SYNTACTIC ERRORS IN THESIS PROPOSALS ON SYNTAX STUDY WRITTEN BY THE STUDENTS OF ENGLISH LETTERS AND LANGUAGE DEPARTMENT OF THE STATE ISLAMIC UNIVERSITY OF MALANG

THESIS

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DEDICATION

This thesis is dedicated to:

My beloved father and mother,
for endless love, pray, care,
and everything you have given for me.

My beloved grandfather and grandmother
for the greatest attentions

My dearest young sisters and young brother
for being my lovely family.

My special one in Batu Licin, South Kalimantan,
for love, pray, motivation, and new experiences.

And all my friends who have given me
unforgettable friendship and memories.

MOTTO

"NOBODY IS PERFECT"

"The great essentials to happiness in this life are something to do, something to love and something to hope for." (Joseph Addison)

Certificate of the Authorship

The undersigned,

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Certify that the thesis I wrote to fulfill the requirement for the degree of *Sarjana Sastra* (*S1*) in English Letters and Language Department, Faculty of Humanities and Culture, State Islamic University of Malang entitled "Syntactic Errors in Thesis Proposals on Syntax Study Written by the Student of English Letters and Language of the State Islamic University of Malang " is truly my original work. It does not incorporate any materials previously written or published by another person except those indicated in quotations and bibliography. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

Malang,12 September 2007

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The Writer

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People as human being are inseparable from making errors. They can make errors in different ways, for example in writing or speaking. Especially in foreign language learning process, making errors cannot be avoided for the learners in acquiring the target language. This thesis is based on an error analysis of the written work of the students of English Letters and Language Department of the State Islamic University of Malang, especially thesis proposal on syntax study. The researcher chooses syntax thesis proposal because she believes that the students who write thesis discussing syntax are good in constructing sentences and mastering English grammar well. But the fact shows that their thesis proposals have some errors in sentence construction. Related to the problem of this study, the researcher is intended to answer "what are the types of the syntactic errors in thesis proposals on syntax study of the students of English Letters and Language Department of the State Islamic University of Malang?"

This study uses a descriptive qualitative research design in which the data are taken from thesis proposal on syntax study written by the students of English Letters and Language Department of UIN Malang. The data are collected and described using surface strategy taxonomy proposed by Dulay, Burt and Krashen. Then, the errors found are classified into syntactic errors based on Politzer and Romirez' model as a guideline.

The findings of this study reveals that based on the surface strategy taxonomy, the researcher finds the highest number of syntactic errors is omission of definite article '*the*' before a singular and plural countable noun, followed by omission of preposition and omission of the third singular inflection to show the agreement of subject and verb.

The findings of this study are expected to give new perspective for the lecturers and syllabus designers dealing with English syntax to improve their teaching techniques. For the students, it is important for them to know what aspect in syntax which is difficult for them, so they can improve their study in acquiring grammar, especially in syntax.

CHAPTER I

INTRODUCTION

This chapter presents introduction which consists of background of the study, problem of the study, objective of the study, significance of the study, scope and limitation of the study, and definition of the key term.

1.1 Background of the Study

People as human being created by God have strength and weakness. One of weakness is making errors. People as human being are inseparable from making error. As stated clearly in Hadits:

<div dir="rtl">

الانسان محل الخطاء والنسيان

</div>

The sentence above shows that making errors is a natural characteristic or feature of human being given by God to His creature. It means that making error cannot be avoided by every person in daily life.

People can make errors in different ways. For example, when they are talking or writing. In delivering speaking and writing, people use language as tool of communication. Writing is a one of communication form using language. In writing, people could make errors in using structure of certain language because some factors. This is because every language has certain roles or structure as component.

In foreign language learning process, making errors cannot be avoided for the learners to acquire the target language. Learners faced new rules of the target language which has different rules with their native language roles.

Like human learning, foreign language learning is inseparable from making errors. As stated by Brown in Subagio (1999:5), human learning is fundamentally a process that involves the making of errors. A learner inevitably makes countless errors in learning the target language. It means that in learning the target language, making errors is natural characteristic even it can be one of the steps in learning process.

English learners can make errors in different ways. In written form some components of language are included such as syntax. Bornstein (in Laily, 2006:3) says that syntax is the process by which words and grammatical categories combine to form phrases, clauses and sentences in language. It is one of the branches of linguistics studying about the rules or patterned relation that govern the way words combine to form phrases, or phrases combine to form sentences.

The researcher chooses thesis proposal to be analyzed because it is the final work written by students especially English Letters and Language Department students. It is as a product of their writing skill as well as their skill in constructing sentence well.

The thesis proposals on syntax study are chosen as the researcher believed that the students who discuss syntax study have to write sentence well, but the fact shows that their proposals have errors in the sentence construction.

The previous researchers who have conducted the study in the same field are Subagio (1999) who has researched common grammatical errors in speaking made by the English students at IKIP Malang, Syefriwanti (1997) who has conducted an analysis on students' errors in English composition and Srirahayu (2000) who has done an error analysis on English complex sentence made by the third year students of English Education Department of State University of Malang. Mardijono(2003) also has investigated on Indonesian EFL Advanced Learners' Grammatical Errors. In addition, Syarifatin (2007) has investigated syntactic errors in the argumentative essays of the students of English Letters and Language Department of the State Islamic University of Malang.

Based on the above previous study, most researchers discuss errors in speaking, composition and complex sentence. In this study, the researcher discusses errors in syntax thesis proposal focusing on the skill in constructing sentences using syntactic analysis. Therefore, this thesis is entitled "Syntactic errors found in thesis proposal on syntax study of the students of English Letters and Language Department of the State Islamic University of Malang."

1.2 Problem of the Study

Based on the background of the study above, the problem of the study is what are the types of the syntactic errors found in thesis proposal on syntax study of the students of English Letters and Language Department of the State Islamic University of Malang?

1.3 Objective of the Study

Based on the problem of the study, the objective of the study is to find out the types of syntactic errors found in thesis proposal on syntax study of the students of English Letters and Language Department of the State Islamic University of Malang.

1.4 Significance of the Study

Theoretically, the result of this study is expected to be useful and gives new information to the study of error, especially in syntactic errors.

Practically, the result of this study will give contribution to the students who will analyze the same object and also to enrich their understanding about error deeply, to broaden their knowledge in order not to have mistake or errors in the same way. Furthermore, to the lecturers this study will assist them to point out the students' syntactic problems and will give relevant inputs to help the students see the common syntactic errors and better improve their syntactic performance.

1.5 Scope and Limitation

This study is limited on the area of error which is focused on syntax based on the classification of linguistics category taxonomy proposed by Dulay, Burt and Krashen based on Politzer and Romirez theory as guideline.

The object of this study is syntax thesis proposal written by the students of English Letters and Language Department as the final project upon the completion

of the undergraduate study year 2003 in the State Islamic University of Malang. There are two kinds of thesis proposal proposed by the students, namely linguistics and literature. In this study, the researcher chooses linguistics thesis proposals discussing syntax thesis proposals and takes the latest thesis proposals in order to get up to date data.

1.6 Definition of the Key Terms

To avoid misunderstanding and misinterpretation that may appear, the researcher defines some terms:

a. Syntactical errors: any deviation from the rule system due to insufficient competence of the target language, particularly in syntax which involves phrase, clause and sentence.

c. Linguistic category taxonomy: the classification of errors according to either the language components or the particular linguistics constituents the error affect or both.

d. Surface Strategy Taxonomy: the category which highlights the ways surface structures are altered. It concerns with identifying cognitive processes that underlie the learner's reconstruction of the new language.

e. Syntax thesis proposal: Thesis proposals which discuss about syntax study as written work made by the eighth semester students of English Letters and Language Department as the final project upon the completion of the undergraduate study in the State Islamic University of Malang

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature which consists of basic concept of error, syntactic error, and previous study.

2.1 Basic Concept of Error

Errors are natural characteristics which happen in process of language acquisition and learning. Especially in English learning, errors are difficult to avoid. There are several concepts related to errors such as definition of errors, cause of errors, types of errors, and error analysis. Those will be discussed below.

2.1.1 Definition of Error

There are many definitions of errors presented by experts. Basically, those definitions contain the same meaning while the difference lies on how they formulate them.

According to Norrish (in Hasyim, 2002: 45), error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong. In line with the definition above, Cunninghworth (in Hasyim, 2002: 45), states that errors are systematic deviations from the norms of the language being learned.

Errors are flawed side caused by lack of knowledge of the rules of the language. Chomsky calls such errors as competence errors. In line with Chomsky,

Brown states that errors reflect the competence of the learner. In the process of learning a foreign language, making errors is inseparable.

Brown (in Mardijono, 2003: 67) says "in learning a foreign language, learners are involved in the process of approximations to the system used by the native speaker of the language. It shows that making errors is natural and is one of process in learning which cannot be avoided by every learner.

According to Dulay, Burt and Krashen (1982:138), errors are defined as the flawed side of learners' speech or writing, which deviates from come selected norm of mature language performance. While, Brown (in Subagio, 1999: 15) defines errors as idyosyncretic in the interlanguage of the learner in which the direct manifestations of a system within a learner is operating.

Furthermore, it is necessary to differentiate between error and mistake. A mistake is also a deviation of the norms of the language but is not systematic. It means that the use of the norms of the language in sentences is sometimes true and sometimes wrong. Norrish (in Hasyim, 2002: 45) also says that a mistake is an inconsistent deviation that sometimes the learners' get it right but sometimes wrong. Richards et.al (in Hasyim, 2002: 95) states that mistake is made by learner when writing or speaking which is caused of lack of attention, fatigue, carelessness, or other aspects of performance. On the other hand, Brown (in Mardijono, 2003: 68) also makes a distinction between mistakes and errors based on the sources. He states that mistake indicates a failure to utilize a known system correctly whereas an error reflects the competence of the learner.

From those definitions above, it can be concluded that a mistake is made by a learner because he does not apply the rule(s) that he actually knows, in other words, a mistake is a nonsystematic deviation from the norms of the language.

2.1.2 Causes of Error

Norrish (in Hasyim, 2002:47) classifies the causes of error into three types that is carelessness, first language interference, and translation. Those are discussed below.

a. Carelessness

Carelessness is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interests; perhaps the materials and/or style of presentation do not suit them.

b. First language

Norrish (in Hasyim, 2002: 47) states that learning a language (a mother tongue or a foreign language) is matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called the first language interference.

c. Translation

Translation is one of the causes of errors. This happens because a student translates his first language sentence or idiomatic expression into the target language word by word. This probably the most common cause of error.

Another expert who also discusses causes of errors is Richards (in Hasyim, 2002:47) in his article entitled "A Non-Contrastive Approach to Error Analysis",

classifying causes of error into 1) overgeneralization, 2) incomplete application of rules, 3) false concepts hypothesized, and 4) ignorance of rule restriction. They are explained briefly below.

a. Overgeneralization

Overgeneralization generally involves the creation of one deviant structure in place of two regular structure, for examples, "he can sings", " we are hope", "it is occurs".

b. Incomplete application of rules

An example of incomplete application of rules can be seen in the question forms. For example, the use of question may also be unrelated to the skills meant to establish:

Teacher's question	Student's responses
Ask her how long it takes	*How long it takes?*
How much does it cost?	*It cost five dollar*
What does he have to do?	*He have to do write the address*

c. False concepts hypothesized

False concepts hypothesized are something due to poor gradation of teaching items. The form *'was'* for example, may be interpreted as the marker of the past tense, as in *"one day it was happened"*.

d. Ignorance of rule restriction

Closely related to the generalization of deviant structures is failure to observe the restriction of existing structures, that is, the application of rules to context where they do not apply. *They man who I saw him* violates the limitation

on subjects in structure with who. This again a type of generalization of transfer, since the learners is making use of previously acquired in a new situation.

2.1.3 Types of Errors

Actually, there is no clear classification of errors. Up to now there has been no error categorization which is simple and agreed upon by all analysts. Every analyst has different classification of errors approach. Because of that, to focus those obstacles in classification errors, this study uses the descriptive aspect of error taxonomies based on the theory of Dulay, Burt and Krashen.

According to Dulay et.al, (1999: 22-260) the classification of errors is as follows:

2.1.3.1 Linguistic Category Taxonomy

Many error taxonomies have been based on the linguistics item which is affected by an error. Linguistics category taxonomy is classification of errors according to either or both the language component and the particular linguistic constituent the error affects.

Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style).

In this study, the researcher analyzes errors from syntax view. As stated in the background of the study, syntax is one of component language which has important role in constructing sentences.

Syntax is one of the branches of linguistics studying about the rules or patterned relation that govern the way words combine to form phrases, or phrases combine to form sentences. (http://en/wikipedia.org/Syntax).

The study of syntax includes phrase, clause and sentence. They are explained as follow:

a. Phrase

The term phrase is from Greek, sentence, expression, and strophe. It means a group of words that functions as single unit in the syntax of sentence. In formal definition, a phrase is syntactic structure which has syntactic properties derived from its head. For example, *the house at the end of the street*.

Most phrases have a head or central word which defines the type of phrase. In English the head is often the first word of the phrase. Some phrases, however, can be headless. For example, the rich is a noun phrase composed of a determiner and an adjective, but no noun.

Phrases may be classified by the type of head they take:

- **Prepositional phrase (PP)** with a preposition as head

  For example: *in love, over the rainbow*

- **Noun phrase (NP)** with a noun as head

  For example: *the black cat, a cat on the mat*

- **Verb phrase (VP)** with a verb as head

  For example: *eats cheese, jump up and down*

- **Adjectival phrase** with an adjective as head

  For example: *full of toys*

- **Adverbial phrase** with adverb as head for example: *very carefull*y

  (http://en.wikpedia.org/Phrase)

b. Clause

Clause is a word or group of words ordinarily consisting of a subject and predicate, although in some languages and some types of clauses, the subject may not appear explicitly.

(http:www.arts.auttawa.ca/writcent/hypergrammar/sntstrct.htm)

Clauses are distinguished by predication; functions of clause; simple and complex units. Clauses as units are transformationally related as units which are not phrases; minor cases of incompleteness (Matthews, 1981: 168). The following example sentence contains two clauses:

It is cold, although the sun is shining

The main clause is *it is cold* and the subordinate clause is *although the sun is shining.*

According to Frank (1972:222) clause is a full predication that contains a subject and a predicate with a finite verb. Clauses are typically classified into two types, dependent and independent clause.

a. An independent clause

An independent clause is complete sentence. It contains the main subject and verb of a sentence (Azar, 1981:209). Usually independent clause can stand alone as a complete simple sentence, for example:

I went to the store

In compound sentence, independent clauses may be joined coordinately by punctuation alone, by coordinate conjunctions, or by conjunctive adverbs (Frank, 1972: 223). For example:

John was sick; he didn't come to school. (Independent clauses joined merely by punctuation)

John was sick, so he didn't come to school. (Independent clauses joined by a coordinate conjunction)

John was sick; therefore, he didn't come to school. (Independent clauses joined by a conjunctive adverb)

b. A dependent clause

A dependent clause is not a complete sentence. It must be connected to an independent clause (Azar, 1981:209) in other words, a dependent clause must be connected to or part of another clause, the dependent clause is then described as subordinate to main clause, or (if it is part of a larger clause) as embedded in a matrix clause. For example:

because I went to the store
after I went to the store

In complex sentence, the full predication is altered in such way that the clause must be attached to another clause, an independent clause. The alteration may be an added introductory word dependent clause (*I'll go straight home after I finish my work.*) or a change in the form of the subject or object (*They want to hire a woman who can cook French food.*) (Frank, 1972: 228)

There are three types of dependent clauses, named according to their function in the sentence.

1. Adverbial clause

In adverbial clause, a special introductory word is added to a full subject-predicate structure. This introductory word requires the clause to be attached to another full predication. (Frank, 1972: 234) For example, the main clause:

I could not come last night because I had to work.

2. Adjective clause

An adjective clause is a dependent clause which modifies a noun. It describes, identifies, or gives further information about noun. An adjective clause is also called a *relative* clause (Azar, 1981:209).

In adjective clause, a full subject and predicate is changed by means of a special introductory word which has the same referent as the preceding noun or pronoun. The form and position of this introductory word subordinates the adjective clause to main clause. The introductory word also performs one of three functions in the adjective clause itself:

a. Nominal function, for example:

the boy who gave me the book; The boy from whom I received the book;

b. Adjectival function, for example:

the boy whose book I borrowed;

c. Adverbial clause function, for example:

the store where the boy bought the book.

The adjective clause modifies a preceding noun or a pronoun. The noun or pronoun being modified is called the antecedent (Frank, 1972: 276).

c. Noun clause

A noun clause is used as a subject or an object. In the other words, a noun clause is used in the same ways as a noun (Azar, 1981:232).

In a noun clause, the full subject and predicate are retained, but the structure is changed by the addition of a special introductory word, by a special word order, or by both. These changes permit the noun clause to fill the same positions and to serve the same functions as nouns. (Frank, 1972: 283) For example:

I don't know whether they still live there. (Whether they still live there functions as the object of know.)

3. Sentences

In defining syntax, a dictionary will usually refer to the sentence. In the popular view, sentence is a series of words in connected speech or writing, forming the grammatically complete expression of a single thought (Matthews, 1981: 26). For example:

Go away! I'm busy

Sentence can be classified into three types based on the number and kind of clauses within sentence, namely simple sentence, compound sentence and complex sentence.

(http:www.arts.auttawa.ca/writcent/hypergrammar/sntstrct.htm)

1. The simple sentence

The most basic type of sentence is the simple sentence, which contains only one clause. A simple sentence can be as short as one word. Usually, however, the sentence has a subject as well as predicate and both the subject and the predicate may have modifier. All of the following are simple sentence, because each contains only one clause:

> *Melts!*
> *Ice melts*
> *The ice melts quickly*
> *The ice on the river melts quickly under the warm March sun.*
> *Lying exposed without its blanket of snow, the ice on the river melts quickly under the warm March sun.*
> (http:www.arts.auttawa.ca/writcent/hypergrammar/sntstrct.html)

2. The compound sentence

A compound sentence consists of two or more independent clauses (or simple sentences) joined by co-ordinate conjunctions like "and," "but," and "or":

Simple : *Canada is a rich country*

Simple : *Still, it has many poor people*.

Compound : *Canada is a rich country, but still it has many poor people*

(http:www.arts.auttawa.ca/writcent/hypergrammar/sntstrct.html)

3. The complex sentence

A complex sentence contains one independent clause and a t least one dependent clause. Unlike a compound sentence, a complex sentence contains clause which are not equal. For example:

Simple : *My friend invited me to a party. I do not want to go.*

Compound: *My friend invited me to a party, but I do not want to go.*

Complex : *Although my friend invited me to a party, I do not want to go.*

(http:www.arts.auttawa.ca/writcent/hypergrammar/sntstrct.html)

2.1.3.2 Surface Strategy Taxonomy

This category highlights the ways surface structures are altered. It concerns with identifying cognitive processes that underlie the learner's reconstruction of the new language (Dulay et al, 1982:150). There are four types of errors which belong to Surface Strategy Taxonomy, they are as follow:

2.1.3.2.1 Omission

This is a kind of error characterized by the absence of an item that appears in a well-formed utterance (Dulay et al, 1982: 154). For example:

Don't throw on my book.

The sentence above is characterized by the omitting of an item 'it'. The sentence should be reconstructed as follows:

Don't throw it on my book.

There are two main kinds of omission, they are:

a. Omission of the content morphemes

Omission of the content morphemes is omission the morphemes that carry the burden of meaning. For example:

Marry ...to school by bus.

In this sentence, the writer omits a needed verb and third singular marker-s. It should be *' Marry goes to school by bus'.*

b. Omission of grammatical morphemes

Omission of the grammatical morphemes is omission the morphemes that does not carry the burden meaning. In other words, it plays a minor role in conveying the meaning of sentence. It includes noun and verb inflection (e.g. the –s in birds in mother's, the –ed in looked, the –ing in laughing, etc); preposition (in, on, at, under, etc); conjunction (and, or, but, because, if, although, etc); verb auxiliaries (is, will, can, etc); and article (a/an, the those, these, etc). For example:

Marry is a beautiful girl.

In this sentence, indefinite article before a singular countable noun is omitted. It should be '*Marry is a beautiful girl'*.

2.1.3.2.2 Addition

This type of error is characterized by the presence of an item which must not appear in a well-formed utterance. Addition errors usually occur usually in the later stages of L$_2$ acquisition, when the learner has already acquired some target language rules (Dulay et al, 1982: 156). For example:

Joe doesn't likes it.

According to Dulay et al (1982: 156-158) there are three types of addition errors have been observed in the speech: double markings, regularizations and simple addition. Those are explained below:

- Double marking

  Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic construction, but not in

others. For example, in most English sentences some semantic features such as tense may be marked syntactically only once. We say

    I didn't go

Although go takes a past tense marker when there is no auxiliary (such as do) on which to mark the tense.

- Regularization

A rule typically applies to a class of linguistic items, such as the main class of nouns. In most languages, however some members of a class are exceptions to the rule. For example, the verb *eat* does not become *eated*, but ate; the noun *sheep* is also *sheep* in the plural, not *sheeps.*

- Simple addition

Errors are the "grab bag" subcategory of addition. If an addition of error is not a double marking nor a regularization, it is called a simple addition. No particular features characterize simple additions other than those that characterize all addition errors- the use of an item which should not appear in a well-formed utterance. Simple addition errors observed in both L1 and L2 child speech include those listed in table 1.

2.1.3.2.2 Misformation

This type of error is characterized by the use of the wrong form of a morpheme. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect (Dulay et al, 1982: 158). For example:

The dog eated the chicken.
He's licking hisself.
That's she's house.

According to Dulay et al (1982: 158-161), there are three types of misformations namely, regularization, archi-forms and alternating forms. Those are explained below:

- Regularization

  Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in *runned* for *ran* or *gooses* for *geese.*

- Archi forms

  The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. The form selected by the learner is called an archi-form. For example, a learner may temporarily select just one of the English demonstrative adjectives this, that, these, and those, to do the work for several of them:

  That dog
  That dogs

- Alternating forms

  As the learner's vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other. Demonstratives are used below:

  Those dog
  This cats

2.1.2.3.4 Misordering

This type of error is characterized by the incorrect placement of a morpheme or a group of morphemes in an utterance (Dulay et al, 1982:162). For example:

He is all the time late, all the time is misordered.
I don't know what time is it.

2.1.3.3 Comparative taxonomy

The classification of errors in a comparative taxonomy is based on comparisons between the structure of the target language error and other certain types of construction (Dulay et al, 1982:163). There are two types of comparative taxonomy.

Developmental errors are similar to those made the children learning the target language as their first language (Dulay et al, 1982: 165). For example:

Dog eat it.

The omission of the article and the past tense marker may be classified as developmental error because these are also found in the speech of children learning English as their first language.

Interlingual errors are similar in structure to a semantically equivalent phrase or sentence in the learner's native language (Dulayet al, 1982:171). For example long answers for English negative yes-no question:

Did Eki not go to school yesterday?
Yes, Eki did not go to school yesterday.

This kind of errors is made by Indonesian learners of English. The learners are influenced by Indonesian structure in answering yes-no question which are quite different from the English one (Subagio, 1999: 25).

Ambigous errors can be classified equally as developmental or interlingual. That is because these errors reflect the learner's native language structure, and at the same time, they can be found in the speech of children acquiring a first language. For example, in the utterance

I no have a car

the negative construction reflects the learner's native Spanish and is also characteristic of the speech of children learning English as their first language (Dulay et al, 1982:172).

2.1.4 Error Analysis

Error analysis was inspired by the generative linguistics movement of the sixties which focused on the creative aspects of language learning. This focus has helped to raise the status of errors from unwanted forms to the relatively important status of indicators of learning and guides to teaching (Dulay et al, 1982:197).

Error analysis is an activity to reveal errors found in writing and speaking. Richards et.al in Hasyim (2002:43) state that error analysis is the study of errors made by the second and foreign language learners.

Brown in Hasyim (2002:43) also defines error analysis as the process of observing, analyzing, and classifying the deviation of the rules of the second language and then to reveal the systems operated by learners.

The concept of error analysis is proposed by Crystal in Hasyim (2002:43) that error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language.

The three definitions above, clarify that error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking and in writing and it is carried out to obtain information on common difficulties faced by someone in speaking and in writing English sentence.

2.2 Syntactic Errors

Syntactic errors are one of kind errors focused on syntax elements. In this study, the analysis of syntactic errors based on Politzer and Romirez's classification (1973) who studied American children learning English in the United State. They classify the syntactic errors into the following types:

1. Noun phrase

a. Determiners

Omission of the article, for example:

He no go in hole

Substitution of definite article for posessive pronoun, for example:

He fall down on the head.

b. Nominalization

Simple verb used instead of-*ing*, for example:

by took cook it

on *by* omitted, for example:

> *The dove helped him putting leaf on the water*

c. Number

Substitution of singular for plurals, for example:

> *He got some leaf*

Substitution of plurals for singulars, for example:

> *He stab him in the feet.*

d. Use of pronouns

Omission of the subject pronoun, for example:

> *(He) pinch the man.*

Omission of the *"dummy"* pronoun *it*, for example:

> *Is nice to help people*

e. Use of preposition

Omission of preposition, for example:

> *He came (to) the water*

Misuse of prepositions, for example:

> *He fell down from (for on, into?) the water*

2. Verb phrase

a. Omission of verb

Omission of main verb, for example:

> *He (fell?) in the water.*

Omission of to *be*, for example:

> *He in the water.*

b. Use of progressive tense

Omission of be, for example:

He going

Replacement of-ing by the simple verb form, for example:

The bird was shake his head

c. Agreement of subject and verb

Disagreement of subject and verb person, for example:

You be friends

3. Verb and verb construction

Embedding of a noun –and-verb construction in another noun-and-verb

construction, for example:

I go to play. (I go and I play.)

Omission of *to* in identical subject construction, for example:

I go play

4. Word order

Repetition of the object, for example:

The bird (object) he was gonna shoot it.

Adjectival modifiers placed after noun, for example:

He put it inside his house a little round.

1. Some transformations

a. Negative transformation

Formation of *no* or *not* without the auxiliary *do*, for example:

He not play anymore

Multiple negation, for example:

They won't have no fun.

b. Question transformation

Omission of auxiliary, for example:

How the story helps?

a. There transformation

Use of is instead of *are*, for example:

There is these hole.

Omission of *there,* for example:

Is one bird.

b. Subordinate clause transformation

Use of *for* for *so that*, for example:

For the ant could get out.

Use of indicative for conditional, for example:

So he don't kill the bird.

2.3 Previous Studies

The previous researcher who has conducted an analysis in the same field is Subagio(1999) who researched the common grammatical errors in speaking made by the English students at IKIP Malang. Based on his finding, it seems that after 9 years of English learning, the learners are not yet able to completely overcome the native language influence in grammar. The students are not fully aware of the use of determiner, preposition and other grammatical constituents which are fixed in

English. It is impossible to substitute with the native language equivalent; therefore, the use of those grammatical categories causes difficulty.

Syefriwanti (1997) has conducted an analysis on students' errors in English composition. From her findings, she concludes that the most frequent type of errors in syntax, and the most frequent types of grammatical categories are pluralization, to be and prepositions.

Srirahayu (2000) has done an error analysis on English complex sentence made by the third year students of English Education Department of State University of Malang. Based on her findings, it can be concluded that the students' problem in constructing English complex sentences lays on the use of subordinators and punctuations. It happens mostly in adverbial clauses characterized by the addition of comma, linking word, and omission of comma, and adjective clauses characterized by misformation of subordinator and omission of subordinator. It is suggested that the improvement of the students' mastery in English complex sentence deals with the teaching of subordinator and its punctuations in adverbial as well as adjective clauses.

Mardijono (2003) has investigated his study on Indonesian EFL Advanced Learners' Grammatical Errors. Based on his findings, it can be concluded that some proposal have few errors, which implies a considerably good mastery of the English Grammar. On the other hand, some proposal show relatively more frequent occurrences of errors, which are mostly related to changes made to the English omitted, added or misformed inflections.

Syarifatin (2007) has investigated syntactic errors in the argumentative essays of the students of English Letters and Language Department of UIN Malang. Based on her findings, it can be concluded that on the basis of surface strategy, the researcher finds that the highest number of errors is on omission, followed by errors on misformation, errors on addition, and errors on misordering. Within the errors found, the highest number of systematic errors is omission of indefinite article 'a' defore a singular countable noun, followed by omission of the plural inflectional suffix '-s/-es' and the use of third singular inflection to show the agreement of subject and adverb.

Based on the previous research above, it can be concluded that some researchers deal with errors on speaking and writing which focus on the sentence. Therefore, here the researcher analyzes syntactic errors in phrase, clause and sentence which occur in thesis proposal on syntax study of the students of English Letters and Language Department of UIN Malang.

CHAPTER III

RESEARCH METHOD

This chapter presents the method used in the study that consists of the research design, data source, research subject, research instrument, data collection, data analysis and triangulation.

3.1 Research Design

This study uses a qualitative design because the data are in the form of words rather than numbers. In addition, the data are in the form of sentences which have syntactic errors.

This study also employs a descriptive design because the data of this study are explained descriptively. The data are analyzed and interpreted based on category linguistic taxonomy following Dulay, Burt and Krashen theory. The data are also described by following Surface Strategy Taxonomy to explain the way surface structures are altered, whether necessary elements are omitted, unnecessary elements are added, whether elements are misformed or misordered.

3.2 Data Source

The data source of this study has taken from the thesis proposals which discuss syntax written by the eighth semester students of English Letters and Language Department of UIN Malang year 2007.

3.3 Research Subject

The research subject of this study is sentences classified as syntactic errors taken from syntax thesis proposal written by the eighth semester students of English Letters and Language Department of UIN Malang year 2007.

3.4 Research Instrument

Research instrument is very important to obtain the result of study. In qualitative research, the researcher becomes the primary instrument employed to get the data. Human instrument is the only instrument that can possibly be used to collect the needed data.

3.5 Data Collection

The data are collected by using several steps. Firstly, the researcher collected all of thesis proposal written by students of English Letters and Language Department year 2007. The researcher chooses the current proposals which discuss syntax in order to get up to date data. Secondly, the researcher read the thesis proposals before she analyze them.

3.6 Data Analysis

After collecting the data, the researcher analyzes the data. There are several steps to analyze the data. Firstly, she identifies sentences having syntactic errors. Secondly, she describes the errors based on surface strategy taxonomy as guideline to show the ways surface structure are altered Thirdly, she classifies the

errors found based on linguistic category taxonomy following Politzer and Romirez's classification as guideline. Fourthly, she discusses the errors found by evaluating each error found. And the last she makes conclusion from the result of the analysis.

3.7 Triangulation

Triangulation is the method of the finding to obtain better picture of reality, to enrich theoretical concept and verify the study's elements. In order to avoid the subjectivity and to get the validity of the data in this study, the triangulation is done.

In this study, the investigator triangulation is used to confirm the finding of the study. The researcher rechecks data identified as having grammatical errors with double check by confirming with a lecturer of structure at English Letters and Language Department of the State Islamic University of Malang.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings of data analysis and discussion derived from the data analysis.

4.1 Findings

This chapter discusses the findings of this study based on some facts found in the data. They cover identification of errors, description of errors and classification of errors.

4.1.1 Identification of errors

Identification of errors is the first step in analyzing sentences having syntactic errors. From the data, there are found 59 sentences having syntactic errors from five thesis proposal on syntax study. The complete data can be seen in the appendix.

4.1.2 Description of errors

Description of errors is the second step in analyzing errors after identifying errors. To describe the errors, surface strategy taxonomy is used to show the ways surface structures are altered. In this study, the researcher uses surface strategy

taxonomy based on Dulay, Burt and Krashen's theory which consists of four categories, namely omission, addition, misformation and misordering.

4.1.3 Classification of errors

Classification of errors is the third step after describing the errors in syntax. To classify the syntactic errors, linguistic category taxonomy is used to determine the type of each error. In this study, the researcher uses linguistic category taxonomy based on Politzer and Romirez' model consists of five main categories, namely noun phrase, verb phrase, verb and verb construction, word order and transformation. Errors in noun phrase are related to determiner, number, pronoun, and preposition; errors in verb phrase involve the verb *be* and subject verb agreement; verb and verb construction; and some transformations involving passive transformation. Besides, to show what surface changes make, the errors are classified based on surface strategy taxonomy. All of these error types are found in the thesis proposal. They are summarized in the appendix presented in summary of data analysis.

4.1.3.1 Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. In this study, the errors of omission are omission of content morpheme and omission of grammatical morpheme. All types are found in this study.

.1.3.1.1 Omission of content morpheme

The examples of the omission of content morpheme found in this study

are:

- *Firstly, collect the data taken from thesis proposal.(4.16)*
- *Secondly, select thesis proposal focusing in linguistics research and will choose thesis's title which have up to date issue. (4.17)*
- *Firstly, identify phrase, clause and sentence classified as syntactic errors.(4.18)*
- *Secondly, discuss the errors found.(4.19)*
- *And thirdly, make conclusion from the result of analysis.(4.20)*

The sentences above are fragment because they require subject in order to

be a well construction. The writer has to add subject as content morpheme.

The following underlined words show the correct sentences:

- *Firstly, <u>the researcher</u> collects the data taken from thesis proposal.(4.16)*
- *Secondly, <u>the researcher</u> selects thesis proposal focusing in linguistics research and will choose thesis's title which have up to date issue. (4.17)*
- *Firstly, <u>the researcher</u> identifies phrase, clause and sentence classified as syntactic errors.(4.18)*
- *Secondly, <u>the researcher</u> discusses the errors found.(4.19)*
- *And thirdly, <u>the researcher</u> makes conclusion from the result of analysis.(4.20)*

The other cases are the omission of verb resulting in the fragmented form

in sentence construction. The following sentences are examples of this case:

- *First, the cognitive theory of Jean Piaget that a child first becomes aware of a concept, such as relative size, and only afterward do they acquire the words and patterns to convey that concept. (1.1)*
- *Second, the behaviorist's point of view that children do imitate adults and learn by imitating and repeating what they hear. (1.2)*
- *Third, the innateness of certain linguistics features theory by Noam Chomsky: children are born with an innate capacity for learning human language. (1.3)*
- *What kinds of syntactic errors in thesis proposal written by the students of English Letters and Language Department of UIN Malang.(4.2)*

The correction would be added by verbs after subjects in order to be a well construction. The underlined words below show the correct sentences:

- *First, the cognitive theory of Jean Piaget <u>states</u> that a child first becomes aware of a concept, such as relative size, and only afterward do they acquire the words and patterns to convey that concept. (1.1)*
- *Second, the behaviorist's point of view <u>states</u> that children do imitate adults and learn by imitating and repeating what they hear. (1.2)*
- *Third, the innateness of certain linguistics features theory by Noam Chomsky <u>states</u> that children are born with an innate capacity for learning human language. (1.3)*
- *What kinds of syntactic errors <u>are found</u> in thesis proposal written by the students of English Letters and Language Department of UIN Malang.(4.2)*

4.1.3.1.2 Omission of grammatical morpheme

The omissions of grammatical morpheme are identified in this study and they fall into four main categories: noun phrase, verb phrase, verb and verb construction, and transformation. All types are found in this study.

1. **Noun phrase**

The omissions of noun phrase identified in this study are determiner, number, nominalization, pronoun, and preposition.

a. The use of determiner

Omissions of grammatical morphemes found in this study are omission of determiner, such as:

- *It contains <u>number</u> of key themes that are covered throughout the Quran, such as the message of Islam to mankind. (2.3)*
- *The design of this study is <u>descriptive qualitative method</u>. (2.5)*
- *The present study uses <u>descriptive qualitative design</u>. (3.7)*

- *The same study has also conducted by Netty Purwatiningsih, <u>student</u> of Brawijaya University, (2004) "the grammatical errors in tenses at the people articles of Jakarta Post during the month of October, 2003 period.(5.3)*
- *Besides, this study is considered as <u>descriptive qualitative research</u> because the data collected are in the form of word .(5.11)*

The sentences above are incorrect because the writer omitted articles before noun phrase. Those sentences above require indefinite article 'a' that must be added before singular countable nouns. The correct examples can be seen in the following sentences where articles marked by underlined:

- *It contains <u>a number</u> of key themes that are covered throughout the Quran, such as the message of Islam to mankind. (2.3)*
- *The design of this study is <u>a descriptive qualitative method</u>. (2.5)*
- *The present study uses <u>a descriptive qualitative design</u>. (3.7)*
- *The same study has also conducted by Netty Purwatiningsih, <u>a student</u> of Brawijaya University, (2004) "the grammatical errors in tenses at the people articles of Jakarta Post during the month of October, 2003 period.(5.3)*
- *Besides, this study is considered as <u>a descriptive qualitative research</u> because the data collected are in the form of word. (5.11)*

The other cases are omission of definite article, particularly article 'the' such as:

- *In addition, the result of this research will be one of <u>important sources</u> for the next researcher who will conduct a research on the same field. (1.9)*
- *At the beginning of <u>twentieth century</u> some opinions appeared to perfect Aristotle's theory. (3.1)*
- *What kinds of syntactical errors in <u>thesis proposal</u> written by the students of English Letters and Language Department of UIN Malang? (4.2)*
- *Based on the problem of the study, <u>objective</u> of the study is to find out kinds of syntactic errors in <u>thesis proposal</u> written by the students of English Letters and Language Department of UIN Malang. (4.3)*
- *This is <u>kind of error</u> characterized by the absence of an item that appears in a well-formed utterance.(4.6)*

- *Based on the previous reasons, the writer wants to analyze about "syntactic errors in <u>argumentative essays</u> written by the students of English letters and language department of UIN Malang. (5.4)*
- *This study is focused on syntactic errors in <u>argumentative essays</u> written by the students of UIN Malang. (5.5)*
- *She only investigates <u>argumentative essays</u> using dramatic entrance introductory written by <u>fifth semester students</u> of English Letters and Language Department of UIN Malang <u>academic year</u> 2006/2007. (5.6)*

The sentences above are incorrect because the writer omitted definite

article 'the' in the context where definiteness is required. The correction

would be added by definite article 'the' before noun phrase, such as in the

following sentences:

- *In addition, the result of this research will be one of <u>the important sources</u> for the next researcher who will conduct a research on the same field. (1.9)*
- *At the beginning of <u>the</u> <u>twentieth century</u> some opinions appeared to perfect Aristotle's theory. (3.1)*
- *What kinds of syntactical errors in <u>the thesis proposal</u> written by the students of English Letters and Language Department of UIN Malang? (4.2)*
- *Based on the problem of the study, <u>the objective</u> of the study is to find out kinds of syntactic errors in <u>the thesis proposal</u> written by the students of English Letters and Language Department of UIN Malang. (4.3)*
- *This is <u>the kind of error</u> characterized by the absence of an item that appears in a well-formed utterance.(4.6)*
- *Based on the previous reasons, the writer wants to analyze about "syntactic errors in <u>the argumentative essays</u> written by the students of English letters and language department of UIN Malang. (5.4)*
- *This study is focused on syntactic errors in <u>the argumentative essays</u> written by the students of UIN Malang. (5.5)*
- *She only investigates <u>the argumentative essays</u> using dramatic entrance introductory written by <u>the fifth semester students</u> of English Letters and Language Department of UIN Malang in <u>the academic year</u> 2006/2007. (5.6)*

b. The use of number

Errors in number occur in the use of plural noun, such as follow:

- *Because there are <u>many thesis proposal</u> proposed by the students, the researcher will analyze the current thesis proposals which discussing about linguistics research.(4.4)*
- *On the other hand, <u>some proposal</u> show relatively more frequent occurrences of errors, which are mostly related to changes made to the English inflections, by omitted, added or misformed. (4.14)*

Both sentences above are incorrect because the determiner '*many*' and

'*some*' show plural; however, inflectional suffix (-s) is required since the

context is in plural. The correction would be:

- *Because there are <u>many thesis proposals</u> proposed by the students, the researcher will analyze the current thesis proposals which discussing about linguistics research. (4.4)*
- *On the other hand, <u>some proposals</u> show relatively more frequent occurrences of errors, which are mostly related to changes made to the English inflections, by omitted, added or misformed. (4.14)*

c. The use of pronoun

Errors in pronoun are found in this study, such as:

- *Those theories explicitly established both modes of linguistic communication and linguistic system <u>included</u> phonology, morphology, syntax, semantics, and later pragmatics.(1.4)*
- *The students are not fully aware that the use of determiner, preposition and other grammatical constituents <u>are fixed</u> in English.(4.7)*

The sentences above are incorrect because of the omission of relative

pronoun '*which*' referring to a thing. The use of '*which*' in the constructions

above is required because it introduces adjective clauses in which it serves as

subject or object. In the first sentence, the relative pronoun functioning as

subject in a relative clause is omitted. While, in the second sentence the

relative pronoun functioning as object is omitted. The correct examples can be

seen in the following sentences:

- *Those theories explicitly established both modes of linguistic communication and linguistic system <u>which include</u> phonology, morphology, syntax, semantics, and later pragmatics.(1.4)*
- *The students are not fully aware that the use of determiner, preposition and other grammatical constituents <u>which are fixed</u> in English.(4.7)*

The other case found in this study, such as:

- *There are some researchers, of course, has conducted a research in the same field, such as Sri Rahayu, student of State University of Malang (2000), has analyzed about " Errors on English complex sentence made by the third year students of English education department of State University of Malang. (5.1)*

The sentence above is incorrect because of the omission of relative pronoun *'who'* which refers to a person. In the sentence above, the relative pronoun functioning as subject in a relative clause is omitted. The correction would be:

- *There are some researchers, of course, <u>who</u> have conducted a research in the same field, such as Sri Rahayu, student of State University of Malang (2000), has analyzed about "Errors on English complex sentence made by the third year students of English education department of State University of Malang. (5.1)*

d. The use of preposition

Errors in preposition found in this study are:

- *There have been many studies focusing on the child language acquisition <u>resulted</u> diverse findings based on the perspective and the theory approach the researchers used. (1.6)*
- *<u>Concerning</u> negation meaning, it is stated that negative constructions contain meaning spread into various possibilities, depending on what is expected and the thinking direction. (3.2)*
- *One consequence of these facts <u>concerning</u> the normal distribution of information in sentences in discourses is that in common use or negation in natural language, only the asserted portion of the corresponding affirmative is denied, while the presupposition remains outside the negative scope. (3.5)*

- *Based on <u>the result</u> the examination, Payne needs to broaden Klima's concept on the types of negative constituent into five types, although not all languages have these five types. (3.6)*
- *Clauses as units which are transformationally <u>related</u> as units which are not phrases; minor cases of incompleteness.(4.10)*
- *It is shown that they are not fully <u>aware</u> the use of determiner, preposition and other grammatical constituents fixed in English. (5.8)*
  The sentences above are considered error because the writer omitted

preposition which actually required in the context. The correction would be:

- *There have been many studies focusing on the child language acquisition <u>resulted in</u> diverse findings based on the perspective and the theory approach the researchers used. (1.6)*
- *<u>Concerning with</u> negation meaning, it is stated that negative constructions contain meaning spread into various possibilities, depending on what is expected and the thinking direction. (3.2)*
- *One consequence of these facts <u>concerning with</u> the normal distribution of information in sentences in discourses is that in common use or negation in natural language, only the asserted portion of the corresponding affirmative is denied, while the presupposition remains outside the negative scope. (3.5)*
- *Based on <u>the result of the examination</u>, Payne needs to broaden Klima's concept on the types of negative constituent into five types, although not all languages have these five types. (3.6)*
- *Clauses as units which are transformationally <u>related to</u> as units which are not phrases; minor cases of incompleteness.(4.10)*
- *It is shown that they are not fully <u>aware of</u> the use of determiner, preposition and other grammatical constituents fixed in English. (5.8)*

2. **Verb phrase**

   The omissions of verb phrase identified in this study are omission of verb

'be' and agreement of subject and verb.

a. Omission of verb 'be'

   The omission of verb found in this study is caused by the omission of 'to

be' in progressive tense. It can be seen in the following sentence:

- *When children produce word and sentences, it means that they send message to people they talked to, however children in the early age <u>just babbling and uttering</u> unstructured sentences. (1.7)*

The sentence above is incorrect because the omission of be in the formation of progressive tense, which consists of be + V-ing. To improve the construction, the auxiliary 'are' should be presented before *just babbling and uttering*. The correction would be:

- *When children produce word and sentences, it means that they send message to people they talked to, however children in the early age <u>are</u> <u>just babbling and uttering</u> unstructured sentences. (1.7)*

b. Agreement of subject and verb

The second error is related to the omission of agreement subject and verb.

The errors sentences found in this study are:

- *Yule's statement (1994: 136) that a child growing up in the first two or three years requires interaction with other language users in order to bring the "language- faculty" into operation with a particular language, <u>support</u> this.(1.5)*
- *However, few <u>know</u> the meaning and explanation of these verses as has been narrated by the noble Prophet and his Companions. (2.2)*
- *Theoretically, the result of this study is expected to be useful and <u>give</u> new information to the study of syntax, especially in syntactic errors (4.1)*
- *From her findings, she <u>conclude</u> that the most frequent type of errors in syntax, and the most frequent types of grammatical categories are pluralization, to be and prepositions. (4.11)*
- *Based on her findings, it can be concluded that the students' problem in constructing English complex sentence <u>lay</u> on the use of subordinators and punctuation.(4.12)*
- *In qualitative research, the researcher <u>become</u> the primarily instrument employed to get the data. (4.15)*
  The sentences above are incorrect because the omission of the third singular inflection (-s) in present tense showing agreement between subject and verb. In other words, singular subjects need singular verb in which singular verb marked by the addition (-s) after verb 1. The correction should be:

- *Yule's statement (1994: 136) that a child growing up in the first two or three years requires interaction with other language users in order to bring the "language- faculty" into operation with a particular language, <u>supports</u> this.(1.5)*
- *However, few <u>knows</u> the meaning and explanation of these verses as has been narrated by the noble Prophet and his Companions. (2.2)*
- *Theoretically, the result of this study is expected to be useful and <u>gives</u> new information to the study of syntax, especially in syntactic errors (4.1)*
- *From her findings, she <u>concludse</u> that the most frequent type of errors in syntax, and the most frequent types of grammatical categories are pluralization, to be and prepositions. (4.11)*
- *Based on her findings, it can be concluded that the students' problem in constructing English complex sentence <u>lays</u> on the use of subordinators and punctuation.(4.12)*
- *In qualitative research, the researcher <u>becomes</u> the primarily instrument employed to get the data. (4.15)*

3. Transformation

The errors found in the student's proposal are the omission of 'to be' in

passive transformation can be seen in the following sentences:

- *A two-dimensional diagram <u>used</u> in generative grammar as a convenient means of playing the data of the internal hierarchical structure of sentences as generated by a set of rules.(2.4)*
- *Clauses <u>distinguished</u> by predication, function of clause, simple and complex sentence. (4.9).*

The sentences above are incorrect because the missing of auxiliary be 'is'

and 'are indicating passive verb form. The correct sentence shown by the

underlined words as follows:

- *A two-dimensional diagram is <u>used</u> in generative grammar as a convenient means of playing the data of the internal hierarchical structure of sentences as generated by a set of rules.(2.4)*
- *Clauses <u>are distinguished</u> by predication, function of clause, simple and complex sentence. (4.9).*

The other case found in this study is:

- *The same study <u>has also conducted</u> by Netty Purwatiningsih, student of Brawijaya University, (2004) "the grammatical errors in tenses at the people articles of Jakarta Post during the month of October, 2003. (5.3)*

The sentence above is incorrect because the missing of auxiliary be 'been' indicate passive transformation. The correction would be as follows:

- *The same study <u>has also been conducted</u> by Netty Purwatiningsih, student of Brawijaya University, (2004) "the grammatical errors in tenses at the people articles of Jakarta Post during the month of October, 2003. (5.3)*

4.1.3.2 Addition

Addition errors are characterized by the presence of an item that must not appear in a well-formed utterance. The errors of addition involve errors of double markings, regularization and simple addition. From the data, the researcher just finds errors of addition related to simple addition, while the other two types are not found. The following analyses are only the categorization of each error types.

4.1.3.2.1 Simple addition

Errors in simple addition are errors which are not categorized as double markings or regularization. In this study, the simple addition falls into two main categories: noun phrase and verb phrase.

1. Noun phrase

Additions in noun phrase involve the use of determiner, pronoun and preposition.

a. The use of determiner

Case of addition occurs when the determiners are added in the context in which they should not appear. The example can be seen in the following sentence:

- *Finding English negation in the English translation of <u>the</u> obtained Arabic data in Pickthall's The meaning of the Glorious Qur'an.(3.10)*

In the sentence above, the writer added definite article 'the' in the context where it should not appear. To correct the sentence, the writer has to omit definite article 'the' before plural noun. The correction should be:

- *Finding English negation in the English translation obtained from Arabic data in Pickthall's The meaning of the Glorious Qur'an.(3.10)*

b. The use of pronoun

- *Because there are many thesis proposal proposed by the students, the researcher will analyze the current thesis proposals <u>which</u> discussing about linguistics research. (4.4)*
- *Clauses as units <u>which</u> are transformationally related as units which are not phrases; minor cases of incompleteness. (4.10)*

The sentence above is incorrect because the writer added unnecessary relative pronoun 'which'. The correct examples should be in the following sentences:

- *Because there are many thesis proposal proposed by the students, the researcher will analyze the current thesis proposals <u>discussing</u> about linguistics research. (4.4)*
- *Clauses as units are transformationally related as units which are not phrases; minor cases of incompleteness. (4.10)*

c. The use of preposition

Addition errors in noun phrase occur in the use of preposition. The unnecessary preposition is added to the context which does not require a preposition, such as:

- *Finding English negation in the English translation <u>of</u> the obtained from Arabic data in Pickthall's The meaning of the Glorious Qur'an. (3.10)*
- *Sefriwanti (1997) has conducted <u>on</u> an analysis of students' errors in English composition. (4.8)*

The additions of prepositions *'of'* and *'on'* in the sentences above are incorrect. The correct examples should be in the following sentences:

- *Finding English negation in the English translation obtained from Arabic data in Pickthall's The meaning of the Glorious Qur'an. (3.10)*
- *Sefriwanti (1997) has conducted an analysis of students' errors in English composition. (4.8)*
.

2. Verb phrase

Simple additions in verb phrase found in this study are:

- *When children produce word and sentences, it means that they send message to people they <u>talked to</u>, however children in the early age just babbling and uttering unstructured sentences. (1.7)*

The underlined words above are considered ungrammatical because the additions of '-ed' do not agree with the time given. They should be in present verb form, such in the following sentences:

- *When children produce word and sentences, it means that they send message to people they <u>talk to</u>, however children in the early age just babbling and uttering unstructured sentences. (1.6)*

4.1.3.3 Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. The errors of misformation fall into two types: regularization and archi/alternating form. Only errors of archi/alternating form are found in this study. The following analyses are only the categorization of each error types.

4.1.3.3.1 Archi/ alternating form

In this study, the errors of archi/alternating form fall into two main categories: noun phrase and verb phrase.

1. **Noun phrase**

Archi/alternating form in noun phrase involves the use of determiner, nominalization, the use of pronoun and the use of preposition.

a. The use of determiner

Misformation in using determiner is found in this study, such as:

- *In arranging this research, the researcher uses <u>the</u> descriptive qualitative research design because the purpose of this study is to describe the data obtained as they found in the field. (5.10)*

The sentence above is incorrect because the writer uses definite article in the context where indefiniteness is required. The correct sentence should be:

- *In arranging this research, the researcher uses <u>a</u> descriptive qualitative research design because the purpose of this study is to describe the data obtained as they found in the field. (5.10)*

b. Nominalization

Misformation in using nominalization is also found in this study, such as:

- *This error type has three <u>subcategorized,</u> namely: regularization, archiforms, and alternating forms. (5.7)*

The underlined word above is incorrect because of the wrong form of verb to noun. To correct sentence, the writer has to change the word *'subcategorized'* into *'subcategorization'*. The correct example can be seen in the following sentence:

- *This error type has three <u>subcategorizations,</u> namely: regularization, archiforms, and alternating forms. (5.7)*

c. The use of pronoun

The error in pronoun can be seen in the following sentence:

- *As a descriptive-qualitative research, the key instrument of the present study is the researcher <u>herself.</u> (3.8)*

The underlined word above is incorrect because the writer of this sentence is a male. The writer has to change the word 'herself' into 'himself' in order to be a well construction. The correct example can be seen in the following sentence:

- *As a descriptive-qualitative research, the key instrument of the present study is the researcher <u>himself.</u> (3.8)*

d. The use of preposition

The error in preposition can be seen in the following sentences:

- *Analyzing negation in English, Klima proposed a concept of negation <u>different with</u> one proposed by his predecessors. (3.3)*
- *Because of that, to <u>focus</u> those obstacles <u>in</u> classification errors, this study using the descriptive aspect of error taxonomies based on the theory of Dulay, Burt and Krashen. (4.5)*

- *The students are not fully <u>aware that </u>the use of determiner, preposition and other grammatical constituents are fixed in English. (4.7)*
- *Sefriwanti (1997) has conducted on an analysis <u>of</u> students' errors in English composition. (4.8)*
- *It is suggested that the improvement of the students' mastery in English complex sentence <u>being</u> with the teaching of subordinator and its punctuations in adverbial as well as adjective clauses. (4.13)*
- *Secondly, select thesis proposal <u>focusing in</u> linguistics research and will choose thesis's title which have up to date issue. (4.17)*
- *<u>From</u> her study, she found eleven errors in tenses dominated by past tense, past perfect tense, and simple present tense. (5.9)*

The underlined words above are incorrect because the writers use incorrect

preposition. An incorrect preposition is used to change the intended one as

shown by the underlined words in the following sentences:

- *Analyzing negation in English, Klima proposed a concept of negation <u>different from</u> one proposed by his predecessors. (3.3)*
- *Because of that, <u>to focus those obstacles on</u> classification errors, this study using the descriptive aspect of error taxonomies based on the theory of Dulay, Burt and Krashen. (4.5)*
- *The students are not fully <u>aware of </u>the use of determiner, preposition and other grammatical constituents are fixed in English. (4.7)*
- *Sefriwanti (1997) has conducted an analysis <u>on</u> students' errors in English composition. (4.8)*
- *It is suggested that the improvement of the students' mastery in English complex sentence <u>deals with</u> the teaching of subordinator and its punctuations in adverbial as well as adjective clauses. (4.13)*
- *Secondly, select thesis proposal <u>focusing on</u> linguistics research and will choose thesis's title which have up to date issue. (4.17)*
- *<u>In</u> her study, she found eleven errors in tenses dominated by past tense, past perfect tense, and simple present tense. (5.9)*

2. Verb phrase

Misformations in verb phrase identified in this study are the wrong form of

verb in present tense and subject-verb agreement.

a.   The use of verb in present tense

- *Here the researcher <u>intended</u> to conduct the language research on the syntactic and semantic characterizations using a film as an object. (1.8)*
- *Finegan <u>stated</u> (2004:147) that from a syntactic point of view, the pivotal element in a sentence is the verb. (1.10)*
- *Field <u>noted</u> (2003: 287) that according to the dual –semantic-feature hypothesis, children acquire perceptual feature before abstract ones, accounting for some overextensions. (1.12)*
- *The difference is on the fact that Klima uses syntactic test to identify sentential negation, while Jesperson <u>identified</u> special negation and nexal negation on the basis of the negating scope of a negative constituent in a sentence. (3.4)*

The underlined words above are incorrect because the writer used verb form of past tense instead of simple present tense. Simple present tense is used to show activity or statement which happen in present time. The verb in present tense showing singular subject is marked by adding the third singular inflection (-s). The sentences above, the inflection (-ed) should be substituted by the third singular inflection (-s). The correct sentences will be shown by the underlined words below:

- *Here the researcher <u>intends</u> to conduct the language research on the syntactic and semantic characterizations using a film as an object. (1.8)*
- *Finegan <u>states</u> (2004:147) that from a syntactic point of view, the pivotal element in a sentence is the verb. (1.10)*
- *Field <u>notes</u> (2003: 287) that according to the dual –semantic-feature hypothesis, children acquire perceptual feature before abstract ones, accounting for some overextensions. (1.12)*
- *The difference is on the fact that Klima uses syntactic test to identify sentential negation, while Jesperson <u>identifies</u> special negation and nexal negation on the basis of the negating scope of a negative constituent in a sentence. (3.4)*
The underlined words above are incorrect because the writer used verb

form of future tense instead of simple present tense.

- *Because of that, to focus those obstacles in classification errors, this study <u>using</u> the descriptive aspect of error taxonomies based on the theory of Dulay, Burt and Krashen. (4.5)*

The underlined word above is incorrect because the writer used verb form of progressive tense instead of simple present tense. The correction should be:

- *Because of that, to focus those obstacles in classification errors, this study uses the descriptive aspect of error taxonomies based on the theory of Dulay, Burt and Krashen. (4.5)*

The other cases found in this study are:

- *This study is focused on syntactic errors in argumentative essays written by the students of UIN Malang. (5.5)*
- *It is shown that they are not fully aware the use of determiner, preposition and other grammatical constituents fixed in English. (5.8)*

The underlined words above are incorrect because the writer used verb form of passive form instead of simple present tense. To correct those sentences, the use of auxiliary be and past participle verb form should be changed into present verb form. The correct sentences will be shown by the underlined words below:

- *This study focuses on syntactic errors in argumentative essays written by the students of UIN Malang. (5.5)*
- *It shows that they are not fully aware the use of determiner, preposition and other grammatical constituents fixed in English. (5.8)*

a. Subject and verb agreement

The underlined word above is error in agreement which involves the wrong use of 'to be'.

- *There are some researchers, of course, has conducted a research in the same field, such as Sri Rahayu, student of State University of Malang (2000), has analyzed about " Errors on English complex sentence made by*

the third year students of English education department of State University of Malang. (5.1)

The underlined word above is incorrect because the plural form is misformed. To be 'has' should be changed into 'have' because it show plural noun. The correct sentences shown by the underlined words below:

- *There are some researchers, of course, <u>have</u> conducted a research in the same field, such as Sri Rahayu, student of State University of Malang (2000), has analyzed about " Errors on English complex sentence made by the third year students of English education department of State University of Malang. (5.1)*

c. Verb and verb construction

Errors in verb and verb construction are found in this study, such as:

- *The Arabic data <u>is</u> taken from the original text of the Holy Qur'an, while the English data <u>is</u> taken from the English translation of the Holy Qur'an by Mohammed Marmaduke Piickthall in his The meaning of the Glorious Koran. (3.9)*
- *Concerning with the previous problem of the study, the objectives of the study <u>is</u> to identify and describe the types of syntactic errors that are mostly made by the students of English letters and language department of UIN Malang in their argumentative essay. (5.2).*

The underlined word above is incorrect in agreement which involve the wrong use of 'to be'. The writer use the plural form is misformed. To be 'is' should be changed into 'are'.

- *The Arabic data <u>are</u> taken from the original text of the Holy Qur'an, while the English data <u>are</u> taken from the English translation of the Holy Qur'an by Mohammed Marmaduke Piickthall in his The meaning of the Glorious Koran. (3.9)*
- *Concerning with the previous problem of the study, the objectives of the study <u>are</u> to identify and describe the types of syntactic errors that are mostly made by the students of English letters and language department of UIN Malang in their argumentative essay. (5.2).*

4.1.3.4 Misordering

The error in misordering only happens in word order. From the data, the researcher only find one error sentence having misordering, such as in the following sentence:

- *Noun phrase <u>also can</u> be defined by substitution procedure. (1.11)*

The sentence above is incorrect because the misuse of modal 'can'. The correct example can be seen in the following sentence.

- *Noun phrase <u>can also</u> be defined by substitution procedure. (1.11)*

4.1 Discussion

The data of this study are taken from the thesis proposals on syntax study written by the eighth semester students of English Letters and Language Department of the State Islamic University of Malang year 2007. The data showed that some students made many errors sentences in their thesis proposal. In other words, it seems that they do not mastery grammar well, especially syntax as the important component of language.

The results of the analysis show that the total number of errors in syntax is 70. They are 43 errors of omission, 6 errors of addition, 20 errors of misformation, and 1 error of misordering. It shows that errors of omission are the highest among the others.

In omission, errors identified can be categorized into noun phrase, verb phrase, verb and verb construction, and transformation. Within the errors found,

the most predominant type is noun phrase category, in which omission of definite article 'the' before a singular and plural countable nouns and reach the highest number of syntactic errors made by the students. While errors in verb phrase, the omission of third singular inflection to show the agreement of subject and verb constitutes the most predominant type found. In addition, there is also another omission errors found in this study, they are omission of content morpheme, in which the writer omitted some parts of sentence construction; omission of pronoun; number; preposition; and to be in passive transformation.

The second error found in this study is addition. Within the errors in addition, the researcher finds noun phrase and verb phrase category in which noun phrase category is the most predominant type, in which the students tend to add article; pronoun; and preposition.

The third error found in this study is misformation types. The errors in noun phrase found show that the students often make errors in using preposition; nominalization; and pronoun. Furthermore, the errors in verb phrase found in this study are the use of certain tense; verb and verb construction; and subject-verb agreement.

In the contrary, error of misordering is not so problematic anymore for the students. The researcher only finds one error sentence from the data. It shows that most of them have already mastered English rules in how to place the words into the right position to construct a well-formed sentence.

Based on the discussion above, this finding proves that the use of article, preposition and third person singular verb are considered difficult grammatical

structures for students of English letters and language department, although they

have passed several stages in the study of the second language, particularly

English syntax.

CHAPTER V
CONCLUSION AND SUGGESTION

In this part, the researcher presents the conclusion and suggestion dealing with the findings of the research.

5.1 Conclusion

Based on the discussion of data analysis that has been presented in the previous chapter, the researcher concludes this study based on the problem of the study.

The data show that there are many kinds of errors found in the students' syntax thesis proposal. Based on the surface strategy taxonomy analysis, the researcher finds that the highest number of errors is errors on omission, followed by errors on misformation, errors on addition, and errors on misordering.

Within the errors of omission, the syntactic errors mostly found are omission of indefinite article '*the*' before a singular and plural countable noun, followed by omission of preposition and omission of third singular inflection to show the agreement of subject and verb. Within misformation, the errors found show that the students often make errors in forming verb in a certain tense and preposition. Besides the two types of errors found, error in addition is also found, that is mostly in the use of preposition and pronoun. On the contrary, errors of misordering are not so problematic anymore for the students. It indicates that the students have already mastered English rules in how to place the words into the right position to construct a well formed sentence.

5.2 Suggestions

Based on the significance of the study, this study aims to give a beneficial contribution for the lecturers of grammar and writing, the students of English letters and language department of UIN Malang, and the next researchers who are interested in analyzing the same field of research. Therefore, here the researcher has some suggestions to all of them.

For the lecturers of grammar in English Letters and Language Department of the State Islamic University of Malang, they are expected to pay more attention to the students' problems in constructing sentences, especially to the difficult grammatical categories usually made by the students, such as the use of article, pluralization, and the use of third person singular verb. Therefore, in the long run their students are expected to be able to apply their syntactic knowledge well.

For the students of English Letters and Language Department of UIN Malang, this study will give new information will be useful for their learning process. They also know what aspect in grammar which is difficult for them, so they can improve their studying. On the other hand, the students not only study by listening what lecturers explained in class, but also by reading additional books more and doing some practices themselves.

And the last, the researcher hopes for the next researchers who are interested in the same research in this field to study and analyze deeply. Generally, this study only focuses on the errors in the area of grammar, particularly syntax. The researcher hopes that the next researcher analyzes the

other aspects which are not covered in this study and they will study better than the research before.

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