



**THE ANALYSIS OF SYNTACTICAL ERRORS
MADE BY THE SECOND YEAR STUDENTS OF MAN 2
JEMBER IN THE 2004/2005 ACADEMIC YEAR IN WRITING
A DESCRIPTIVE PARAGRAPH**

THESIS

**Proposed to Fulfill One of the Requirements to Obtain the S1 Degree at
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ABSTRACT

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The problem of this research were (1) what type of syntactical errors made by the second year students of MAN 2 Jember in the 2004/2005 academic year in writing a descriptive paragraph, (2) what is the percentage of each type of syntactical errors made by the second year student of MAN 2 Jember in the 2004/2005 academic year in writing a descriptive paragraph. The objectives of this research were to describe the types and to describe the percentage of each type of the syntactical errors made by the second year students of MAN 2 Jember in the 2004/2005 academic year in their descriptive writing. The samples of this research were 42 students which were taken by proportional random sampling by lottery (15 % of the population from 6 classes). The method of collecting the main data was Descriptive writing test, and the methods used for collecting the supporting data were interview, and documentation. The collected main data were analyzed by applying descriptive quantitative method. By analyzing the students' data and consulting the results of the data analysis, it was found that the percentage and the category of the students' errors of each component were as follows (1) the percentage of articles errors (a, an, the) was medium (22, 67%); (2) the percentage of preposition errors was medium (23, 26%); (3) the percentage of word order was high (37, 5%); (4) the percentage of subject verb-agreement was low (16, 57%). Based on the results, it is suggested that the English teacher to improve the students' Syntactical mastery and their writing skill.

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I. INTRODUCTION

1.1 Background of the Study

English is considered as an international language that becomes the most important language in the world at the present time. As a means of communication, English is widely spoken around the world, with over four hundred native speakers and roughly the same number who speak it as a second language (Barber, 1995:236). Crystal (1992) in Toolan (1997:8) adds that English is now a mother tongue or a first language for a dozen nations and around four hundred million speakers. It becomes a second language for another 250 million speakers and is spoken by around one billion speakers as a second language. In Indonesia, English is learned as a compulsory subject for the elementary school up to the university. It is a foreign language and the process of learning is done after the students have acquired Indonesian. As stated in the Basic Course Outline of the 2004 English Competency Based Curriculum for Senior High Schools, the objectives of studying English are as follows: (1) to improve the students' communication ability in English, both oral and written forms, and (2) to improve the students' understanding of the relationship between language and culture and extends the cultural knowledge. Then, the students have cross-cultural knowledge.

Realizing the important role of learning English, the students are required to master four language skills, namely listening, speaking, reading, and writing. It means that English is used both in oral or written forms. The students in Senior High School are expected to master English. Related to the English skills, writing are considered the most difficult one, because many students may get good marks in English speaking test, but when they are asked to write they make many errors (Hughey, 1983:38). Dealing with the writing skill, writing is closely related to the reading skill. It means the English writing must be grammatically correct, in order to be easily understood by the readers. Structure as one of the language components cannot be separated with the writing skill. Of course, the writer must be able to