THE SYNTACTICAL ERROR ANALYSIS OF THE STUDENTS' ENGLISH WRITING OF SLTP 1 BALUNG IN THE 1999/2000 ACADEMIC YEAR

THESIS

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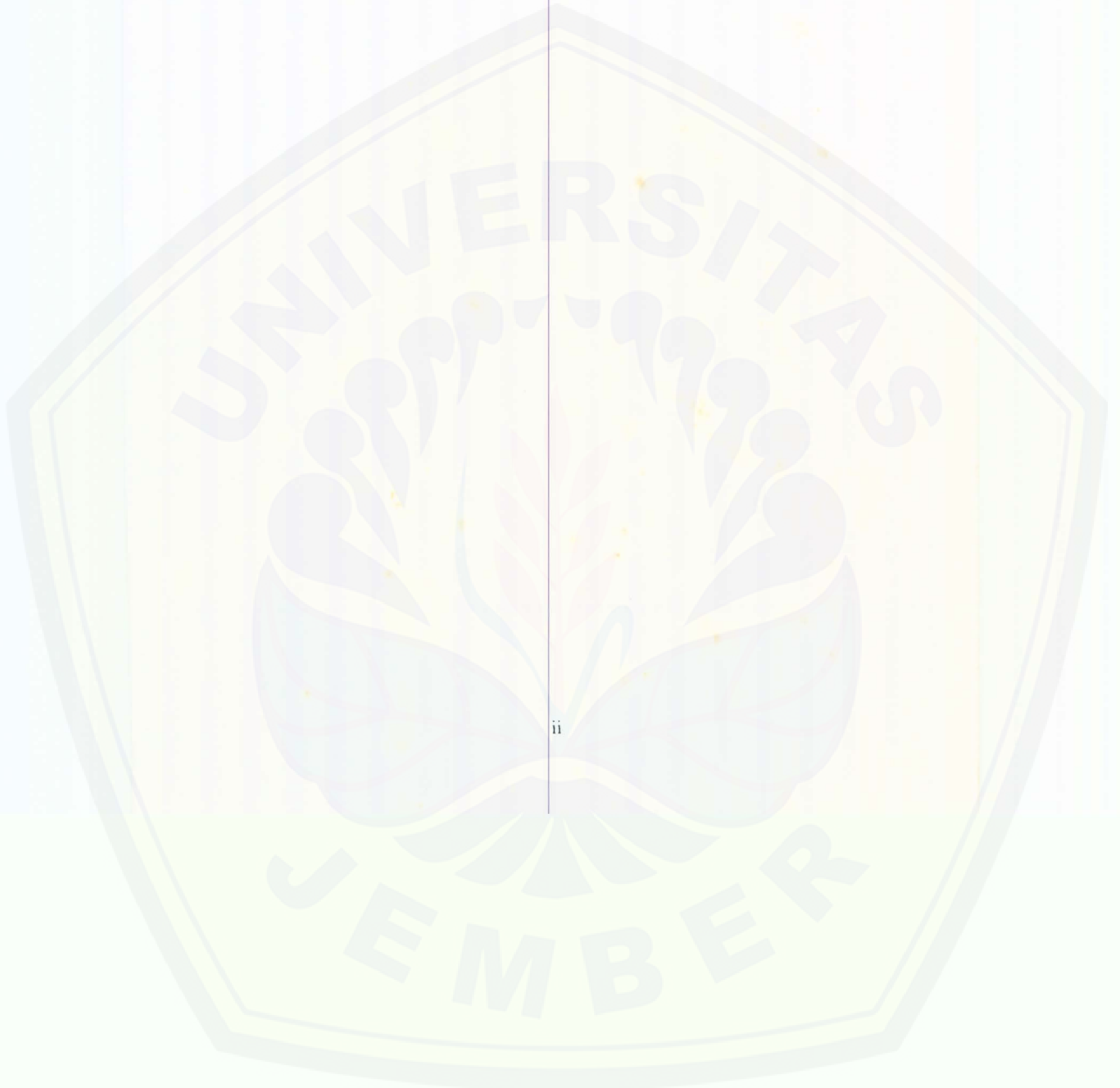the University of Jember

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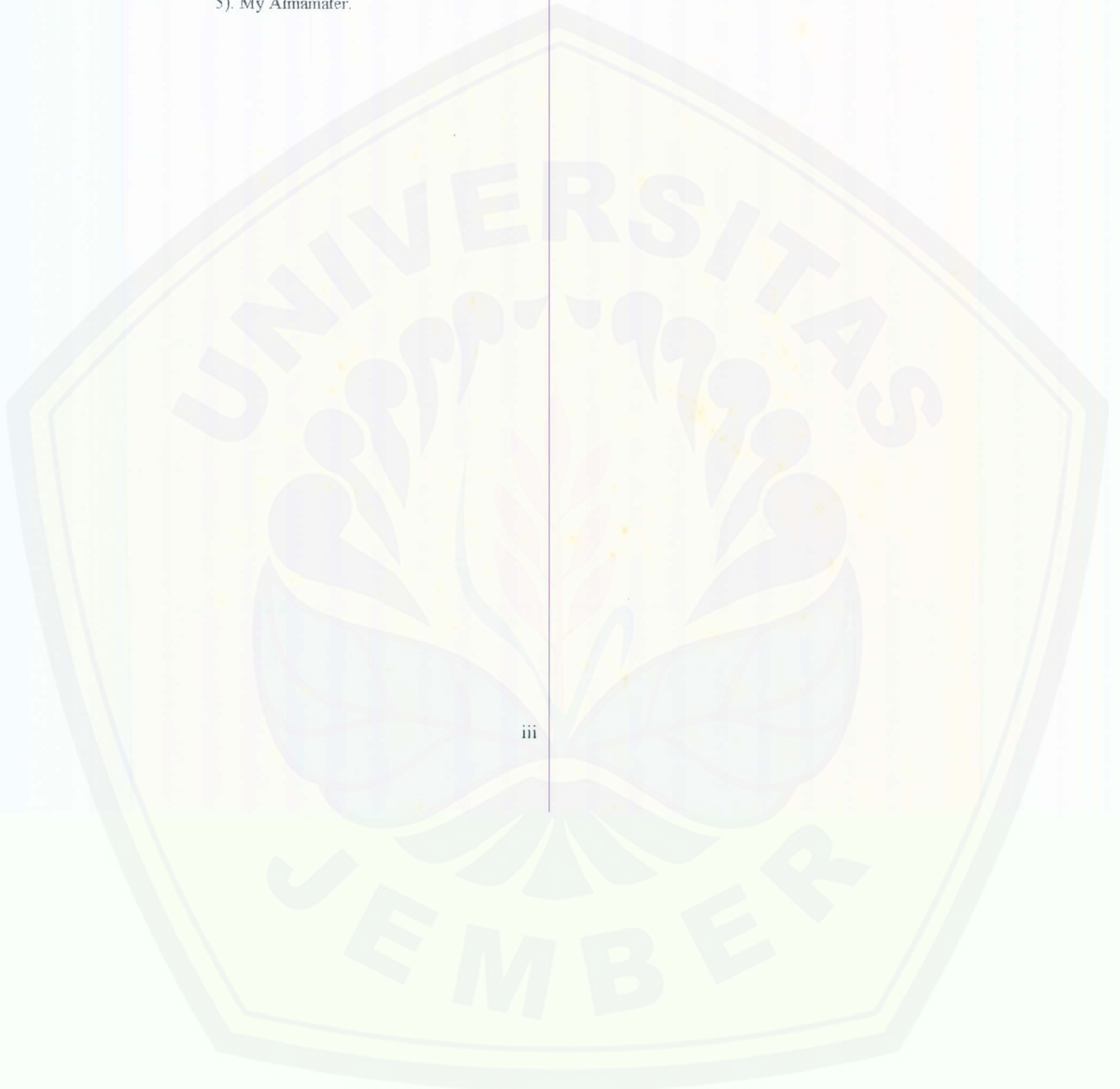# 2000

MOTTO:

Be yourself (anonim).

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DEDICATION

This thesis is dedicated to:

1). My beloved parents, Mr. Soetomo and Mrs. Soelasmie.
2). My husband to be, Mas Winarno.
3). My younger sister, Lestari A .
4). My friends: Olan, Sri, Titik, Bibin, Romi, Wien, Not.
5). My Almamater.

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ENGLISH WRITING OF SLTP I BALUNG IN THE
1999/2000 ACADEMIC YEAR

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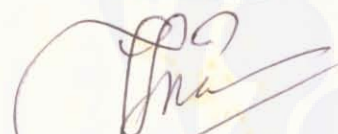Place of Birth   :   Jember
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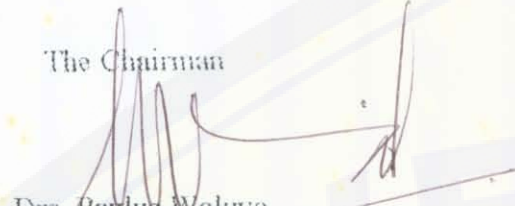Consultant II

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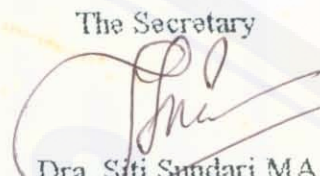
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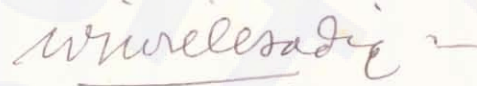My deep thanks are also due to the following persons:

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2). the chairman of the Language & Art Education Department,

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The writer hopes that this thesis is useful for the readers.

Jember, February 2000   Fatimah

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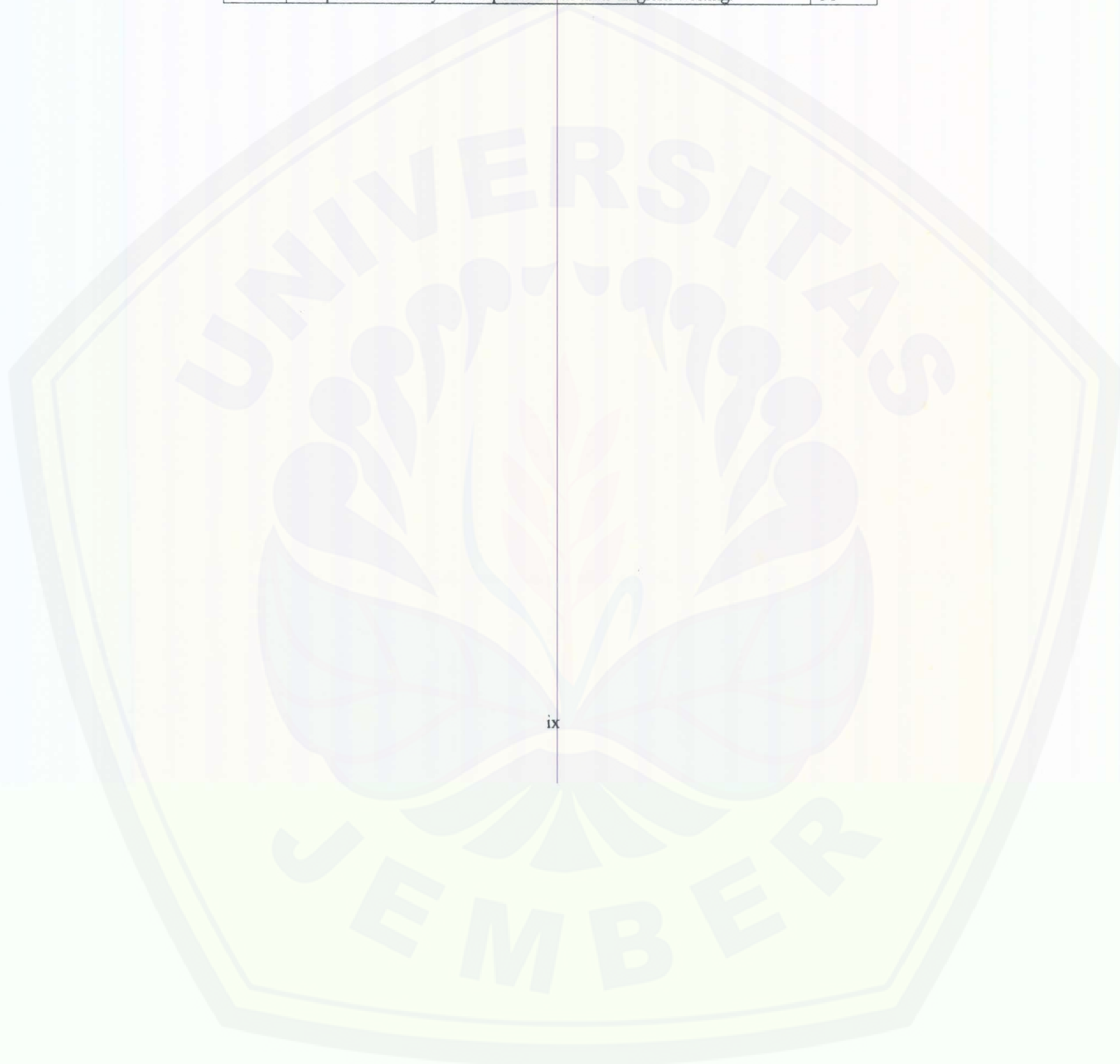
ABSTRACT

Fatimah, February 2000, The Syntactical Error Analysis of the students' English Writing of SLTP I Balung in the 1999/2000 Academic Year.

Thesis, English Education Program, Language and Art Education Department, Faculty of Teacher Training and Education, Jember University.
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Key words: Syntactical Errors and English Writing.

This research was intended to describe the syntactical errors made by the second year students of SLTP I Balung in writing a paragraph. The samples as the respondents were taken by using cluster random sampling method. To collect the upporting data, interview and documentation were used. The primary data were collected by using writing test which was used to measure the syntactical errors made by the second year students of SLTP I Balung in writing a paagraph compositions. The collected primary data were analyzed by using the percentage formula. The results showed that the kinds of the syntactical errorss made by the students in their weiting were the misuse of subject verb agreement (4,45 %), the misuse of the articles (6,83 %), the misuse of prepositions (33,53 %), the misuse of word orders (3,56 %), the omission of the third person singular marker in the simple present tense (5,63 %), the addition of the auxilary "be" in the simple present tense with the main verbs (42,43 %), the addition of the verb "be" in the past tense with the main verbs (2, 08 %), the incorrect verb forms after modal auxiliaries (1,48 %). The results indicated that the syntactical errors made by the students in their paragraph compositions are caused by intralanguage errors, that covered overgeneralization, ignorance of rule restriction, incomplete application of rules, false concept hypothesized. The results suggest that the students need to develop their structure mastery to avoid making many syntactical errors in writing a composition.

CHAPTER I
INTRODUCTION

1.1 Background of the Study

In the era of globalization, the mastering of English is essential, because English is an international language. In Indonesia, at yunior high school, English is learned by the students as a compulsory subject. It means that English is an important subject and it is examined in the Ebtanas. Based on the 1994 English Curriculum for SLTP, the objective of the English teaching is that the students have four English skills, namely: speaking, reading, listening, and writing.

Related to the English skills, writing is one of the English skills that is important for the SLTP students to learn. The writing skill is closely related to the reading skill. It means that the students' English writing must be read by readers. Thus, the English writing must be grammatically correct so that it is easily understood by the readers. However, writing English is not easy for the SLTP students, because English is a foreign language for them and writing is a complex process which includes all the students' ability in learning English. The students should have skills in using vocabularies, grammatical structure, and mechanics in order to write a good composition. Moreover, the rules of English and Indonesian are different in terms of pronouncation, spelling, vocabulary, and grammar. Of course, in writing English, they often have problems, especially with grammar or syntax. They still often make syntactical errors in writing the English composition.

In the process of learning a foreign language, a language learner can not avoid making considerable errors in writing. Hendrickson recommends that the foreign language teachers should accept these errors as natural phenomenon integral to the process of the second language learning (1979:3). The teacher, therefore, should realize that the errors, especially the syntactical errors always appear as natural features of the process of the English learning. These errors may be caused by the

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the influence of the Indonesian language. They can also be caused for the students do not master the rules of the English structure. As a result, their English writing are not good because of having many syntactical errors.

From the statements above, it could be said that syntactical error analysis in the students' English writing at SLTP is necessary to know the syntactical errors made by the students in their writing. This activity is useful for the students as feedback to improve their writing skill. As Dulay et al. (1982: 138) said that studying learners' errors serves two major purposes:

1). it provides data from which inferences about the nature of the language learning process can be made;

2). it indicates to the teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract from a learner's ability to communicate effectively.

Based on the descriptions above, this research is conducted with the title: " The Syntactical Error Analysis of the Students' English Writing of SLTP I Balung in the 1999/2000 Academic Year".

1.2 Problem Formulation of the Research

Based on the background of the problem, the problem can be formulated as follows:

1) What kinds of syntactical errors are made by the second year students of SLTP in their English writing?

2) What kind of syntactical error is mostly made by the second year students of SLTP in their English writing?

3) What kind of intralingual factors that cause the students to make the syntactical errors in their English writing?

1.3 Operational Definitions of the Terms Used in the Title

In order to avoid misunderstanding between the readers and the writer, there are some terms used in the title that are necessary to be defined operationally. They are " syntactical error analysis" and " the students' English writing". The following parts discuss the operational definitions of the terms.

1.3.1 Syntactical Error Analysis

In this study the syntactical error analysis means the analysis of the syntactical errors made by the second year students of SLTP in their English compositions. In this case, the syntactical errors are the errors of writing the sentences dealing with the misuse of subject- verb agreements, the misuse of article *"the, a,an "*,the misuse of prepositions *"in, on, to, with, by, from, at"*, the misuse of word orders, the addition of the auxiliary "be" in the simple present tense with the main verbs, the omission of the third person singular markers in the simple present tense, the addition of the auxiliary "be" in the simple past tense with the main verbs, the misuse of verb forms after modal auxiliaries.

Then, the syntactical error components made by the students in their English writing are analyzed statistically in the percentage and analyzed descriptively.

1.3.2 The Students' English Writing

In Webster International Dictionary (1974:1542), the word "writing" is defined as "to communicate or describe in writing". Writing here is one of the four English skills. In this study, the students' English writing means the students' writing of a narrative composition in English in the form of paragraphs by choosing one of the topics based on the pictures given. Then, their English compositions are analized based on the syntactical errors dealing with the components mentioned above.

1.4 Objectives of the Study

There are three objectives in this research. These objectives are taken from the problems. They are as follows:

1). to describe the kinds of syntactical errors made by the second year students of SLTP in their English writing;

2). to describe the kind of the syntactical error that is mostly made by the second year students in their English writing;

3). to describe kind of intralingual factors that cause the students to make the syntactical errors in their English writing.

1.5 The Limitation of the Research

In this research, the problem was limited to the syntactical errors that cover the following components: (1). the misuse of subject verb agreement, (2). the misuse of the article, (3). the misuse of preposition, (4). the misuse of word order, (5). the omission of the third person singular marker in the simple present tense, (6). the addition of the auxiliary "be" in the simple present tense with the main verbs, (7). the addition of the verb "be" in the past tense with the main verbs, (8). the incorrect verb forms after modal auxiliaries. Thus, they were used as indicators to analyzed the students' E,glish writing. In this study, the discussion is limited to the intralanguage errors. The population were limited to the second year students of SLTP I Balung in the 1999/2000 Academic Year. Next, the research results were intended to generalize only to the population at the school.

1.6 Significances of the Research

Conducting a research needs a lot of time, energy as well as expence. Therefore, the research conducted must have advantages (Arikunto, 1998:24). Related to the research objective, the research results are expected to be significant for the following people:

a). The English Teachers

For the English teacher, the research results are useful as information to know the students' abilities in writing English, especially dealing with their weaknesses of structure. The results can also be used as consideration to develop the teaching of English, especially to develop the students' writing skill by providing feedback in the form of correcting their syntactical errors.

b). The Students

For the students, the results are useful as information to know their abilities in writing English, mainly the syntactical errors in an attemp to develop their writing skill by learning the feedback given in their writing.

c). Other Researchers

For the other researchers, the results are useful as information to conduct further reseaches related to the similar problems. They can use these results as refernce to conduct further researches by analyzing the morphologycal errors in the students' writing.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents the review of literature related to the research problems. The theories discussed are error analysis, definitions of errors and mistakes, the syntactical errors and the sources of errors.

2.1 Error Analysis

In the English teaching learning process, the students' problems in learning English should be solved. One of the techniques that can be used by the teacher to improve the students' structure mastery is by analyzing the grammatical errors in the students' writing. According to Alberto and Troutman (1991:89), an analysis is the ability to break down material into its constituent parts in order to identity these parts, discuss their interrelationship and understand their organization as a whole. Dealing with errors, Hendrickson (1979:3) says that children everywhere produce numerous errors while acquiring their first language, the errors that their parents accept and expect. Further, he states that the foreign language teachers should accept these errors as a natural phenomenon integral to the process of the foreign language learning. Dealing with errors, Richards (1974:25) states that a learner's errors are significant in three different ways. First, to the teacher, they provide the learner's progress. Second, they provide the research evidence of how language is learned or acquired, strategies or procedures the learner is employing in his discovery at the language. Third, they are indispensible to the learner himself, because making errors is a device for the learner to learn. According to Tarigan and Tarigan (1988:67), error analysis is a series of methods to analyze the students' language errors which aims at making the language teaching more effective.

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Based on the opinions above, it can be concluded that analyzing the learner's errors is useful not only for for the teacher, and the learner but also for the researcher to improve the students' language mastery.

2.2 Definitions of Errors and Mistakes

It is essential to know the meaning of errors and mistakes, because both terms are similar, but actually they have different usage. In this case, Garman (1994:151) states that errors have considerable potential to shed light on nature of the language system, since they mark those points at which the system breaks down. Brown (1980:205) defines an error as a noticeable deviation from the adult grammar of the native speaker, reflecting the interlanguage competence of the learner. Tarigan and Tarigan (1988:76) state that errors can be caused by competence factors. It means that the students do not understand the linguistic system of the language used. It is often said that errors are the reflection of the students' comprehension on the language system they learn. The errors may remain in long time, if the teacher does not improve it. The improvement is able to do by the teacher by the remedial teaching and correcting the errors as feedback.

Mistakes are caused by the performance factors. The limitation of remembering something, mistakes in pronouncing language sounds, word stresses or sentence stresses (Tarigan and Tarigan, 1988:75). These mistakes can take place at every linguistic level. They usually can be corrected by the students themselves when they realize or more concentrate their mind. Actually, the students know the rules of the language, but they forget the system, so they make mistakes in the language system. These mistakes usually happen temporally, and the students may correct them immediately.

The following table presents, the comparison between errors and mistakes proposed by Tarigan and Tarigan (1988:76). In this case, there are six points of view

as the basic consideration, they are: resource, characteristics, duration, linguistic system, result and improvement.

Table 1. The comparison between errors and mistakes.

Categories Point of view	Errors	Mistakes
1. Resource	Competence	Performance
2 .Characteristics	Systematic	Non sytematic
3. Duration	Rather long	Temporary
4. Linguistic system	Has not mastered yet	Has been mastered
5. Result	Deviation	Deviation
6. Improvement	Helped by the teacher and remedial teaching	Done by students and give attantion

Actually, it is not easy to decide whether the learner makes a mistake or an error when he writes sentences. For examples: " *John cans sing.*" " *John mays come,*" and " *John wills go.* " From these sentences, the learner makes errors because he has not mastered the rules of English. These errors are caused by his competence. It is possible for him to make the same errors next time. Another student writes: " *John cans sing*" but on the other occasion, he says " John can sing." From these two setences, the learner makes a mistake because this mistake happens temporaly and the source of this mistake is his performance (Brown, 1980:206).

In this study, the witer uses the term of " error " to refer to any deviations from the English rule system. Therefore, the syntactical errors deal with any deviations in using written English found in the students' composition.

2.3 Sources of Errors

Brown (1980:213) states that there are three kinds of sources of errors. They are interlingual transfer, intralingual transfer and context of learning. Richards (1974:174) notes that some errors are caused by the interference of the learners' competence at a particular stage and illustrate some of general characreristics of the language acquisation, called intralanguage and developmental errors. Both kinds of

errors, namely: interlanguage and intralanguage errors are going to be discussed in the following parts.

2.3.1 Interlanguage Errors

Errors are frequently found at the beginning process of learning a foreign language. Richards(1974:173) states that interlanguage errors are caused by interference of the learners' mother tongue. It means that interlanguage errors happen because there is interference of the learners' native language construction of phrases and sentences. It can be taken an example in the usage of English both in oral or in written forms. It is often found the interference of the Indonesian constructions. For instance, the student ommits and adds the verb 'be" in the simple present tense and in the past tense in the following sentences.

1). He in water.

2). He calleded (Dulay et al, 1982:148).

In the first sentence, the student made a grammatical error by omitting the verb "be" in the sentence. In the second sentence, he adds -ed to the past already formed. These errors may be caused by interlanguage errors, because his sentences are influenced by his mother tongue, that is Indonesian. In the English sentences, the auxiliary verb "be" must be put between the subject and the complement. This system does not happen in Indonesian. It seems that he translates word by word into English without paying attantion to the rules of the English structure.

2.3.2 Intralanguage Errors

According to Richards (1974:174), intralanguage errors are "errors which reflect the general characteristics of rule learning, such as faulty generalization, incomplete application of rules and failure to learn condition under which rules apply". In other words, intralanguage errors happen if the students do not comprehend the rules of the target language well. As a result, they make grammatical errors. Compare the

following sentences made by students. A learner writes, " My mind always worried" (Dulay et al, 1982:151), instead of saying " My mind is always worried." He does it, because he never uses the verb "be" to connect the subject with the complement. From these sentences, it is reasonable if the student tries to hypothesize the rules and structures of the language, because he has limited experience of the target language. This error is an intralanguage error. Richards (1974:174) states that kinds of intralanguage erros cover; overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesize. Each kind of the intralingual errors is discussed in the following part.

A. Overgeneralization

Richards (1974:174) defines overgeneralization as the use of previously available strategies in new situation. He adds that overgeneralization covers instances where the learner creates a deviant structure on the basis of his experince of other structure in the target language. For example, a student writes a sentence, such as " He is goes." From this sentence, it can be indicated that the error of the sentece is the use of the word "is". The error happens because the student has learnt the simple present tense (he goes), and at the same time, he has also learnt the present continuous tense (he is going). Since he overgeneralizes the use of each tense, he produces the sentence "He is goes." This error is caused by overgeneralization because he makes a deviant structure based on the structure that has been learnt. Another student is possible to make a sentence, such as *"He does not eats."* In this sentence, the error is the verb *"eats."* This kind of error is caused by overgeneralization of the learnt structure, affirmative statement " He eats", so, when the learner changes the sentence into negative, he remains to add *-s* to the verb "eat" for a negative statement. As a result, he makes an incorrect sentence " He does not eats." The correct form is "He does not eat."

B. Ignorance of Rule Restrictions

Another type of the intralingual error is ignorance of rule restrictions. This type of error is to apply the rules to contexts in which the students do not apply them (Richards, 1974:175). In this case, analogy and rote learning may be the common sources of this type of error. Analogy seems to be a major factor in the misuse of prepositions (Richards, 1974:185). These examples below are the misuse of prepositions resulted from analogy (Richards, 1974:176).

1). He explained me the story.

2). He is the man I saw him.

3). This is not fit to drink it.

In the first sentence, the student makes an error of the misuse of a preposition "to". This error is resulted from the analogy of the sentence learned such as " He told me the story." The verb "explain" can't be followed by an indirect object. However, the verb "explain" may be followed by a direct object and followed by a preposition "to". Thus, the correct sentence is: he explained the story to me. In the second and the third sentences, the student makes errors of the use of "him" and "it". By analogy with the learner's previous experience of *subject* + *verb* + *object* constructions, the learner feels that there is something incomplete about "the man I saw", "this is not fit to drink", so he adds the object after the verbs, "saw" and "drink". The two sentences should be:

1). He is the man I saw.

2). This is not fit to drink.

C. Incomplete Application of Rules

This type of errors is the occurence of structure whose defiancy represents the degree of developmental of the rules required to produce acceptable utterance (Richards, 1974: 177). This type of erros may be in the form of affirmative statements used as questions or the omission of the verb "be" or third person singular markers in

the sentences and question words added to the statements. The examples of affirmative statements used as questions.

1). This is a ball?

2). Daddy go yesterday? (Dulay etal, 1982:132).

In the two sentences above, the errors happen when the learner makes interrogative sentences by giving question marks (?) to the affirmative statements. In this case, he applies incomplete application of the rules to make questions or interrogative sentences. The correct sentences are:

1). Is this a ball?

2). Did daddy go yesterday?

The examples of omission of the verb "be" or third person singular markers in the sentences

Teacher's questions	Student'responses
a). What is he doing?	- He opening the door.
b). How much does it cost?	- It cost one dollar.

From the two sentences above, the student's responses are influenced by the teacher's questions. In answering the questions, he just transforms the end of the sentence (Richards, 1974:178). In the sentence a), the student omits the auxiliary "be" (is) in the present continuous tense. In the sentence b), he omits the third person singular marker "s" in the simple present tense that should be attached to the verb "cost" with the subject "it". Thus, the student's correct responses should be:

1). He is opening the door.

2). It costs one dollar.

The examples of question words added to the statements

1). Please write down what is his name.

2). I don't know what those are (Richards, 1974:134).

In those two sentences, the question word *"what"* are not necessary to be added to the sentences. In this case, the verb "write down" and "know" are directly followed by direct objects. Thus, the correct sentences are:

1). Please, write down his name.

2). I don't know those.

D. False Concept Hyphotesized

This type of errors is the errors when the student applies false concept in the sentences or he has false interpretation of the structure rules.

Examples:

1). One day the accident was happened.

2). He is speaks English (Richards, 1974:178).

In the first sentence, the student interpretes that the word "was" always refers to the past action, therefore, in expressing an action that happened in the past he uses "was" beside putting *-ed* at the end of the verb "happen" as the past marker. The correct sentence should be: 1). *Oneday the accident happened*. In the second sentence, the student interpretes that the word "is" is used in the simple present tense with the main verb. Therefore, he puts "is" and the third singular marker "speaks" in the second sentence. The correct sentence should be : 2). *He speaks English*. In the two sentences, he applies false concept of the simple present tense and the simple past tense.

2.4 Syntactical Errors

According to Verhaar (1995:70), syntax is the study the relation of words, phrases in the sentence. Syntax is a study of the patterns used as the ways to combine words into sentences (Stryker, 1969), in Tarigan (1988:1). Hendrickson (1979:28) says that the syntactical errors cover: misused, omitted, added and misspelled articles, demonstrative and possesive adjectives, pronouns, modals, qualifiers, prepositions,

conjunctions, sentence connectors, subordinators, question words, word orders, and otherwise uncategorized syntactic classes, such as it is and there is/are. Based on the ideas above, syntax is the study of the structure of prases, clauses, and sentences. It deals with the phrase structure, the clause structure, and the sentence structure.

In this study, the syntactical errors discussed cover:1). the misuse of the subject -verb agreement; 2). the misuse of the articles "the, a, an"; 3). the misuse of prepositions "in, on, with, from, by,at, to"; 4). the misuse of word orders; 5). the omission of the third person singular marker in the simple present tense; 6). the addition of the auxiliary "be" in the simple present tense with the main verbs; 7). the addition of the verb "be" in the past tense;8). the misuse of verb forms after modal auxiliaries.

2.4.1 The Misuse of Subject- Verb Agreement

Agreement errors are common when a plural noun interveness between a singular subject and its verb (Guth, 1969:22). The general principles for determining the agreement of a subject and a verb is that " a singular subject takes a singular verb and a plural subject takes a plural verb". The subject verb agreement errors happen when the students uses a singular subject followed by a plural verb and a plural subject followed by a singular verb.

Examples:

1). The man drive to work.

2). The men drives to work..

3). The package of sigarettes are on the table.

The correct sentences should be:

1). The man drives to work.

In this sentence, a singular subject takes a singular verb.

2). The men drive to work.

Here, a plural subject takes a plural verb.

3). The package of sigarettes <u>is</u> on the table.

When the subject followed by a phrase, the verb ordinarily agrees with the subject, not the noun in the phrase.

The errors made by the student in the sentences above are resulted from ignorance of the rule restriction. In the sentences, he ignores the rules of the subject-verb agreement. He applies the rule of the subject-verb agreement for a singular subject instead of a plural subject and vice versa.

2.4.2 The Misuse of Articles: "a; an; the"

The articles are the member of a group of words called determiners that are used before nouns. There are two kinds of articles, namely: definite and indefinite articles. The definite article is **"the"** and the indifinite articles are **"a"** and **"an"**. **"The"** may be used with a singular or plural noun and refers to definite things. **"A/An"** is generally used with a singular countable noun. **"A"** is used before words beginning with consonant sounds, for examples: a rabit, a book, a house. **"An"** is used before vowel sounds, for examples: an elephant, an apple.

The examples of the misuse articles according to Brown (1980:206) and Richards (1974:177) are as follows:

1). He is good boy.

2). I want book on your desk.

3). Sparrows are small birds.

4). Read first chapter for tomorrow.

Richards (1974:176) says that the failure to observe restriction in the use of articles may also be derived from analogy, in which the learner applies a deviant structure from his previous experience of English. This may happen when the mother tongue is closely related with ignorance of rule restrictions in the article usages. From the examples above, the student misuses the articles in the sentences. In the first sentence, the student ommits the article "a" that should be used to refer an indefinite

person (boy). In the second and the third sentences, the student ommits the article "the" that should be used to refer definite things (book, and sparrows). According to Hayden et al. (1956:155) the main use of "**the**" is to single out a spicific or particular person or thing. In the fourth sentence, the student ommits the article "the" before <u>first</u> followed by a noun. Hayden et al. (1956:163) say "the" is required when <u>first</u>, <u>second</u>, <u>third</u> and <u>so forth</u> precede a noun. No article is required when <u>one</u>, <u>two</u>, <u>three,</u> and <u>so forth</u> follow a noun. Compare number four and five below. Thus, the correct sentences are:

1). He is <u>a</u> good boy.

2). I want <u>the</u> book on your desk.

3). <u>The</u> sparrows are small birds.

4). Read <u>the first chapter</u> for tomorrow.

5). Read <u>chapter one</u> for tomorrow.

2.4.3 The Misuse of Prepositions: in, on, from, by, to, with, at

Prepositions are words normally placed before nouns or pronouns. The prepositions are as follows: of, on, in, at, againts, before, after, from during, with, about, to, under, above, inside, etc (Thomson and Martinet, 1986:91). A preposition is a word that shows the relationship between a noun or a pronoun and another words in the sentence (Bergman & Senn, tth : 71). Based on the idea above, a preposition is a word placed before a noun or a pronoun that shows the relationship between the words in a sentence.

Actually, there are many kinds of prepositions. They are: preposition of place or position, direction, time, manner, agent, purpose, amount etc. In this reserch, the errors of prepositions are limited to the prepositions of place, direction and time. They are chosen because they have been taught to the second year students of SLTP I Balung.

The examples below are the misuse of prepositions:

1). He was born <u>in</u> January 12th, 1980.

2). They live <u>on</u> Jl. Kalimantan 3.

3). The students go to school <u>by</u> foot.

Richards (1974:176) says that analogy seems to be a major factor in the misuse of prepositions. From the examples above, the student misuses the prepositions "on" and "at". These errors may be caused by analogy or ignorance of the rule restriction. In the first sentence, the student does the analogy of the learned preposition "in" According to the rule, "on" is *used before days of the week or before months followed by date and year*. The preposition "in" is used before months that is not followed by the days of the weeks or months and before numbers indicating the year. In the second sentence, he fails to observe the restrictions of existing structures of prepositions "on" to all kinds which show address. Thus, he uses the preposition "on" instead of "at". The preposition "at" is used to express the complete address that refers to the names of the street and number (Hayden et al. 1956:173). These errors may be caused by ignorance of the rule restriction. It means that the student ignores the rule of the use of prepositios "on" or "at". In the third sentence, he does the analogy of the preposition "by". The preposition "by" is used with the words: train, bus, car, etc, but "by" can't be used with the word "foot", instead "on" is used. Based on the explanations above, the correct forms of the sentences are:

1). He was born <u>on</u> January 12th, 1980.

2). They live <u>at</u> Jl. Kalimantan 3.

3). The students go to the school <u>on</u> foot.

2.4.4 The Misuse of Word Orders

Mastering basic word order is an essential step in learning English. The following sentences are the examples of the syntactical errors concerning with the misplaced word order (Guth, 1969:124).

1). Woman charming is our hostess.

2). The committee was to meet him in the morning at the office.

In the two sentences above, the errors are caused by overgeneralization. In English, when a series of adjectives precedes a noun, the adjectives follow a set order. The order is determined by the degree of generality of each type of the adjective. When there is more than one adverbs in the sentence, the order should be: S + V + O +Adv of manner + Adv. of place + Adv. of time.

In the first sentence, the sentence is influenced by the student's mother language. The student puts the adjective after the noun. Besides that, he omits the article "the" to refer to a specific woman. In the second sentence, the adverb of place should be placed before the adverb of time. Based on the explanations above, the correct sentences are:

1). The charming woman is our hostess.

2). The committee was to meet him at the office in the morning.

2.4.5 The addition of the Auxiliary "be" in the Simple Present Tense with the Main Verbs

Thonson and Martinet says that the simple present tense has the same form as the infinitive, but it adds an -s for the third person singular (1986:159). Many students often add the auxiliary "be" (*is* or *are)* in the simple present tense with the main verbs. . The examples are:

1). The sun is rises in the east.

2). The children are play in the yard.

From the examples above, the student makes the errors of using the simple present tense. The addition error happens if the student adds elements that should not be in the right sentence. Here, the student is overlearning a structure of the use of "is" in the simple present tense. In the first sentence, he adds "*is*" before the verb "rise". In the second sentence, he adds the auxiliary "are" before the verb "play". These errors may be caused by false concept hypothesized. It means that the student applies false concept of the use of the simple present tense. The pattern of the simple present tense

with the main verb is: S + V (s/es) + O + Adv. of Manner + Adv. of Place + Adv. of Time. Based on the explanations above, the correct sentences are:

1). The sun rises in the east.

2). The children play in the yard.

2.4.6 The Omission of the Third Person Singular Marker in the Simple Present Tense

Many students often omit the third person singular markers in the simple present tense with the third person singular subjects (he, she, it). The following examples are the omission of the third person singular markers in the simple present tense.

1). He often come to my house (expressing how often we do thing).

2). My father go to office everyday (habitual action).

Richards (1974:174) says that omission of the third person singular marker (-s) accounted for by the heavy pressure of all other endingless forms. In the examples above, the errors are caused by overgeneralization. In the student's mind, -s is only used in the simple present tense without paying attention to the subject. They overgeneralize the use of the simple present tense for the subjects I, you, we, they. The pattern of the simple present tense with a singular subject is: S + V (-s/-es) + O + Adv. Based on the explanations above, the correct sentences are:

1). He often comes to my house.

2). My father goes to office everyday.

2.4.7 The Addition of the Auxiliary "be" in the Simple Past Tense with the Main Verbs

Sometimes the students add the auxiliary "be" in the simple past tense with the main verbs. Simple past tense is used to express an action that happened in the past. It is normally used for the relation of the past events. Past tense is found in the form of regular verbs that are formed by adding -ed to the infinitive and regular verbs that

change without inflection (Suryadi & Koentjoro, 1985:305). The pattern of the simple past tense in the affirmative statement is: S + V2 + O + (Adv).

The examples below are the addition of the auxiliary "be" (was) in the simple past tense with the main verbs.

1). He <u>was</u> *waited* for you last night.

2). The accident <u>was</u> happened in this street last night.

In the sentences above, the student interprets that the word "was" always refers to the past action; therefore, in expressing an action that happened in the past, he uses "was" beside putting *-ed* at the end of the verb "wait" and "happen" as the past markers. These errors may be caused by false concept hypothesized. It means that the student applies false concept of the use of the simple past tense. Based on the explanations above, the correct sentences should be:

1). He <u>waited</u> for you last night.

2). The accident <u>happened</u> in this street last night.

2.4.8 The Misuse of Verb Forms after Modal Auxiliaries

Modals or modal auxiliaries consist of: may, must, can, shall/will. They are always followed by the simple form of the verbs (Warib, 1994:49).

The following sentences are the examples of the misuse of verb forms after modals.

1). We can <u>to see</u> it.

2). They will <u>going</u> to the city.

3). They may <u>sitting</u>.

4). She must <u>works</u> hard (Richards, 1974:183).

From the examples above, the student uses the incorrect verb forms after modals. In the first sentence, the error may be caused by false concept hypothesized of using the tense with modal auxiliaries. He puts to infinitive " to see" after " can". In the second and the third sentences, he uses the -ing form of the verbs after modal auxiliaries " will" & "may". In the fourth sentence he adds <u>-s</u> to the verb "work" after

"must". In this case, the student applies false concept of the use of the sentence pattern with the modals *must, will, may*. The sentence pattern with modals is: S + Modals + V1 (simple form of the verb). Based on the explanations, the correct sentences are:

1). We can see it.

2). They will go to the city.

3). They may sit.

4). She must work hard.
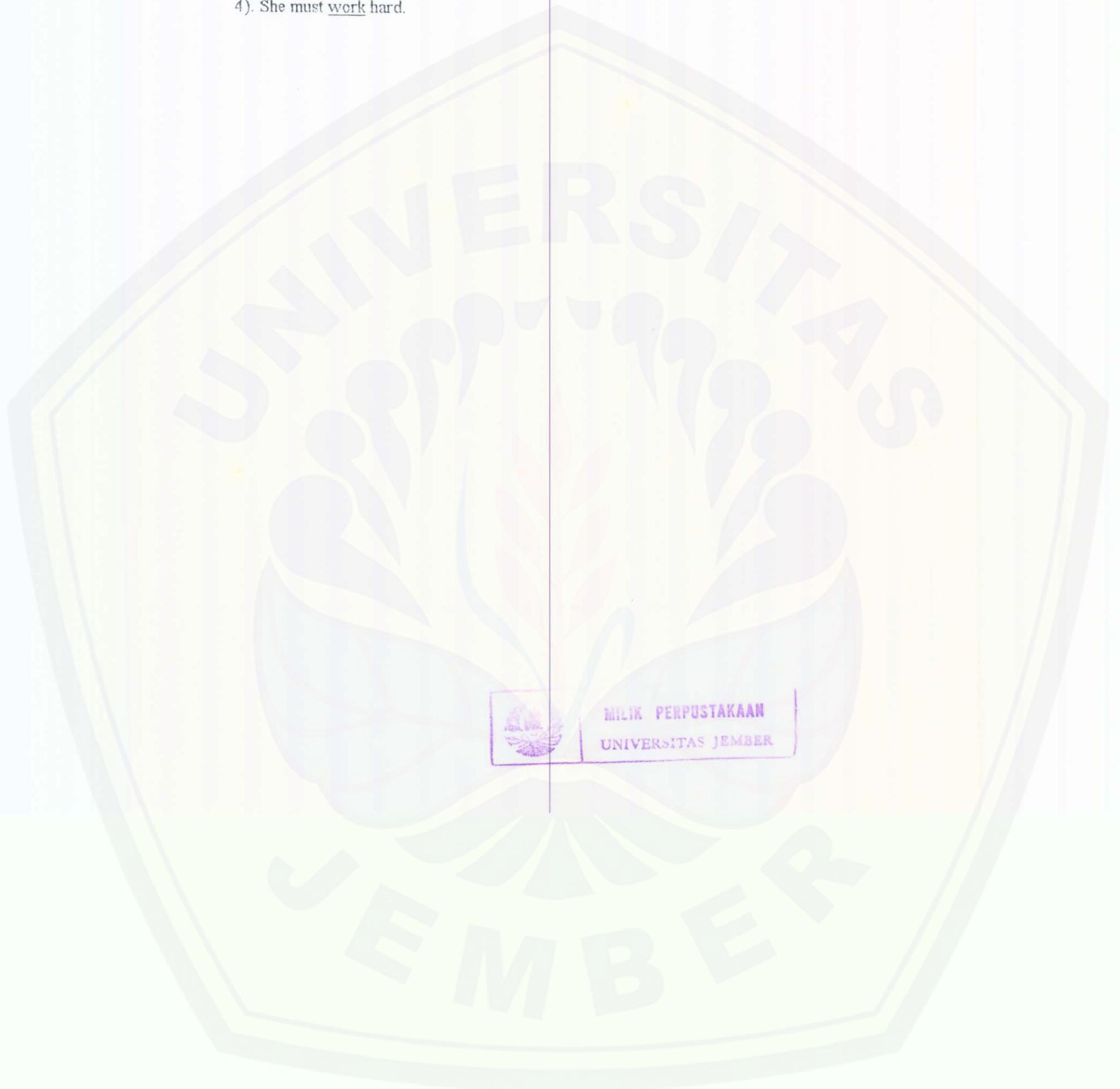
CHAPTER III
RESEARCH METHODS

3.1 The Research Design

This research was descriptive quantitative. It was not intended to prove the hypothesis, but it was intended to analize the syntactical errors made by the second year students of SLTP I Balung in their writing quantitatively in the percentage. Then, the results were analyzed escriptively to answer the research questions.

The procedures of this reserch were as follows:

a). Determining the title,

b). Formulating the problem and objectives,

c). Determining the data needed,

d). Finding the data resources,

e). Constructing the instrument (the writing test),

f). Collecting the primary data,

g). Analyzing the collected data,

h). Making a conclusion,

i). Writing the report.

3.2 Area Determination Method

Determining the research area was an important step in conducting a research. The research area was the area where the research was conducted. In this research, the research area was determined by using purposive method. This research was conducted at SLTP I Balung. This school was chosen as the research area because it was a good school and it was not difficult for the researcher to get the permission to conduct the research.

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3.3 The Population and Respondent Determination Method

A population is the entire reserch subjects (Arikunto, 1998:115). Further she says that the population research can be conducted if the number of subjects is not more than a hundred persons. On the other hand, a sampling research can be conducted if the number of the subjects is more than a hundred persons and the samples taken can be 10% up to 25% of the population. The population of this research was all the second year students of SLTP I Balung in the 1999/2000 academic year. The number of the population was four classes or 165 students.

Based on the idea above, this was a sampling research. It means that samples were investigated in this research. To take the samples as respondents, the technique of cluster random sampling by lottery was used. This technique was used to get the samples by groups which were available in the population by lottery. Based on the idea, the samples taken were two classes or 82 students or 50 % of the second year students of SLTP I Balung. In determining the sample of the research, homogeneity should be under consideration. It means that the two classes can be used as the sample if they have the characteristics of homogeneity, such as they have the same quality and the same situation. In this case, to measure the homogeneity of the class the students' English scores of the first Cawu were analyzed by using the formula of Anova.

Based on the computation, the value of the Fo (the result of Anova) was 0,5159728 and the value of the F- table with the significance level of 5% was 2,67. It showed that the result of computation (FO) was lower than the F- critic or F- table. It means that there was no difference of ability on the students' English scores among the four classes of the second year students at SLTP I Balung or they were homogenous. Then, the 2A class and the 2B class were chosen randomly as the respondents. The number of the respodents was 82. The ways to operate of Anova could be seen on Appendix VIII.

3.4 Data Collection Methods

The data of this research consisted of primary data and supporting data. The primary data were taken from the writing test. The supporting data were taken through documentation and interview.

3.4.1 The Writing Test

The writing test in this research was used as an instrument of collecting the primary data. The primary data were the syntactical errors made by the second year students of SLTP I Balung in the 1999/2000 academic year in their writing test. Dealing with writing, Daiute (1985:xiii) says that writing is a dinamic process, it combines thinking, feeling and talking silently to readers and to oneself. This writing test was used to measure the students'writing skill in terms of writing grammatically correct sentences in the paragraph composition. The kind of the writing test was narrative. Chatman (1993:8) states that a narrative tells a story. In other words, it presents a unified sequence of events that add up to something. In this study, narrative writing means the students express their ideas or feelings freely in the form a narrative paragraph composition by choosing one of the topics based on the pictures given. In other words the kind of writing was guided. It means that the students were asked to write a narrative paragraph with the help of a series of pictures. The options of the topics were: **My Daily Activities; My Past Vacation with My Classmates in Songgoriti.** The time given to write the composition was 90 minutes.

This writing test was made by considering the objective of teaching the writing skill stated in the 1994 English curriculum for the second year students of SLTP. One of the objectives of teaching the writing skill at the second year students of SLTP is to enable the students to write a paragraph writing. However, in this study,the students' writing skill was measured from the grammatically correct sentences in their writing. In other words, the analysis was focused on the syntactical errors made by the second year students in their English writing. The writer underlined the syntactical errors and

gave the correct answers. Thus, the organization and the content of the students' writing was not discussed.

Arikunto (1998:136) says that the research instrument is valid when it measures what should be measured, and it is reliable when it is good enough to collect believeable data. Dealing with validity, Heaton (1990:160) states that the test can be said containing content validity if the test constructed contain a representative sample of the course, and the relationship between the test items and the course objective alwaysrelevant and clear. In this case, Heaton (1990:162) says that reliability is a necessary characteristic of any good test, for it to be valid, a test must first reliable as a measuring instrument. It means that if the test is valid, it must be reliable.

This reserch used content validity, in which the test items were made by consideration of the materials stated in the 1994 English curriculum. Based on the idea above, the writing test was valid and reliable since it used the content validity.

3.4.2 Interview

According to Arikunto (1998:144), interview is a dialogue conducted by the interviewer to get the information from the interviewee. There are two kinds of interview, namely: free interview and guided interview. Based on the idea, guided interview was used. Guided interview is interview conducted by preparing the questions related to the supporting data needed. In this research, interview was conducted with the English teacher to obtain the information dealing with the method, the techniques, and the English books used in teaching the writing skill and structure.

3.4.3 Documentation

According to Arikunto (1998:188), documentation is used to get the needed data from documents, such as books, magazines, daily notes etc. In this study, documentation was used to get the supporting data about the school descriptions dealing with the names of respondents, the school location, the school facilities, the

school location, and the school personnel of SLTP I Balung in the 1999/2000 academic year.

3.5 Procedures of Error Analysis

In this study, there were some steps used to analyze the syntactical errors made by students in their writing, they were: (1). collecting the syntactical errors; (2).identifying and classifying the syntactical errors; (3). analyzing the syntactical errors; and (4). describing the syntactical errors (Tarigan and Tarigan, 1988:70). Each step was discussed below:

1). Collecting the Syntactical Errors

In collecting the data of the syntactical erros made by the students in their writing, the respondents were given test of guided writing in the form of narrative paragraph writing by choosing one of the topics based on the pictures given. The paragraph writing consists of about 100-150 words. Then, their work are checked to find and collect the syntactical errors made by the respondents.

2). Identifying and Classifying the Syntactical Errors

After the respondents' work had been corrected, the syntactical erros made by the students in their writing were identified and classified into eight components, namely: (1). the misuse of subject-verb agreement, (2). the misuse of the article "a, an, the", (3). the misuse of prepositions, (4). the misuse of word orders, (5). the the omission of the verb "be" in the simple present tense, (6). the addition of the auxiliary "be" in the simple present tense with the main verbs, (7). the addition of the verb "be" in the past tense with the main verbs, and (8). the misuse of verb forms after modal auxiliaries.

3). Analyzing the Syntactical Errors

After the syntactical errors made by the students were identified and classified based on the error components. They were analized statistically in the percentage by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Explanations:

E = The percentage of each error component made by the students.

n = The number of the error frequency in each component made by the students.

N = The total number of syntactical erros made by students (Adapted from : Ali,1993: 186).

4). Describing the Syntactical Errors

After the data of the syntactical errors were analyzed statistically in the percentage, they were described to answer the research problems.

CHAPTER IV
RESEARCH RESULTS AND DATA ANALYSIS

This chapter presents the research results that include the supporting data, the primary data, data analysis and discussion.

4. 1 The Results of Supporting Data

The supporting data were obtained from documentation and interview.

4.1.1 The Results of Documentation

SLTP I Balung is located at Jl. Puger no. 14 Balung - Jember. This school has twelve classrooms divided into three levels. They are four classes of the first grade (192 students), four classes of the second grade (165 students) and four classes of the third grade (167 students).

The personnel employed in this school are one principle, four vice- principle, 28 teachers, five administration staff and four gardeners. In this school, there are three honorarium teachers and the others are official government teachers. There are two English teachers who teach English at the school.

Dealing with the facilities, the school has a library, a laboratory room, a computer room, a mosque, a teachers' room, the headmaster's room, the students' health service room, a canteen, and the administration staff room. Dealing with the respondents, the names of the respondents could be seen on Appendix IV.

4.1.2 The Results of Interview

From the interview conducted with the English teacher, it was obtained the information as follows: in teaching English, the teacher applied the Basic Course Outline of the Teaching Program (GBPP) based on the 1994 English curriculum.

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In the English teaching learning process, the teacher used " meaningfulness approach method" or " Pendekatan Kebermaknaan". According to this approach, the teacher should choose the suitable method for teaching of English skills which were taught integrated. The component of structure was taught integratedly with reading skill. Usually it was taught based on the language focus in each unit. Then in teaching the writing skill, the students were trained first to write correct sentences.In doing this task the teacher presented a simple passage first, then the students were asked to rewrite it by changing some words.After doing this task, they were hoped to know the structure and vocabulary used in the passage, and they can apply the learned structure and vocabulary to write a composition but according to the teacher, he seldom teaches the writing skill to the students..

The compulsary English book used for the second year students at SLTP I Balung was Let's Learn English 2, written by Sofia Nurbaya, Lasminingsih, and Lilik Endang, publised by PT. Edumedia 1996. The reason of using this book was it was suitable with the materials stated in the 1994 English Curriculum.

4.2The Results of Primary Data

4.2.1 The Data of the Syntactical Errors

After the data had been collected, each component of the syntactical errors was identified and classified. From the results of the respondents' English writing, the syntactical errors in their writing were identified and clssified into the following error components :

1). the misuse of subject- verb agreements;

2). the misuse of the article " the, a, an ";

3). the misuse of preposition " in, at, with, from, by, to";

4). the misuse of "word order";

5). the omission of the third person singular marker in the simple present tense;

6). the addition of the auxiliary "be" in the simple present tense with the main verbs;

7). the addition of the verb "be" in the past tense with the main verbs;

8). the incorrect verb forms after modal auxiliaries.

The data of the syntactical errors of each component are presented in the table 2. The number of the syntactical errors made by the respondents could be seen in the table below:

Table 2. The data of the syntactical errors of each component made by the respondents in their English writing.

No.	Frequency of the components of the Syntactical errors								Total
.	A	B	C	D	E	F	G	H	
1						2			
2			1						
3		1	2						
4			2			1			
5			4						
6			2			11			
7			4			2			
8			1	1		2			
9			2		2	3	1		
10			1						
11	2					1			
12		4	1						
13			1			5			
14			1				1		
15			2				1		
16		1	2			1			

(see next page)

.	A	B	C	D	E	F	G	H	
17			1			1			
18			3						
19			3			2			
20			2						
21								1	
22			2			3			
23		1	3						
24			1			4			
25			1			5	1		
26			1			6			
27						9	1		
28			4		1				
29			1						
30		2	1			2			
31	1					9			
32			2			3		1	
33			1			7			
34			1						
35	1	1							
36			2						
37						1	1		
38			2						
39			2			6			
40			3		2	2			
41			1			1		3	
42			1						

.	A	B	C	D	E	F	G	H	
43			3						
44			4	1		2			
45		1	1						
46		1	1			1			
47		1	1			3			
48		1				2			
49		1	1			1			
50			3						
51			2						
52	3					1			
53	1					3			
54			1		1	3			
55			1			1			
56			2						
57			1	1					
58			1						
59		1		1					
60			3			1			
61		2	1			1			
62	1		3						
63			3			1			
64		1	1	1		1			
65	1								
66			3	1		1			
67					6	2			
68						1			

.	A	B	C	D	E	F	G	H	
69			1						
70		2				1			
71			1			1			
72	1					6	1		
73			1						
74			2	1					
75			2	2					
76			1			1			
77			3						
78			1		4	1			
79			1			1			
80		1	1			1			
81			2	1		3			
82	1		2		2	5			
total	15	23	113	12	19	143	7	5	337

Explanation:

A. The misuse of subject-verb agreement.

B. The misuse of articles.

C. The misuse of prepositions.

D. The misuse of word orders.

E. The omission of the third person singular marker in the simple present tense.

F. The addition of the auxiliary "be" in the simple present tense with the main verbs..

G. The addition of the verb "be" in the past with the main verbs.

H. The incorrect verb forms after modal auxiliaries.

Based on the data presented in the table 4 above, the frequency and the percentage of the syntactical errors of each component made by the respondents could be summarized in the following table 3:

Table 3. The frequency and the percentage of the syntactical errors of each component made by the respondents in their English writing.

No.	The Category of errors	Frequency	Percentage
1	The misuse of subject verb- agreement	15	4,45 %
2	The misuse of the articles	23	6,83 %
3	The misuse of prepositions	113	33,53 %
4	The misuse of word orders	12	3,56 %
5	The omission of the third person singular marker in the simple present tense	19	5,63 %
6	The addition of the auxiliary " be " in the simple present tense with the main verbs	143	42,43 %
7	The addition of the verb " be " in the past tense with the main verbs	7	2,08 %
8	The incorrect verb forms after modal auxiliaries	5	1,48 %
	The number of frequency & percentage	337	100,00 %

4.3 Discussion of the Research Results

Based on the data of the freuency of the syntactical errors of each component in the table 3 above , it is known that 337 shows the number of frequency of the syntactical errors made by the respondents. The most syntactical error made by the second year students in their English writing is " the addition of auxiliary ' be ' in the simple present tense with the main verbs (143 or 42,43 %)" and the least syntactical errors made respondents is the incorrect verb forms after modal auxiliaries (5 or 1, 48 %)".

Based on the results of the data analysis above, the intralanguage errors were often made by the respondents in their English writing. The results of the research showed that the respondents often made errors caused by overgeneralization that include :the misuse of the articles, the misuse of subject verb-agreement, the omission of the third person singular marker in the simple present tense, the addition of the auxiliary "be" in the simple present tense with the main verbs, the addition of the verb "be" in the past tense with the main verbs and the incorrect verb forms after modal auxiliaries. In addition, the syntactical errors made by the students were caused by false concept hypothesized, such as the addition of the auxiliary "be" in the simple present tense with the main verbs, the addition of the verb "be" in the past tense with the main verbs and the incorrect verb forms after modal auxiliaries. Then the errors dealing with the misuse of preposition, the misuse of subject verb agreement, the misuse of articles and the misuse of word orders could be caused by ignorance of rule restriction. The errors of the omission of the verb "be" in the simple present tense was caused by the incomplete application of rules..

CHAPTER V
CONCLUSION AND SUGGESTIONS

5. 1 Conclusion

Based on the results of the data analysis and discussion above, it could be concluded that kinds of the syntactical errors made by students were (1).the misuse of subject verb- agreement (15 errors or 4,45%), (2). the misuse of the article " the, a, an" (23 errors or 6.83 %), (3). the misuse of preposition (113 errors or 33,5 %), (4). the misuse of word orders (12 errors or 3,56 %) , (5)the misuse of the third person singular marker in the simple present tense (19 errors or 5,63 %), (6).the misuse of addition of the auxiliary "be" in the simple present tense with the main verbs (143 errors or 42,43 %), (7). the misuse of the addition of the verb "be" in the past tense with the main verbs (7 errors or 2,08 %), and (8). the misuse of verb forms after modal auxiliaries (5 errors or 1,48 %).

Among those kinds of syntactical errors, the addition of the auxiliary "be" in the simple present tense with the main verbs was the most made by the students in their English writing, that was 143 errors or 42,43 %. The kinds of the syntactical error that was the least made by the students was verb forms after modal auxiliaries 5 errors or 1,48 %.

These syntactical errors made by the students were caused by some factors, namely: overgeneralization, false concept hypothesized, ignorance of rule restriction, and incomplete application of rules.The syntactical errors that was the most made by the students was caused by overgeneralizaton or false concept hypothesized.

These results suggests that the students need to improve the stucture mastery to develop their writing skill.

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5.2 Suggestions

Based on the results of the research, some suggestions are given to the following people:

1. For the English Teacher

It is suggested that in teaching the writing skill, the English teacher provides feedback in the form of correcting and discussing the the syntactical errors made by the students in their writing, so that they will not make the same errors in the future, especially on the addition of the auxiliary "be" in the simple present tense with the main verbs. This feedback is useful for the students to improve their structure mastery and their writing skill.

2. For the Students

Based on the result of the research, it is recommended that the students read English texts a lot so that they recognize the structure used and enlarge their vocabulary to develop their structure mastery and their writing skill.
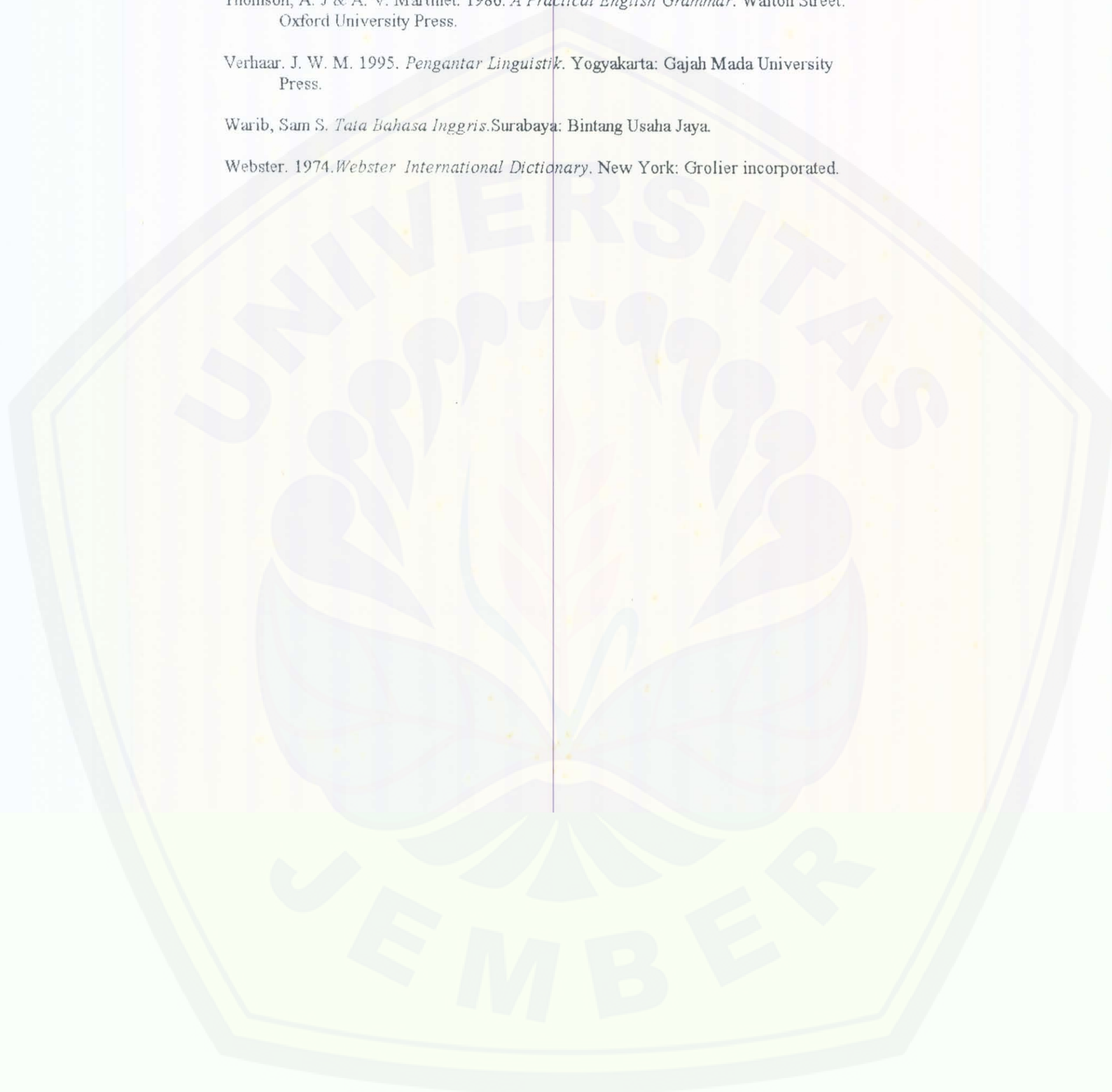
3. For Other Researchers

Based on the reseults, the other researchers are suggested to do further reseaches dealing with similar a problem by conducting a classroom action research by providing feedback in the form of correcting the syntactical error to improve the students' structure mastery and their writing skill.

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RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHODS

The Syntactical Error Analysis in the Second Year Students' English Writing at SLTP 1 Jember in the 1999/2000 Academic Year	1. What Kinds of Syntactical errors are made by the Second Year Students in their English writing ?
	2. What kinds of the Syntactical Error is the most made by the Second Year Students in their English Writing ?
	3. What factors cause the students to make the syntactical errors in their English writing?
		Syntactical Errors in the Second Year Student's English Writing	1. The misuse of subject-verb agreements
			2. The misuse of the article "the, a, an"
			3. The misuse of Preposition" in, on, with, from, by, at"
			4. The misuse of "word orders"
			5. The omission of the third person singular marker in the Simple Present Tense
			6. The addition of the auxiliary 'be" in the Simple Present Tense with the main verbs.
			7. The addition of the verb "be" in the Past Tense with the Main Verbs.
			8. The incorrect verb forms after modal auxiliaries.
				1. Respondents
				The Second year students of SLTP I Jember in the 1999/1999 academic year
				2. Informant
				- The English Teacher
				3. Documentation
					1. Research Design: descriptive quantitative
					2. Area Determination Method: Purposive Method SLTP I Jember
					3. Respondent Determination Method: Cluster Random Sampling
					4. Data Collection Methods
					- Primary Data : Writing test
					- Supporting Data :
					  - Interview
					  - Documentation
					5. Procedures of Error Analysis:
					a. collecting the syntactical errors
					b. identifying & classifying the syntactical errors
					c. describing the syntactical errors
					d. analyzing the syntactical errors
					
					Descriptive Quantitative
					
					$E = \dfrac{n}{N} \times 100\,\%$
					
					Note :
					E = The percentage of each error component made by the students
					n = The frequency of each error component made by the students
					N = The Total syntactical errors
					adapted from (Ali, 1993 186).

Appendix II

The Guide of Interview

No.	Interview Questions	Data Resource
1.	What is the English Curriculum used in SLTP I Balung?	English Teacher
2.	What approach do you use in teaching English?	
3.	How do you apply this approach in teaching English, especially structure?	
4.	Could you tell me the technique used in the teaching of writing?	
5.	What required English book are used in the English teaching learning process?	
6.	Why do you use that book?	

The Guide of Documentation

No	The Data Required	Data Resources
1.	The location of SLTP I Balung .	Documentation
2.	The total number of the students at SLTP I Balung.	
3.	The names of personnel at SLTP I Balung	
4.	The school facilities.	
5.	The name of respondents.	

Appendix III

The List of Respondent

No	Name		No	Name
1	Agus Setiawan		42	Abdul Qodir
2	Akhmad Sulton		43	Abdul Rohman
3	Alimakmun		44	Ahyar Andik y
4	Anita Supiana		45	Ana Laili M
5	Aris Piscarina S		46	Ana Zubaidah
6	Asri Tri W		47	Andhika Suprayogi R
7	Danu Aksadiyat		48	Cucuk Herwanti
8	Deddy Irawan		49	Desy Mumpunisari
9	Dwi Fatbella N		50	Dian Puji R
10	Edi Rama P		51	Dwi Setyowati
11	Edi Setiawan		52	Emil Tutik J
12	Elok Zuhrotul F		53	Endah Kartikasari
13	Ervin Sholeh		54	Erka Refriana Lia N
14	Guntur Herlanko		55	Gunawan
15	Hendrik Sulistyawan		56	Gusur Oktaviana
16	Herain Susilowati		57	Heru Suseno
17	Heru Setiawan		58	Husnul Chotimah
18	Imam Budi Joko S		59	Ida Fitria N
19	Indrawati		60	Irhamil Wahida
20	Isbullah Huda		61	Iva Farida
21	Karolina Hadiyati		62	Khoirul Nur Hidayat
22	Landi Imro R		63	Lusi Sri W
23	M. Andica Perdana P		64	M. Abdul Rosyid
24	M.Burhanudin		65	M. Arizalzulmi
25	Mega Wulandari		66	M. Zaenal Arifin
26	M. Fitra		67	Nanang Suberi
27	Mustami'ah		68	Ramadhan Fajar
28	M. Zaenal A		69	Reni Resiana
29	Nanang Rusnanto		70	Ricki Swandana
30	Novendra Fauzi		71	Robby Fateni
31	Puji Ernawati		72	Siti Rochma
32	Putri Risqiah		73	Siis Wahandoko
33	Ratih Wahyuning H		74	Siti Afriani
34	Rudi Sujaya		75	Sofyan Hadi

35	Saiful Bahri		76	Suharsono
36	Siti Lutfi'ah		77	Titin Ambarwati
37	Siti Maewahyuni		78	Trilaksono Apriliyanto
38	Vendi Prayasdika W		79	Umi Saadah
39	Yeni Salfiah		80	Winda Tri Mulyanityas
40	Yunita Faiqoh		81	Wiwin Winarsih
41	Verna Lusiana D		82	Yuliana Dwi S

Appendix : 4

WRITING TEST
Time: 90 minutes

Please read the instructions carefully!

1). Write your name on the right of the top of your paper before writing.
2). Write a paragraph composition consisting of about 100 words (about ten sentences) and give the title of your composition.
3). Choose one of the topics based on the pictures given below:
   - My past vacation with my classmates in Songgoriti (part I).
   - My daily activities (part II).
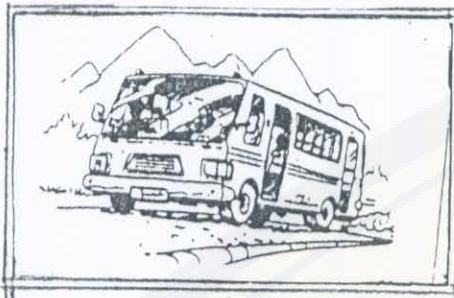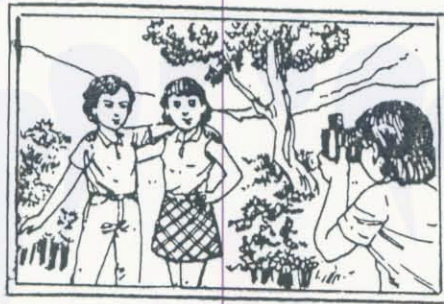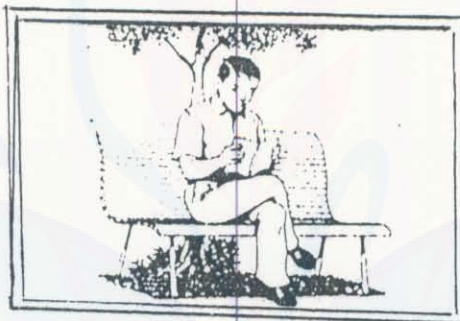
Appendix 5

The examples of the syntactical errors correction on th students' English writing:

ENGLISH.   26 Nop 1999.

　　　　　　　Nama   : YERMA IUSMMA PEWI
　　　　　　　Kelas   : IIA
　　　　　　　No. Absen : 41

My part vacation with my classmates
　　　　　　in Songgoriti

　　Every year my school held the recreation.
This year we hold the recreation in Songgoriti.
I and my classmates going to Songgoriti by bus.
Arrived at Songgoriti our bus parkied at parking
area. After for a walk, we are sit under the big
tree becouse we very tired. The air in Songgoriti was
very cool. We can take a pictures with beautiful
background. Over there also can swimming at
swimmingpool. Accept, over there we can have achat,
and we can to reading the book. We go home
at four o'clock. Over there we were very happy.

1. The frequency of the misuse of preposihon
　　 "at" = 1.
2. The frequency of the addihon of the verb
　　 "be" in the simple present tense = 1.
3. The incorrect verb-forms after modal auxiliary: 3.

better than yesterday

25.11.1899

Nama : Ana Laily M.
Kelas : II B.
No. absen : 45

My Daily Activities

I get up in the morning at five o'clock. Afterthat i take up bath and wearing uniform. Before go to school i have breakfast and say good bye to my mother.

I arrive at the school at six forty five. I go home at one o'clock p.m. I have lunch at half past six, afterthat i sleep until at three o'clock. Afternoon, at five o'clock i watch TV. I study at seven o'clock and go to sleep at nine o'clock p.m.

---

1. The frequency of the misuse of article = 1.
2. The frequency of preposition = 1.

Nama : Desy Mumpunisari
Kelas : 2B
NO·Absen : 08.49.

My daily activities.

I am get up at the morning at 5 o'clock. Soon, I bathe and wear a uniform. At is a 6 o'clock, I breakfast in the dining room and after that I permit to my mother. I go to school at 06·45 o'clock. After 13 o'clock, I go home. And I lunch at 13.30 o'clock. I sleep until at 15 o'clock. After that, I watch TV. Soon, I study and go sleep at 21 o'clock.

1. The frequency of the addition of the verb "be" in the simple present tense with the main verbs : 1.
2. The frequency of the misuse of preposition : 1.
3. The frequency of the misuse of article : 1.

Appendix: 6

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN RI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Nomor   : 3238 /PT.32.H5.FKIP/I.7'1999.   Jember,   20 Oktober 19.99.

Lampiran : Proposal

Perihal   : Ijin Penelitian

Kepada   : Yth.Sdr. Kepala SLTP I ...
                    Balung............

          di -
                    Balung............

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas
Jember menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

N a m a   : .F.a.t.i.m.a.h.....................

N i m   : .9702101276.-.AJ...................

Program / Jurusan : .PBS/.B. Inggris.....................

                    ....

Berkenaan dengan penyelesaian studynya , maka mahasiswa tersebut
bermaksud melaksanakan penelitian dengan judul :

. Syntactical Error Analysis in the Second Year Students' ..
. English Writing at SLTP I Balung in the 1999/2000 ....
. Academic Year. . . . .

. . . .

. . . .

. . . .

. . . .

. . . .

pada lembaga yang saudara pimpin.
Sehubungan dengan hal tersebut diatas kami mohon dengan hormat
saudara berkenan dan sekaligus kami mohon bantuan informasinya.
Atas perkenan dan perhatiannya kami mengucapkan terima kasih.

                              A.n.Dekan
                              Pembantu Dekan I

                              Drs. DJOKO SUHUD
                              NIP. 130 355 407.

Appendix : 7

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN
KANTOR WILAYAH PROPINSI JAWA TIMUR
SLTP NEGERI I BALUNG
Jl. Puger No. 14. Telp. (0336) 621143 Balung.

SURAT KETERANGAN

Nomor : 429/104. 32/ SLTP.56// PL/ 1999
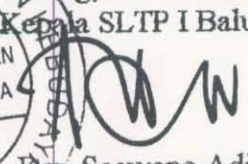
Yang bertandatangan di bawah ini :

Nama   : Drs. Soewono Adi
N I P   : 130325569
Pangkat/ gol   : Pembina Tk I, IV/B
Jabatan   : Kepala Sekolah

Dengan ini menerangkan bahwa:

Nama   : F a t i m a h
NIM   : 9702101276 -AJ
Fakultas   : Keguruan dan Ilmu Pendidikan
Jurusan   : Pendidikan Bahasa dan Seni
Program   : Bahasa Inggris
Judul Skripsi   : The Syntactical Error Analysis of the Students' English
                 Writing of SLTP I Balung in the 1999/2000 Academic Year.

Telah mengadakan penelitian di SLTP I Balung sejak 21 - 30 November 1999.

Demikian keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Balung, 30 November 1999
Kepala SLTP I Balung

Drs. Soewono Adi
NIP : 130325569

Appendix VIII

Table I. the students' English scores of Cawu I of the second year students of SLTP I
Balung in the 1999/2000 Academic Year

No.	II 1		II 2		II3		II4	
	X^1	$X^2 1$	X^2	$X^2 2$	X^3	$X^2 3$	X^4	$X^2 4$
1	5	25	6	36	6	36	6	36
2	7	49	6	36	7	49	5	25
3	6	36	6	36	5	25	5	25
4	6	36	9	81	6	36	6	36
5	6	36	5	25	6	36	9	81
6	9	81	6	36	7	49	7	49
7	7	49	6	36	6	36	8	64
8	5	25	7	49	7	49	6	36
9	5	25	6	36	8	64	6	36
10	8	64	6	36	5	25	5	25
11	6	36	6	36	5	25	6	36
12	6	36	8	64	5	25	6	36
13	5	25	6	36	6	36	6	36
14	7	49	6	36	8	64	5	25
15	5	25	6	36	6	36	6	36
16	7	49	6	36	6	36	5	25
17	5	25	6	36	7	49	7	49
18	6	36	6	36	6	36	7	49
19	6	36	6	36	6	36	6	36
20	7	49	6	36	6	36	6	36
21	6	36	5	25	8	64	7	49

22	7	49	7	49	6	36	7	49
23	5	25	6	36	6	36	7	49
24	6	36	6	36	7	49	8	64
25	6	36	6	36	5	25	7	49
26	6	36	8	64	6	36	8	64
27	6	36	89	64	6	36	8	64
28	7	49	9	81	7	49	5	25
29	7	49	6	36	6	36	8	64
30	8	64	6	36	8	64	8	64
31	7	49	6	36	6	36	7	49
32	5	25	6	36	6	36	6	36
33	6	36	6	36	6	36	5	25
34	5	25	6	36	6	36	5	25
35	8	64	5	25	7	49	6	36
36	5	25	6	36	5	25	8	64
37	7	49	7	49	8	64	9	81
38	6	36	8	64	7	49	6	36
39	7	49	7	49	7	49	6	36
40	8	64	6	36	5	25	6	36
41	5	25	6	36	5	25		
42			7	49	5	25		

Table 2: The Analysis of Variant Computation

	X1	X2	X3	X4	Σ
Nk	41	42	42	40	165 (N)
ΣXk	257	262	265	260	1044 $(\Sigma Xr)^2$
ΣX^2k	1655	1670	1707	1742	6774 (ΣXr^2)
M	6,268	6,238	6,309	6,5	

1) $SST = \sum X^2 r - \dfrac{\left(\sum Xr\right)^2}{N}$

$= 6774 - \dfrac{(1044)^2}{165}$

$= 6774 - 6605,673$

$= 168,327$

2) $SSB = \sum \dfrac{\left(\sum Xk\right)^2}{nk} - \dfrac{\left(\sum Xr\right)^2}{N}$

$= \dfrac{(257)^2}{41} + \dfrac{(262)^2}{42} + \dfrac{(265)^2}{42} + \dfrac{(260)^2}{40} - \dfrac{(1044)^2}{165}$

$= 1610,9 + 1634,4 + 1672 + 1690 - 6605,7$

$= 1,6$

3). SSW = SST - SSB

$= 168,327 - 1,6$

$= 166,727$

4). dfT = N - 1

$= 165 - 1$

$= 164$

5). dfB = K - 1

$= 4 - 1$

$= 3$

6). $dfW = N - K$

$= 165 - 4$

$= 161$

7). $MSB = SSB : dfB$

$= 1,6 : 3$

$= 0, 533$

8). $MSW = SSW : dfW$

$= 166,727 : 161$

$= 1,033$

9). $FO = \dfrac{MSB}{MSW} = \dfrac{0,533}{1,033} = 0,5159728$

Explanations:

SST : Total Sum of Squares

SSB : Sum of Squares between groups

SSW :Sum of Squares Within groups

dfT : Total degree of freedom

dfB : Degree of freedom between groups

dfW : Degree of freedom within groups

MSB : Mean Squares between

MSW : Mean Squares within

Based on the results of the computation above, the results could be analyzed by using the Anova formula as presented in the following table 3.

Table 3 : The Results of Anova

Source of variance	SS	df	MS	F-Computation	P - Value	F - critic 5%
Between group	1,6	3	0,533	0,5159728	> 0,05	2,67
Within Group	166,727	161	1,033			
Total	168,327	164				
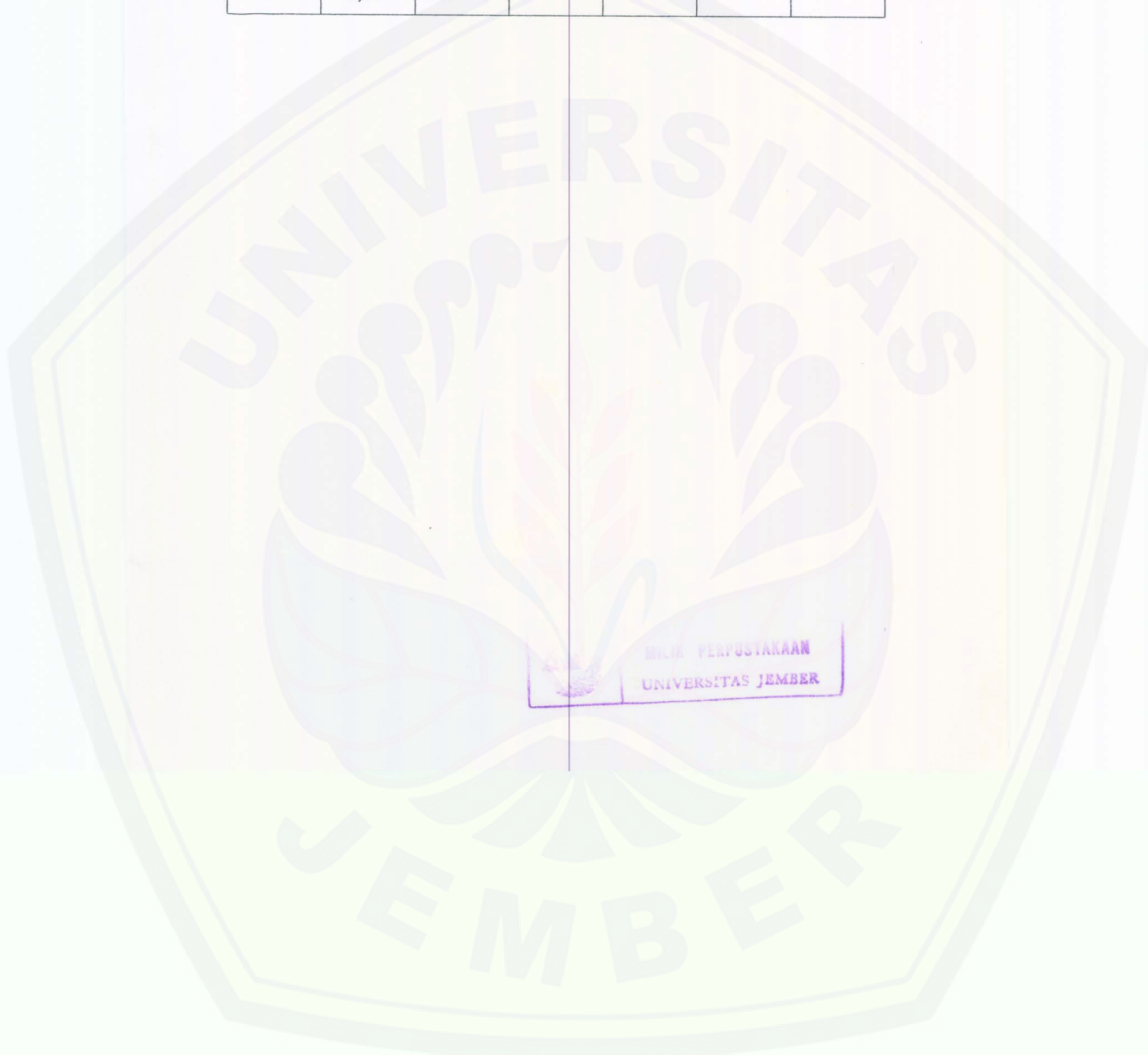
Appendix : 9

TABEL F

Nilai F dengan taraf Signifikansi 5% (deretan atas) dan
1% (deretan bawah)

d.b. untuk KR Pembagi	d.b. untuk Kuadrat Rerata Pembilang							
	1	2	3	4	5	6	7	8
100	3,94	3,09	2,70	2,46	2,30	2,19	2,10	2,03
	6,90	4,82	3,98	3,51	3,20	2,99	2,82	2,69
125	3,92	3,07	2,68	2,44	2,29	2,17	2,08	2,01
	6,84	4,78	3,94	3,47	3,17	2,95	2,79	2,65
150	3,91	3,06	2,67	2,43	2,27	2,16	2,07	2,00
	6,81	4,75	3,91	3,44	3,14	2,92	2,76	2,62
200	3,89	3,04	2,65	2,41	2,26	2,14	2,05	1,98
	6,76	4,71	3,88	3,41	3,11	2,90	2,73	2,60
400	3,86	3,02	2,62	2,39	2,23	2,59	2,03	1,96
	6,70	4,66	3,33	3,36	3,06	2,85	2,69	2,55
1.000	3,85	3,00	2,61	2,38	2,22	2,10	2,02	1,95
	6,66	4,62	3,80	3,34	3,04	2,82	2,66	2,53
∞	3,84	2,99	2,60	2,37	2,21	2,09	2,01	1,94
	6,64	4,60	3,78	3,32	3,02	2,80	2,64	2,51

(bersambung)

Appendix: 10

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN RI.
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
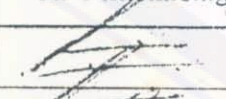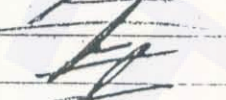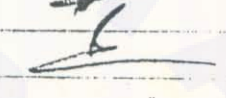
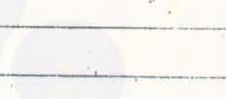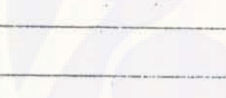### LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : F A T I M A H
Nim / Jurusan / Angkatan : 9702101276 / B. Inggris
Judul Skripsi : The Syntactical Errors Analysis in the
Second Year Students' English Writing at
SMP I _____ in the Academic Year of 1998/1999

Pembimbing I : Prof. DR. Simanhadi WP
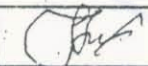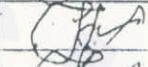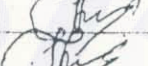Pembimbing II : Dra. Siti Sundari MA

KEGIATAN KONSULTASI :
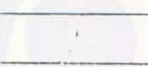
No.	Hari tanggal	Materi Konsultasi	Tt. Pembimbing
1.	Rabo, 14 Juli '99	Judul & Matrix	
2.	Senin, 16 Agust 99	Bab I	
3.	Kamis, 16 Sept '99	Bab II	
4.	Selasa 19 Oktb 99	Bab III	
5.	Kamis, 11 Nord 99	Revisi Bao I, II, III	
6.	Senin, 20 Des' 99	Bao IV, V	
7.	Senin, 10 Jan '2000	Revisi Bao IV, V	
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu ujian PRA SKRIPSI dan UJIAN SKRIPSI.

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN RI.
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a   : T A L I M A H
Nim / Jurusan / Angkatan   : 970210176-AJ/ B. Inggris
Judul Skripsi   : The Syntactical Error Analysis in the
Second Year Students' English Writing at SMP Irlang in the
Academic Year of 1999/2000

Pembimbing   I   : Prof. DR. Simahadi MP
Pembimbing   II   : Dra. Siti Sundari MA

KEGIATAN KONSULTASI :

No.	Hari tanggal	Materi Konsultasi	Tt. Pembimbing
1.	Kamis, 1 Juli '99	Matrix & Judul	
2.	Senin, 2 Agustus '99	Bab I	
3.	Senin, 6 Sept '99	Bab II	
4.	Sabtu, 2 Oktb '99	Bab III	
5.	Jum'at, 5 Nov' 99	Revisi Bab I, II, III	
6.	Kamis, 16 Des' 99	Bab IV, V	
7.	Senin, 3 Jan' 2000	Revisi Bab IV, V	
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu ujian PRA SKRIPSI dan UJIAN SKRIPSI.