposition for agent. The error in this sentence is the student use inappropriate preposition. The appropriate preposition for the sentence is “of”. So the correct sentence should be Many cases of education make government gets effect.

- (3) By you use the google you can get some article so quickly and not need a long time. [131M]

It is called compound complex sentence because is has dependent clause and two independent clause. The dependent clause is By using the google, the first independent clause is You can get some article so quickly, and the second independent clause is You not need a long time. They are connected by coordinate conjunction “and”. The independent clauses have some subjects so the subject of second clause may not be written

again. So the sentence become By using the google you can get some article so quickly and not need a long time. This sentence have preposition “by”. Preposition “by” usually follows by verb-ing. The error in sentence [142M] is the student not put verb-ing after preposition “By”. The correct sentence is By using the google you can get some article so quickly and not need a long time.

4. Error of Misordering

Misordering is a wrong placement of a morpheme or a group of morphemes in the sentence. The error of misordering that is found in students’ composition consists of 6 sentences The following are the examples of errors taken from this research:

- (1) In early morning, I woke up at 04.00 a.m and went to down pray together. [118H]

It is called compound sentence because it has two independent clauses. The first is I woke up at 04.00 a.m and the second is I down to went pray together. The independent clause in this sentence have structure Subject+verb+adverb. The error in this sentence is the students made errors in arranging the words in the second independent clause. The correct arrangement should be I went down to pray together. So the full sentence should be In early morning, I woke up at 04.00 a.m and went down to pray together.

- (2) English If we want to learn, we must learn about grammar, writing, reading, speaking and so on. [243Y]

It is called compound complex sentence because it has one dependent clause and 5 independent clauses. The dependent clause is If we want to learn English, the first independent clause is we must learn about grammar, the second independent clause is we must learn about writing, the third independent clause is we must learn about reading, the fourth independent clause is we must learn about speaking, the fifth independent clause is we must learn about so on. Both are connected by a comma and a coordinate conjunction “and”. The clauses have some subjects so the subject of second, third, fourth and fifth independent clause may not be written again. So the sentence become If we want to learn English, we must learn about grammar, writing, reading, speaking and so on. The dependent clause has structure Subject+verb+adverb. The error in this sentence is the students made errors in arranging the words in the dependent clause. The correct arrangement should be If we want to learn English. So the full sentence should be If we want to learn English, we must learn about grammar, writing, reading, speaking and so on.

Based on the analysis above, the writer found that the dominant error category made by the students in constructing sentence is omission, especially omission in grammar morphemes. This finding proves that the use of grammar rules such as noun, verb, adjective, and adverb, article, preposition, and

conjunction are considered difficult grammatical structures for students of fourth semester in English department, although they have passed several stages in the study of the foreign language, particularly English Syntax.

B. The Frequency of Syntactic Error

After analyzing the data of the students' syntactic errors, counting the proportion of errors made by the students, calculating the dominant errors by conducting error analysis, and classifying the errors into several categories based on the students' syntactic error, the researcher determines the frequency of each error. The frequency of errors found in the students' composition was calculated using the formula :

$$\text{Percentage of errors} = \frac{\text{Number of errors (for each criteria)}}{\text{Total number of subjects}} \times 100$$

The data are from students' syntactic error of composition by fourth semester of English Department of STAIN Ponorogo. The frequency calculation of each error can be described as follow:

Table 4.1 Classification and percentage of the error based on surface strategy taxonomy

No	Category of Error	Number	Percentage
1	Omission	93	36.8%
2	Addition	62	24.5%
3	Misformation	92	36.4%
4	Misordering	6	2.4%
		253	100%

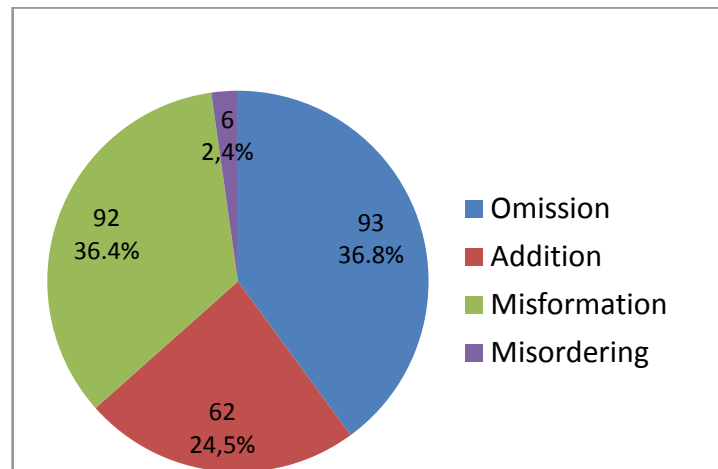


Figure 4.1 Percentage of the Error Based on Surface Strategy Taxonomy

Figure 4.1 shows that there are 36.8% students made omission, 24.5% students made addition, 36.4% students made misformation, and 2.4% students made misordering.

a. Percentage of Omission

Table 4.2 Number and Percentage of Omission

Sub Category	Number	Percentage
Content morpheme	24	26%
Grammar morphemes	69	74%
	93	100%

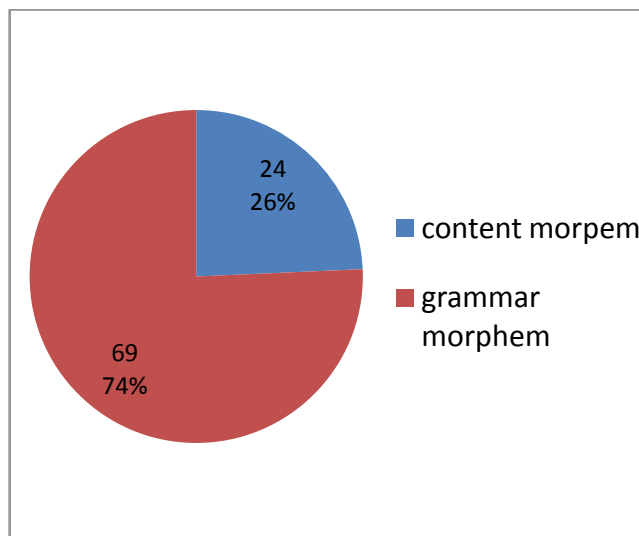


Figure 4.2 Percentage of Error in Omision

Figure 4.2 shows that there are 26% students made omission in Content morpheme, 74% students made omission in Grammar morphemes.

b. Percentage of Addition

Table 4.3 Number and Percentage of Addition

Sub Category	Number	Percentage
Double marking	0	0%
Regularization	1	2%
Simple addition	61	98%
	62	100%

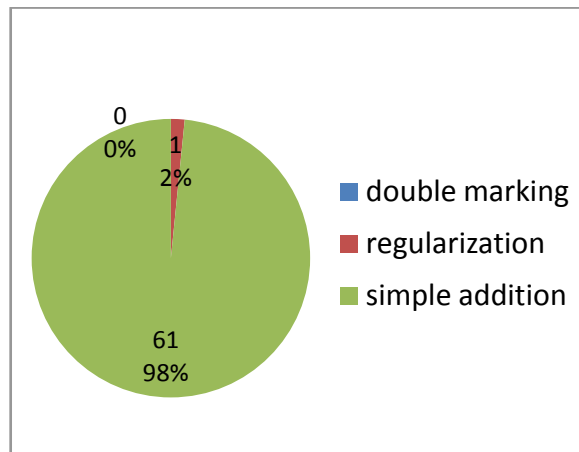


Figure 4.3 Percentage of Error in Addition

Figure 4.3 shows that there are 0% students made addition in double marking, 2% students made addition in regularization, and 98% students made addition in simple addition.

c. Percentage of Misformation

Table 4.4 Number and percentage of Misformation

Sub Category	Number	Percentage
Regularization	29	32%
Archi-form	1	1%
Alternating form	62	67%
	92	100%

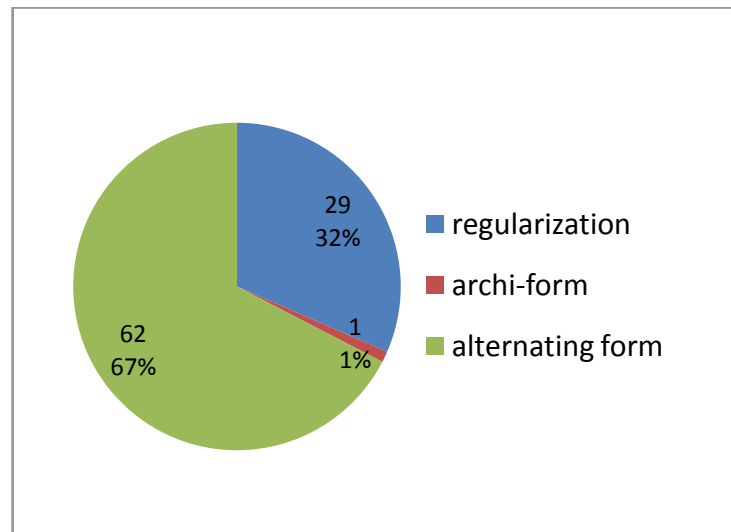


Figure 4.4 Percentage of Error in Misformation

Figure 4.4 shows that there are 32% students made misformation in Regularization, 1% students made misformation in Archi-form, and 67% students made misformation in Alternating form.

Based on the findings, the writer concluded that there are many students made errors in the category of omission, addition, misformation, and misordering. The highest percentage of the students' errors is omission, 36.8% students made omission and the lowest percentage of the students' errors is misordering, 2.4% students made misordering, while percentage of the students' errors in misformation is 36,4% and in addition is 24.5%.

CHAPTER V

CLOSING

A. Conclusions

After completing the discussion of the data analysis, the researcher came to the final step of this thesis. In this chapter the researcher concludes that :

1. There are four types of surface strategy taxonomy found in this research. They are 93 errors of omission (24 content morpheme and 69 grammatical morpheme), 62 errors of addition (1 regularization and 61 simple addition), 92 errors of misformation (29 regularization, 1 archi-form and 62 alternating form), and 6 errors of misordering.
2. The highest percentage of the students' errors is omission, 36.8% students made omission and the lowest percentage of the students' errors is misordering, 2.4% students made misordering, while percentage of the students' errors in misformation is 36,4% and in addition is 24.5%.

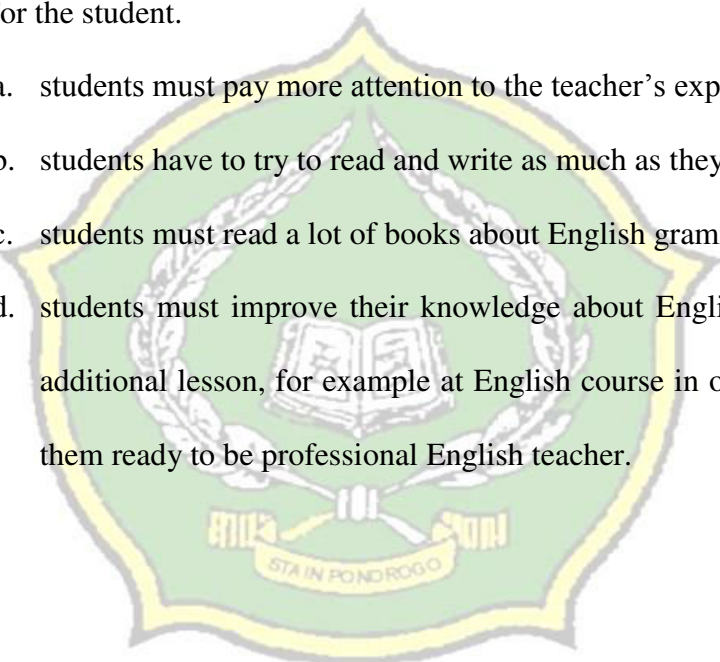
B. Recommendations

From the conclusion above, the writer would like to give some suggestions.

1. For english teacher/lecturer

From the result of this research, it indicates that the students still made some kinds of errors as shown in finding and interpretation. The English teachers should be better to:

- a. have well prepared before teaching;
 - b. give motivation and apperceptions to the students before starting the lesson;
 - c. find the best way or method in teaching writing especially the use of syntactic and grammar rules to make students easier in writing;
 - d. give chance to the students to ask or give opinion about the lesson.
2. For the student.
- a. students must pay more attention to the teacher's explanation;
 - b. students have to try to read and write as much as they can.
 - c. students must read a lot of books about English grammar;
 - d. students must improve their knowledge about English by taking additional lesson, for example at English course in order to make them ready to be professional English teacher.



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