ANALYSIS OF STUDENTS' SYNTACTICAL ERROR IN WRITING DESCRPTIVE PARAGRAPH

A Thesis

**Submitted as a Partial Fulfillment of the Requirements
for S1 Degree**

By:

Yani Suci Yati
1611040368

Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
RADEN INTAN LAMPUNG
1444 H / 2023 M**

ANALYSIS OF STUDENTS' SYNTACTICAL ERROR IN WRITING DESCRPTIVE PARAGRAPH

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1 Degree

By:

Yani Suci Yati
1611040368

Advisor   : Dr. Mohammad Muhassin, M.Hum.
Co-Advisor   : M. Ridho Kholid, S.S., M.Pd.

Study Program : English Education

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
RADEN INTAN LAMPUNG
1444 H / 2023 M

ABSTRACT

Error analysis is a process based on error analysis of people who are learning with the object (i.e language) that has been targeted. this research is conducted in the attempt of finding the syntactical errors in writing paragraph made by the students of the eleventh grade of SMKN 2 Bandar Lampung. The descriptive qualitative study, which is a research method for collecting data in the form of text, images, symbols, and other visual representations, was employed in order to reach the objective. Through the total of 36 research subject the result showed that addition errors is the most prominent type of error which occur 47 times or 53.4% from the total errors. The second prominent type of error made by the students is omission error which occur 17 times or 19.3% from the total errors. The third prominet type of error made by the students is misordering error which occure 16 times or 18.2% from the total errors. The least prominent type of error made by the students is misinformation error which occur 8 times or 9.1% from the total errors.
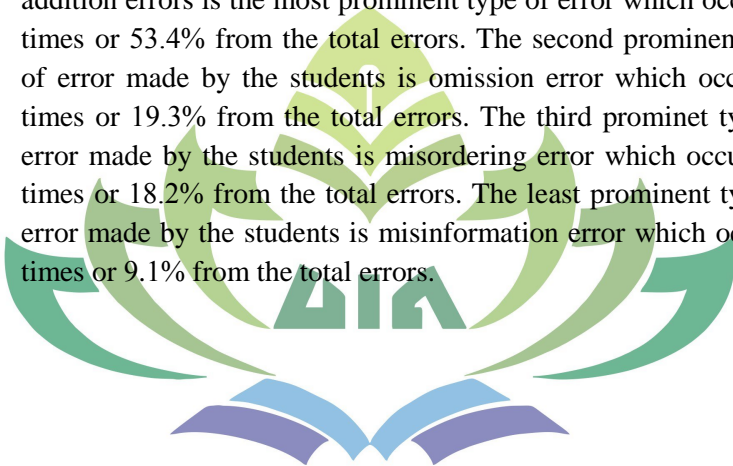
DECLARATION

I honored that this thesis entitled "**Analysis Of Students' Syntactical Error In Writing Descrptive Paragraph**" is completely my own work. I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledged in the next.

Bandar Lampung,   2022

Declared by

<u>Yani Suci Yati</u>
NPM: 1611040368

iv

MOTTO

وَاسْتَعِيْنُوْا بِالصَّبْرِ وَالصَّلٰوةِ ۗ وَاِنَّهَا لَكَبِيْرَةٌ اِلَّا عَلَى الْخٰشِعِيْنَ

"And seek help (to Allah) with patience and prayer. And (prayer) is
really hard, except for those who are khyusuk."
(QS. Al- Baqarah:45)

DEDICATION

This thesis is dedicated to everyone who has supported and encouraged me throughout my life. I would like to dedicate my thesis to:

1. My greatest sources of motivation are my dear Father, Mr Zahron, and my darling Mother, Mrs Masyana, who are always praying for my success. Thank you for all of your encouragement and support; I will always love you.
2. My beloved brother, Dwi Alfiro and my little brother M. Hasten Belen.
3. "Thank you my self you did well". You are one of the strongest fighter that I have ever known. I love my self.
4. Thank you for My Support System always support my thesis Ahmad Fadil Agya
5. My dearest best friends, who have always contributed to the completion of my thesis. Ambar Hapsari, Noven Yulia, Yuli Krisma, Sanie Setiani, Novia Mulya Sari, Jesica Ameylisa Putri, Haningtya Cahya Mentari, My Group Since11 and All Friends.
6. My beloved lecturers in English Education Study Program and Almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

Yani Suci Yati was born on January, 1th 1999 in Kedondong. She is the first child of for siblings from Mr Zahron , and Mrs Masyana. She has two brother, Dwi Alfiro and M. Hasten Belen.

The academic background of Yani Suci Yati includes studies at SDN Panunggangan 9 Tangerang in 2004 and graduated in 2010. In the same year, she continued her study in MTsN 1 Pesawaran and graduated in 2013. After that, she continued his study in MAN 1 Pesawaran and graduated in 2016. In 2016, she continued his study to UIN Raden Intan Lampung as a student of English Education study Program of Tarbiyah and Teacher Training Faculty.
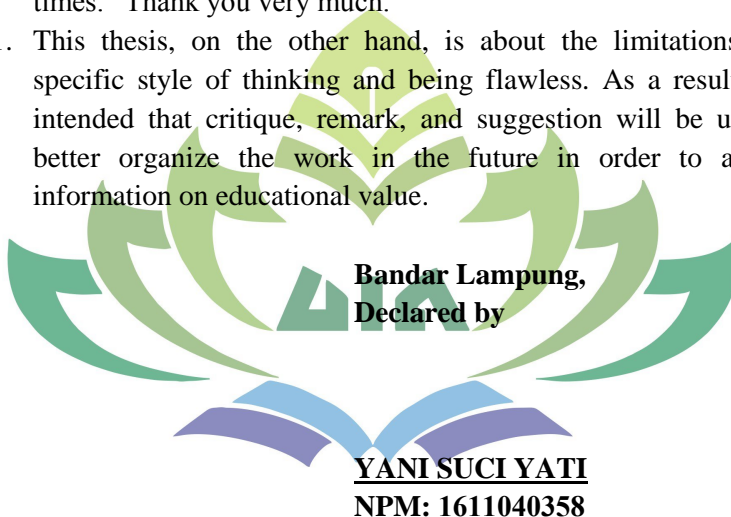
ACKNOWLEDGEMENT

Alhamdulillahirobbil'alamin, all thanks is due to Allah SWT, the Most Gracious and Merciful. There are no adequate words to express my thanks though until this thesis is completed. Then, constantly remember to send Shalawat and salam to our prophet Muhammad SAW, who is always bringing us from darkness to light. By Allah's favor, so that this thesis, named "Analysis Of Students` Syntactical Error In Writing Descriptive Pragraph" might be completed.

This thesis is being submitted as part of the requirements for the S1-degree English Education Study Program at Raden Intan Lampung State Islamic University. This accomplishment, however, would not have been possible without the love, support, direction, counsel, assistance, and encouragement of individuals and institutions. As a result, the author wishes to express his gratitude to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd., Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung, and her staff, who have provided the writer with a chance and forbearance while doing the research until the completion of this thesis.
2. Dr. Moh. Muhassin, M. Hum., The Head of English Department and The Advisor.
3. M. Ridho Kholid, M.Pd., the Co-Advisor and who has dedicated her time assisting, advising, and supporting the writer in completing this thesis.
4. All lecturers of Tarbiyah and Teacher Training Faculty, especially English Department Lectures.
5. Mr Zahron and Mrs Masyana, Thank you for all I really could not express one by one here, only God knows how much you mean to me.
6. My brother Dwi Alfiro and My Little Brother M. Hasten Belen
7. I cannot name all of my Tarbiyah English department and Teacher Training Faculty 2016 buddies one by one. One thing for sure, meeting all of you is the finest thing have ever happened to me.

8. Mrs Rizki Amalia, the English teacher of SMK 2 Mei Bandar Lampung who has assited and advised during the research process.
9. In addition, everyone who comes and goes in my life plays a part in the research, both consciously and unconsciously. Happiness, experience, learning, and memories are all things that have brought me a thousand smiles while completing this study.
10. Last but not least, "I want to thank me, I want to thank me for believing in me, I want to thank me for doing all this hard work, I want to thank me for never quitting, I want to thank me for trying give more than I receive, I want to thank me for trying do more right than wrong, I want to thank me for just being me at all times." Thank you very much.
11. This thesis, on the other hand, is about the limitations of a specific style of thinking and being flawless. As a result, it is intended that critique, remark, and suggestion will be used to better organize the work in the future in order to acquire information on educational value.

Bandar Lampung,
Declared by

YANI SUCI YATI
NPM: 1611040358

TABLE OF CONTENTS

CHAPTER III FINDINGS AND DISCUSSION

CHAPTER IV DESCRIPTION OF RESEARCH OBJECT

CHAPTER IV DESCRIPTION OF RESEARCH OBJECT

CHAPTER I
INTRODUCTION

A. Title Confirmation

In this undergraduate thesis proposal titled "Analysis of Students' Syntactical Error in Writing Paragraph Using English" there is a rationale of how diverse terms and concepts should be used as a first step towards gaining a comprehension in order to mitigate the procedures of writing this undergraduate thesis proposal. The rationale is as follows:

1. Analysis

   Analysis is the process of studying or examining something in an organized way to learn more about it, or a specific study of something. This research will conduct an analysis of students' syntactical errors in writing paragraph

2. Syntactical

   Syntactical is defined as the way a sentence is arranged related to grammatical arrangement. This research then will analyze the grammatical arrangement made by the students in writing a paragraph.

3. Error

   Error is define as the mistake especially in a way that can be discovered as a wrong or the making of such mistakes. This research then will analyze the mistakes made by the students in grammatical arrangement in writing paragraph.

4. Paragraph

   A paragraph is defined as a short part of text consisting at least one sentence and beginning of a new line. It usually deals with singel event, description or idea.

B. Background of the Research

English language learners still typically link the term with difficulties even after years of study. As a result, English education has been a top issue for pupils who study it. For communication in the domains of business, science, economics, technology, and other fields, English, a universal language, is

essential. The Indonesian Ministry of Education facilitates international contact while appreciating the value of English as a spoken and written language. Speaking, reading, writing, and listening are among the key abilities that pupils must master in order to acquire English, according to Harmer. Reading and listening skills are examples of receptive skills, which include receiving messages. Speaking and writing skills that are dependent on language production, however, are valued as productive qualities.[1] Speaking and other receptive skills, unlike writing, are not productive skills. Writing is the most difficult skill to master since, in addition to adhering to other writing rules, it calls for a broad vocabulary when structuring paragraphs and clear grammar to be understood. Because of this, writing a paragraph takes a lot of time. According to Harmer, writing regularly does not have the same time restrictions as speaking. When writing, students frequently have more time to think than they do when engaging in conversational activities. They can use dictionaries, grammar manuals, or other reference resources, or they can review what they already know in their minds.[2]

According to Richards and Renandya, writing is unquestionably the most difficult skill for second language or foreign language learners to master because it calls for not only the formulation and structuring of ideas but also their translation into understandable writing. It might be difficult to translate ideas into understandable language in addition to coming up with and arranging ideas. A vast range of highly developed skills are needed for writing. L2 writers should concentrate on higher level organizing and planning skills as well as lower level word choice, grammar, and other writing skills.[3] To produce a good piece of

---

[1] Harmer, Jeremy. The Practice of English Language Teaching, (New York: Longman,1989), p. 16.

[2] Harmer, Jeremy. How to Teach Writing, (Essex: Pearson Education Limited, 2004), p. 4.

[3] Richards, Jack C. and Renandya, Willy A. Methodology in Language Teaching: An Anthology of Current Practice, (New York: Cambridge University Press, 2002), p. 303.

writing, it takes several important knowledge such as content, organization, vocabulary, grammar and mechanic. It is a wide evident that grammar has become the main problems for the students in composing a piece of writing. Setiyadi claims that learning English in Indonesia can be highly challenging because it differs from Indonesian grammar, making it challenging for language learners to comprehend the target language's structure. English and Indonesian do not share a sentence structure, as is well known. In contrast to the Indonesian language, where verb forms are not necessary, English requires that we understand how to utilize verbs correctly depending on tenses.

Syntax deals with the guidelines for creating effective sentences. In this instance, it alludes to the idea of how well-chosen words are arranged. The underlying theory of syntax helps people express the complicated ideas and messages they are thinking about in complex sentences. Additionally, syntax involves grouping words together to form phrases, groups of words to form clauses or longer phrases, and groups of words to form sentences. Humans can generally communicate with one another by using simple words and a variety of gestures, especially when they are interacting with people from similar social groupings. However, complicated messages for equally complex situations call for more than just a few words, therefore every person is expected to possess a high level of proficiency in the construction of appropriate phrases and clauses.

The complexity of syntax has been a major problems for the students regarding the skill of writing. This problem has also been dealt by the students of Senior High School. Novriana et.al claim that the students' errors related to syntax were concerning to the difficulty to arrange words in appropriate order.[4] Meanwhle, Bao states that students lack the requisite fundamental English grammar and vocabulary skills, making it difficult to understand

---

[4] Novriana, Hana., Sumardi, Tarjana, Sri Sumiati. (2018). Senior High School Students Problem in Writing. Proceedings: 2nd English and Literature International Conference Vol.2.

the meaning of the phrase because their knowledge of grammar is not thorough and systematic and they frequently ignore or forget some grammar principles.[5] The problems also continu to the students of eleventh grade of SMKN 2 Bandar Lampung. Based on the interview with one of the English teacher, Ms. Rizki Amalia, S.Pd. as the preliminary research regarding conducted on May 31st 2022, she revealed that regarding the syntactical part as one of component in writing, students still made many errors on it. The errors, she added, were varied from the word phrases to the sentence structure. Furthermore, Ms. Rizki Amalia elaborated that even she has spent one full meeting only to present and explain the material regarding to this area, many errors were still detected.

Based on the previous explanation, this research is conducted in the attempt of finding the students syntactical error in writing paragraph. Error analysis is a process based on error analysis of people who are learning with the object (i.e language) that has been targeted. The targeted language can be in the form of mother tongue as well as national and foreign languages. Syntax error analysis can reveal the success and failure of learning programs designed by lecturers. Syntax error analysis can also be used as a tool to measure students' language skills in general. The results of the analysis of syntactic errors can be used as material to explain the parts of syntactic errors that are often made by students, so that further similar errors can be reduced. It is expected that by finding the students' syntactical error, the solution regarding to the problems can be also formulated.

C. Focus and Sub Focus of the Research

This research will focus on the syntactical error made by the students in writing a paragraph. Further the sub focus of the reserch will be on the syntactical errors in writing paragraph made by the students of the eleventh grade of SMKN 2 Bandar Lampung.

---

[5] Bao, Xiaoli. (2015). Senior High School Errors on the use of Relative Words. Journal of English Language Teaching Vol.8 No.3.

D. Research Questions

   Based on the description stated on the background, the formulation of the research questions for this research are as follow:

1. What are the syntactical errors in writing paragraph made by the students of the eleventh grade of SMKN 2 Bandar Lampung?

E. Objectives of the Research

   Based on the research question, the objective of the study is to find out the syntactical errors in writing paragraph made by the students of the eleventh grade of SMKN 2 Bandar Lampung

F. Significance of the Research

   This study is conducted with several objectives that are expected to have contribution for several aspects. The contributions are as follows:

1. Theoretical Contribution

   This study is expected to offer information and knowledge regarding syntactical errors in writing paragraph made by the students of the eleventh grade of SMKN 2 Bandar Lampung, so that they may be used as learning resources in English language learning.

2. Practical Contribution

   This study is intended to add to English research by improving the skill and understanding.

   a. For students: The findings of this study are quite beneficial in adding information related to syntactical errors in writing paragraph made by the students of the eleventh grade of SMKN 2 Bandar Lampung in order to get a better understanding of the language.

   b. For teachers: This study will be beneficial in adding information related to syntactical errors in writing paragraph made by the students of the eleventh grade of SMKN 2 Bandar Lampung in order to formulate the

appropriate solution that can be applied in teaching and learning process.

c. For other researchers: This research will provide benefits and knowledge about information related to syntactical errors in writing paragraph made by the students of the eleventh grade of SMKN 2 Bandar Lampung as the basic point to conduct the relevant research in ore thorough samples and data.

G. Previous Related Studies

The researches related to syntactical errors made by the students in writing a paragraph have previously been conducted. The first is the research conducted by Yulinar in 2020. This research intends to identify the syntactical mistakes made by MTsN 8 Muaro Jambi students when writing descriptive texts as well as the frequency of mistakes. Descriptive research was the method and approach used in this research, which was qualitative in nature. the information gathered through paperwork that Surface Strategy Taxonomy examined. Twenty pupils from MTsN 8 Muaro Jambi served as samples in this study. The study's findings indicated that students committed four different sorts of errors in their descriptive writing. The total errors were 41, which were broken down as 31,78% omission errors across 5 types, 19,51% addition errors across 3 types, 41,47% misformation errors across 4 types, and 7,31% misordering errors across 2 types.[6]

The second research is the research conducted by Romadani in 2018. The goal of this study is to characterize the various syntactical errors and mistakes that students make when writing, specifically when they write paragraphs in second-semester composition classes at universities. The data collected will be evaluated qualitatively in order to address the research questions and study objectives in the first chapter. The study's data

---

[6] Yulinar. (2020). Students' Syntactical Errors in Writing Descriptive Text at MTsN 8 Muaro Jambi. A Thesis. State Islamic University of Sultan Thaha.

came from the blunders and errors of the students. The words, phrases, and sentences used in the students' writing composition were the sources of the data used in this study. The students' writing assignments served as the basis for gathering the source data. According to the findings, there are five distinct categories of syntactical faults committed by pupils, including word order, omitted words, needless words, run-on sentences, and fragments. As a result, the majority of students misunderstood the question and chose the incorrect response.[7]

The third research is the research conducted by Muniroh and Hapsari in 2018. In order to improve the learning quality of narrative writing, this study aims to identify the syntactical errors made by ninth-grade students at Darul Hikmah II Junior High School in their narrative writing. It also aims to identify the dominant factor contributing to these errors as well as the mistakes made by the students that can be corrected. In this study, the author solely considered phrase errors to be a student's syntactical errors. This study's methodology is a qualitative one. the information gathered through observation and a test of narrative composition. The author created field notes using the descriptive analysis technique (%) using the percentage from the frequency of information and was split with the number of cases. Twenty pupils from Darul Hikmah II Junior High School in Bekasi served as samples for this study. According to the data, pupils committed 382 faults in syntactical overall. Noun phrases had the highest percentage of mistakes made by students (42,4%), followed by verb phrases with 139 mistakes (36,4%), adverbial phrases with 42 mistakes (11%), adjective phrases with 29 mistakes (7,6%), and prepositional phrases with 6 mistakes (30 percent).

---

[7] Romadani, Rizki Leli. (2018). Analysis of Syntactical Errors and Mistakes in Students' Writing. RETAIN Vol. 6. No.2.

H. Research Methodology

1. Research Design

This research will be conducted employing descriptive qualitative study, which is a research method for collecting data in the form of text, images, symbols, and other visual representations. According to Lac, descriptive qualitative study is a scientific method for examining content from media like as television shows, newspaper columns, books, photographs, and the Internet. The content analysis method is performed to obtain data from a communication that has been acquired or that may be displayed. Content analysis requires more than merely transforming the message's content into an object; it's also tied to a more modern understanding of communication's symbolic phenomena.[8]

2. Data and Data Source

This research will employ primary and secondary data source. According to Fraenkel and Wallen a primary data source is one that was created by someone who was a direct participant in or witness to the event being described. An eyewitness narrative of the opening of a new school, or a researcher's report on the results of his or her own experiment, are both examples. A secondary source, on the other hand, is a document written by someone who was not a firsthand witness to an event but received information about it from someone else.[9] Hence, the primary data for this research will be the students' paragraph writing, while the secondary data of this research will be some theoretical texts as well as any information acquired that can help the researcher learn more about syntactical error analysis.

---

[8] Lac, A. (2016). Content analysis. In R. J. R. Levesque (Ed.), Encyclopedia of Adolesence (2nd ed., pp. 1-5). Switzerland: Springer International.

[9] Fraenkel, Jack R and Wallen, Norman E. (2008). How to Design and Evaluate Research in Education. New York: McGraw-Hill Companies Inc.

3. **Research Instrument**

The term research instrument refers to all of the instruments used in doing research utilizing a certain technique. Creswell and Creswell also described the qualitative method's qualities, as well as the instrument that was rationally employed in this approach. Natural context, researcher as main instrument, numerous sources of data, inductive data analysis, participant's meaning, emergent design, theoretical lens, and interpretative are the eight characteristics of qualitative approach.[10] Thus, this research will employ the writing test as the instrument of the research.

4. **Technique of Data Collection**

The data collection approach used in this study is documentation research. Documentation research is defined by Gay, Mills, and Airasian as records of past occurrences. Writings, paintings, and monumental works by a person can all be considered documents.[11] Hence, the data collecting technique will be conducted as followings:

1) Conducting the writing test

The first step of the data collecting technique is conducting the writing test. On this step, students are requested to compose a paragraph about certain topic.

2) Checking the students' writing test

The second step is checking the students' writing test. On this step of data collection, the thorough checking regarding the students syntactical errors will be conducted.

3) List the data

Data listing is the next step. This step relates to the syntactical error analysis of the paragraph writing.

---

[10] Creswell, John W., and Creswell, J. David. (2018). Research Design: Quantitative, Qualitative and Mixed Method. London: SAGE Publication.

[11] Gay, L.R., Mills, Geoffrey E., Airasian, Peter. (2012). Educational Research: Competencies for Analysis and Application. Boston: Pearson edication Inc.

5. Research Procedure

In order to gain the best result of the study, the procedure of the study will be conducted in accordance to the research procedure proposed by Creswell,[12] as follows:

1) Determining the Subject of the Research

   The subject of the research in this study is the paragraph writing of the eleventh grade students of SMKN 2 Bandar Lampung

2) Collecting the Data

   This is the process of conducting the writing test for the eleventh grade students of SMKN 2 Bandar Lampung

3) Analyzing the Data

   This research is error analysis research. The data then will be analyzed through the employment of error analysis theory of Gass and Selinker.

4) Reporting the Data

   It is the stage of reporting and summarizing the research findings as the last procedure of the study.

6. Data Analysis

In this study, the data analysis stage will be performed through the employment of error analysis theory of Gass and Selinker, as follow:

1) Identification of errors.

   In this stage the researcher will find out any deviation which possibly could be found in students" writing. That could be omission, addition, misformation and misordering.

2) Classification of errors.

   Then the researcher will classify the errors which have been found based on their grammar aspects, such as third person singular verb, to be and so on.

3) Tabulating the errors

---

[12]Ibid p.6

The next, the researcher will calculate the frequency of each type of errors and their grammar aspects.

4) Analyzing the errors

This step dealt with deeper analysis of the errors found and the sources of errors in the students' writing.

5) Drawing a conclusion

After analyzing the errors, the researcher will make a conclusion based on what have been found.

7. The Trustworthiness of the Data

In a study,the data collected must be valid. This section of the study focuses on how data may be trusted. To gain the trustworthiness of research, the data must have the credibility, transferability, conformability and dependability.[13]

1) Credibility

In qualitative research, credibility refers to the accuracy of the findings. The degree to which the research has built trust in the findings based on the research methodology, participants, and environment is referred to as credibility or truth value. To maintain the credibility of the data, triangulation was conducted. Triangulation is a method of exploiting something else by relying on the veracity of data. Outside the data is used for verification or as a comparison to the data. Triangulation is a method for increasing an understanding of the issue under research.

2) Transferability

Transferability refers to how a qualitative researcher shows that the findings of a study may be applied to similar circumstances, groups, or phenomena. Researchers can utilize thorough explanations to demonstrate that the findings of a research study can be applied to various locations, conditions, and scenarios.

3) Conformability

---

[13]ibid

Conformability refers to the degree of objectivity in the research study's conclusions. This occurs when the conclusions are based on the replies of the participants rather than the researcher's potential bias or personal interests. Researchers can offer an audit trail that details each stage of the data analysis process and explains why certain conclusions were taken.

4) Dependability

The degree to which the study might be replicated by other researchers and the results would be consistent is referred to as dependability. If someone else wants to repeat the study, they should be able to do so with adequate information from the paper and come up with identical results.

In a qualitative research, one of the ways to maintain the trustworthiness of the data is by conducting triangulation. According to Frankael and Wallen, triangulation is the process of using a different point of view to confirm, dispute, or extend previous discoveries. When the field of research is hard and demanding,triangulation is applied. Presence research is tough, demanding, and contentious in equal measure.[14] Further, they also explain that there are five types of triangulation, as follow:

1) Data Triangulation

Data triangulation entails the utilization of many data/information sources. The categorization of each category is an important technique. Then, in the evaluation research, make sure you include a comparable number of persons from each group. This is the most common and straightforward method of triangulation.

2) Investigator Triangulation

In an evaluation plan, investigator triangulation entails using several distinct investigators/ evaluators. To triangulate, each investigator would use the same

---

[14] Ibid p.5

qualitative method to evaluate the program. Each evaluator's findings would be compared. When the findings of different investigators lead to the same conclusion, validity has been demonstrated.

3) Theory Triangulation

The utilization of various expert views to understand a single set of data/information is known as theory triangulation. Unlike investigator triangulation, this strategy usually includes enlisting the help of experts from outside your expertise.

4) Methodological Triangulation

The employment of various qualitative and/or quantitative approaches to study the program is known as methodological triangulation. Validity is established when the conclusions from each approach are the same.

5) Environmental Triangulation

Different locations, settings, and other significant aspects connected to the environment in which the study took place, such as time of day, day of week, or season of the year, are used in this sort of triangulation. The objective is to figure out which environmental factors, if any, may have influenced the data you received throughout the research. To see if the results are the same, the environmental element is modified. Validity is established when the results stay consistent under different environmental conditions.

This research, in addition, will employ the investigator triangulation in order to maintain the trustworthiness of the data. Thus, a validator will be involved in the process of the data analysis.

I. Systematic of Discussion

In this study, the discussion will be divided into several chapters. Each chapter will discuss and elaborate particular topics, as follows:
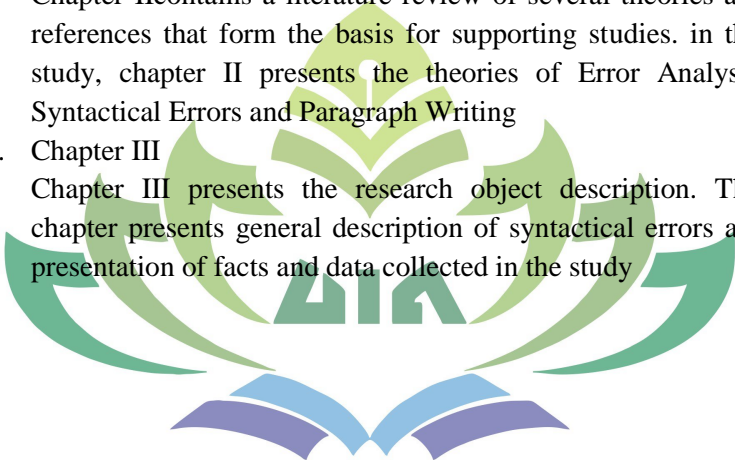
1. Chapter I

   Chapter I present the introduction, which consists of title confirmation, background of the research, focus and sub focus of the research, identification of the research, limitation of the research, research questions, the objectives of research, significant of research, scope of the research, relevance studies, research methodology, and systematic discussion.

2. Chapter II

   Chapter IIcontains a literature review of several theories and references that form the basis for supporting studies. in this study, chapter II presents the theories of Error Analysis, Syntactical Errors and Paragraph Writing

3. Chapter III

   Chapter III presents the research object description. This chapter presents general description of syntactical errors and presentation of facts and data collected in the study

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The objective of the research is to find out the syntactical error made by the students in writing descriptive paragraph. From the result of the analysis, several conclusions can be drawn as the followings:

1. Addition errors is the most prominent type of error which occur 47 times or 53.4% from the total errors.
2. The second prominent type of error made by the students is omission error which occur 17 times or 19.3% from the total errors.
3. The third prominet type of error made by the students is misordering error which occure 16 times or 18.2% from the total errors.
4. The least prominent type of error made by the students is misinformation error which occur 8 times or 9.1% from the total errors.

B. Suggestions

Based on the finding of the research, several suggestions are proposed as the followings:

1. For English Teachers
   a. The teachers have to select effective strategies on how the way to make the students aware of the importance of grammar in learning English.
   b. The teachers should find the best method based on the condition of the students to teach English especially in teaching tenses. Since tenses and grammar are important for learning the language, it should be taught cohesively.
   c. The teachers need to remind the students about their errors and give the feedback to the students' task to make the students aware of their errors.
   d. The teachers can improve their skills in teaching tenses with the best strategy, method and media.

2. For Students
   a. Students should be aware and pay attention, checked and rechecked what they write even it is plural form, gerund, verb form etc.
   b. Students should practice more and learn about tense, verb form, grammar and how to apply it in writing.
3. For other Researcher,
   Another analysis with more extended and larger data is recommended in order to get more thorough information about students' syntactical errors in writing

REFERENCES

Bao, Xiaoli. (2015). Senior High School Errors on the use of Relative Words. Journal of English Language Teaching Vol.8 No.3.

Brown, H. Douglas. (2000) Principles of Language Learning and Teaching. New York: Pearson Education.

Clark, Irene L. (2011) *Concept in Composition: Theory and Practice in the Teaching of Writing*. New York: Routledge.

Corder, S. P. (1981) Error Analysis and Interlanguage. New York: Oxford University Press.

Coulmas, Florian. (2002). Writing System: An *Introduction to their Linguistics Analysis*. London: Cambridge University Press.

Creswell, John W., and Creswell, J. David. (2018). Research Design: Quantitative, Qualitative and Mixed Method. London: SAGE Publication.

Dalil, Zakaria. (2013). The Importance of Grammar in Second Language Teaching. Research Paper. University of Hasan II Mohammedia Casablanca.

Dulay, Heidi et al. (1982). Language Two. New York: Oxford University Press.

Ellis, Rod and Barkhuizen, Gary. (2008). Analysing Learner Langaue. Oxford : Oxford University Press.

Ellis, Rod. (1994). The Study of Second Language Acquisition. London: Oxford university Press.

51

52

Erdogan, Vecide. (2005). Contribution of Error Analysis to Foreign Language Teaching, Mersin University Journal of the Faculty of Education, Vol. 1. No 2.

Fajri, Nurul. (2016). Assessing Unity, Coherence and Word Usage in Students' Writing. English Education Journal.

Fraenkel, Jack R and Wallen, Norman E. (2008). How to Design and Evaluate Research in Education. New York: McGraw-Hill Companies Inc.

Gass, Susan M. and Selinker, (2008). Second Language Acquisition: An Introductory Course: An Introductory Course 3rd Edition. New York: Routledge Taylor & Francis Group.

Gay, L.R., Mills, Geoffrey E., Airasian, Peter. (2012). Educational Research: Competencies for Analysis and Application. Boston: Pearson edication Inc.

Gorbet, Frances (1979).To Err is Human': Error Analysis and Child Language Acquisition. English Language Teaching Journal .

Harmer, Jeremy. (1989) The Practice of English Language Teaching. New York: Longman

Harmer, Jeremy. (2007) How to Teach English. England: Pearson Education Limited

Harmer, Jeremy. (2004). How to Teach Writing. Essex: Pearson Education Limited.

Hyland, Ken. (2003) *Second Language Writing.* London: Cambridge University Press.

James, Carl. (2013). Errors in Language Learning and Use. London: Routledge.

Kellogg, R.T. (2008). Training writing skills: A Cognitive Developmental Perspective. Journal of Writing Research

Lac, A. (2016). Content analysis. In R. J. R. Levesque (Ed.), Encyclopedia of Adolesence (2nd ed., pp. 1-5). Switzerland: Springer International.

Naeem, Marwa Ahmed Refat. (2007). A Suggested CALL Program to Develop EFL College Learners' Mechanic of Writing. A Thesis. Kafr Al-Syeikh University.

Norrish, John. (1983). Language Learners and Their Errors. London: Macmillan Press.

Novriana, Hana., Sumardi, Tarjana, Sri Sumiati. (2018). Senior High School Students Problem in Writing. Proceedings: 2nd English and Literature International Conference Vol.2.

Oktavianti, Dhani., Gusmuliana, Paidi., Apriani, Eka. (2021). The Students Strategies in Developing Their Ideas in Writing Essay. Journal of Development and Innovation in Language and Literature Education.

Richards, Jack C. (1973). Error Analysis; Perspective on Second Language Acquisition. Longman.

Richards, Jack C. and Renandya, Willy A. Methodology in Language Teaching: An Anthology of Current Practice, (New York: Cambridge University Press, 2002), p. 303.

Romadani, Rizki Leli. (2018). Analysis of Syntactical Errors and Mistakes in Students' Writing. RETAIN Vol. 6. No.2.

Sholihah, Umi. (2011). Improving Students' Writing Ability Using Task-Based language Teaching. A Thesis. Surakarta: Sebelas Maret University.

54

Van Els, Theo *et al.*(1983) Applied Linguistics and the Learning and Teaching of Foreign Languages. London: A Division of Hodder & Stoughton.

Viera, Rodrigo Tofar. (2017). Vocabulary Knowledge in the Production of Written text: A Case Study on EFL Language Learners. Revista Tecnologica ESPOL – RTE.

Yuliana, Dian.,Imperiani, Ernie Diah & Kurniawan, Eri. (2016). English Writing Skill Analysis of First Year Indonesian Tertiary Student. Jurnal Pendidikan Bahasa dan Sastra.

Yulinar. (2020). Students' Syntactical Errors in Writing Descriptive Text at MTsN 8 Muaro Jambi. A Thesis. State Islamic University of Sultan Thaha.