



**SYNTACTICAL ERROR ANALYSIS OF DESCRIPTIVE TEXT WRITING
MADE BY THE EIGHTH GRADE STUDENTS OF SMPN 1
YOSOWILANGUN IN THE 2013/2014 ACADEMIC YEAR**

THESIS

By:

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

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Composed to Fulfill One of the Requirements to Obtain the Degree of S1
at the English Education Program, Language and Arts Department,
the Faculty of Teacher Training and Education,
Jember University

By

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2014

DEDICATION

This thesis is honorably dedicated to the following people:

- ❖ My beloved parents, *Bapak Sudarnoto* and *Ibu Badriyah*.
- ❖ My beloved husband, *Yuli Bastian Dwi Utomo*.

MOTTO

No definite science without trial and error.

(Toba Beta)

<http://www.goodreads.com/quotes/tag/error> [January 15th, 2014]

LETTER OF STATEMENT

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, Januari 2014

The Writer

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CONSULTANT APPROVAL

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APPROVAL OF THE EXAMINATION COMMITTEE

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First of all, I would like to thank Allah SWT, the Almighty, who always Leads and Provides His blessing, mercy, and guidance to me so that I can finish this thesis entitled “Syntactical Error Analysis of Descriptive Text Writing Made by the Eighth Grade Students of SMPN 1 Yosowilangun in the 2013/2014 Academic Year.”

In relation to the writing and finishing this thesis, I would like to express my deepest appreciation and sincerest thanks to the following people.

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language and Arts Department.
3. The Chairperson of English Language Education Study Program.
4. My first consultant, Dra. Musli Ariani, M.App.Ling and my second consultant, Eka Wahjuningsih, S.Pd., M.Pd. I do thank and give them my deepest regard for their time, knowledge, guidance, patience, and motivation who led me compile and finish my thesis.
5. My Academic Supervisor, Dra. Wiwiek Eko bindarti, M. Pd. I really thank for your time to guide me in finishing my lecture.
6. The Examiners who have given me the completion of this thesis.
7. The Principal and Vice Principal of SMPN 1 Yosowilangun, the English teachers, the administration staff, and the eighth grade students who helped me to obtain the data.

Finally, I expect that the thesis will be useful for me and the readers. Nevertheless, the constructive comments and criticism are expected to make the writing of this thesis better.

Jember, January 2014

The Writer

SUMMARY

Syntactical Error Analysis of Descriptive Text Writing Made by the Eighth Grade Students of SMPN 1 Yosowilangun in the 2013/2014 Academic Year. Siti Khusnul Azizah, 090210401085; 2014; 40 pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

In Indonesia, English is learned as a foreign language. In this case, English is rarely used in communication outside the classroom. However, the students should master the four language skills, namely: listening, speaking, reading, and writing as well as three language components, namely: grammar, vocabulary and pronunciation. In the process of acquiring writing skill, the students normally commit errors which are inevitable. For example: they make errors on spelling and punctuation, on diction (the choice of lexical items) and grammatical aspects in both syntactical aspect and morphological aspect.

This research was a descriptive research. The purpose of this research was to describe syntactical errors in descriptive text writing made by the eighth grade students of SMPN 1 Yosowilangun in the 2013/2014 academic year. Then, the results were explained qualitatively. The research sample was taken through cluster random sampling method. The number of the research respondents was 35 students.

Data collection method was applied in this research in three ways. They were; writing test, interview, and documentation. In addition, there were some steps of analyzing the errors, namely:

a. Identifying errors.

Identification of errors was done by reading the students' work, underlining a number of errors and then coding them by using the following codes:

Syntactical Errors

The use of number error	(Num)
The use of article error	(Art)
The use of pronouns error	(Pron)

The use of prepositions error	(Prep)
Subject and verb agreement error	(SVA)
The omission of verb	(V)
Word order	(WO)
Others	(Ot)

b. Describing errors.

The description was done by describing the errors and classifying the errors into types of syntactical errors.

c. Explaining errors.

The explanation was done by explaining why the errors occur.

d. Error evaluation.

The evaluation was done by calculating the errors, finding the percentage by using Ali's formula ($E = n/N \times 100\%$), and consulting the percentage to the table of the score classification level.

The results of the data showed that there were 7 types of syntactical errors done by the students. They are errors on the use of number as many as 2 errors (1,28%), 6 errors on the use of article (3,85%), 31 errors on the use of pronouns (19,87%), 6 errors on the use of prepositions (3,85%), 51 errors on subject and verb agreement (32,69%), 23 errors on the omission of verb (14,74%), and 7 errors on word order (4,49%). In addition, 30 errors of the other types of syntactical error which were not based on Linguistic Category Taxonomy were also found (19,23%).

It could be concluded that the students still made some syntactical errors in their descriptive text writing. The English teacher is suggested to give more explanation and exercises in teaching grammar so that the students can master English grammar perfectly. It would also be better if the teacher gives more practices in writing so that the students will be more familiar with English writing.

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