THE SYNTACTICAL ERROR ANALYSIS OF CLASS X IPA
STUDENTS' DESCRIPTIVE PARAGRAPH WRITING
AT MA UNGGULAN NURIS JEMBER

THESIS

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ENGLISH EDUCATION PROGRAM
LANGUAGE AND ART DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2016

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**Presented as One of the Requirements to Obtain the S1 Degree at the English
Education Program of Language and Art Department
Faculty of Teacher Training and Education
Jember University**

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2016**

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iii

CONSULTANT APPROVAL

THE SYNTACTICAL ERROR ANALYSIS OF CLASS X IPA STUDENTS' DESCRIPTIVE PARAGRAPH WRITING AT MA UNGGULAN NURIS JEMBER

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iv

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v

DEDICATION

This thesis is honorably dedicated to:

1. My late father and my beloved mother. Thank you so much for everything you have given to encourage me in reaching my dream.
2. My beloved twin sisters who always motivate me and give me so much support so that I could be a better person.
3. My Almamater, the University of Jember.
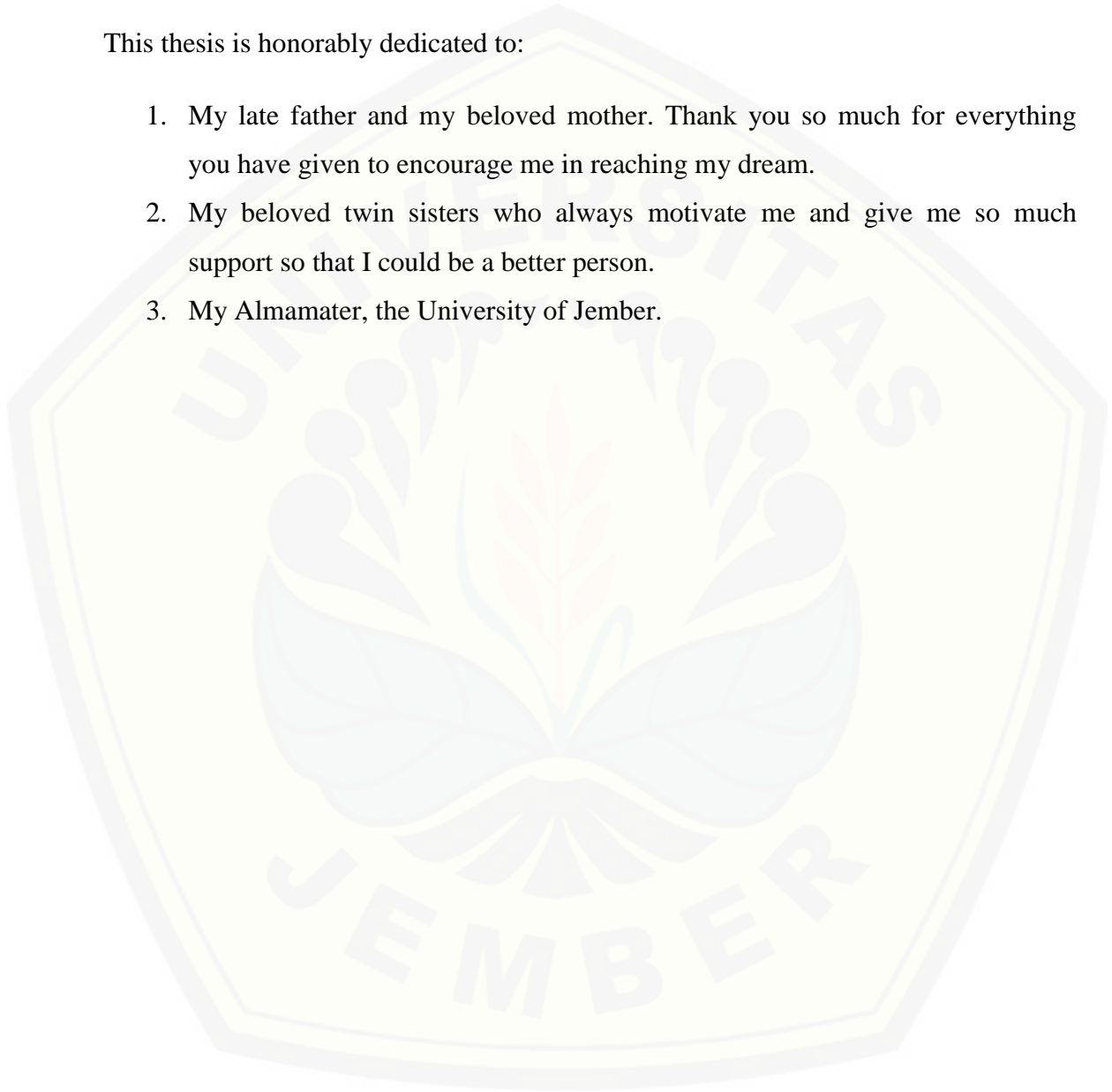
MOTTO

"Mistakes are the stepping stones to wisdom. We learn from trial and error; we become wise by understanding problems."

(Leon Brown)

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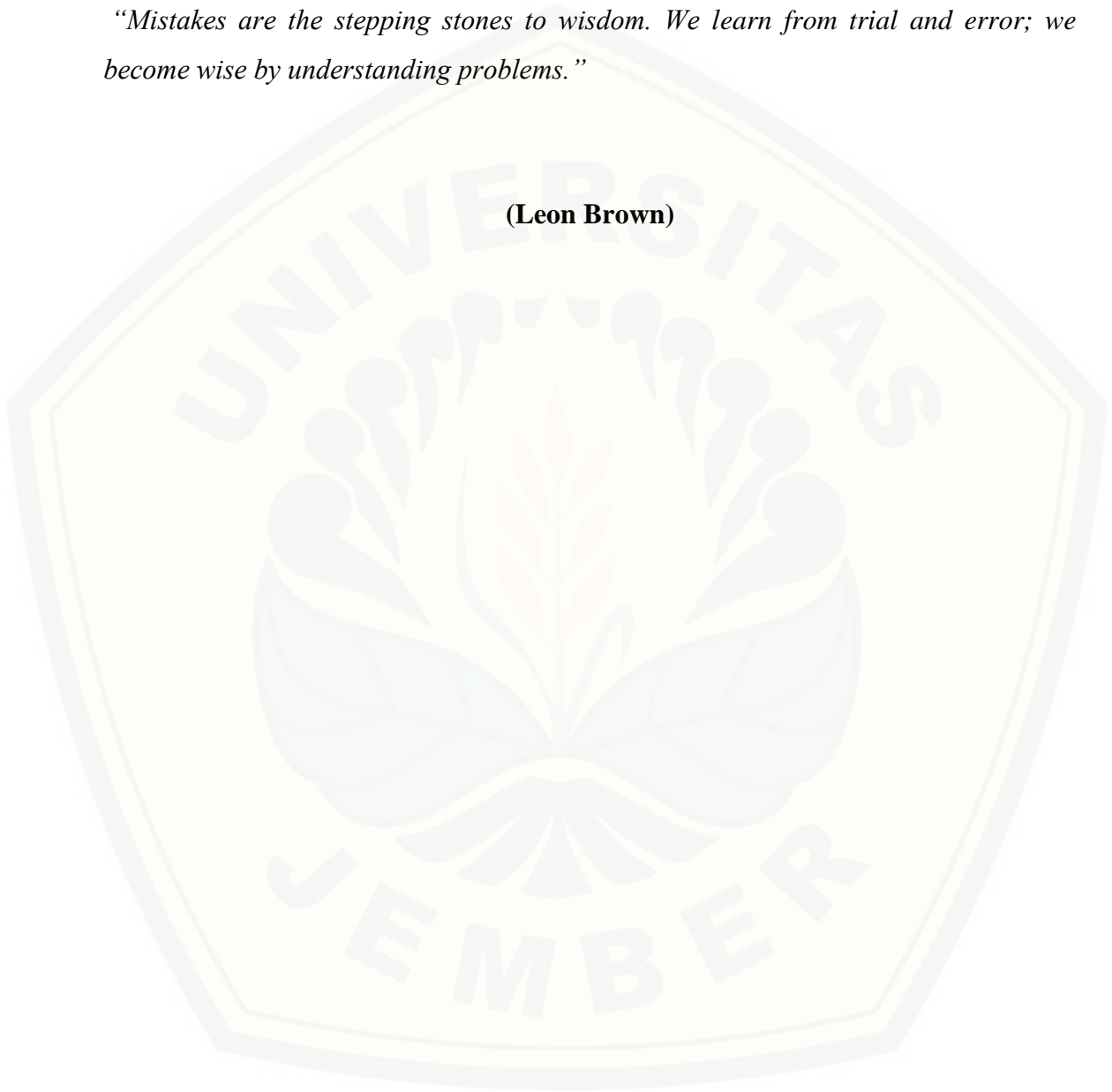
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Finally, I would be more grateful if there are some positive comments and suggestions from the readers for the improvement of this thesis since it undoubtedly has some drawbacks.

Jember, October, 28th 2016

Writer

TABLE OF CONTENTS

Page

LIST OF TABLES AND CHART

LIST OF APPENDICES

SUMMARY

The Syntactical Error Analysis of Class X IPA Students' Descriptive Paragraph Writing at MA Unggulan Nuris Jember; Denik Irmawati, 120210401006; 2016: 49 pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

In this globalization era, learning English is very important. In learning English, there are four skills that should be mastered. One of those four skills is writing. In writing skill, the students are expected to be able to express the idea and also organize the idea into a good writing that can be easily understood by the readers. However, they still face difficulties in organize the idea into a good writing. They frequently make errors in their writing and the errors are mostly dealing with the syntactical errors. In this case, analyzing their errors is an important way to do because it can help them to improve their writing skill.

This research aimed at describing the types of syntactical errors and the most dominant type and also the least type of syntactical errors found in the descriptive paragraph writing made by the students of Class X IPA at MA Unggulan Nuris Jember. Class X IPA was chosen as the research respondents purposively because the students in that class had the highest average score among the others. Meanwhile, the data of this research were collected through writing test, interview, and documentation. The researcher used writing test in the form of writing a descriptive paragraph to get the research data for the analysis. Meanwhile, the interview and documentation were used to support the research finding. In addition, the data obtained were analyzed by using the adapted steps stated by Corder (in Ellis and Barkuizen, 2005:57).

In analyzing the students' writing, the researcher used inter-rater reliability in which the researcher as Rater 1 was helped by two other raters to get reliable result. In classifying the types of syntactical errors, the researcher used the linguistic category taxonomy stated in Dulay, Burt, and Krashen (1982:148-150). Meanwhile,

to calculate the percentage of each type of syntactical error, the researcher decided to use the percentage statistical method based on Ali (1993:86).

The research results showed that there were twelve types of syntactical errors made by the students of Class X IPA at MA Unggulan Nuris in their descriptive paragraph writing. Those types of errors were the misuse of article, the omission of article, the misuse of pronoun, the omission of pronoun, the omission of to be, the misuse of preposition, the omission of preposition, the disagreement of subject and verb, the error of word order, the misuse of plural marker, the misuse of simple verb for V-ing (gerund), and the last is the other types of syntactical errors which could not be found in the Linguistic Category Taxonomy.

The most syntactical error type shown by the highest percentage (30.7%) made by the students of Class X IPA at MA Unggulan Nuris Jember in their descriptive paragraph writing was the disagreement of subject and verb. Meanwhile, the type of syntactical error that had the lowest percentage (0.7%) was the misuse of plural marker. This type of syntactical error was regarded as the least syntactical error type.

The finding of this research was also supported by the fact stated by the tenth grade English teacher during the interview that the students still experienced difficulties in grammar, mostly in the syntactical aspect. The teacher could focus on how to teach the students so that they could deal with the agreement of subject and verb because the most dominant syntactical error was on the disagreement of subject and verb. This finding was also expected to be used as a reference for the English teacher to pay more attention on the students' writing especially on the use of grammar and for the future researcher to conduct further research with the similar problem in different research design and area.

CHAPTER I. INTRODUCTION

This chapter presents some issues which are related to the research topic. They are the background of the research, the problems of the research, the objectives of the research, and the significances of the research.

1.1 The Background of the Research

Language is an important tool used to communicate among people while English is an international language which has an important role in the world wide life. It is used as a tool to communicate with other people around the world that use different languages. English is applied in almost all aspects of life. It is needed for international transaction, looking for a job, going abroad and so on. Therefore, in this globalization era, learning English is very important.

In learning English, there are four skills that should be mastered. Those skills are listening, speaking, reading and writing. In fact, among those four skills, writing is regarded as the most difficult or complicated skill because writing skill is not only about expressing the idea but also organizing the idea into a good writing that can be easily understood by the readers. That is why, when the learners want to master this skill in order to be able to create a good writing, they have to study and practice continuously.

In Indonesia, there are two curricula that are still used. These curricula are *Kurikulum Tingkat Satuan Pendidikan* (KTSP) and Curriculum 2013. Both of these curricula state that the tenth grade students of senior high school are required to learn three genres of text, they are: descriptive, recount, and narrative. In the present study, the researcher focuses on one of them in which is descriptive text because descriptive text is taught in the second semester so that the students still remember vividly how to write it.

In fact, not all students are able to write descriptive paragraph properly. They still face some difficulties in constructing a descriptive paragraph. Their difficulties in writing are usually dealing with the grammatical structures because they often hardly understand the tenses. As we know that grammatical accuracy is often the main criterion of a good writing. Hyland (2009:9) states that "for many years writing was essentially an extension of grammar teaching". Therefore before they learn how to produce their own writing, they have to learn the grammatical structures that are going to use to produce a good writing.

In grammar, there are two components, namely morphology and syntax. In this research, the researcher focuses on syntax because the students' errors in writing is more on syntactical errors in which it deals with the way of the words are arranged into a phrase, a clause, or a sentence. According to the personal interview with the tenth grade English teacher of Madrasah Aliya Unggulan Nurul Islam Jember, most of the students were not able to apply the formula of the tense such as simple present tense which was used in descriptive paragraph. They also made errors in the use of prepositions, articles, pronouns, word order and some others. However, the teacher did not have any report of the errors and she had not done any analysis dealing with syntactical errors. The example of the syntactical error that is possibly made by the students includes:

- I have umbrella (incorrect). The sentence should be *"I have an umbrella"*. This is the example of the omission of article.

Furthermore, most of the students still think in Indonesian when they are required to write in English, although they have been taught that the structure of English is different from Indonesian. Both English and Indonesia have different ways of combining the words into a sentence. Van Valin Jr (2004:1-2) states that the word order of a sentence is the most important way to distinguish a language from other languages. In this case, the different word order between Indonesian and English can give the influence to the learners when they are required to write in English but they

still think in Indonesian. Consequently, they frequently produce a sentence which is not syntactically correct.

Actually, those errors are commonly done by the students, considering them foreign language learners. This is one of the parts of the process in learning a foreign language. As what Dulay, Burt, and Krashen (1982:138) stated that language learners will not be able to avoid committing error in their writing because it is the part of the learning process.

However, correcting the students' errors is an important thing to do because it gives some advantages not only for the students who need to improve their writing skill but also for the teacher who has the role to help the students improve their writing skill. In line with this statement, Corder (in Ellis and Barkuizen, 2005:51) state that learner errors have three important significances, as follows:

> (1) They serve a pedagogic purpose by showing teachers what learners have learned and what they have not yet mastered; (2) they serve a research purpose by providing evidence about how languages are learned; (3) they serve a learning purpose by acting as devices which learners can discover the rules of the target language (i.e. obtaining feedback on their errors).

There were some other researchers who conducted the research dealing with syntactical error analysis. One of them was Aryati (2014) who also conducted the research about syntactical errors analysis in students' descriptive paragraph writing. The result of her research showed that the most syntactical error made by the eighth grade students in their descriptive paragraph writing was the misuse of simple present tense with the percentage was 52%. The other research dealing with the syntactical error analysis was conducted by Azizah (2014). She used the types of the syntactical errors classification based on the Linguistic Category Taxonomy stated in Dulay, Burt, and Krashen (1982:148-150) to analyze the eighth grade students' descriptive paragraph writing. From her analysis, the result showed that the most syntactical error made by the students was on the error of subject and verb agreement which the percentage was 27, 41%.

From the previous studies above, we can conclude that the syntactical errors can be found in the students' descriptive paragraph writing. In the present study, the researcher decided to use the same type of text for different level of respondents that were from a school that had the amount of time for teaching and learning process less than the regular schools had. Moreover, the Linguistic Category Taxonomy was used to identify the syntactical errors in the students' descriptive paragraph writing. These were done to find out whether the school level and the amount of time for learning would give the different result from the previous studies had or not.

According to the background described above, the researcher was interested to conduct the research entitled "The Syntactical Error Analysis of Class X IPA Students' Descriptive Paragraph Writing at MA Unggulan Nuris Jember".

1.2 The Problems of the Research

According to the background of the research above, the research problems are formulated as follows:

a. What types of syntactical error do the students of Class X IPA make in their descriptive paragraph at MA Unggulan Nuris Jember?

b. What is the most and the least syntactical error made by the students of Class X IPA at MA Unggulan Nuris Jember in writing descriptive paragraph?

1.3 The Objectives of the Research

Based on the research problems that have been mentioned above, the objectives of the research are:

a. to describe the types of syntactical error made by the students of Class X IPA at MA Unggulan Nuris Jember in their descriptive paragraph

b. to describe the most and the least syntactical error made by the students of Class X IPA at MA Unggulan Nuris Jember in their descriptive paragraph

1.4 The Significances of the Research

The results of this descriptive research are expected to be useful for the English teacher and the future researcher.

1.4.1   The English Teacher

Hopefully, the results of this research could be an input for the English teacher to know the students' syntactical errors in their writing, particularly in descriptive paragraph writing. So, the teacher would be able to find the appropriate teaching strategy to improve the students' writing ability.

1.4.2   The Future Researchers

For the future researchers, hopefully this research could be used as reference to find out further solution dealing with the students' syntactical errors. The solution could be in the form of finding a new technique to teach writing with a good grammatical structure more effectively. In addition, this research could also be used as a reference to conduct further research with the similar problem in different research design and area such as a classroom action research entitled the use of syntactical error correction feedback to improve students' writing achievement.

CHAPTER II. REVIEW OF RELATED LITERATURE

This chapter reviews some theories related to the research problems. The reviews discuss about the nature of language errors, error analysis, syntax, syntactical errors, the sources of errors, the nature of writing, and descriptive paragraph.

2.1 The Nature of Language Errors

One of the problems faced by the students in learning a foreign language is committing errors during writing or speaking performance. Committing errors has become an inevitable part of learning. Therefore, it should be accepted positively as the evidence of the process in leaning a foreign language. On the other hand, it is also important to analyze the students' errors because their errors show their weaknesses in understanding the language. Moreover, by understanding the errors, students can correct their performance and improve their skill.

In analyzing the errors we have to determine the meaning of the errors. Errors are actually different from mistakes though most people consider them have the same meaning. Dulay, Burt, and Krashen (1982:138) define "errors as those parts of conversation or composition that deviate from some selected norm of mature language performance". It means that errors are some deviations which are made by the students in their writing or speaking performance because they lack of knowledge of the target language they are learning. It is like when the students produce an incorrect sentence because they do not have the knowledge to arrange it correctly. This kind of errors is usually done by non-native speakers that have not understood well the use of the target language. Meanwhile, Corder (in Dulay, Burt, and Krashen, 1982:139) defines "mistakes as the errors caused by factors such as fatigue and inattention". Therefore a mistake can be done accidentally by the students because of the carelessness when they are not in a good condition or well prepared. It can be self corrected because in this case, the students know the correct form in the target language, but they still make a mistake when they are speaking or writing. A mistake

can be done by both native speakers of the language because both native and non-native speakers can be careless while writing or speaking.

2.2 Error Analysis

Error analysis is a method that is used to analyze the errors made by the language learners in their speech and writing. Moreover, Brown (2007:259) defines error analysis as the study of learners' errors in which those errors can be observed, analyzed, and classified. In addition, Ellis (1994:67) states that error analysis can be used to identify the criteria of errors which can guide teachers to pay more attention to types of errors that are usually done by the learners. Therefore, it is important to conduct error analysis in order to help the learners get improvement in writing.

In analyzing the learners' errors, there are four taxonomies used to classify the types of errors. They are 1) linguistic category taxonomy, 2) surface strategy taxonomy, 3) comparative analysis taxonomy, and 4) communicative effect taxonomy. The following parts are the description of each type of taxonomy based on Dulay, Burt, and Krashen (1982:146-189):

1. The linguistic category taxonomy is the taxonomy which classifies the errors according to either the language components (phonology, syntax, morphology, semantic, lexicon, and discourse) or the particular linguistic constituent (the elements that comprise each language component) which is affected by the errors.
2. The surface strategy taxonomy is the taxonomy used to classify the errors based on the surface elements of a language.
3. The comparative analysis taxonomy is the taxonomy which classifies the errors based on the comparison between the structure of L2 errors and certain other types of constructions.
4. The communicative effect taxonomy is the taxonomy which focuses on distinguishing between errors that cause miscommunication and those that don't cause it.

Based on the definitions of those taxonomies, the researcher decided to use the linguistic category taxonomy because this taxonomy gives a specific classification of syntactical errors possibly made by the students in their writing.

2.3 Syntax

Syntax is a set of rules in a language. It is also a branch of grammar. It deals with how the words are combined to form a phrase, a clause, or a sentence. As what has been stated by Miller (2002) that syntax deals with the way of combining the words to form a phrase, with the way of combining phrases to form a clause, and with the way of combining clauses to form a sentence. Moreover Matthews (1981:1) defines syntax as one of the grammatical aspects that deals with how the words are constructed to build a meaningful sentence. Therefore, the most important point of syntax is that it always deals with how a sentence is constructed.

Every sentence should be syntactically constructed so that its meaning can be understood well by the readers. For example, in the sentence *He eats breakfast*; the connection of meaning among the words (*he*, *eats*, and *breakfast*) can be shown by the word order and the inflectional agreement of the sentence. The sentence will not have any meaning or make any sense if the words are arranged in the different word order (*breakfast eats he* or other word order). Moreover, they will not syntactically correct if there is the disagreement of inflectional (*he eat*, not *he eats*) because in this case, for simple present tense form, a singular subject is followed by V1 + s/es.

2.3.1 The Phrase

A phrase is defined as "a group of words which functions as a unit and, with the exception of the verb phrase itself, does not contain a finite verb" (Todd, 1987:60). We can also define a phrase as a group of words acting as a single part of speech and not containing both a subject and a verb. There are five types of phrase, namely: 1) a noun phrase is a phrase with a noun as its headword; 2) an adjective phrase is a phrase which modifies a noun; 3) a verb phrase is a phrase which a verb as its headword; 4) an adverb phrase is a phrase which functions like an adverb; and 5) a preposition phrase is a phrase which begins with a preposition. For examples:

1. The little boy is sitting under the tree. '*The little boy*' is the example of a noun phrase in which it can be replaced by *'he'*.

2. That <u>utterly amazing</u> painting has been bought by a billionaire. *'Utterly amazing'* is the example of an adjective phrase because it modifies *that painting* which functions as the noun.

3. The teacher <u>is explaining</u> the subject. The phrase *'is explaining'* is the example of a verb phrase because it has a function as a verb in the sentence.

4. He ran <u>very quickly</u>. *'Very quickly'* is the example of an adverb phrase because it functions like an adverb which is telling us how the subject '<u>he</u>' do something '<u>ran</u>'.

5. He arrived <u>by train</u>. *'By train'* is the example of a preposition phrase because it begins with a preposition *'by'*.

2.3.2 The Clause

   A clause is defined as "a group of words which contains a finite verb which cannot occur in isolation, that is, a clause constitutes only part of a sentence" (Todd, 1987:63). Clause is divided into independent clause and dependent clause. Independent clause is a clause which can stand alone as a sentence while dependent clause is a clause which cannot stand alone as a sentence. There are three types of dependent clause namely: a noun clause, an adjective clause, and an adverbial clause.

1. A noun clause is a clause which functions like a noun. For example:
   - I do not understand <u>what you want</u>. The underlined words are a noun clause which functions as the object of verb (comes after a verb).

2. An adjective clause is a clause which modifies a noun. For example:
   - I found the key <u>that was lost yesterday</u>. The underlined words are an adjective clause which modifies *'the key'*.

3. An adverbial clause is a clause which functions like an adverb in giving information about when, where, why, or how. For example:
   - <u>Before Yuto went home last night</u>, he had visited his friend's house. The underlined words are an adverbial clause which gives information about when an action occurred.

2.3.3 The Sentence

A simple definition of a sentence is a set of words that contains a subject and a predicate. According to Todd (1987:66) "a sentence can be defined as the linguistic unit which begins with capital letter and ends with a full stop". Meanwhile, Bloomfield (in Todd, 1987:66) defines a sentence as "an independent linguistic form; not included by virtue of any grammatical construction in any larger linguistic form". From these explanations a sentence can also be defined as the largest independent unit of grammar: it begins with a capital letter and ends with a full stop.

There are four types of sentences based on their use, namely: 1) declarative sentences which are used to make statements or assertions, for example: John has brown eyes.; 2) imperative sentences which are used to give orders, make request and usually have no overt subject, for example: Open the window!; 3) interrogative sentences which are used to ask questions, for example: Where do you live?; and 4) exclamatory sentences which are used to express surprise, alarm, indignation or a strong opinion, for example: What a wonderful art it is!

However, based on their structures, sentences can be divided into simple sentences, compound sentences, complex sentences, and compound-complex sentences. The following parts are the description of each type of sentences:

1. Simple sentences are sentences which only contain one finite verb. For example:
   - Ryo likes playing football.
2. Compound sentences are sentences which consist of two or more simple sentences linked by the coordinating conjunctions. For example:
   - Yuto plays neither badminton nor tennis.
3. Complex sentences are sentences which consist of one simple sentence and one or more subordinate (dependent) clauses. For example:
   - I still remember the time when I met Yuri for the first time.
4. Compound-complex sentences are a combination of complex sentences joined by coordinating conjunctions. They consist of at least two independent clauses and one or more dependent clause. For example:

- Kei has learnt drawing since he was eight years old and he is an amazing artist now.

2.4 Syntactical Errors

According to the definition of errors and syntax which have been previously explained, we can define a syntactical error as a deviation of the rules in arranging the words into a phrase, a clause or a meaningful sentence. Therefore, every error that deals with the construction of a phrase, a clause, or a sentence is called syntactical errors.

There are some types of syntactical errors possibly made by the students. As what has been explained in the previous part that in this research, the researcher uses the linguistic category taxonomy to classify the syntactical errors. Based on the Linguistic Category Taxonomy stated in Dulay, Burt, and Krashen (1982:148-150), the syntactical errors are usually dealt with: some phrases, verb-and-verb construction, word order, and some transformations. The following parts are the explanations of these syntactical errors types:

2.4.1 The Syntactical Errors in Phrases

The syntactical errors in phrases occur when there is an error in constructing phrases. The errors in phrases can deal with the determiners, nominalization, number, the done by misusing the article in a sentence (the misuse of article) or omitting the article use of pronouns, or the use of prepositions. They can be in the form of an omission or a misuse of some elements of phrases. The types of syntactical errors can be found in phrases stated by Dulay, Burt, and Krashen (1982:148-149) are as follows:

1) The Article Errors

The articles in an English sentence are *a, an, and the*. The article errors can be in a sentence (the omission of an article). For examples:

a) "He put it in <u>the his</u> room."

This is the example of the misuse of the article *'the'* with a possessive *'his'*. We should not put any article before the noun when the noun has been preceded by a possessive. Therefore, the correct form of the sentence is *"He put it in his room"*.

b)   "Mary is <u>president of new company</u>."

This is the example of the omission of an article *'the'*. We have to put the article *'the'* before the word *'president'* and *'new company'*. Its function is to clarify the meaning of the sentence. The sentence should be *"Mary is the president of the new company"*.

2)   The Pronoun Errors

According to Greenbaum and Nelson (2002:99), there were eight types of pronoun: personal pronouns (*I, you, we, they),* possessive pronouns (*my*, *mine, your, yours),* reflexive pronouns (*myself, yourself),* demonstrative pronouns (*this, these, that, those),* reciprocal pronouns (*each other, one another),* interrogative pronouns (*who, what, which),* relative pronouns (*which*, *who, that), and* indefinite pronouns (*some, none).* In this case, the pronoun errors can be caused by misusing or omitting a pronoun in a sentence. For examples:

a)   "<u>Me</u> forget where your house is."

In this sentence, the pronoun *'me'* is used as a subject instead of an object. This can cause the misuse of pronoun because *'me'* is *an object pronoun*, not a *subject pronoun*. It should be used to replace an object, not a subject. Therefore, in the sentence, we should use *'I'* which is a subject pronoun of *'me'*. The correct form of the sentence is *"I forget where your house is"*.

b)   "<u>Is nice to help people.</u>"

This sentence is not well formed because there is the omission of pronoun in this sentence. That pronoun is functioned as a subject which should be put before to be *'is'*. The sentence should be *"It is nice to help people"*.

3) The Preposition Errors

Prepositions are words that show a relationship between a noun or a pronoun and another in the sentence. There are many kinds of prepositions in English, such as: on, in, at, to, into, by, with, etc. The errors of preposition are divided into two types: the misuse of prepositions and the omission of prepositions. For examples:

a) "He fell down <u>from</u> the water."

In this sentence, there is the misuse of preposition *'from'*. This sentence should use preposition *'into'* instead of *'from'* because preposition *'from'* is usually used to indicate the starting point of a physical movement or action, while preposition *'into'* is used to signifies movement toward the interior of a volume. In the sentence, the subject *'He'* did not start the movement from the water, but he did a movement toward the water. Therefore, the correct form of this sentence is *"He fell down into the water."*

b) "The dove helped him <u>putting a leaf on the water</u>."

This sentence is not well formed. There is the omission of preposition *'by'* in which should be put before the word *'putting'*. The preposition *'by'* in this sentence is used to explain how the dove helped him. The sentence should be *"The dove helped him by putting leaf on the water"*.

4) The misuse of plural marker

A plural marker is a marker that indicates a plural noun. In this case, the misuse of plural marker occurs when a plural marker is used for a singular noun that should not take the marker. For example: "He got <u>a leaves</u>." There is the misuse of plural marker that is the substitution of a plural noun for a singular noun in the sentence. The word *'a'* indicates a singular noun. Therefore, instead of using the word *'leaves'* we should use *'leaf'*, the singular form of *'leaves'*. The correct form of this sentence is *"He got a leaf"*.

5) The Omission of to be.

   To be has functions as a linking verb and a helping verb. To be as a linking verb is used to connect the subject and the verb of the sentence, while to be as a helping verb is used to assist the main verb. In this case, the omission to be occurs when to be (both as linking verb and helping verb) is omitted in a sentence. For examples:

a) "He going home."

   This sentence is in the form of present continuous tense in which *'verb'* is followed by *–ing*. However, this sentence is not complete because there is the omission of to be *'is'* as a helpful verb. It makes the verb phrase of the sentence not well formed. A simple present continuous tense formula is *S + to be + V-ing*. Therefore, we should put *to be* before *Verb -ing*. The sentence should be *"He is going home"*.

b) She smart.

   This is an example of the omission of to be as a linking verb. To be *'is'* should be put after the subject. It is used to link the subject and the complement. Therefore, the correct form of the sentence is *"She is smart"*.

6) The Misuse of Simple Verb for V-ing (Gerund)

   Azar (1999:297) states that a gerund is a V-ing that is used as a noun. In this case, the misuse of simple verb for v-ing (gerund) occurs when a simple verb is used to replace V-ing (gerund). For example: "We show people we are happy by smile". The syntactical error in this sentence occurs because there is a simple verb is used after the preposition *'by'* instead of Verb ing. The preposition 'by' should be followed by a gerund (by + V-ing) to express how something is done. Therefore, the correct form of the sentence is *"We show people we are happy by smiling.*

7) The disagreement of subject and verb.

In a sentence, the disagreement of subject and verb occurs because the verb does not agree with its subject in number and person. For example: "The apples was coming down." The subject of the sentence is in a plural form; however it uses to be *'was'* instead of *'were'*. This is the example of syntactical errors in a verb phrase which belongs to the disagreement of subject and verb. As we know that to be 'was' is used for a singular noun while for a plural noun, we should use to be *'were'*. Therefore, the sentence should use to be *'were'* instead of *'was'*. The correct form of the sentence is *"The apples were coming down"*.

2.4.2 The Syntactical Error in Verb-and-Verb Constructions

Verb-and-verb construction can also be called as a serial verb construction. Aikhenvald and Dixon (2006:1) define it as "a sequence of verbs which act together as a single predicate, without any overt marker of coordination, subordination, or syntactic dependency of any other sort". We can also simply describe it as a combination of two or more verbs or verb phrases within a single clause. This type of error happens when there is the wrong construction between the verbs. For example: He was going to fell. *(Dulay, Burt, and Krashen, 1982:149).* The syntactical error occurs in this sentence because there is the attachment of the past marker to the dependent verb. The dependent verb of this sentence belongs to an infinitive. An infinitive is *'to'* which is followed by *the simple form of a verb (to + V1)*. Therefore, we should use *"fall"* instead of *"fell"*. The correct form of the sentence is *"He was going to fall"*.

2.4.3 The Syntactical Error in Word Order

The errors in word order can be called as misordering errors. For example: The bird he was going to shoot it. (Dulay, Burt, and Krashen, 1982:149).
This sentence consists of a syntactical error because there is the error of word order. The error of word order in this sentence happens because there is the repetition of

the object. We should not put the object both before the verb and after the verb. If the sentence is in the form of an active sentence, the object should be put after the verb. The sentence should be *"He was going to shoot the bird."*

2.4.4 The Syntactical Errors in Some Transformations

Some transformations stated in the Linguistic Category Taxonomy in Dulay, Burt, and Krashen (1982:150) are: negative transformation, question transformation, *There* transformation, and subordinate transformation. The syntactical errors classified in the Linguistic Category Taxonomy stated by Dulay, Burt, and Krashen (1982:149-150) are as follows:

1) Negative transformation
   a) Multiple negation

   For example: "They won't have no fun." The syntactical error in this sentence occurs because there is multiple negations (won't and no). A negative sentence does not need multiple negations or it will be back to a positive sentence. It is needed only one negation which follows the modal or auxiliary. Therefore, the sentence should be *"They won't have fun"*.

2) Question transformation
   a) The omission of auxiliary

   For example: "How the story helps?" The sentence is an interrogative sentence in the form of simple present tense. The syntactical error in the sentence is showed by the omission of auxiliary "does". The sentence should be *"How does the story help?"* where the auxiliary "does" come before the subject and the verb "help" does not take the present marker of a singular subject *(-s)* because the marker has been taken by the auxiliary.

3) *There* transformation
   a) The disagreement of subject and verb

   For example: "There is these holes." The syntactical error occurs because the sentence uses '*is*' instead of '*are*'. To be 'is" is used to a singular noun while

to be "are" is used to a plural noun. This type of error also belongs to the disagreement of subject and verb. The sentence should be *'There are these holes'* because *"these holes"* is the plural noun.

4) Subordinate clause transformation

   a) The misuse of purpose conjunction

For example: "There should be a hole <u>for the ant could get out</u>" The syntactical error in this clause is shown by the use of *'for'* for *'so that'*. Both *"for"* and *"so that"* can be used to explain the purpose. However, *"for"* is followed by a noun while *"so that"* can be followed by a sentence. Because "the ant could get out" is a sentence, the clause should use "so that" instead of "for". The correct form of the clause is *"There should be a hole, so that the ant could get out"*.

The types of syntactical errors mentioned above are the types of syntactical errors stated in the Linguistic Category Taxonomy. These types of syntactical errors were used as reference in analyzing the syntactical errors found in the students' descriptive paragraph writing.

2.5 The Sources of Errors

The learners' errors are caused by some factors. According to the factors, there are some sources where the errors belong to. Brown (2007: 263-266) states that there are mainly three major sources of errors in second language learning consisting of interlingual transfer, intralingual transfer, and context of learning.

2.5.1 Interlingual Transfer

Touchie (1986: 77) states that interlingual errors are the errors influenced by the native language. It means that there is an interference of the native language (mother tongue) to the target language learnt by the learners. It usually deals with the different system between mother tongue and the target language. In this case, the learners' familiarity of their mother tongue causes them to unconsciously use mother

tongue structures while they are learning the target language. This statement is in line with what Spillner (1991:9) states that "errors produced in the process of foreign language acquisition are thought to be caused by more or less unconscious transfer (in the mind of the learner) of mother tongue structures to the system of the target language."

2.5.2 Intralingual Transfer

Ellis (1999:58) states that "intralingual errors reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply." It means that intralingual errors are caused by the faulty or partial learning of the target language rather than the language transfer. In this case, the learners are used to following the tenets of the target language learning theory so that they are not really aware of some irregular forms. For example: Because, the learners always think that the past form of regular verbs is always ended by –ed, they also apply the form to the irregular verbs that actually have different form from the regular verbs.

2.5.3 The Context of Learning

The context of learning means anything related to the target language learning process (the way the teacher explains the materials or the textbooks used in the learning process) can be the source of errors. This is also supported by Brown (2007:266) who states that "the learners often make errors not only because of themselves but also because of misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or because of a pattern that was rotely memorized in a drill but improperly contextualized."

2.6 The Nature of Writing

Writing is one of the productive skills in English. It is considered to be the most difficult skill among the others. Writing is a skill which helps the writers put their ideas or thoughts into words in a meaningful form. It helps the writers

communicate with others and show their ideas without speaking them up. As what has been stated by White and Arndt (1992:1) that through writing the writer can share the ideas, express the feelings, and influence the readers.

According to Oshima and Hogue (2006:2) "writing is a progressive activity". This means that when we want to write something, we have already had a picture of that thing in our mind and we also have thought how to describe it in a written form.

Furthermore to create a good writing, we have to understand well the topic we are going to write, we have to find the right words to express all of the ideas we have got about the topic, and it is also necessary to have knowledge about grammatical structure because it can help us to write sentences with grammatically correct in order to make it easy for the readers to understand the meaning of the sentences. Moreover, when we have finished writing, it is necessary for us to read it to look for some mistakes we possibly made in our writing and then revise the mistakes to make it better and well read.

In addition, Conelly (2012:4) states that a good writing can convey the writer's ideas to meet the reader's needs by using the suitable style and format of writing. For the example, when we write a descriptive paragraph, we have to know the goal of a descriptive paragraph. Because it is used to give the reader a detail description about an object, we have to describe the object with a good format of a descriptive paragraph. As a result we can convey our goal of writing a descriptive paragraph to the readers. A good writing also depends on the context because the context is the one that explains the meaning of our writing. If the meaning of our writing is easily understood by the readers, our writing can be considered a good writing.

2.7 Descriptive Paragraph

According to Oshima and Hogue (2007:3), a paragraph is some related sentences which are constructed by the writer to explain a subject. Meanwhile, Conelly (2012:35) states that a paragraph is the arrangement of writing that expresses

the writer's thoughts to the readers. We can also define a paragraph as a sequence of sentences that describes the main idea and usually begins on a new line.

Furthermore, Conelly (2012:41) states that paragraphs may not have a topic sentence, but all paragraphs should have a controlling idea. For the example in a descriptive paragraph, it may not have a topic sentence, but it has a controlling idea in which it focuses on the object that is being described. In this case, paragraphs must have unity and purpose because all the ideas in paragraph should relate to a clear point that readers will easily understand. When a paragraph does not have a unity and a clear purpose, it will be difficult to understand because there is no relation among the sentences in that paragraph.

There are some genres of paragraph which should be learnt by the students in writing. One of those genres is a descriptive paragraph. Kane (2000:351) states that "description is about sensory experience, how something looks, sounds, tastes". There are two kinds of description, namely: objective and subjective. Kane (2000:351) states that in objective description, the writer concentrates on describing the object, while in subjective description, the writer shows his or her feelings into the object. It means that in objective description, the writer describes the object based on what it seen without giving any feelings or reactions toward the object. Meanwhile in a subjective description, the writers are free to describe the details of the object for their reader. They are free to give their feelings and reactions toward the object they are describing.

Furthermore, Oshima and Hogue (2007: 61) state that a good description is a word picture which describes the object in detail of how it looks, smells, sounds, feels, and tastes. Hence, by reading a description the readers are expected to be able to imagine the object in his or her mind clearly.

Oshima and Hogue (2007: 61) also state that a description usually uses spatial order in which the object is arranged in space. It can be said that the object is being described based on a certain pattern like from the top to the bottom, from the left side to the right side, from the front to the back, etc. For the example, when we want to

describe our house, we can start to describe it from the front to the back or from the left side to the right side. Describing the object in a spatial order is sometimes easier for us to do than describing the object in a random order. It also helps us give more specific details about the object we are describing.

From the explanation above, the researcher concludes that a descriptive paragraph is a paragraph which describes about a certain object which can be a person, place or thing in detail. If the writer wants to write a descriptive paragraph, they only need to take a look on the object they are going to describe directly or just imagine the object they are going to describe. In addition, Oshima and Hogue (2007:65) state that the object can be pictured clearly by the readers if the details of your descriptive paragraph are more complete. Therefore, our details should tell our reader how something looks, smells, sounds, feels, and tastes. When the readers can clearly picture or imagine the object we are describing, it means that we can successfully convey our goal of writing a descriptive paragraph to the readers.

The following is an example of descriptive paragraphs taken from a textbook used by the tenth grade students of MA Unggulan Nuris in the even semester.

John is an actor. He is also a dancer. Many girls like him very much because of his appearance. He is tall. It is about 185 cm. He has a good body, so he looks perfect with all kinds of clothes. When his fans see him, they always scream calling his name. John is a very handsome man. His face is square. His eyes are blue and his nose is sharp. His straight brown hair looks perfect for him. His fair complexion makes him called as a walking statue.

Not only handsome, but John is also friendly. He always shows his smile when people call him. He is very popular for teenagers. Everybody knows him. John is also hard working. He always does his job as good as possible. He practices dancing three times a week because he becomes a singer now. His song is a combination between pop and dance. When he sings and dances, people are very amazed. He is really a great public figure.

(Taken from "Kreatif Berbahasa Inggris SMA/MA Kelas X" page 59)

From the example above, the writer gives the detail description about John. By reading the descriptive paragraphs, the readers are expected to create a picture in their mind about John, how he looks like (her physical appearance), how his personalities are, and what his abilities are.

CHAPTER III. RESEARCH METHODS

This chapter highlights the methods applied in this research. This descriptive study design consists of research design, operational definition of the key terms, research area determination method, respondent determination method, data collection method, and data analysis method.

3.1 Research Design

This research used a descriptive design because it was intended to describe a certain problem systematically, accurately, and factually. Kothari (2004:37) states that descriptive research is "concerned with describing the characteristics of a particular individual, or of a group". In this research, it was neither a particular individual nor group was analyzed, however the research object was the syntactical errors in the descriptive paragraph writing made by the students of Class X IPA at MA Unggulan Nuris Jember in the 2015/2016 Academic Year.

In descriptive studies, the researcher should be able to define the object which was going to be analyzed clearly and find appropriate methods to analyze it. This research followed the procedure of conducting the descriptive study, including:

1. Formulating the objective of the study (what the study is about and why is it being made?)
2. Designing the methods of data collection (what techniques of gathering data will be adopted?)
3. Selecting the sample (how much material will be needed?)
4. Collecting the data (where can the required data be found and with what time period should the data be related?)
5. Processing and analysing the data.
6. Reporting the findings.   *(Kothari, 2004:37)*

The first step in the above procedure explains about what the research is and the reason why it is necessary to conduct the research. The second step deals with the description of how to collect the research data. The third step is about how to select the sample and determine the amount of the sample needed for the research. It is

necessary to minimize the effort in selecting the sample. That is why the researcher should be able to choose the appropriate sample design. The next step explains about where, when, and how the data can be obtained. The data should be obtained from the trustworthy sources. Then, the collected data must be processed and analyzed carefully. The researcher must ensure and check the accuracy of the data. The last step of this procedure is reporting the findings. In this step, the researcher should be able to communicate the findings to others. It should be well planned if they want all information they got well presented.

3.2 Operational Definition of the Key Terms

It is important to describe the operational definition of the key terms in order to avoid a misunderstanding between the writer and the reader about the terms used in this research. The terms which are needed to be operationally described are syntactical error analysis and descriptive paragraph writing.

3.2.1 Syntactical Error Analysis

Syntactical error analysis in this research referred to the analysis of the types of syntactical errors which could be found in the descriptive paragraph writing made by the tenth grade students of MA Unggulan Nuris Jember. The syntactical errors were classified based on the Linguistic Category Taxonomy stated by Dulay, Burt, and Krashen (1982:148-150).

3.2.2 Descriptive Paragraph Writing

Descriptive paragraph writing in this research referred to the writing of descriptive paragraph with a certain topic, "My Favorite Person". This topic was chosen because in the curriculum used for the tenth grade of senior high school requires the students to describe people. The students were required to write at least 10 sentences of a descriptive paragraph based on the topic given in 40 minutes.

3.3 Area Determination Method

The researcher decided to apply the purposive method in determining the research area because the researcher purposively chose the research area based on some reasons which supported the research itself. As what has been stated by Schreiber and Asner-Self (2011:85), "purposive method occurs when the researcher selects participants because they have specific characteristics that are representative or informative in relation to the population of interest".

This research was conducted at MA Unggulan Nuris Jember. The researcher determined this school as the research area purposively because of some reasons as follows:

1. MA Unggulan Nuris Jember was an Islamic Boarding School that had the amount of time for teaching and learning process less than the regular school had.
2. There had never been a study dealing with analyzing syntactical errors conducted in this school.
3. The Principal of MA Unggulan Nuris and the tenth grade English teacher had given permission to conduct this research in this school.

Considering the reasons mentioned above, the data needed in this research could be obtained from this school.

3.4 Respondent Determination Method

Determining the research sample is necessary in order to represent the population. The tenth grade of MA Unggulan Nuris Jember was divided into 3 classes. They were X PK A, X PK B, and X IPA. In this research, the researcher used purposive sampling to choose one of the classes mentioned to be the research respondent. As what has been explained above that purposive method is used to select participants that have specific characteristics. Moreover, Fraenkel, Wallen, and Hyun (2012:100) state that in purposive sampling, a sample is selected by the researchers based on their judgment after getting the prior information that they believe will prove the data they need.

In this research, the researcher chose Class X IPA purposively according to the information from the English teacher and the tenth grade students' midterm score in the even semester. The students' abilities in this class were mostly better than the others. It was shown by the midterm score in the even semester of all classes. Class X IPA had the highest average score among the others. The midterm score can be seen in Appendix D.

The researcher chose the class with the highest ability because if their ability in writing is better than the others, they might be able to write more sentences than the others can. The researcher also wanted to know how good they are in dealing with the errors in their writing since they have less time to practice writing than the students from regular school have.

3.5 Data Collection Method

There were two kinds of data collected in this research namely the primary data and the supporting data. In this research, the primary data were the students' descriptive paragraph writing while the supporting data were obtained from the interview and the documentation.

3.5.1 Writing Test

In this research, writing test was used to get the primary data which were the students' descriptive paragraph writing that were analyzed to find out the syntactical errors made by the students. Hughes (1989:11) classifies tests into four types. Those are: 1) proficiency tests which are used to measure students' ability in a language, 2) achievement tests which are used to measure students' achievement in language courses, 3) diagnostic tests which are used to identify students' strengths and weaknesses in learning a language, and 4) placement tests which are used to find the appropriate stage of teaching program for the students based on their abilities in learning a language. In this research, the researcher used diagnostic test because the

test was intended to find the students' strengths and weaknesses in mastering grammar, especially syntax when they wrote descriptive paragraph writing.

A good test should be valid and reliable. Hughes (1989:22) states that a valid test is a test that measures what it is intended to measure. Therefore, it is obvious that a writing test should be made to test the students' writing skill. In the writing test given by the researcher, the students were required to write descriptive paragraph based on the topic given. The topic was "My Favorite Person". The topic was chosen because in the curriculum used in MA Unggulan Nuris (KTSP), the tenth grade students were supposed to describe people and historical places. The students were given 40 minutes to write descriptive paragraph which consisted of at least 10 sentences.

Another aspect that should be considered was reliability. Fraenkel, Wallen, and Hyun (2012:154) state that a reliability of a test refers to the consistency of the scores obtained from the test. In this case, a test can be considered reliable if it gives a similar result or score when it is scored by different scores. In this research the writing test was not intended to get the students' score, but to find the syntactical errors in the students' writing by analyzing it. Analyzing the syntactical errors was such a subjective scoring. It needs at least two raters because one rater might still do the wrong analysis. This statement was supported by Hughes (1989: 42) who states that generally, in a subjective test, there should be at least two independent scorers who give a score for the test. Therefore, to establish the reliability of the analysis result, this research used inter-rater reliability method. Elliot and Woodward (2007:140) state that "inter-rater reliability is a measure used to examine the agreement between two people (raters/observers) on the assignment of categories of a categorical variable." In this case, the researcher was helped by two other raters who had been given the explanation of how to analyze the syntactical errors by the researcher. The procedures of the method are as follows:

1. The researcher (Rater 1) and Rater 2 analyzed the syntactical errors in the students' writing. They identified the syntactical errors based on the Linguistic Category Taxonomy.

2. The results of the analysis of the two raters would be measured to determine the reliability of the result analysis by using Cronbach's Alpha in SPSS (Statistical Package for Social Science). Cronbach Alpha is "a measure of reliability that ranges from 0 to 1, with values of .60 to .70 deemed the lower limit of acceptability" (Hair, et al; 2006:102). Hence, the analysis results of the two raters (Rater 1 and Rater 2) could be said reliable if the reliability coefficient was ≥ 0.60. The reliability would be measured based on the total errors of each student found by Rater 1 and Rater 2.

3. Since the scorer reliability coefficient of subjective test was not 1, it meant that there were some possibly different results of the analysis done by Rater 1 and Rater 2. In this case, Rater 3 analyzed the students' writing by comparing the analysis of Rater 1 and Rater 2. This was done to get more reliable result. If Rater 3 still had different analysis about the types of syntactical errors, the different analysis of the three raters would be discussed by the three raters to find the best result of the analysis. The last result of the analysis would be the one that was tabulated in this research.

3.5.2 Interview

Interview is a method used to collect the data which cannot be obtained from an observation. Kothari (2004:97) states that "the interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses". This method can be used through personal interviews or through telephone interviews. In this research, the researcher did the personal interview to get the data. Kothari (2004:97) states that personal interview method is an interview method in which the interviewer asks questions generally in a face-to-face contact to the interviewee.

The researcher did the personal interview with the tenth grade English teacher of MA Unggulan Nuris to collect the supporting data about the curriculum used in MA Unggulan Nuris, the process of teaching writing in MA Unggulan Nuris, and the students' problem in writing. The researcher used a structured interview because the researcher asked some questions which had been prepared through an interview guide. As what has been stated by Mertler (2009:110) that in a structured interview, the researcher starts the interview with an interview guide which contains a specific set of predetermined questions.

3.5.3 Documentation

Documentation method is the way of gathering data which already exist to support the research. It can be in the form of texts, photographs, etc. According to Mertler (2009:114), there are some existing documents that can be collected, such as: curriculum materials, textbooks, attendance records, test scores, previous grades, and newspaper stories about school events. In this research, the documentation method was used to get the secondary data including: the tenth grade English teacher's lesson plan, and the students' midterm score in the even semester.

3.6 Data Analysis Method

Data Analysis Method is a method used to analyze the data which have been obtained. In this research, the researcher combined the qualitative and quantitative analysis method. The qualitative analysis method was used to describe the syntactical errors in the students' descriptive paragraph writing while the quantitative analysis method was used to calculate each type of syntactical errors in order to find out the most syntactical error made by the tenth grade students in their descriptive paragraph writing.

Corder (in Ellis and Barkuizen, 2005:57) states that there are five steps to conduct the Error Analysis, namely:

1. Collection of a sample of learner language

2. Identification of errors.
3. Description of error.
4. Explanation of errors.
5. Error Evaluation.

The first step deals with collecting the data about learners' written language. The second step is about how to identify the part of the learners' utterance that differs from the well-constructed version. The third step deals with classifying the errors found into the target language categories of errors. The fourth step is about determining the reason of why the errors were made by the learners. The last step of the error analysis is *error evaluation* that deals with determining the gravity of different errors.

To analyze the data which were got, the researcher decided to adapt the steps above because there were some steps which should be done by the researcher, but they were not mentioned in the steps above. Those steps were intended to find the most syntactical error made by the students. The adapted steps from Corder (in Ellis and Barkuizen, 2005:57) are as follows:

1. Identifying the syntactical errors by labeling the students' descriptive paragraph. The label of the syntactical errors used in labeling can be seen in the Appendix B.

2. Classifying the types of syntactical errors which had been labeled before.

3. Calculating the percentage of each type of syntactical errors. In this step, the researcher calculated the percentage of each type of the syntactical errors that have been found. To calculate the percentage of each type of the syntactical errors, the researcher used the percentage statistical method based on Ali (1993:86) as follows:

$$E = n/N \times 100\%$$

Notes:
E = the percentage of the students' syntactical errors of each component in descriptive paragraph writing
n = the number of students' syntactical errors of each component in descriptive paragraph writing
N= the number of the whole students' syntactical errors of each component in descriptive paragraph writing

By calculating each type of the syntactical error, the researcher could identify the most syntactical error made by the students' in their descriptive paragraph writing.

4. Tabulating the percentage to the table of the syntactical errors type. In this step, the researcher tabulated the result of the analysis.

5. Drawing conclusion to answer the research questions. This was the last step which should be done by the researcher. The researcher had to make a valid conclusion of the syntactical errors found in the students' descriptive paragraph writing.
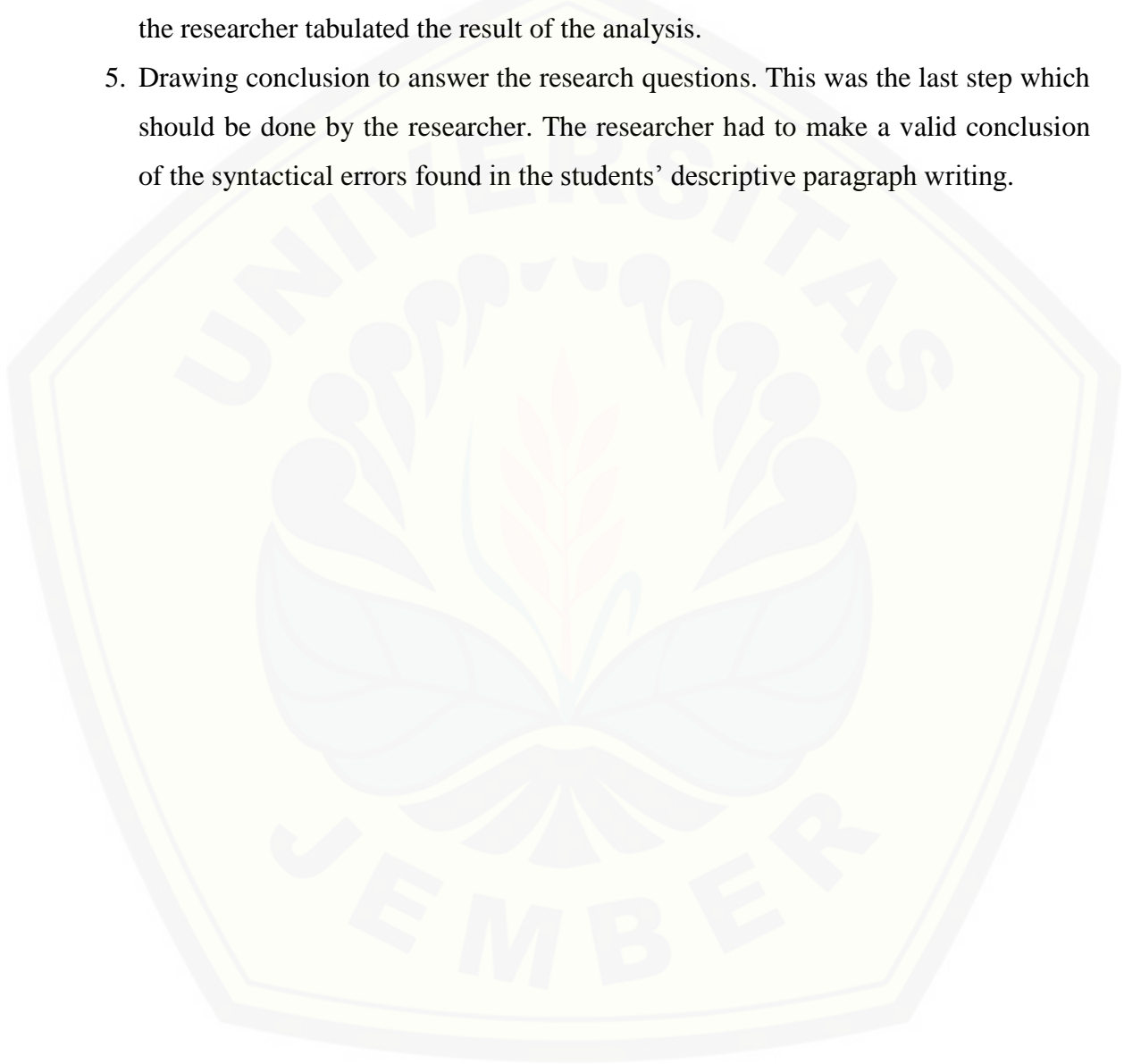
CHAPTER V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the results of the data analysis and the suggestions related to the research results.

5.1 Conclusion

Based on the research results and discussion, it can be concluded that, the types of syntactical errors made by the students of Class X IPA in their descriptive paragraph consisting of the disagreement of subject and verb (30.7%), the omission of article (20,6%), the error of word order (12%), the misuse of article (8.8%), the misuse of pronoun (8.4%), the omission of to be (8.4%), the misuse of preposition (4.4%), the misuse of simple verb for V-ing (gerund) (2.7%), the others type of errors (1.3%), the omission of pronoun (1%), the omission of preposition (1%), and the misuse of plural marker (0.7%).

The most syntactical error type shown by the highest percentage (30.7%) made by the students of Class X IPA at MA Unggulan Nuris Jember in their descriptive paragraph writing was the disagreement of subject and verb. Meanwhile, the type of syntactical error that had the lowest percentage (0.7%) was the misuse of plural marker. This type of syntactical error was regarded as the least syntactical error type.

5.2 Suggestions

Based on the research results, the suggestions are given to the English teacher and the future researcher.

1. The English Teachers

The English teachers are suggested to give more explanation about grammar because it is one of the points in writing. It is better if the teachers also use the most appropriate technique in teaching writing and give more writing practices to the students because to master writing skill they have to study and practice continuously.

Moreover, the researcher also suggests that the teachers return the students' correction papers as this can help them to know in what aspects of the language they made errors and they can know the correct form of the language. It is expected that they will not make the same errors in the future.

2. The Future Researchers

The researcher expected that the result of the study can give an informative input to other researchers who want to conduct further research with the similar problem in different research design and area such as a classroom action research or an experimental research to improve students' writing skill, mainly in arranging good sentences.
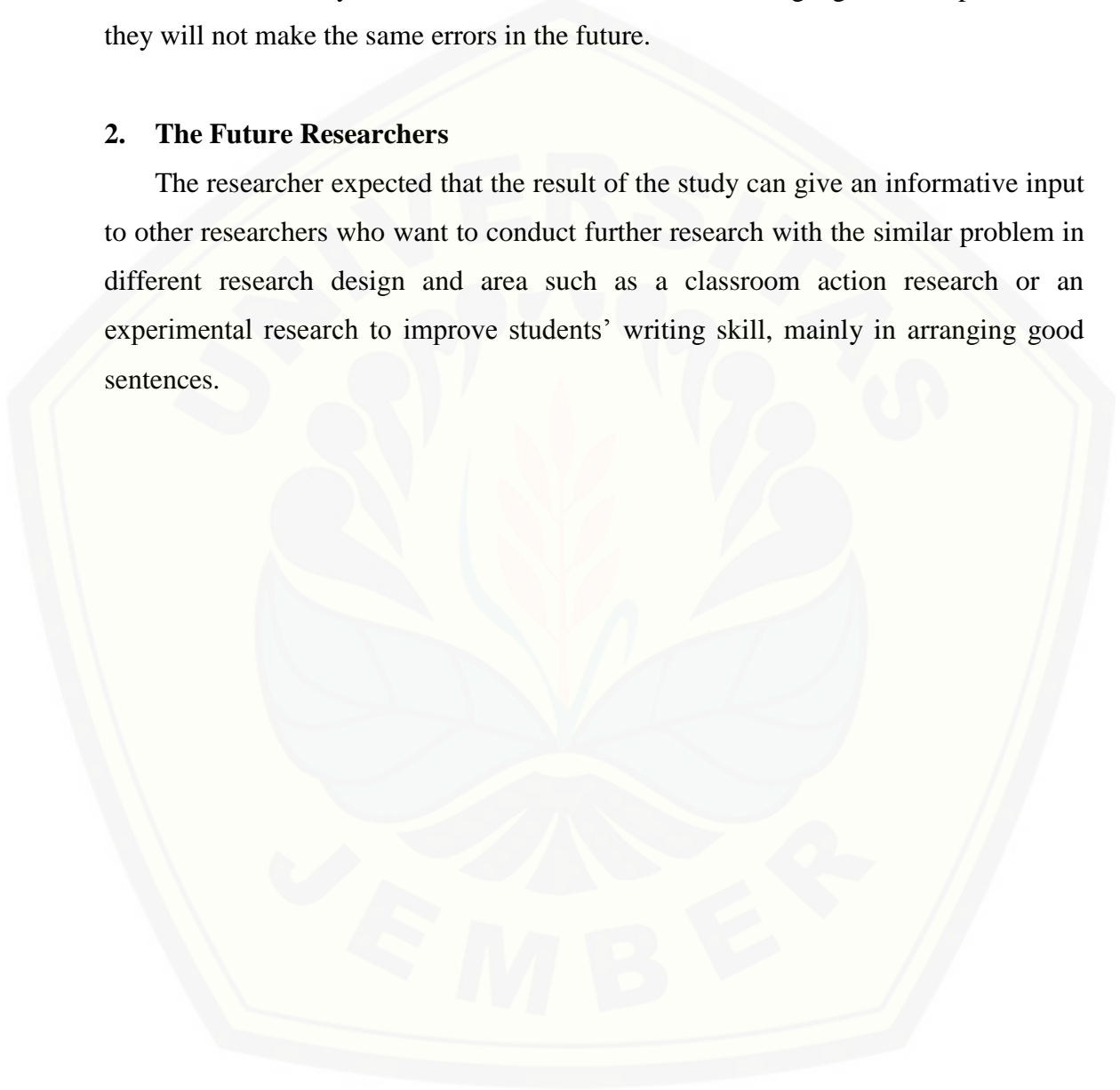
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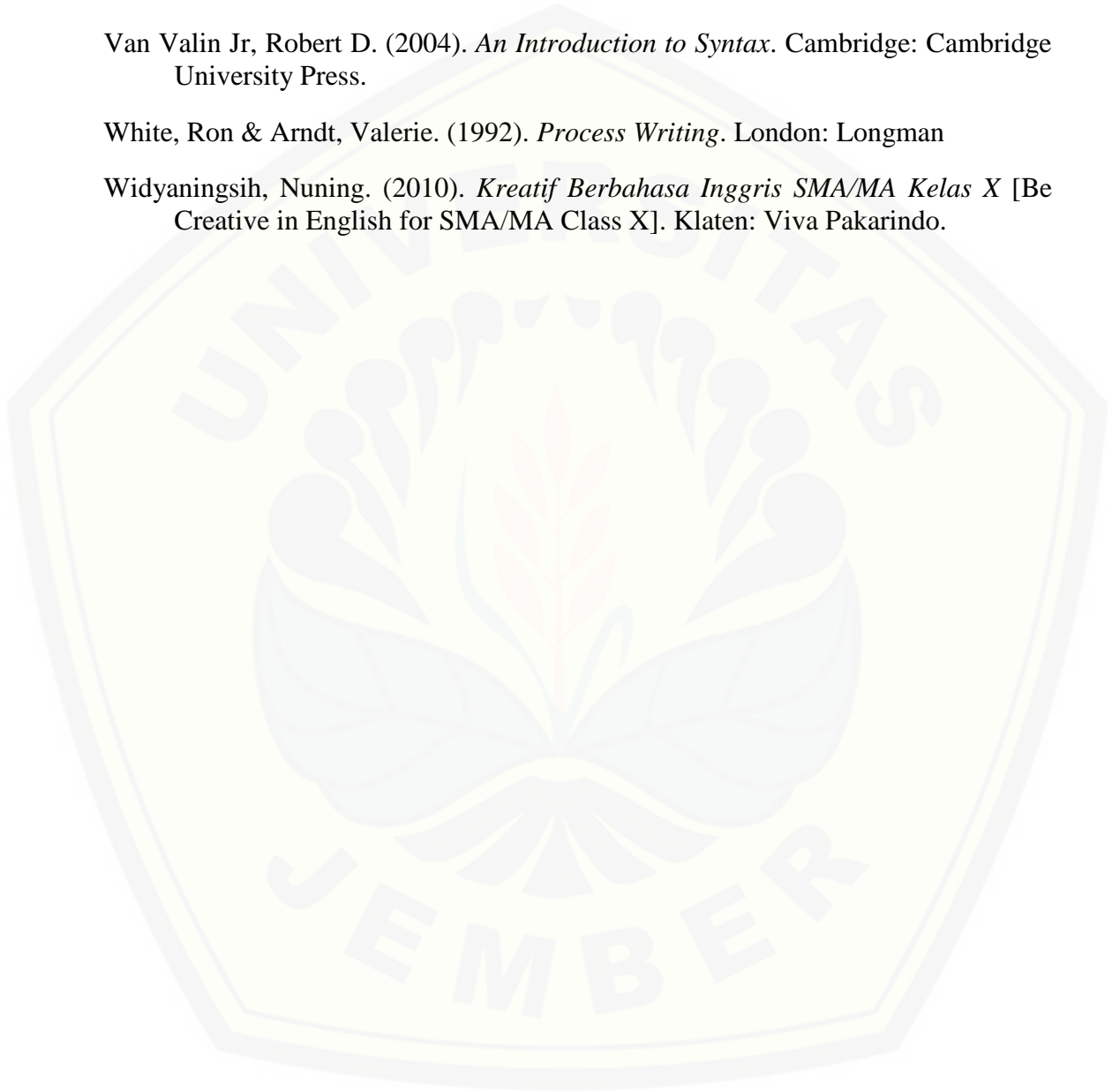
RESEARCH MATRIX

Title	Research Problem	Research Variable	Indicators	Data Resources	Research Method
The Syntactical Error Analysis of Class X IPA Students' Descriptive Paragraph Writing at MA Unggulan Nuris Jember	1. What types of syntactical error do the students of Class X IPA make in their descriptive paragraph at MA Unggulan Nuris Jember? 2. What is the most and the least syntactical error made by the students of Class X IPA at MA Unggulan Nuris Jember in writing descriptive paragraph?	Syntactical errors on the descriptive paragraph writing made by the tenth grade of MA Unggulan Nuris Jember on the Academic Year 2015/2016	The Types of Syntactical Error For example: 1. The omission of to be: ➢ He *(is)* in the water 2. The use of wrong possessive: ➢ The little boy hurt its *(his)* leg 3. The disagreement of subject and number: ➢ The apples was *(were)* coming down 4. Etc. *Dulay et al (1982:148)*	5. Respondents: The Students of Class X IPA at MA Unggulan Nuris Jember on the Academic Year 2015/2016 6. Informant: The English Teacher of The Tenth Grade Class in MA Unggulan Nuris Jember on the Academic Year 2015/2016 7. Documentations: • The name of the respondents • The tenth grade English teacher's lesson plan	1. Research Design: Descriptive Design 2. Area Determination Method: Purposive Method 3. Subject Determination Method: Purposive Sampling 4. Data Collection Method: • Writing Assignment • Interview • Documentation 5. Data Analysis Method: Adapted from Corder (in Ellis and Barkuizen, 2005:57), the steps of analyzing the data are as follows: 1. Identifying the syntactical errors made by the students in their descriptive paragraph writing 2. Classifying the errors into the same types of syntactical errors 3. Calculating the percentage of

					each type of syntactical errors
					4. Tabulating the percentage to the table of the syntactical errors type
					5. Drawing conclusion to answer the research problems
					The percentage statistical method based on Ali (1993:186) is formulated as follows:
					$E = n/N \times 100\%$
					Notes:
					E= the percentage of the students' syntactical errors of each component in descriptive paragraph writing
					n= the number of students' syntactical errors of each component in descriptive paragraph writing
					N= the number of the whole students' syntactical errors of each component in descriptive paragraph writing

The Label of Syntactical Errors

Based on the descriptions about the types of syntactical errors mentioned in the Chapter II, the researcher could make the label of syntactical errors that were used for the data analysis, as follows:

No	The Type of Syntactical Error	The Label of Error
1.	The misuse of the article	Mart
2.	The omission of the article	Oart
3.	The misuse plural marker	Mpm
4.	The misuse of simple verb for V-ing (gerund)	Svg
5.	The omission of preposition	Opp
6.	The misuse of preposition	Mpp
7.	The misuse of pronoun	Mpro
8.	The omission of pronoun	Opro
9.	The omission of to be	Otb
10.	The disagreement of subject and verb	Dsv
11.	The error of word order	Wo
12.	Verb and verb construction error	Vvc
13.	The omission of auxiliary	Oax
14.	Multiple negation	Mn
15.	The Misuse of Purpose Conjuction	Mpc
16.	Other types of errors	Ot

Note: Other types of errors are the syntactical errors which are not classified in the Linguistic Category Taxonomy.

Supporting Data Instruments

C.1 The Guide of Interview

No	Questions	The English Teacher's Answers
1	What curriculum is used in teaching English for the tenth grade at MA Unggulan Nuris?	This school still uses Kurikulum Tingkat Satuan Pendidkan (KTSP) as the curriculum of teaching and learning process.
2	How long does the English teaching and learning process do in a meeting?	Because this is an Islamic boarding school, the English teaching and learning process is done for 70 minutes.
3	What textbook do you use in teaching English?	I use some textbooks as the reference in teaching English. Those textbooks are Look Ahead 1, *Kreatif Berbahasa Inggris*, and Be Smart in English.
4	Could you explain the activities of teaching descriptive paragraph writing?	There are two topic of descriptive paragraph for the tenth grade; they are describing people and historical places. Usually, I provided picture based on the topic (whether people or historical places). Then, I gave the example of a descriptive paragraph based on the picture given. After that, I explained For the task, I asked the students to make their own descriptive paragraph.
5	What is the problem faced by the students in writing?	Most of the students have difficulty in grammar. They often use the wrong tense or miss some elements in their sentence.They also make errors in the

		use of prepositions, articles, pronouns, word order and some others. It is very common that they could not produce a complete sentence correctly.
6	Have you got any report about those errors?	No, I have not. I just corrected their errors and gave them a score because their score was the one I needed.
7	How much time did you give to students in writing a descriptive text?	I gave them 60 minutes to write a descriptive text.
8	How many sentences could be written by them in 70 minutes?	It was about 15 to 20 sentences. However, there are 2 or 3 students could write 25 sentences in 60 minutes.
9	There are three classes; do they get the same treatment?	Yes, I give the same treatment to them. The learning materials, the tasks, and the test are the same.
10	Are the students' abilities to learn in each class also the same?	No, they are not. The students in Class X 1PA have the highest average among the others. While the students in Class X PK B have the lowest average.

C.2 Documentations

The Supporting Data	Data Resources
The tenth grade English teacher's lesson plan	Teacher's document
The students' midterm score in the even semester	Teacher's document

The Midterm Score of the Even Semester
English

X IPA

No.	INITIAL	SCORE
1	AIA	77
2	AMZ	86
3	A RRF	78
4	AL	81
5	AMS	85
6	AA	85
7	AMI	80
8	AU	90
9	AWY	77
10	DA	76
11	ERK	77
12	FMA	75
13	FKU	92
14	FZR	79
15	FDM	77
16	HS	83
17	IRW	79
18	KB	88
19	LKH	84
20	MS	76
21	MNR	84
22	MB	86
23	MI	87
24	MK	75
25	NRZ	83
26	NAH	77
27	NNK	79
28	RH	75
29	RJ	83
30	SSF	84
31	SLH	77
32	SQNS	75
33	SS	78
34	URW	84

35	WIW	81
36	RFR	75
Average		**80,8**

The Midterm Score of the Even Semester
English

X PK A

No	INITIAL	SCORE
1	AKT	82
2	AAM	80
3	A F	77
4	AS	75
5	AIA	75
6	IN	83
7	KM	77
8	MAG	76
9	MFA	82
10	MIAK	75
11	MKR	83
12	MMI	78
13	MNI	82
14	MNA	76
15	MSM	82
16	MSZ	76
17	MAH	77
18	NH	80
19	NZ	82
20	NF	76
21	RDS	75
22	RH	80
23	SA	76
24	SLF	75
25	TA	80
AVERAGE		**78,4**

The Midterm Score of the Even Semester
English

X PK B

No	INITIAL	SCORE
1	AA	67
2	AFA	72
3	ANH	65
4	AF	78
5	AD	67
6	AL	67
7	AY	60
8	AM	63
9	ANA	90
10	BIP	62
11	DFJ	69
12	DF	88
13	DEH	65
14	DFT	73
15	FN	70
16	FHM	67
17	FA	63
18	FH	67
19	HNI	67
20	IDRH	67
21	IM	67
22	IM	75
23	KK	70
24	KM	70
25	LTU	80
26	MAF	57
27	MGSA	79
28	NR	78
29	NLL	70
30	NMZ	57
31	QA	67
32	RH	73
33	SNV	75

34	STY	70
35	SM	57
36	WS	87
37	ZS	71
38	ZS	70
39	FA	69
AVERAGE		**70,0**
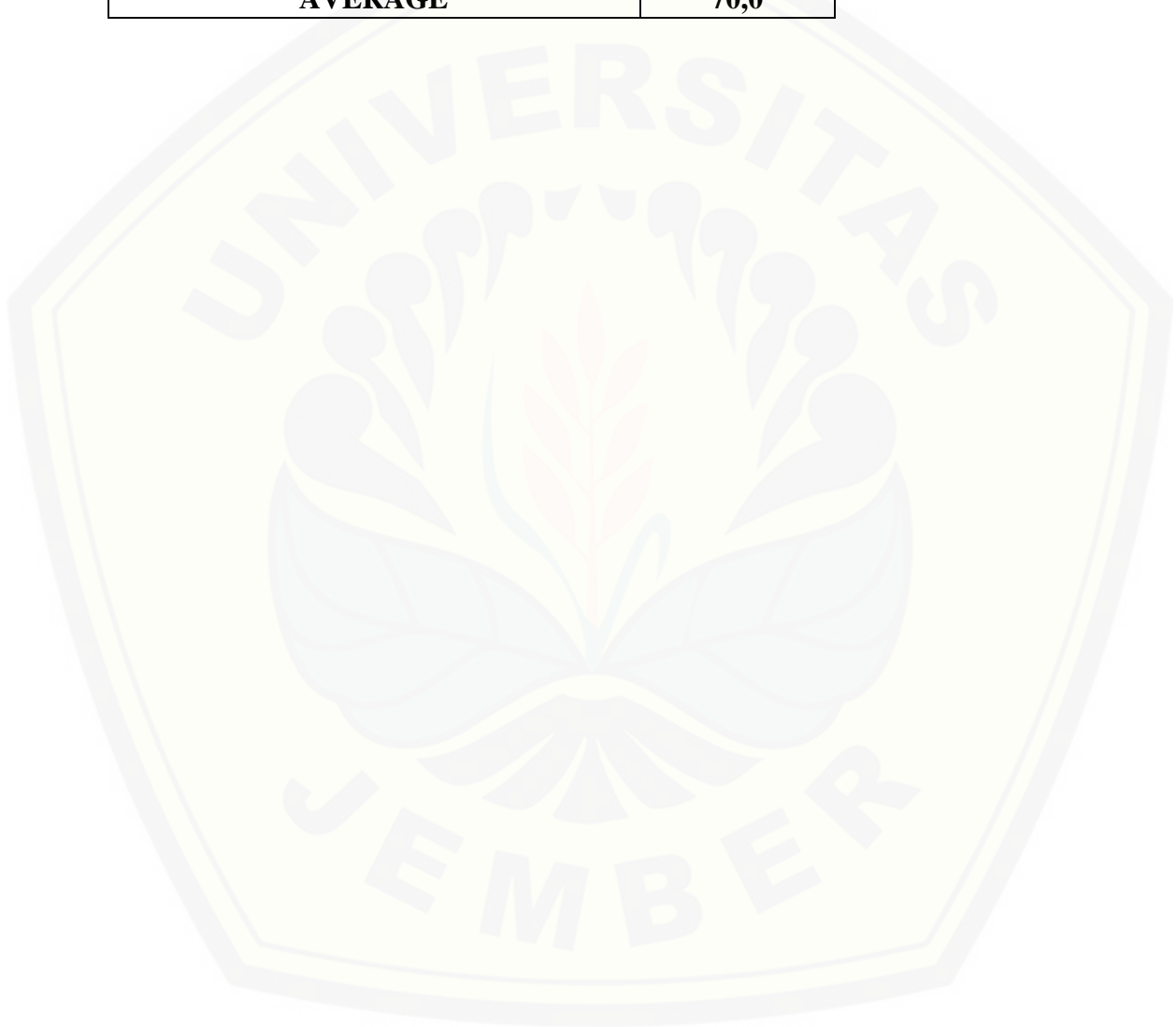
The English Teacher's Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	: MA Unggulan Nuris
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/2
Jenis Teks	: Teks Deskriptif
Keterampilan	: Menulis
Kurikulum	: KTSP
Alokasi Waktu	: 2 x 45 menit

Standar Kompetensi

1. Memahami makna dalam teks fungsional pendek dan teks tulis monolog/esei sederhana berbentuk *narrative*, *descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan populer

2. Mengungkapkan makna dalam teks tulis fungsional pendek dan teks monolog/esei tulis sederhana secara akurat, lancar, dan berterima berbentuk *narrative*, *descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan populer.

Kompetensi Dasar

1. Memahami dan merespon makna dan langkah retorika teks tulis monolog/esei secara akurat, lancar dan berterima dalam teks berbentuk: *descriptive*

2. Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima menggunakan ragam bahasa tulis dalam teks berbentuk *descriptive*

Indikator

1. Mengidentifikasi makna dalam teks *descriptive*
2. Mengidentifikasi langkah-langkah retorika dalam teks *descriptive*
3. Menulis teks berbentuk *descriptive*

1. Tujuan Pembelajaran

- Siswa dapat mengidentifikasi makna dalam teks *descriptive*
- Siswa dapat mengidentifikasi langkah-langkah retorika dalam teks *descriptive*
- Siswa dapat menulis teks berbentuk *descriptive*

2. Materi Pokok

Teks deskriptif adalah teks yang mendeskripsikan tentang seseorang, tempat atau benda. tujuannya adalah untuk menggambarkan dan mengungkapkan orang, tempat, atau benda tersebut.

Teks deskriptif dibagi dalam tiga bagian, yaitu:

1. Fungsi Sosial

   Menggambarkan karakteristik dan kondisi dari objek dengan menggunakan kata sifat dan atribut.

2. Struktur Generik dibagi menjadi dua bagian yaitu:

   a. Identifikasi berfungsi untuk mengidentifikasi fenomena yang dijelaskan, dan

   b. Deskripsi adalah untuk menggambarkan kualitas, karakteristik, kondisi, dan bagian dari sebuah objek secara rinci.

3. Fitur Bahasa

   a. Menggunakan kata sifat *(adjectives)*,

   b. Menggunakan *Simple Present Tense*,

   c. Menggunakan *has/have*.

Teks tulis monolog/esei sederhana berbentuk *descriptive*, contohnya:

LOGAN LERMAN

Logan Wade Lerman was born on January 19, 1992 in Beverly Hills, to a Jewish family. His parents are Lisa (Goldman), who works as his manager, and Larry Lerman, a businessman. He has two siblings, Lindsey and Lucas,

Logan Lerman is an American actor, known for playing the main role in the Percy Jackson films. He is usually called Logie or Logs. He is 24 years old now. He has black hair, blue eyes, and a pointed nose. He is 174 cm tall. His weight is 68 kg. His favorite food is sushi. And his favorite color is blue. When Logan is not working, he likes to play soccer and baseball.

3. **Metode Pembelajaran/Teknik:** *Three-phase technique*

4. **Langkah-langkah Kegiatan**

    ● **Kegiatan Awal (10')**

        ▪ Siswa memperhatikan contoh teks deskriptif : Logan Lerman

        ▪ Siswa mereview berbagai aspek teks deskriptif (tujuan, organisasi, dan ciri-ciri kebahasaan)

        ▪ Siswa mengetahui bahwa pada pertemuan ini, mereka akan menulis teks deskriptif.

    ● **Kegiatan Inti (70')**

        ▪ Siswa menulis teks deskriptif.

- Siswa memperlihatkan draft pertamanya kepada temannya.
- Siswa melakukan *peer-correction.*
- Siswa mengevaluasi tulisan temannya yang dilihat dari aspek bahasa (tujuan, organisasi dan ciri kebahasaan).
- Siswa mendapat feedback dari temannya.
- Siswa bertanya pada guru.
- Siswa menulis ulang teks deskriptifnya.

- **Kegiatan Akhir (10')**
  - Siswa menyimpulkan cara menulis teks deskriptif yang baik.
  - Siswa mendapat tugas untuk menulis teks deskriptif berdasarkan informasi yang ditentukan.

5. **Sumber/Bahan/Alat**
   - Buku Look Ahead 1 (127-129)
   - LKS Kreatif Berbahasa Inggris
   - Buku Global English
   - Gambar Idola: Logan Lerman

6. **Penilaian**
   - Teknik: Performance Assessment
   - Bentuk: Hasil tulisan

Mengetahui,
Kepala Madrasah

Jember, 30 Maret 2016
Guru Mata Pelajaran

Balqis Al Humairo, S.Pd.I

Vanny Fatmawati, S.Pd

Writing Test

Subject   : **English**

Level/semester   : **The 10ᵗʰ grade of senior high school/2 (even)**

Skill   : **Writing**

Core Material   : **Descriptive Paragraph**

Time Allocation : **40 minutes**

Read the instruction below!

Write a descriptive paragraph which contains at least 10 sentences based on the topic given! The topic is "My favorite Person". You may use the questions below as the guide in writing your paragraph.

1. Who is your most favorite person?
2. Why does he/she become your most favorite person?
3. What are the person's characteristics? (cheerful /wise /friendly /kind /attractive /smart/ etc)
4. What does he/she look like? (his/her face, nose, eyes, hair, height, weight)
5. What is his/her hobby?

The Syntactical Error Correction

No	Initial	The Students' Errors	Code	Correction
1.	AIA	1. Him eyes are big.	Mpro	1. His eyes are big.
		2. Him nose is wide.	Mpro	2. His nose is wide.
		3. Him lips is thin.	Mpro, Dsv	3. His lips are thin.
		4. Him face is oval.	Mpro	4. His face is oval.
		5. Him characteristics is unique and friendly	Mpro, Dsv	5. His characteristics are unique and friendly.
		6. Him hobby is watching football.	Mpro	6. His hobby is watching football.
		7. Him name is Sumpil because he live in Sumpil Street, Malang.	Mpro, Dsv	7. His name is Sumpil because he lives in Sumpil Street, Malang.
2.	AMZ	1. She is intelligent mom.	Oart	1. She is an intelligent mom.
		2. She help my father sell food.	Dsv	2. She helps my father sell food.
		3. My mother never angry to her child.	Otb, Mpp	3. My mother is never angry with her child.
		4. She always advise her child if her make a mistake.	Dsv, Mpro, Dsv	5. She always advises her child if she makes a mistake.
		6. I proud of her.	Otb	6. I am proud of her.
3.	ARRF	1. He called "The Tiger of Pasuruan".	Otb	1. He is called "The Tiger of Pasuruan".
		2. He likes to use scarf.	Oart	2. He likes to use a scarf.
		3. He hold a speech about	Dsv	3. He holds a speech about

		religious.		religion.
4.	AL	1. He is <u>a</u> handsome.	Mart	1. He is handsome.
		2. My most favorite person because …	Opro, Otb	2. He is my most favorite person because…
		3. He <u>like</u> sport.	Dsv	3. He likes sport.
		4. <u>He</u> person's characteristic<u>s</u> is friendly.	Mpro, Mpm	4. His characteristic is friendly.
		5. His <u>eyes is</u> round.	Dsv	5. His eyes are round.
		6. His <u>hobbies is</u> swimming, fishing, and reading Al-Qur'an.	Dsv	6. His hobbies are swimming, fishing, and reading Al-Qur'an.
5.	AMS	1. He was born in Jerman <u>on</u> 1988.	Mpp	1. He was born in Germany, in 1988.
		2. He is <u>a</u> best <u>player football</u>.	Mart, Wo	2. He is the best football player.
		3. He is <u>cheerful and famous person</u>.	Oart	3. He is a cheerful and famous person.
		4. <u>He</u> face is oval.	Mpro	4. His face is oval.
		5. <u>He</u> nose is pointed.	Mpro	5. His nose is pointed.
		6. <u>He</u> eyes is big.	Mpro, Dsv	6. His eyes are big.
		7. <u>He</u> hobby is <u>play</u> football.	Mpro, Svg	7. His hobby is playing football.
6.	AA	1. He has <u>a</u> round eyes and <u>pointed nose.</u>	Mart, Oart	1. He has round eyes and a pointed nose.
		2. His <u>lips is</u> thin.	Dsv	2. His lips are thin.
		3. His hair is <u>long</u>	Wo	3. His hair is long and

			straight.		straight.
		4. His hobby is sing a song and exercise.	Dsv, Svg	4. His hobbies are singing a song and exercising.
		5. He also likes swim every weekend.	Svg	5. He also likes swimming every weekend.
		6. It look sweet.	Dsv	6. It looks sweet.
7.	AMI	1. She is sweet woman.	Oart	1. She is a sweet woman.
		2. My mother everyday always clean my house, wash, cooking, sweep, etc.	Wo, Dsv	2. Every day, my mother always cleans my house, washes clothes, cooks food, sweeps the floor, etc.
		3. She love me and my family so much.	Dsv	3. She loves me and my family so much.
		4. She is angel in my life.	Oart	4. She is an angel in my life.
8.	AU	1. She is very beautiful woman.	Oart	1. She is a very beautiful woman.
		2. She has slim body.	Oart	2. She has a slim body.
		3. I very love her.	Wo	3. I love her very much
		4. Every Sunday, she always visit me in this boarding school.	Dsv	4. Every Sunday, she always visits me in this boarding school.
		5. She has oval chin.	Oart	5. She has an oval chin.
		6. My mother always healthy and happy.	Otb	6. My mother is always healthy and happy.
9.	AWY	1. He become my favorite person because he very nice.	Dsv, Otb	1. He becomes my favorite person because he is very nice.

		Original	Code	Correction
		2. He smart.	Otb	2. He is smart.
		3. His is thin and tall.	Mpro	3. He is thin and tall.
		4. His is face oval.	Wo	4. His face is oval.
		5. Hair color is black.	Opro	5. His hair is black.
		6. He is humorous person.	Oart	6. He is a humorous person.
		7. Many women like he.	Mpro	7. Many women like him.
		8. Hobby is sing a song.	Opro, Svg	8. His hobby is singing a song.
		9. He live far from me.	Dsv	9. He lives far from me.
		10. He has voice very good.	Oart, Wo	10. He has a very good voice.
		11. Every Sunday morning, he and his friend always swimming together.	Dsv	11. Every Sunday morning, he and his friend always swim together.
10.	DA	1. My favorite person is Sivia Azizah, one of members girl band popular in Indonesia, Blink.	Wo	1. My favorite person is Sivia Azizah, a member of a popular girl band in Indonesia, Blink.
		2. She is a beautiful and cute women.	Mpm	2. She is a beautiful and cute woman.
		3. Her nose are small.	Dsv	3. Her nose is small.
		4. Her is shorter than member others.	Mpro, Wo	4. She is shorter than other members.
		5. Her voice is the best of all members Blink.	Wo	5. Her voice is the best of all Blink members.
		6. Sivia begin her career	Dsv,	6. Sivia began her career

		since <u>she child.</u>	Otb, Oart	since she was a child
		7. She is <u>really a great public figure</u>.	Wo	7. She is a really great public figure.
11.	ERH	1. <u>She always make</u> me happy	Dsv	1. She always makes me happy.
		2. <u>She always cooking</u> my favorite food.	Dsv	2. She always cooks my favorite food.
		3. <u>She always tell</u> <u>story</u> to me.	Dsv, Oart	3. She always tells a story to me.
		4. <u>She</u> eyes are black.	Mpro	4. Her eyes are black.
		5. <u>She</u> nose is pointed.	Mpro	5. Her nose is pointed.
		6. <u>She</u> face is oval.	Mpro	6. Her face is oval.
		7. <u>She the good woman</u> in the world.	Otb, Mart	7. She is a good woman in the world.
12.	FMA	1. He can sing <u>a song reggae.</u>	Wo	1. He can sing a reggae song.
		2. He was born in Sumatra <u>on 1961</u>.	Mpp	2. He was born in Sumatra in 1961.
		3. He is <u>an friendly</u> person.	Mart	3. He is a friendly person.
		4. <u>Her</u> hair is curly.	Mpro	4. His hair is curly.
		5. He is <u>singer reggae is the first singer in Indonesia.</u>	Wo	5. He is the first reggae singer in Indonesia.
		6. His <u>hobby sing</u> a <u>song reggae</u>.	Otb, Svg, Wo	6. His hobby is singing a reggae song.

		7. He very like songs of reggae.	Dsv, Wo	7. He likes reggae songs very much.
13.	FKU	1. He has pointed nose, black eyes, oval face, short hair, and muscular build.	Oart	1. He has a pointed nose, black eyes, an oval face, short hair, and a muscular build.
		2. He usually teach me.	Dsv	2. He usually teaches me.
		3. He gives me way out of my problems.	Oart	3. He gives me a way out of my problems.
14.	FZR	1. He have a tattoo.	Dsv	1. He has a tattoo.
		2. He have a thin moustache.	Dsv	2. He has a thin moustache.
		3. His genre music is metal, deafen, and hardcore.	Wo, Dsv	3. His music genres are metal, deafen, and hardcore.
15	FD	1. He is my friend since I am in the elementary school.	Dsv	1. He has been my friend since I was in the elementary school.
		2. I like he because he so smart.	Mpro, Otb	2. I like him because he is so smart.
		3. He is humorous person.	Oart	3. He is a humorous person.
		4. He has nose is pointed.	Oart, Wo	4. He has a pointed nose.
		5. Her eyes are small.	Mpro	5. His eyes are small.
		6. He always give me smile.	Dsv, Oart	6. He always gives me a smile.
16.	HS	1. He is a handsome.	Mart	1. He is handsome.

		2. He is <u>a</u> active and cheerful.	Mart	2. He is active and cheerful.	
		3. He is <u>a</u> famous.	Mart	3. He is famous.	
		4. He has a voice that is <u>a</u> very good.	Wo	4. He has a very good voice.	
		5. His <u>hobby is singing and dance</u>.	Dsv, Svg	5. His hobbies are singing and dancing.	
17.	IRW	1. <u>Usually, I called</u> her Lely.	Dsv	1. Usually I call her Lely.	
		2. She has <u>sweet face.</u>	Oart	2. She has a sweet face.	
		3. She also has <u>good attitude</u>.	Oart	3. She also has a good attitude.	
		4. <u>It look</u> so sweet	Dsv	4. It looks so sweet.	
		5. <u>She also good speaker</u>.	Otb, Oart	5. She is also a good speaker.	
		6. She always <u>story telling</u>.	Ot, Oart	6. She always does a story telling.	
18	KB	1. <u>She always make</u> me smile.	Dsv	1. She always makes me smile.	
		2. <u>She always give</u> me support <u>by</u> her smile.	Dsv, Mpp	2. She always gives me support with her smile.	
		3. <u>She always communicative</u>.	Otb	3. She is always communicative.	
		4. <u>She always use</u> casual clothes.	Dsv	4. She always uses casual clothes.	
		5. Her <u>mouth are</u> thin.	Dsv	5. Her mouth is thin.	
		6. <u>She look</u> so sweet.	Dsv	6. She looks so sweet.	
		7. She has <u>ponytail</u>.	Oart	7. She has a ponytail.	

19.	LKH	1. Her <u>eyes is</u> small.	Dsv	1. Her eyes are small.
		2. My mother is good at <u>make cake</u>.	Svg, Oart	2. My mother is good at making a cake.
		3. <u>She always make</u> me <u>cake</u>.	Dsv, Oart, Opp	3. She always makes a cake for me.
		4. <u>My mother face</u> me patiently.	Dsv	4. My mother faces me patiently.
		5. She is <u>a</u> easy going person.	Mart	5. She is an easy going person.
		6. <u>My mother love</u> me.	Dsv	6. My mother loves me.
20.	MS	1. Her <u>cheeks is</u> chubby.	Dsv	1. Her cheeks are chubby.
		2. Her <u>lips is</u> thin.	Dsv	2. Her lips are thin.
		3. <u>She have complexion fair</u>.	Dsv, Wo	3. She has fair complexion.
		4. <u>She very like Doraemon</u>.	Dsv, Wo	4. She likes Doraemon very much.
		5. <u>She</u> have characteristic is friendly.	Mpro	5. Her characteristic is friendly.
		6. <u>She</u> have <u>hobbies is</u> <u>singing and travelling</u>.	Mpro, Dsv	6. Her hobbies are singing and travelling.
		7. <u>In month April</u>, <u>she</u> <u>playing film with</u> <u>Aliando Syarief and</u> <u>friends in GGS</u>.	Mpp, Otb, Wo	7. On April, she was playing GGS film with Aliando Syarief and friends.
		8. <u>She very popular</u>.	Otb	8. She is very popular.
21.	MNR	1. <u>The</u> full name is Siti Zubaidah.	Mart	1. Her full name is Siti Zubaidah.

		2. She is <u>kind woman</u>.	Oart	2. She is a kind woman.
		3. <u>She have</u> black eyes and <u>pointed nose.</u>	Dsv, Oart	3. She has black eyes and a pointed nose.
		4. <u>She have</u> medium height.	Dsv	4. She has medium height.
		5. <u>She have</u> small ears and chubby cheeks.	Dsv	5. She has small ears and chubby cheeks.
22.	MB	1. He is <u>cheerful and famous person</u>.	Oart	1. He is a cheerful and famous person.
		2. His <u>eyes is</u> small.	Dsv	2. His eyes are small.
		3. <u>He have</u> <u>a group sholawat.</u>	Dsv, Wo	3. He has a *"sholawat"* group.
		4. <u>The</u> name is Ahbabul Mustofa.	Mart	4. Its name is Ahbabul Mustofa.
		5. He in 40s.	Otb	5. He is in 40s.
23.	MI	1. He is *Kyai* from *"PP Nuris Jember"*.	Oart	1. He is a *Kyai* from *"PP Nuris Jember"*.
		2. He was very kind, smart, and caring to <u>it</u> student.	Mpro	2. He was very kind, smart, and caring to his student.
		3. He has <u>oval face</u>.	Oart	3. He has an oval face.
		4. He has many hobbies <u>is</u> like running, learning, and *dakwah*.	Ot	4. He has many hobbies like running, learning, and *dakwah*.
		5. <u>Kya very smart</u> in <u>read</u> a holy book.	Otb, Svg	5. Kyai is very smart in reading a holy book.
		6. <u>He talk</u> smoothly and quietly.	Dsv	6. He talks smoothly and quietly.

24.	MK	1. He is <u>athlete Indonesian</u>.	Oart, Wo	1. He is an Indonesian athlete.
		2. He is <u>badminton athlete</u>.	Oart	2. He is a badminton athlete.
		3. He is <u>active person</u>.	Oart	3. He is an active person.
		4. <u>He training</u> badminton <u>12 hours</u> per day.	Dsv, Opp	4. He trains badminton for 12 hours per day.
		5. <u>He never give</u> up.	Dsv	5. He never gives up.
25.	NRZ	1. He has <u>an</u> round face.	Mart	1. He has a round face.
		2. He is so handsome when <u>he smile</u>.	Dsv	2. He is so handsome when he smiles.
		3. <u>He smart</u> in mathematics.	Otb	3. He is smart in mathematics.
		4. <u>He like</u> reading	Dsv	4. He likes reading.
		5. Everyday, <u>he always read</u> <u>newspaper</u>.	Dsv, Oart	5. Everyday, he always reads a newspaper.
		6. <u>He like</u> making jokes.	Dsv	6. He likes making jokes.
		7. <u>He never angry</u> <u>to</u> me.	Otb, Mpp	7. He is never angry with me.
		8. <u>He always support</u> me.	Dsv	8. He always supports me.
26.	NAH	1. His profession is <u>motivator</u>.	Oart	1. His profession is a motivator.
		2. He has <u>hair bald</u>.	Wo	2. He has bald hair.
		3. <u>His eyes is</u> black	Dsv	3. His eyes are black.
		4. <u>His nose pointed</u>.	Otb	4. His nose is pointed.
		5. He has <u>round face</u>.	Oart	5. He has a round face.
		6. Everyday, <u>he always to</u> <u>appear in</u> television	Dsv, Mpp,	6. Everyday, he always appears on Metro TV.

		metro tv.	Wo	
27.	NNK	1. He is about in 28 years old.	Mpp	1. He is about 28 years old.
		2. His clothes is tidy.	Dsv	2. His clothes are tidy.
		3. He is actor Korean.	Oart, Wo	3. He is a Korean actor.
		4. He has gorgeous voice.	Oart	4. He has a gorgeous voice.
28	RH	1. She is a best woman.	Mart	1. She is the best woman.
		2. She is simple, humorous, and loving person.	Oart	2. She is a simple, humorous, and loving person.
		3. She is good and patient person.	Oart	3. She is a good and patient person.
		4. Her eyes is small.	Dsv	4. Her eyes are small.
		5. I very love her.	Wo	5. I love her very much.
29.	RJ	1. She is humorous person.	Oart	1. She is a humorous person.
		2. She like reading, watching films, cooking, and shopping.	Dsv	2. She likes reading, watching films, cooking, and shopping.
		3. She has complexion oriental.	Wo	3. She has oriental complexion.
		4. The favorite colors is blue, white, and yellow.	Mart, Dsv	4. Her favorite colors are blue, white, and yellow.
		5. She house near with my house.	Mpro, Otb, Mpp	5. Her house is near my house.

30.	SSF	1. Do you know why <u>my father become</u> my idol?	Dsv	1. Do you know why my father becomes my idol?
		2. <u>My father always give</u> me motivations.	Dsv	2. My father always gives me motivations.
		3. My father is <u>modest, patient, smart, gentle, and humorous person</u>.	Oart	3. My father is a modest, patient, smart, gentle, and humorous person.
		4. <u>He always take</u> <u>right decision</u>.	Dsv, Oart	4. He always takes a right decision
		5. My father's <u>hobbies is</u> singing, fishing, and watching football.	Dsv	5. My father's hobbies are singing, fishing, and watching football.
31.	SLH	1. His <u>chin are</u> oval.	Dsv	1. His chin is oval.
		2. His <u>mouth are</u> full.	Dsv	2. His mouth is full.
		3. He has <u>oval face</u>.	Oart	3. He has an oval face.
		4. His special characteristics are <u>thick moustache and mole the cheek</u>.	Ot, Oart, Opp	4. His special characteristics are having a thick moustache and a mole on the cheek.
		5. <u>The hobby</u> is reading a newspaper.	Mart	5. His hobby is reading a newspaper.
32.	ST	1. <u>He always love</u> his family.	Dsv	1. He always loves his family.
		2. Everyday, <u>my father working</u> at his office.	Dsv, Mpp	2. Everyday, my father works in his office.
		3. My <u>father stay in</u> home.	Dsv, Mpp	3. My father stays at home.
		4. Usually, <u>my father</u>	Dsv	4. Usually, my father brings

		<u>bring</u> our family for refreshing.		our family for refreshing.
33.	SS	1. I have <u>an my favorite</u> actor.	Mart, Mpro	1. I have a favorite actor.
		2. He is <u>player film</u>.	Oart, Wo	2. He is a film player (an actor).
		3. His curly <u>hair look</u> cool for him.		3. His curly hair looks cool for him.
		4. He has <u>good body</u>.	Oart	4. He has a good body.
		5. <u>He always show</u> his smile when people call him.	Dsv	5. He always shows his smile when people call him.
34.	URW	1. My favorite person is <u>singer.</u>	Oart	1. My favorite person is a singer.
		2. <u>The full name Charly Van Houthen</u>.	Mart, Otb	2. His full name is Charly Van Houthen.
		3. He has <u>charming smile.</u>	Oart	3. He has a charming smile.
		4. His <u>hobby sing</u> a song.	Otb, Svg	4. His hobby is singing a song.
		5. He is <u>humorous person.</u>	Oart	5. He is a humorous person.
		6. I like him because <u>he</u> voice is good and he is <u>cheerful person.</u>	Mpro, Oart	6. I like him because his voice is good and he is a cheerful person.
35.	WIW	1. Why my favorite idol is Natasya Wilona?	Wo	1. Why is my favorite idol Natasya Wilona?
		2. <u>Her</u> has <u>hair straight.</u>	Mpro, Wo	2. She has straight hair.
		3. She has thin lips and	Oart	3. She has thin lips and a

		ponytail.		ponytail.
		4. Her personalities is very good and workaholic.	Dsv	4. Her personalities are very good and workaholic.
		5. Her bad personalities is selfish and forgetful.	Dsv	5. Her bad personalities are selfish and forgetful.
		6. She is like actress Korea.	Oart, Wo	6. She is like a Korean actress.
36.	SQN	1. She is a cute and beautiful.	Mart	1. She is cute and beautiful.
		2. Her ears is small.	Dsv	2. Her ears are small.
		3. Her cheeks is chubby.	Dsv	3. Her cheeks are chubby.
		4. She want to be artist.	Dsv, Oart	4. She wants to be an artist.
37.	RF	1. He is Indonesian actor.	Oart	1. He is an Indonesian actor.
		2. I like he because he is cool.	Mpro	2. I like him because he is cool.
		3. He has skin white.	Wo	3. He has white skin.
		4. He famous actor now.	Otb, Oart	4. He is a famous actor now.
		5. He appear in Anak Jalanan.	Dsv	5. He appears in Anak Jalanan.

The Total Number of Syntactical Errors

No	Initial	Mart	Mpm	Mpro	Mpp	Svg	Oart	Opro	Opp	Otb	Dsv	Wo	Ot	Total
1	AIA	7									3			10
2	AMZ			1	1		1			2	3			8
3	ARRF						1			1	1			3
4	AL	1	1	1				1		1	3			8
5	AMS	1		4	1	1	1				1	1		10
6	AA	1				3	1				3	1		9
7	AMI						2				2	1		5
8	AU						3			1	1	1		6
9	AWY			2		1	2	2		2	3	2		14
10	DA		1	1			1			1	2	4		10
11	ERH	1		3			1			1	3			9
12	FMD	1		1	1					1	1	4		9
13	FKU						4				1			5
14	FZR										3	1		4
15	FD			2			3			1	2	1		9
16	HS	4				1					1	1		7
17	IRW						4			1	2		1	8
18	KB				1		1			1	5			8
19	LKH	1				1	2		1		5	1		11
20	MS			2	1					2	5	3		13
21	MNR	1					2				3			6
22	MB	1					1			1	2	1		6
23	MI			2		1	2			1	3	1	1	11

24	MK						3		1		2	1		7
25	NRZ	1			2		1			2	6			12
26	NAH				1		3			2	1	2		9
27	NNK				1		2				1	1		5
28	RH	1					2				1	1		5
29	RJ	1		1	2		2			1	2	1	1	11
30	SSF						3				5			8
31	SLH	1					2		1		2		1	7
32	ST				2						5			7
33	SSF	1		1			2				2	2		8
34	URW	1		1			4			2				8
35	WIW			1			2				2	3		8
36	SQM	1					1				3			5
37	RF			2			2			1	1	1		7
Total		**26**	**2**	**25**	**13**	**8**	**61**	**3**	**3**	**25**	**91**	**35**	**4**	**296**

The Total Number of Error for Each Student Found by Rater 1 and Rater 2

No	Initial	The Total Number of Error	
		Rater 1	Rater 2
1	AIA	10	10
2	AMZ	9	8
3	ARRF	3	2
4	AL	7	7
5	AMS	10	10
6	AA	8	8
7	AMI	5	4
8	AU	5	6
9	AWY	13	13
10	DA	8	6
11	ERH	8	10
12	FMA	9	9
13	FKU	7	6
14	FZR	3	4
15	FD	8	7
16	HS	7	6
17	IRW	9	9
18	KB	8	8
19	LKH	9	9
20	MS	12	12
21	MNR	6	6
22	MB	6	5
23	MI	10	9
24	MK	6	6
25	MRZ	10	9
26	NAH	9	8
27	NNK	4	5
28	RH	5	5
29	RJ	9	10
30	SSF	9	8
31	SLH	5	5
32	ST	8	6
33	SS	7	7
34	URW	8	8
35	WIW	8	6
36	SQM	5	5
37	RF	7	6
	SUM	**281**	**268**

AIA

①

X IPA MA

Yuli sugianto or yuli sumpil is the most favorite person in my life.
We usually call him sam yuli. He is forty years old. he was
born in Malang, 14 July 1976. he has thick wavy hair.
him eyes are big, him nose is wide. he is skinny and medium
height, he has thick beard. him lips is thin. him face is oval.
I like my favorite person because he is very confident.
him characteristics is unique and friendly. him hobby is
watching football. Him name is sumpil because he live in
sumpil street, malang.

mpro : 7
Dsv   . 3
        —— t
        10 "

(34)

URW

Kelas : X IPA

My favorite person is singer. The full name charly van houthen. I call him charly. He is thirty four years old. He has fair height, black eyes and straight hair. His nose is big and his ears are rather big. His face is oval. He has charming smile. His hobby singing a song. He always wears an expensive coat. He is not embarrassed when he wears a coat with bright colors, such as yellow, pink and green. He is Humorous person. I like him because he voice is good and he is cheerful person.

Oart = 4
mart = 1
Ofb = 2
mpro = 1
8

ST   X   IPA .   (32)

My Favorite Person

My favorite person is my father. He is a patient person. He always love his family. Everyday, my father . working at his office. He is 40 years old . He has short black hair. He is quiet tall. His eyes are small and his nose is pointed. I am very happy if my father stay in home because I can joke with him. Usually, my father bring our family for refreshing . My father is my hero because he always make me happy . That is about my father.

DSV = 5
mpp = 2
ot = 1
oart = 1
_____
9

Learn : B. Cnggris

class : X IPA MA "Unooulan" NURIS

AU

⑧

My mother is the most favorite person in my life.
She is very beautiful woman and very valuable to me.
She is a humorous person. Her face is oval, Her nose is
average and her eyes are bright. She wears voil.
She has slim body, and her mouth is thin.

My mother is very friendly.. I very love her. Every sunday
afternoon, she always visit me in this boarding school.
My mother is tall, it is about 165 cm. She has oval chin,
and her hair is black and short. I hope my mother always
healthy and happy. amin...

Not only beautiful, but My mother is also easy going.
She always does her job as good as possible.

Oart = 3
Wo = 1
Dsv = 1
Otb = 1
    ———— +
    6

NNK × IPA MA NURIS ㉗ No. 07/16 / 06 Date

My Favorite Person is Jang Geun Suk. He is about in 28 years old. he is a handsome, sweet, and cool man. He has short curly brown hair. ~~from~~ his eyes are narrow. His nose is pointed. His face is oval. His height is 1 180 cm. his clothes is tidy and attractive. He is actor korean. He was born in seoul. Now, he stays in Malaysia. He is very famous. He has gorgeous voice. his hobby is travelling.

mpp = 1
Dsv = 1
wo = 1
Oart = $\frac{2}{5}$ t

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0 7 JUN 2016

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Lampiran   : -
Hal   : Permohonan Izin Penelitian

Yth. Kepala MA Unggulan Nuris Jember

Jember

Dalam rangka memperoleh data-data yang diperlukan untuk penyusunan skripsi, mahasiswi

FKIP Universitas Jember di bawah ini:

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Bermaksud mengadakan penelitian tentang *The Syntactical Error Analysis of the Tenth Grade Students' Descriptive Paragraph Writing at MA Unggulan Nuris Jember* di sekolah yang Saudara pimpin pada bulan Juni tahun 2016.

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan
pembantu Dekan I,

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Perguruan Tinggi	:	**Universitas Jember**
Judul Penelitian	:	**The Syntactical Error Analysis of the Tenth Grade Students' Descriptive Paragraph Writing MA Unggulan Nuris**

Benar-benar telah melaksanakan penelitian pada tanggal 07 Juni 2016 di MA Unggulan Nuris.

Demikian surat ini kami buat, untuk dapat digunakan sebagaimana mestinya.

Jember, 16 Juni 2016
Kepala Madrasah,

Balqis Al Humairo, S.Pd.I