

**SYNTACTIC ERRORS IN THE ARGUMENTATIVE ESSAYS OF  
THE STUDENTS OF ENGLISH LETTERS AND LANGUAGE  
DEPARTMENT OF UIN MALANG**

**THESIS**

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FACULTY OF HUMANITIES AND CULTURE  
THE STATE ISLAMIC UNIVERSITY OF MALANG  
JULY 2007**

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**THESIS**

Presented to  
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In Partial fulfillment of the requirement  
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JULY 2007**

## APPROVAL SHEET

This is to certify that the thesis entitled “**Syntactic Errors in the Argumentative Essays of the Students of English Letters and Language Department of UIN Malang**” written by Iva Syarifatin has been approved by the advisor, for further approval by the Board of Examiners.

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## MOTTO

وَلِكُلِّ دَرَجَتٌ مِّمَّا عَمِلُوا وَمَا رَبُّكَ بِغَافِلٍ عَمَّا يَعْمَلُونَ ﴿١٣٢﴾

*To all are degrees (or ranks) according to their deeds:  
for thy Lord is not unmindful of anything that they do.*

*(Al-An'am: 132)*

## DEDICATION

This thesis is dedicated to

My beloved father and mother,  
for endless love, pray, guidance, care,  
and everything you have done since I was born.

My dearest little brother and sister,  
for beautiful unforgettable togetherness.

My special one, who would like to become 'imam' for me,  
for giving motivation, love, and unforgettable colorful memories.

And all of my best friends in the boarding house,  
for easy going friendship and creating unforgettable experiences.

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I realize that my thesis compilation will never get success without any interference from other people. Therefore, it is my pleasure to acknowledge the following people for their contribution to the writing of this thesis.

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Hopefully, this thesis will be useful for anyone, who needs information related to this thesis. The constructive critics and suggestion are expected from all the readers.

Malang, July 2007

The Researcher



## ABSTRACT

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Key Words: Syntactic Errors, Argumentative essay.

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Like any human learning, foreign language learning is inseparable from making errors. Errors in learning a foreign language may occur in both speaking and writing. This present study is based on an error analysis of the written work of the English department students, especially in writing argumentative essay. It is one of various types of essays written by the students which is considered as the most difficult one. However, the problems faced by the students are not only in the organization of writing argumentative essay, but also in the grammar, especially in the area of syntax. Related to those phenomena, the research problems are explored, namely "what types of syntactic errors are found in the argumentative essays of the students of English letters and language department of UIN Malang?" and "how do the syntactic errors occur in the argumentative essays of the students of English letters and language department of UIN Malang?"

This study uses descriptive qualitative design in which the data are taken from students' argumentative essays using dramatic entrance introductory in writing III class in 2006/2007 academic years. The data collected are identified and described using surface strategy taxonomy proposed by Dulay, Burt, and Krashen. The errors described are then classified into syntactic errors following Politzer and Ramirez' model as a guideline.

The finding of the study reveals that, on the basis of surface strategy, 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 found, the highest number of syntactic errors is omission of indefinite article 'a' before 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 verb.

From those findings, it is hoped that this study will be useful for lecturers in determining emphases in explanation and exercises and also for students in improving the mastery of the target language, especially on its grammar.

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# CHAPTER I

## INTRODUCTION

This chapter presents background of the study, problems of the study, objectives of the study, significance of the study, scope and limitation, and definition of the key terms.

### 1.1 Background of the Study

As human being, we cannot avoid making errors. As our greatest prophet Muhammad SAW has said in hadist:

عن انس رضى الله عنه قال. قال رسول الله صلى الله عليه وسلم. كلّ بني آدم  
خطاء وخيرا لخطائين التوا بون. (رواه الترمذي وابن ماجه)

It means that each person makes a lot of errors and the best person who makes errors is the one who makes correction (Al-Ashqolani, 1995:650). In other words, it is impossible for someone to learn something without making errors, particularly in learning a language. Errors in learning language may occur in both speaking and writing. This present study focuses on the errors of students' writing because it is more conscious effort than speaking.

Writing is one of language skills that is important to express ideas and opinions in the form of scientific writing. However, it is considered difficult by some writers because it needs some processes: we think out sentences and consider various ways of combining and arranging them, we reread what we have written as a stimulus to further writing, we should make notes, drafts, and we also

need to revise it for satisfying result. Besides, a good grammar and a good organization are also required in order to be a good writing. In short, writing is neither easy nor spontaneous activity.

Writing is also very important in academic level since the students' works are mostly in the written form. In this level, this writing is called academic writing. Oshima and Hogue (1991:2) define that academic writing is the kind of students' writing required to do in college or university because it differs from other kinds of writing such as personal, literacy, journalistic, or business writing.

Furthermore, there are some types of writing in academic level. One of them is writing argumentative essay. Smalley and Ruetten (1986:319) define an argumentative essay as an essay that has purpose to convince or to persuade. Therefore, it is more difficult than the other essays.

To be a good argumentative essay, it must consist of some paragraphs, including introductory paragraph, one or more development paragraphs which show logical development of the theme and its details, and the last is conclusion paragraph. The most important thing to be considered in writing argumentative essay is introductory paragraph because it can capture the readers' attention. As Wingersky. et. al (1992:221) states that the purposes of an introductory paragraph are to get the reader's attention and to let the readers to know what will be covered in the essay. There are some types of introductory paragraph; one of them is dramatic entrance. It is an introductory paragraph in which the author opens with a narrative, description, or a dramatic example pertinent to the topic (Smalley

and Ruetten, 1986: 143). In short, writing dramatic entrance introductory is a type of introduction that is very interesting.

Moreover, problems faced by some writers, particularly students of English letters and language department of UIN Malang, are not only in the organization of writing, but also in the grammar. It can be shown by some students' writing in which we can find many ungrammatical structure in constructing sentences. Therefore, it needs to be given more attention. One way to know the students' problems is by analyzing their writing. Here, there are some ways to analyze their writing. One of them is by analyzing their errors in constructing sentences in their writing.

Students' errors in constructing sentences could be interpreted as the result of two sources. They are either because of the interference of the students' native language or do to their incomplete learning of the target language. As Brown (in Indriati, 1994) states that students' errors are usually caused by the interference of the native language and over generalizing a particular item in the target language beyond legitimate bounds. Therefore, it is considered difficult for students to write correctly since the systems of target language are different from their native language systems. In other words, it seems reasonable that students who find difficulties in learning English as target language will make errors.

Students' errors may occur in different components of language: in grammar, in pronunciation, or in lexicon. In other words, students' errors may occur in different linguistic categories, such as phonology, morphology, syntax, semantics, and discourse.

One of language components which is crucial to be considered is grammatical structure, one division of which is syntax. Syntax is one of grammatical systems that concerns with sentence construction. As Matthews (1981: 1) defines that syntax is the branch of grammar dealing with the ways in which words, with or without appropriate inflections, are arranged to show connections of meaning within the sentence.

Moreover, there are many ways to analyze the types of syntactic errors; one of them is by analyzing the types of errors with regard to the surface structure alternation. It is one of categories of errors proposed by Dulay, Burt, and Krashen. (1982: 146) that consists of addition, omission, misformation, and misordering. Therefore, by analyzing students' writing we can know the weaknesses of students' grammar, particularly on constructing sentences, in order to give teachers and learners advantages such as determining emphases in explanation and exercises for teachers and also improving learners' ability.

There are some researchers, of course, has conducted a research in the same field, such as Subagio (1999), a student of State University of Malang, who has analyzed about "common grammatical errors in speaking made by the English students at IKIP Malang. Rahayu (2000) has also analyzed about "Errors on English complex sentences made by the third year students of English education department of State University of Malang". The same study has also conducted by Purwatiningsih (2004), a student of Brawijaya University, entitled "The grammatical errors in tenses at the people articles of Jakarta Post during the month of October, 2003 period.



The fact that students of English letters and language department of UIN Malang still face problems in learning English as a foreign language has encouraged the researcher to study errors. Therefore, the researcher chooses a title “*syntactic errors in the argumentative essays of the students of English letters and language department of UIN Malang.*”

### **1.2 Problems of the Study**

Based on the background of the study above, the problems of the study are:

1. What types of syntactic errors are found in the argumentative essays of the students of English letters and language department of UIN Malang?
2. How do the syntactic errors occur in the argumentative essays of the students of English letters and language department of UIN Malang?

### **1.3 Objectives of the Study**

Concerning with the previous problem of the study, the objectives of the study are:

1. To identify the types of syntactic errors found in the argumentative essays of the students of English letters and language department of UIN Malang
2. To describe how the syntactic errors occur in the argumentative essays of the students of English letters and language department of UIN Malang.

#### **1.4 Significance of the Study**

The finding of this study is generally expected to be able to give a valuable contribution both theoretically and practically.

Theoretically, this study is expected to give a valuable contribution to the area of syntax, particularly on how to arrange words to show connections of meaning within sentence, as a beneficial contribution for teaching and learning process of English letters and language department.

Practically, it is expected that this study will be useful for lecturers, students, and next researchers. For lecturers, it is hoped that they will know students' problems in applying syntax, so they can give more attention to those elements of grammar. For students, they are expected to have an understanding of their weaknesses in constructing sentence in their writing, so it can help them to improve their ability in syntax. Finally is for the next researchers, they are expected to have references concerning with syntactic errors.

#### **1.5 Scope and Limitation**

This study focuses on the syntactic errors which occur in argumentative essays of the students of UIN Malang.

To avoid the broadening of this discussion and to make the research manageable, the researcher has limitation. She investigates only argumentative essays using dramatic entrance introductory written by the students of the fifth semester of English Letters and Language Department of UIN Malang in the academic year 2006/2007. They are chosen because they have passed several

stages in the study of the second language, such as writing, reading, listening, speaking, and grammar, so their errors in writing are the real errors that reflect their language mastery.

In addition, the researcher only analyzes the errors in the syntactic areas following Politzer and Romirez's classification as a guideline and uses surface strategy taxonomy proposed by Dulay, Burt, and Krashen that consists of omission, addition, misformation, and misordering to describe the errors.

### **1.6 Definition of the Key terms**

To avoid misunderstanding and misinterpretation that possible appear, the writer will define some terms as follows:

1. Syntactic errors: any deviation of some systems of English language occurring in sentence construction.
2. Argumentative essay: is a topic sentence developed by argumentation that states and then explain a point of argument, which often uses a logical train of thought, leads from one point to another until the position of the writer has been effectively supported.

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This section reviews important literature related to this study. It is divided into 3 subtopics: (1) Errors, (2) Writing, and (3) previous study.

#### **2.1 Errors**

There are several topics considered to be fruitful in accordance with the discussion on errors. Those topics are definition of errors, sources of errors, categories of errors, and error analysis.

##### **2.1.1 Definition of Errors**

Human learning is fundamentally a process that involves the making of mistakes, misjudgments, miscalculations, and erroneous assumption. Like any other human learnings, learning a language is also inseparable from making errors.

According to Dulay, et.al (1982: 138), errors are the flawed side of learners' speech or writing. They are those parts of conversation or composition that deviate from some selected norms of mature language performance. This statement means that errors can be found either in spoken or written language. They emerge since they go beyond what it is conventionally agreed upon.

Brown (in Indriati, 1994: 10) also defines an error as a noticeable deviation from the adult's use of words of a native speaker reflecting the

interlanguage competence of the learner. In essence, an error is something unconventional which can be clearly seen when it is performed by an adult learner and that shows his interlanguage competence. If an English learner, for example, says, “*I will back one hour more*”. This sentence is wrong that refers to the learner’s first language structure, that is, *saya akan kembali satu jam lagi*. This example reflects the interlanguage competence of the learner.

However, sometimes researchers distinguish between errors caused by performance factors such as fatigue, stress, indecision, and inattention, and errors resulted from lack of knowledge of the language rules, that is called as competence factors. According to Corder (in Dulay, 1982: 139), in some of the second language literature, performance errors has been called “mistakes” while the term “errors” was reserved for the systematic deviations due to the learner’s still-developing knowledge of the second language rule system.

Furthermore, Dulay et. al. (1982:139) have stated that it is extremely important to make distinction between performance and competence errors, but it is often difficult to determine the nature of a deviation without careful analysis. Therefore, they do not restrict the term error to competence-based deviations. They use the term error to refer to any deviation from a selected norm of language of language performance, no matter the characteristics or causes of the deviation might be.

In addition, Brown (in Mardijono, 2003: 68) also makes a distinction between mistakes and errors based on the sources. A mistake indicates “a failure to utilize a known system correctly”, whereas an error reflects the competence of

the learner". It has also been suggested by Corder (in Subagio, 1999: 16) that an error has a difficult meaning composed to a mistake. Mistakes are due to memory lapses, physical states such as tiredness and psychological conditions such as a strong emotion. On the other hand, errors are deviation of some systems of the language made by the learner.

However, in this study the researcher does not distinguish errors and mistakes exclusively since she tends to follow Dulay's opinion about error. Thus, an error in this context is defined as an instance of language that deviates from Standard English grammar.

### **2.1.2 Sources of errors**

Dulay et. al (1982: 144) states that the development of error classification based on sources of errors has taken up a good portion of the error analysis research literature. This may be because explaining error type is not simply matter of assuring a simple source to each error that occurs. Language learning is an interaction of internal and external factors and explanation of errors must reflect that interaction. The internal factors are those such as first language 'transfer', 'simplification', generation of 'false hypotheses' by the learner, and others. While the examples of the external factors are those of the environmental factors, such as training procedures, communication situation, and sociocultural factors.

Dulay. et.al (1982: 144) have also stated that the use of taxonomy to delineate sources of errors entails at least two assumptions: (1) that a particular error has a single source, and (2) that the specification of the sources of an error is

a relatively straightforward descriptive task. Unfortunately, neither of these assumptions seems to hold up. For example, an error that reflects the structure of the learner's first language might have been triggered by at least three sources: by pressure to communicate, by the conscious use of a word-for-word translation strategy, and perhaps even by the manner in which the learner was initially exposed to the structure in question.

Wibisono (in Roekhan, 1990: 65) states that there are two factors influencing the process of second language mastery, they are: internal and external factor. Internal factor is a factor that emerge from the learners them selves, such as age, sex, intelligence, condition of cognitive, attitude, and motivation. While external factor is a factor caused of environment and linguistic conditions.

For the internal factors, the study refers to the theory proposed by Richards. He states that there are three sources of errors, they are: interference errors, intralingual errors, and developmental errors. Interference errors are errors caused by the interference of the learner's mother tongue. While intralingual and developmental errors reflect the learners' competence in certain level and show general characteristics of language acquisition. The intralingual errors are those originating within the structure of target language it self, such as overgeneralization, incomplete application of rules and failure to learn conditions for rule application. While developmental errors reflect the strategies by which the learner acquires the language (Roekhan, 1990: 28).

Furthermore, Corder (in Roekhan, 1990: 50) has also stated that there are three sources of errors: (1) language transfer, an error caused of interference of native language, (2) intralingual, an error caused of learning language process, and (3) teaching techniques or materials (process hypothesing flase concept), an error caused of failure in technique of teaching.

Richard in his book "*Error analysis perspective on second language acquisition*" (1974: 5-13) also proposes seven factors that may influence and characterize second language learner systems. Those factors are considered as the internal and external factors. The first factor is language transfer, refers to the sentences in the target language that may exhibit interference from the mother tongue. Second, Intralingual interference that refers to items produced by the learner reflecting not the structure of the mother tongue, but generalizations based on partial exposure to the target language. The third factor is sociolinguistic situation, means that different settings for language use result in different degrees and types of language learning. These may be distinguished in terms of the effects of the socio-cultural setting on the learner's language and in terms of the relationship holding between the learner and the target language community and the respective linguistic markers of these relations and identities. Modality, as the fourth factor, may also influence the learner's language, those are, the modality of exposure to the target language and the modality of production. The fifth factor is age that may affect the approximative system of the second language learner. The sixth factor concerns the lack of stability of the learner's approximative systems.



And the last is concerned with the inherent difficulty for man of certain phonological, syntactic or semantic items and structures.

Based on the descriptions above, it can be concluded that errors made by the learners can be influenced by two factors, those are, internal factor, a factor that emerge from the learners them selves, and external factor, a factor that is caused by their environment.

### **2.1.3 Categories of Errors**

As stated above, it is difficult to classify errors precisely for errors can be classified in a number of possible ways. Up to now, there is no error categorization which is simple and agreed upon by all analysts. Every analyst seems to have his or her own approach. This may make researcher has different findings for the same data with respect to the ways in categorizing errors.

To counter those obstacles in categorizing and classifying errors, the researcher here limits her study to the descriptive aspects of error taxonomies based on the assumption proposed by Dulay, Burt, and Krashen. They have focused their study on error taxonomies that classify errors according to some observable surface feature of the error itself, without reference to its underlying cause or source. These taxonomies are called descriptive taxonomies, with the assumption that *the accurate description of errors is a separate activity from the task of inferring the sources of those errors* (Dulay, et. al., 1982: 145).

Further, Dulay, Burt, and Krashen state that the most useful and commonly used bases for the descriptive classification of errors are: (1) linguistic

category; (2) surface strategy; (3) comparative analysis; and (4) communicative effect. Discussion of these descriptive taxonomies is guided by two major purposes: to present error categories which rely solely on observable (rather than inferred) characteristics for their definition; and to report the findings of research conducted to date with respect to error types observed (Dulay, et. al, 1982: 146).

### **2.1.3.1 Linguistic Category Taxonomy**

This category classifies the errors according to either or both the language components or the particular linguistic constituents the error affect. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component. For example, within syntax one may ask whether the error is in the main or subordinate clause; and within a clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjectives, and so forth (Dulay, et. al. 1982: 146-147). In this study, the researcher does not deal with all of those categories since she would like to focus on syntactic errors.

#### **2.1.3.1.1 Syntactic Errors**

It is axiomatic that language is systematized. If it were not so, we should not be able to understand one another. Further, in traditional description of the grammatical system, there are usually twofold divisions. They are morphology

and syntax. Morphology deals with the internal form of words such as inflection for case, certain kinds of derivation, and so forth. In syntax, we will find the description of the relations between words such as word-order. In this study, the researcher just deals with syntax.

The term 'syntax' is from the Ancient Greek *syntaxis*, a verbal noun which literally means 'arrangement' or 'setting out together'. Traditionally, it refers to the branch of grammar dealing with the ways in which words, with or without appropriate inflections, are arranged to show connections of meaning within the sentence (Matthews, 1981:1).

Moreover, Keraf (in Roekhan, 1990: 95) also defines syntax as a part of language system studying the basics and processes of sentence formation in a language.

Based on the descriptions above, it can be concluded that syntactic errors mean any deviation of some systems of English language occurring in sentence construction.

According to Politzer and Romirez' model (in Dulay, 1982:148-150), syntactic errors can be classified into the following categories:

### **1. Noun Phrase**

Bornstein in her book entitled "An introduction to transformational grammar" (1977: 55) says that a group of words is called a noun phrase when the head word (main word) is a noun or pronoun. It can consist of a single noun or pronoun, or of a noun or pronoun with modifiers. Like a noun, a noun phrase can

act as a subject, as the object of a verb or verbal, as a subject or object complement, or as the object of a preposition.

Errors in noun phrase may fall into five subtypes:

a. Determiners

A determiner is a noun modifier that expresses the reference of a noun or noun phrase in the context, including quantity, rather than attributes expressed by adjectives. This function is usually performed by articles, demonstratives, possessive determiners, quantifiers, cardinal numbers, or ordinal numbers.

- 1) An article is a word that combines with a noun to indicate the type of reference being made by the noun. Articles can have various functions:
  - A definite article (English *the*) is used before singular and plural nouns that refer to a particular member of a group. For example: *the cat is on the black mat.*
  - An indefinite article (English *a, an*) is used before singular nouns that refer to any member of a group. For example: *A cat is a mammal.*

2) Demonstrative

The demonstratives in English are *this, that, these, and those*. For example:  
I like *those* houses.

3) Possessives

Possessives in English are: (1) from pronouns (*my, your, his, her, its, our, their*) and (2) from nouns (John's, the girls's, etc).

4) Numeral adjectives

There are two numeral adjectives in English: cardinal (four, twenty-five, etc) and ordinal (fourth, twenty-fifth, etc)

5) Adjectives of indefinite quantity: some, few, all, more, etc.

6) Relative and interrogative adjectives: whose, what, which

(Frank, 1972: 109).

b. Nominalization

In linguistics, nominalization refers to the use of a verb or an adjective into a noun, with or without morphological transformation, so that the word can now act as the head of a noun phrase. It is a noun phrase that has a systematic correspondence with a clausal predication which includes a head noun morphologically related to a corresponding verb. For example: The noun phrase '*refusal to help*' corresponds to '*he refuses to help*'. The head noun *refusal* is morphologically related to the verb *refuse*.

(<http://www.sil.org/Linguistics/GlossaryOfLinguisticTerms/WhatIsANominalization.htm>)

c. Number

Grammatical number is a morphological category characterized by the expression of quantity through inflection or agreement. Errors in number may occur in the use of *plural* and *singular* noun. Usually, the singular is the unmarked form of a word, and the plural is obtained by inflecting the singular. This is the case in English: *car/cars*, *box/boxes*, *man/men*. There may be exceptional nouns

whose plural is identical to the singular: *one fish/two fish*, etc.

([http://en.wikipedia.org/wiki/Grammatical\\_number](http://en.wikipedia.org/wiki/Grammatical_number))

d. Use of pronouns

Pronoun is a word that takes the place of a noun. They may function as subject of verb (e.g. *they* were late for their appointment), object of verb (we enjoyed *ourselves* at the party), subjective complement (that's the *one*), object of preposition (after *this*, be more careful), and appositive (the men *all* got into the boat). There are eight types of pronouns (Shaw, 1986: 5) as follows:

- 1) *Personal pronouns* refer to an individual or individuals. They also bear the labels of first person, second person, and third person. First speaker pronouns indicate the speaker or writer, either singular (I) or plural (we). Second person pronouns indicate the person or persons spoken to with identical forms for singular and plural (you). Third person pronouns indicate the person or persons spoken of or written about (he, she, it, John, Mary, they, etc).
- 2) *Interrogative pronouns* introduce a question. The important interrogative pronouns are: who (for person), what (for things), and which (for a choice involving either persons or things).
- 3) *Relative pronouns* refer to noun antecedents which immediately precede them. They introduce adjective clauses in which they serve as subjects or objects. The most common relative pronouns are: *who* (for persons), *that* (for persons or things), *which* (for things).

- 4) *Demonstrative pronouns* take the place of things being pointed out: *this* (plural *these*) and *that* (plural *those*).
- 5) *Reflexive pronouns* occur in sentences in which the doer and receiver of the action are the same: myself, himself, themselves, etc.
- 6) *Indefinite pronouns* refer to nouns that you cannot quite pin down: somebody, anyone, etc.
- 7) *Intensive pronouns* are used to draw particular attention to a noun. For example: the doctor *herself* examined the X rays.
- 8) *Reciprocal Pronouns* complete an interchange of action: *each other* and *one another*.

e. Use of preposition

A preposition is a word used to show the relationship of a noun or pronoun to some other in the sentence. There are two kinds of preposition: simple (the knock *at* the door) and compound (the room *across from* the library) (Shaw, 1986: 20-21).

Prepositions most commonly show relationships of space (a fly *in* his potato soup), time (an accident *during* lunch), or possession (the anger *of* the customer) (McMahan and Day, 1984: 357).

## 2. Verb phrase

A verb phrase is a syntactic unit that corresponds to the predicate. Errors in verb phrase may occur in the use of verb form that can be classified based on different tenses and subject-verb agreement.

The tense of a verb indicates the time of the action or the state of being expressed by the verb – past, present, or future. Tense can be thought of as simple or progressive. The simple tenses consist of past tense, designate actions or states of being that have occurred or existed in the past; present, that is occurring or existing now; and future that will occur or exist in the future. While the progressive tenses (present perfect, past perfect, and future perfect) indicate continuing action in either present, past, or future time (Shaw, 1986: 13).

Based on verb form, English has four forms: present tense – the same as the base form (e.g. run, walk, etc); past tense – the form is depending upon whether the verb is regular or irregular. (e.g. *walked* for regular, *went* for irregular, etc.), past participle – the form of regular verb is identical to the past tense (e.g. solved, done, etc); and present participle – the form is obtained by adding –ing to the base form(e.g. going, speaking, etc.) (Shaw, 1986: 11).

Errors in verb phrase may also occur in the use of subject-verb agreement. Agreement means “the state of being in accord,” “conformity,” “unison.” As applied to grammar, the term means “correspondence in person, number, gender, or case.” Thus when a subject “agrees” with its predicate, both subject and predicate verb have the same person (first, second, third) and number (singular or plural) (Shaw, 1986: 231).

There are four basic forms of subject-verb agreement in English:

- a. Singular subjects need singular verbs; plural subjects need plural verbs.

For example: My *brother* is a nutritionist; My *sisters* are mathematicians.



- b. A prepositional phrase that comes between a subject and a verb does not affect the verb. For example: the *farmers* in the village *plant* rice.
- c. Certain words in English (any, every, each, etc.) are always grammatically singular, even though they might have plural meaning. For example: *each book and magazine is* listed in the card catalog.
- d. A gerund used as the subject of a sentence takes a singular verb. For example: *Growing* flowers *is* her hobby (Azar, 1989: 218).

### 3. Verb and verb construction

Errors in verb and verb construction may occur in the use of verb which follows certain verb patterns. Here, there are some patterns as follows:

- a. Verb form which follows causative verb

Causatives are main verbs that cause people or machines to do things or cause things to change. There are five causative verbs: *make* and *let* which must be followed by verb after a person or thing, for example: *she made the baby take a nap*; *have* which must be followed by verb after a person and participle after a thing, for example: *they had their lawyer change their wills* or *Tom had a tooth filled*; *get* which must be followed by an infinitive after a person and past participle after things, for example: *she gets Ralph to go with her* or *I want to get the house painted before winter*; and *help* which may be followed by verb or an infinitive after a person, for example: *my teacher helped me get this job* or *my teacher helped me to get this job*. (Sharpe, 2002: 91-96)

b. Common verbs followed by Gerunds

There are some verbs which must be followed by gerund: enjoy, appreciate, quit (give up), finish (get through), avoid, postpone (put off), delay, help (keep on), consider (think about), discuss (talk about), mention, and suggest. For example: I *enjoy playing* tennis. (Azar, 1989: 154)

c. Common verbs followed by infinitives

There are some verbs followed immediately by an infinitive, such as: hope, plan, decide, promise, agree, offer, refuse, seem, appear, would like, want, and need; and there are some verbs which are followed by a (pro) noun and then an infinitive, such as: tell, advise, encourage, remind, invite, permit, allow, warn, require, order, force, ask, expect, would like, want, and need. For example: I *hope to see* you again soon and my friend *told me to be* here at ten o'clock (Azar, 1989: 157).

#### **4. Word order**

The term 'word order' is somewhat ambiguous, for it can refer both to the order of words in a phrase, and to the order of multi-word units within a sentence. In linguistic description, word-order studies usually refer to the second type of problems – that is, the sequence in which grammatical elements such as subject, Verb, and Object occur in sentences (Crystal, 1987: 98). However, generally it means the order in which words appear in sentences.

#### **5. Some transformations**

Errors in syntax may also occur in the use of transformation. There are some kinds of transformation in English sentence:

### 1) Passive transformation

The passive transformation is formed by moving the direct object into the subject position and by making the subject into the object of a preposition in a prepositional phrase (Shaw, 1986: 46). The verb also changes to the passive voice, which is always made up of a form of the verb to be followed by the past participle. For example:

Active form: *Rita jumped the hurdle*

Passive form: *the hurdle is jumped by Rita*

### 2) Question transformation

There are two patterns in question transformation:

- a. If an affirmative statement has a verb with one or more auxiliaries, the first auxiliary is switched so that it comes before the subject. For example:

Affirmative: *the game was won*

Question: *was the game won?*

- b. If the affirmative statement contains no auxiliary, some forms of the verb *do* is placed in front of the subject. For example:

Affirmative: *the boy runs fast*

Question: *does the boy run fast?*

These same rules apply when questions begin with common question words like *where, when, why, and how* (Shaw, 1986: 46-47).

### 3) Negative transformation

The pattern of negative sentence is almost the same as the pattern of affirmative sentence. However, in negative sentence 'not' is inserted after auxiliary verb or be. For example:

Affirmative: *Mary has the book*

Negative: *Mary does not have the book.*

#### **2.1.3.2 Surface Strategy Taxonomy (Target Modification Taxonomy)**

This category highlights the way surface structures are altered. Analyzing errors from this taxonomy holds much promise for researchers as it is concerned with identifying cognitive processes that underlie the learners' reconstruction of the new language. This also gives us consideration that students' errors are not the result of laziness or sloppy thinking but are based on some logics, as the result of the learners' use of interism principles to produce a new language (Dulay, et. al. 1982: 150).

The types of errors which belong to surface strategy taxonomy are: (1) omission, (2) addition, (3) misformation, and (4) misordering.

##### **2.1.3.2.1 Omission**

This type of error is characterized by the presence of an item which must not appear in a well-formed utterance. There are two main kinds of omission, they are:

a. Omission of content morphemes

This type of omission is related to the major constituent of a sentence such as: nouns, verbs, adjectives, and adverbs. For example:

*She ...him nothing.*

In this sentence, the writer omits a needed verb and third singular marker –s. It should be ‘*he gives him nothing*’.

b. Omission of grammatical morphemes

This type of omission does not carry the burden meaning. In other words, it plays a minor role in conveying the meaning of sentence. It include noun and verb inflections (e.g. the –s in *birds*, the –s 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 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. This error type is divided into subcategories namely: double markings, regularization, and simple addition (Dulay, 1982: 156).

a. Double markings

This error is described as the failure to delete certain items which are required in some linguistic construction but in others. For example:

*He doesn't knows your name*

This sentence shows the failure of deleting third singular person marker –s where the auxiliary does is required. This sentence should be '*he doesn't know your name*'.

b. Regularization

Whenever, there are both regular and irregular forms in language, students sometimes get confused to apply the correct in certain construction. Sometimes, they apply the rule used to produce the regular ones to those that are irregular. This type of errors is called errors of regularization (Dulay, 1982: 167). For example:

*I putted my bag on the table*

The word putted is the example of regularization in which the regular past tense –ed has been added to the item. It should be '*I put my bag on the table*'.

c. Simple addition

This error is one of subcategories of addition that is neither a double marking nor regularization. For example:

*We stay in over there*

The addition of preposition 'in' is not appropriate used before over. It should be '*we stay over there*'

### 2.1.3.2.3 Misformation

This type of error is characterized by the use of the wrong form of the morpheme or structure. This error type has three subcategorized, namely: regularization, archy-forms, and alternating forms (Dulay, 1982: 158).

#### a. Regularization

A regular marker is used in place of an irregular one. For example:

*She runned so fast.*

The correct form of this sentence is '*she ran so fast*'.

#### b. Archi-forms

The selection of one member of a class of forms to represent others in class is often made by learners. The form chosen by the learners is called as archi-forms. For example, a learner may temporarily select just one of the English demonstrative adjective this, that, these, and those. For example:

*That dog*

*That dogs*

For this learner, that is the archi-demonstrative adjective representing the entire class of demonstrative adjectives.

Learners may also select one member of the class of personal pronouns to function for several others in the class. For example:

*Give me that*

*Me hungry*

In the production of certain complex sentence, the use of the infinitive as an archi-form for the other complement types (e.g. gerunds and that-clauses) has also been observed. For example:

*I finish to watch TV*

*She suggested him to go.*

c. Alternating form

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. Thus, we see for demonstratives:

*Those dog*

*This cats*

In the case of pronouns, we see:

- 1) Masculine for feminine (or vice versa), as in: he for she
- 2) Plural for singular (or vice versa), as in: they for it
- 3) Accusative for nominative case (or vice versa), as in: her for she.

In the production of verbs, the participle form (-en, as in taken) is also being acquired, it may be alternated with the past irregular, as in:

*I seen her yesterday*

*He would have saw them.*

#### **2.1.3.2.4 Misordering**

This type of error is characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example:



*What daddy is doing?*

This question is incorrect. It should be ‘*what is daddy doing?*’ (Dulay, 1982: 162).

### **2.1.3.3 Comparative Taxonomy**

The classification of errors in a comparative taxonomy is based on comparison between the structure of second language acquisition errors and certain other types of constructions. These comparisons have yielded the two major error categories in this taxonomy: developmental errors and interlingual errors. Two other categories that have been used in comparative analysis taxonomies are derived from the first two: ambiguous errors and other errors (Dulay, 1982: 164).

Developmental errors are errors similar to those made by children learning the target language as their first language. For example:

*Dog eat it.*

The omission of the article and the past tense marker may be classified as development error because these are also found in the speech of children learning English as their first language (Dulay, 1982: 165).

Interlingual errors are similar in structure to a semantically equivalent phrase or sentence in the learner’s native language (Dulay, 1982: 171). For example:

*Did you not go to school?*

This kind of error is made by the Indonesian learners of English. The learners are influenced by Indonesian structure in answering yes-no questions which are quite different from the English one. The sentence should be “*did you go to school yesterday?*”

Ambiguous errors are those that could be classified equally well as developmental error or interlingual. That is because these errors reflect the learner’s native language structure, and the same time, they are of the type found in the speech of children acquiring a first language (Dulay, et. al. 1982: 172)

Other errors are errors that are not categorized as development and interlingual errors. These taxonomies are complete without a grab bag for items that don’t fit into any other category. For example:

*She do hungry.*

The speaker here used neither his/her native language nor an L2 developmental form such as *She hungry* where the auxiliary is omitted altogether.

#### **2.1.3.4 Communicative Effect Taxonomy**

While the surface strategy and comparative taxonomy focus on aspects of the errors themselves, the communicative effect classification deals with errors from the perspective of the effect on the listener or reader. This taxonomy focuses on distinguishing between errors that seem to cause miscommunication (global error) and those that do not (local error) (Dulay, et. al. 1982:189).

Global errors are those that affect overall sentence organization significantly hinder communication. The most systematic global errors include:

- 1) Wrong word order of major constituents  
e.g. English language use many people
- 2) Missing, wrong, or misplaced sentence connectors  
e.g. He started to go to school since he studied very hard
- 3) Missing cues to signal obligatory exceptions to pervasive syntactic rules  
e.g. The student's proposal (was) looked into (by) the principal
- 4) Regularization of pervasive syntactic rules to exceptions.  
e.g. We amused that movie very much  
(that movie amused us very much)

While local errors are errors that affect single element (constituent) in a sentence which do not usually hinder communication significantly. These include errors in noun and verb inflections, articles, auxiliaries, and the formation of quantifiers.

#### **2.1.4 Error Analysis**

A number of studies have been conducted to find out the area of difficulties that learners face in acquiring or learning a language. Based on Nickel (in Roekhan, 1990: 48), there are three aspects in analyzing learners' errors, those are: description, grading, and therapy. While based on Rossipal in Roekhan, 1990: 48) there are six aspects to describe the errors: (1) types of errors; (2) errors frequency; (3) the difficulties in target language; (4) the causes of errors; (5) the disturbance level of errors; and (6) therapy.

Furthermore, in analyzing the errors, there are some procedures to make the process of error analysis run smoothly. Based on Corder's theory (in Tarigan, 1988: 299), there are five steps in analyzing learners' errors:

1. Select the area of language.

This activity may take some steps, including: (1) determine the scope of samples; (2) determine the scope of media, whether they are writing or speaking; and (3) determine the homogeneity of samples (age, background of first language, etc)

2. Recognize the errors.

Recognition of errors is crucially dependent upon correct interpretation of the learner's intention. It means that a well-formed and apparently appropriate utterance might have been misinterpreted, that is to say, the learner has not meant to say what he appears to say. In other words, an apparently well-formed utterance may nevertheless be well-formed or ill-formed must be presumed erroneous until they are found what their surface structure could mean in the target language (Indriati, 1994: 19).

3. Classify the errors.

This activity may be done by determining the grammar of each error, such as errors in phonology, morphology, syntax, or semantics.

4. Explain the errors.

This activity is concerned with recognition the causes of errors. Corder states that the explanation of error is concerned with accounting for why and how errors come about. However, the researcher does not follow this step for she

merely wants to analyze what types of errors the learners have made, not why and how the errors appear in the production of the language studied.

In addition, Brown (in Indriati, 1994: 19) also states that there are two steps of analyzing learners' errors, namely, the identification and description of errors. While identification of errors is recognizing the learners' errors by finding out the learners' idiosyncrasies, description of errors is a process of comparing the reconstructed sentences with the original ones that the learners have made, then describing the differences among them.

Based on the explanation above, error analysis has significance in three different ways. First to the teacher, in that they tell him, if he undertakes a systematic analysis, how far towards the goal the learner has progressed and, consequently, what remains for him to learn. Second, they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in his discovery of the language. Thirdly, they are indispensable to the learner himself, because we can regard the making of errors as a device the learner uses in order to learn (Corder in Richards, 1974: 25).

Although analyzing error gives advantages for teachers, researchers, and learners, it is a fact that error analysis has some weaknesses in its process: (1) the confusion of error description of errors with error explanation (the process and product aspects of error analysis); (2) the lack of precision and specificity in the definition of error categories; and (3) simplistic categorization of the causes of learners' errors (Dulay, et.al. 1982: 141).

## 2.2 Writing

In the teaching and learning process, a language skill is divided into four language skills, namely: listening, reading, speaking, and writing. Listening and reading are categorized as receptive skills, while speaking and writing are categorized as productive skills. As productive skill, writing is considered more difficult by some students, both in the mother tongue and in a foreign language, than speaking.

According to Crystal (1987: 179), there are some differences between writing and speaking:

- a. The permanence of writing allows repeated reading and close analysis
- b. The participants in written interaction cannot see each other, and they thus cannot rely on the context to help make clear what they mean, as they would when speaking
- c. Written language displays several unique features, such as punctuation, capitalization, spatial organization, and other graphic effects
- d. Grammatical and lexical differences are also important
- e. Written language tends to be more formal than spoken language and is more likely to provide the standard that society values.

As writing is more difficult than speaking, here the researcher wants to analyze students' writing, particularly argumentative essay as one of academic writing. But before analyzing them, the writer wants to discuss some terms related to writing. The discussions are as follows:

### **2.2.1 Essays writing**

An essay is a group of paragraphs that develops one central idea. Unlike the paragraph, the essay is a more formal composition. It is made of a group of paragraphs about one subject. The paragraphs in an essay each have designated functions:

#### **1. Introduction.**

The introduction is usually one paragraph (sometimes two or more) that introduces the topic to be discussed and the central idea (the thesis statement) of the essay (Smalley and Ruetten, 1986: 139).

The introduction is the first paragraph of the essay. It begins the essay and has two parts: general statements and the thesis statement. While general statements give the reader background information about the topic of the essay, the thesis statement introduces the main idea of the essay (Oshima and Hogue, 1988: 94-95).

Further, Martin (1968: 65) also argues that an introductory paragraph starts with a broad, general statement introducing the subject of the paper, and then qualifies this subject statement by narrowing it to the specific thesis statement of the paper.

Wingersky, et. al. (1992: 221) states that the purpose of an introductory paragraph is to get the reader's attention and to let the reader know what will be covered in the essay. Therefore, introductory paragraph should be interesting enough to keep the reader's attention.

Smalley and Ruetten (1986: 142) propose some characteristics of an introductory paragraph as follows:

- a. An introductory paragraph should introduce the topic
- b. An introductory paragraph should indicate generally how the topic is going to be developed
- c. Generally speaking, an introductory paragraph should contain the thesis statement
- d. Ideally, an introductory paragraph should be inviting; that is, it should be interesting enough to make the reader want to continue reading.

Since the introduction is the first paragraph the reader reads, it is often the first paragraph the students plan and can be, therefore, the most difficult. There are four types of introductions according to Smalley and Ruetten (1986: 142-143):

- a. The 'Turnabout', in which the author opens with a statement contrary to his or her actual thesis.
- b. The 'dramatic entrance', in which the author opens with a narrative, description, and dramatic example pertinent to the topic.
- c. The 'relevant quotation' in which the writer opens with a quotation pertinent to the topic.
- d. The 'funnel', in which it is the most common type of introductory paragraph. It is so-called because the ideas progress from the general to the specific.



## **2. Developmental paragraphs**

These paragraphs develop various aspects of the topic and the central idea. It is made up of one or more paragraphs. Each of these paragraphs has a topic sentence, supporting sentences, and sometimes a concluding sentence. Each of the body paragraphs support the thesis statement (Oshima and Hogue, 1988: 97).

There are some characteristics of developmental paragraph:

- a. Each developmental paragraph discusses one aspect of the main topic
- b. The controlling idea in the developmental paragraph should echo the central idea in the thesis statement
- c. The developmental paragraph should have coherence and unity (Smalley and Ruetten, 1986:146).

## **3. Conclusion**

This paragraph concludes the thought developed in the essay (Smalley and Ruetten, 1986: 139). Oshime and Hogue (1988:98) have also stated that the conclusion does three things: (1) it signals the end of the essay; (2) it summarizes the main points; and (3) it leaves the reader with the writer's final thoughts on the subject.

Moreover, Brereton (1982: 55) says that there are two different points to remember about writing conclusions. First, you must show your readers that you have finished what you set out to say. Second, your conclusion should be clearly related to the main-body paragraphs.

### **2.2.2 Argumentative Essay**

Argumentative essay is a type of academic writing. It can be thought of as an appeal to reason in which you develop a position, sometimes called a point of view or thesis, on a topic or question (Craswell, 2005: 96).

Smalley and Ruetten in their book “Refining composition skills rhetoric and grammar for ESL students” say that an argument ensues when two parties disagree about something. One party gives an opinion and offers reasons in support of it and the other party gives a different opinion and offers reasons in support of his or her stand.

McGillic, et. al. (1989: 126) states the purposes of argument are to support an opinion and to convince others that our opinions are right. Therefore, the topic for an argumentative essay must be an issue that has two sides. There are some distinct parts of an argumentative essay: (1) the introduction states the writer’s position and the opponent’s position objectively; (2) support paragraphs include statistics and authorities in the field to support each point in the argument; and (3) the conclusion includes a restatement of the writer’s position.

Moreover, Smalley and Ruetten (1986: 334-335) state that argumentative essays must contain the following characteristics:

- a. The argumentative essay should introduce and explain the issue or case
- b. The essay should offer reasons and support for those reasons
- c. The essay should refute opposing arguments
- d. If an opponent does have a valid point, concede the point
- e. The conclusion should logically follow from the argument.

## **2.4 Previous Study**

This study has been investigated by some students. Subagio (1999), for example, has analyzed about “common grammatical errors in speaking made by the English students at IKIP Malang”. He finds that students of IKIP Malang after ten years of learning English are not yet able to completely overcome the native language influenced in grammar. It is shown that they are not fully aware the use of determiner, preposition, and other grammatical constituents fixed in English.

The second researcher is Rahayu (2000) who studies “error analysis on English complex sentences made by the third year students of English education department of state university of Malang”. She finds that students’ problem in constructing sentences lay 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.

The third researcher is Purwatiningsih (2004) who focuses on “the grammatical errors in tenses at the people articles of Jakarta post during the month of October, 2003 period”. From her study, she finds eleven errors in tenses dominated by past tense, past perfect tense, and simple present tense. Then she also finds thirteen grammatical errors, they are misformation that occurs in past tense by the absence of -ed for regular verb and omission that occurs in simple present tense by the absence of s/es for the verb.

Based on the previous research, it can be concluded that a number of studies about grammatical errors has been conducted before. However, some of

researchers mostly study specific aspect of grammar, such as tenses in both speaking and writing. Different from the previous research, this study is not limited to any specific aspect of grammar. In other words, this study tries to analyze the types of errors appearing in the syntactic areas which follows Politzer and Romirez' model. Therefore, here the researcher chooses a title "syntactic errors in the argumentative essays of the students of English letters and language department of UIN Malang".

## **CHAPTER III**

### **RESEARCH METHOD**

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

#### **3.1 Research Design**

In arranging this research, the researcher uses a descriptive qualitative research design. It is a descriptive one because it aims to describe the data obtained as they are found in the field. Besides, this study is considered as qualitative because the data collected are mostly in the form of words rather than number or not statistically analyzed.

The researcher intends to identify and to describe syntactic errors in students' argumentative essays using dramatic entrance introductory. The students' errors are classified into their types with regard to the surface structure alternation.

#### **3.2 Data and data source**

The data of this study are sentences written by the students of English letters and language department of UIN Malang.

The data are taken from students' argumentative essays using dramatic entrance introductory compiled by Rohmani Nur Indah, M. Pd. as a lecturer of

writing III class in 2006/2007 academic years. They are chosen by the researcher because they are the most up-to-date argumentative essay.

### **3.3 Research Instrument**

Research instrument is very important to obtain the result of the study for it is a set of method, which is used to collect the data. The key or main instrument is the researcher herself because there is no other research instrument suitable to gain the data especially in collecting and classifying the data systematically based on the problems.

### **3.4 Data Collection**

The data of this research are collected by reading and selecting the appropriate data, in which the researcher here selects argumentative essays using dramatic entrance introductory written by fifth semester students of UIN Malang academic year 2006/2007 as data source, carefully to gain a perfect understanding based on the research problems.

### **3.5 Data Analysis**

After collecting the data, the researcher analyzes the data using several steps:

1. Identifying the errors

The identification of errors is a process in which the researcher identifies

the errors that belong to the grammatical categories on syntax. A sentence may contain more than one error that will be analyzed separately.

## 2. Describing the errors

After identifying the errors, the researcher describes the errors by comparing the reconstructed sentence with the original one based on the correct grammar. Besides, the researcher also uses surface strategy taxonomy proposed by Dulay, Burt, and Krashen, (1982), which consists of Omission, addition, misformation, and misordering to describe the errors.

## 3. Classifying the errors

After describing the errors, the researcher classifies the errors based on Politzer and Ramirez' model (in Dulay, 1982: 148-150). The syntactic errors are classified into four main categories: Noun phrase, verb phrase, verb and verb construction, word order, and transformation.

### **3.6 Triangulation**

In this study, triangulation should be conducted in order to obtain the reliability and the credibility of research data as well as to increase the researcher's understanding. Concerning to the function above, the researcher chooses her thesis advisor as the corroborating researcher because she has been well known as the expert of the investigated area. Besides, the researcher also chooses another researcher who investigates the same area with her, such as Binti Choiriah, who also investigates syntactic errors in writing.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter is intended to present the findings of data analysis and the discussions that could be derived from the analysis.

#### **4.1 Findings**

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

##### **4.1.1 Identification of errors**

As mentioned in chapter III, the first step in the analysis is identification of errors. After determining the errors, the researcher counts every syntactic error that is found in the sentence. Based on this method of counting, the researcher finds 356 syntactic errors from ten argumentative essays.

##### **4.1.2 Description of errors**

The second step in the analysis is description of errors. The description of syntactic errors is based on Dulay, Burt & Krashen's theory, whether necessary elements are omitted, added, misformed, or misordered.



As stated before, there are 356 syntactic errors found in this study. They are 158 errors of omission, 53 errors of addition, 133 errors of misformation, and 12 errors of misordering.

#### **4.1.3 Classification of errors**

The next step in the analysis is classification of errors. The classification of errors in syntax is based on Politzer & Ramirez' model (in Dulay, et.al, 1982: 148-150). They classify syntactic errors into four main categories: noun phrase, verb phrase, verb and verb construction, word order, and transformations. Errors in noun phrase are related to determiner, number, nominalization, pronoun, and preposition; errors in verb phrase involve the verb *be*, tenses – simple present, present progressive, present perfect, and simple past –, and subject verb agreement; verb and verb construction; and some transformations involving negative transformation, question transformation, and 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 students argumentative essays. They are summarized in the appendix presented in Summary of data analysis (Appendix 3).

##### **4.1.3.1 Omission**

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. The errors of omission identified in this study are omission of content morpheme and omission of grammatical morpheme. The

correct sentences of the errors found can be seen in the appendix. The following analyses are the categorization of each error types.

#### 4.1.3.1.1 Omission of Content morpheme

Omissions of content morphemes found in this study are:

1. *At the first time was not really big (5.8)*

The sentence above is incorrect because it does not have subject.

The second case, omission of subject and verb are also found in this study:

2. *Better if we doing the more useful thing for our country, society and religion (3.20)*

The writer of the incorrect sentence above omitted 'it is' before 'better'.

Errors of omission also occur in the use of fragment, that is, the writer omitted main clause, such as:

3. *Rita Tresnawati, a widow who has a child, Gusti Raihan (6.1)*

The other cases, omissions of content morphemes found in this study are also caused of the misuse of verb, such as:

4. *In conclusion, Indonesian government must distinct to the doer of illegal logging by realizing UU. No. 4 tahun 1982 about Life environment, UU. No. 41 tahun 1999 about forestry and Inpres no. 4 tahun 2005 about elimination of illegal logging (1.33)*
5. *Moreover, fellow Sunni Arabs also revenge on Americans and Iraqis Shiite (8.20)*
6. *Unfortunately, the fact showed that our public figures have the entrusted identity by scandalized (10.13)*

Besides the errors found above, omission of content morpheme also occur in the use of negative verb after if clause, such as:

7. *We never think that it is a crucial phenomena and it will be dangerous if not stopped. (2.19)*

#### 4.1.3.1.2 Omission of grammatical morpheme

The omissions of grammatical morpheme identified in this study fall into four main categories: noun phrase, verb phrase, verb and verb construction, and transformations.

##### 1. Noun phrase

The omissions of noun phrase identified in this study are determiner, number (e.g. plural -s/-es), nominalization, pronoun, and preposition.

###### a. The use of determiner

Omissions of grammatical morphemes found mostly in this study are omission of determiner, particularly indefinite article before a singular countable noun, such as:

1. *Illegal logging in general meaning is process of cutting, manage, exploit, and carry out the wood without get license (illegal) or do not get promise or license from the official that have power to give license. (1.21)*
2. *Third, Inpres no. 4 tahun 2005 about the elimination of illegal logging explain about elimination of illegal logging, sanction to the person or committee that cutting down the trees, or to take the result or product of forest without get license from the official that give power to give the permission. (1.42)*
3. *For example, two of civil government official (PNS) those work in forestry sector in Mukomuko and North Bengkulu sell legal document to legalize 58-meter cubic of wood as result of stolen from Seblat Kerinci National Park (TNKS). (1.29)*
4. *He has lost enjoyable feeling and also has to trough away his desire to going school as common child. (2.2)*
5. *From that definition we can make a conclusion that children exploitation means a way which is done by someone or group of people to get profit or money by force the children and using unfair way. (2.10)*
6. *In Undang Undang Dasar 1945 has already mention that “every child is has a freedom to continuo his life, grow and rise also get protection from hardness of life and discrimination”.(2.14)*
7. *The changing of the years especially in the night of December, 31 to January, 1 on the years next year is very important time to be celebrated. (3.3)*

8. *People get happiness and they want to end the year by having party, so this year is closed by happiness. (3.5)*
9. *So we as human being have to be more useful for our society that is doing some thing useful, like doing charity, giving help, or giving capital for people who need. (3.6)*
10. *Buying the attribute to celebration with high prize, but after that we throw it in to rubbish can.(3.16)*
11. *Or sometimes we buy trumpet or any decoration for their vehicle or their house. (3.17)*
12. *In other way, we can also make seminar or discussion with the young generation, talking about celebrating New Year, in Indonesia many people do it wrongly. (3.27)*
13. *I take one note (quotation) “the best human is human who can be useful for other people”. (3.31)*
14. *Daisy, 25<sup>th</sup> years old, she is bank officer. (4.1)*
15. *They thought it would never happen, the land which was far from sea, become new sea. (5.6)*
16. *It was not a national disaster, because it happens caused by people/factory not natural event. (5.11)*
17. *Simple tend with many people inside was as their house. (5.17)*
18. *Although it was not best solution, it could minimize sufferers. (5.22)*
19. *In short illegal marriage just based on certainty religion settlements, without legal registration to government. (6.8)*
20. *For example, like case which happened in one of our celebrity.(6.19)*
21. *Children who born of illegal marriage does not get legal confession from government even from his/her own father. (6.24)*
22. *And it caused bad influence on his son’s psychology, because he (son) is very longing his (Moerdiyono) affection as a father.(6.28)*
23. *In addition, women and children become the victims of illegal marriage can get their legacy, status confession based on strong basic law. (6.33)*
24. *This provincial regulation is very innovative regulation (7.3)*
25. *Leader or the owner of public area or worked place has to make special place for smoking and air sucker, so it will not disturb others. (7.4)*
26. *This regulation ironically just applied in Jakarta, although we know that many other cities also have big air pollution, such Surabaya, Semarang, etc. (7.5)*
27. *For passive smoker: person who not smokes, but in around smoker. (7.13)*
28. *Smokers are still allowed to smoke in public area, but they have to be in special place which has been served specially for smoking, such stated in the regulation, section 2 and 3. (7.15)*
29. *Smoking in public area is unfair habit because it means the passive smokers; including child is much more than active smokers because many people will absorb the smoke. (7.18)*
30. *Therefore, it is very good initiation to be applied in other areas in Indonesia, not just in Jakarta. (7.19)*
31. *It is very light fine. (7.22)*

32. Smoking is habit activity which harms many people (7.29)
33. In fact, America has strategy behind Saddam's execution. (8.11)
34. Anthropologists feel that while exercise contributes to longevity, the rhythmic lifestyles is more important. (9.4)
35. In the last November 2006 almost all of the Indonesian societies were surprised by pornographic video. (10.2)
36. Some cases above proved that the scandalized sex or affair have very negative value. (10.6)
37. Moreover, if it is done by the public figure every body would think that it is very negative behavior. (10.7)
38. Just imagine, when our figures do this action and exposed it freely, absolutely every body will say that it is unmoral behavior. (10.9)
39. Just like what I have explained above that scandalized sex is unmoral behavior. (10.34)
40. However they should give good example for every body. (10.33)
41. When the public figures do the scandalized sex, everybody will say they are not appropriate to be the figuration because they do not have good moral. (10.36)
42. More over when the public figures are the main person of one of the parties, it will give bad image for the party itself. (10.37)

The other cases are omission of the definite article in the context where definiteness is required as seen in the following:

*Increasing number of children exploitation happen because there is no a high attention from every element of society. (2.7)*

b. The use of number

Errors in the use of number lie on the use singular instead of plural. Here are the omissions of the plural inflectional suffix (-s/-es) found in this study:

1. Around 500 members of the Babu village Pulo Tiga district in Aceh Taming regency Nangro Aceh Darussalam (NAD) December, 23 2006 get difficulty in their life. (1.1)
2. In fact, illegal logging usual do by the people or factory that get license to manage the result of the forest but they do irregularity. (1.7)
3. This fact make elimination of illegal logging is so difficult because the doer of illegal logging has protection from the government official that work in forestry sector (1.11)
4. Illegal logging as a criminal activity give many effect to Indonesian life (1.12)
5. Third, effect to the Indonesian society based on World Bank around 240 the poor society in the world hang their life from the forest. (1.16)

6. First, UU no. 4 tahun 1982 about Life Environment especially 20 sections 2<sup>nd</sup> verse point 1 and 3 its clear that the doer of damaged environment (illegal logging) must be responsible to their activity. (1.18)
7. However in fact there is no sanction to the doer of illegal logging whereas like Prakosa's said as Indonesian minister of environment affair that their activity make 30.42 trillions of Indonesian foreign exchange lost because of illegal logging. (1.24)
8. Now days we can find many type of children exploitation (2.11)
9. As a constitutional state Indonesia has many regulation relate to the children exploitation. (2.13)
10. Indonesia as a country that has (much) religion has many days to be celebrated. (3.9)
11. This culture become universal because they use media for giving information to other country that doing this celebration is good. (3.13)
12. Or some times we buy trumpet or any decoration for their vehicle or their house. (3.27)
13. Actually, many people need money for their life. (3.21)
14. It is time for lunch, and Daisy only have 15 minute to take her today's lunch. (4.2)
15. Only seeing their house, little by little sunk (5.2)
16. It was not enough for making their life as better as before (5.18)
17. By losing their job, they could not earn money for fulfill their life. (5.20)
18. However the doer had to responsible for their work. (5.24)
19. Actually still there are many example of the same cases that happened in our society, like the case that happened on Machicha Muchtar, Shandy Harun, Maharlika Othman, Miranda, etc. (6.22)
20. On the other side, for smoker, because of this regulation, they will think that they are not allowed to smoke again except in their home self. (7.14)
21. This is intended to decrease the number of passive smoker, who (gets) worse effect than active smokers (7.16)
22. In addition, many protest against Saddam's execution and his process continually happened in Sunni's city in Iraq. (8.15)
23. Recently, he has just got a problem in his scandal with one of the dangdut singer, Maria Eva. (10.10)
24. According to Lord action, the popular perspective theory, many public figures do some scandalize or affair. (10.14)
25. Moreover the public figure, who (has) married, they should realize that they have their responsibility. (10.16)
26. They think that they are free to make any negative decision. (10.21)
27. After the scandal of Yahya Zaini with one of the dangdut singer was a proof. (10.32)

The underlined words above are incorrect. A morpheme -s/-es should be attached to the words to show the number is more than one.

c. Nominalization

Errors in nominalization lie on the missing of -ing, such as:

1. *Illegal logging in general meaning is process of cutting, manage, exploit, and carry out the wood without get license (illegal) or do not get promise or license from the official that have power to give license. (1.6)*
2. *From the example we can definite that illegal logging is cutting, manage, and exploit wood with the license from the official that have right to give permission for people or factory to manage the result of the forest with give them money. (1.9)*
3. *From that definition we can make a conclusion that children exploitation means a way which is done by someone or group of people to get profit or money by force the children and using unfair way. (2.10)*
4. *However, government that has power and the place for argue could not help more, they just forced Lapindo give money as compensation for their mistake. (5.21)*

The underlined words above are incorrect because -ing is omitted after preposition to the use of a verb into a noun.

d. The use of pronoun

Omissions of pronoun found in this study are:

1. *Those data show that the regulation cannot eliminate illegal logging because still increase in every year (1.27)*
2. *There are many explanations show that illegal logging is something that must be eliminated because give many negative effects for Indonesian life. (1.31)*

The sentences above are incorrect because of the missing of pronoun as subject after conjunction 'because'.

Furthermore, omission of pronoun as object is also found:

3. *At the first time, it was holy celebration, but at this time this celebration become common for every people, not only Christian but other religion can celebrate also. (3.12)*

The sentence above is considered ungrammatical because of the missing of relative pronoun as object in the third clause. A pronoun 'it' should be added after verb 'celebrate'.

4. *In addition, women and children become the victims of illegal marriage can get their legacy, status confession based on strong basic law. (6.33)*
5. *The people figures are the people have much more money or financial. (10.20)*

The two sentences above are considered incorrect because of the omission of relative pronoun 'who'.

e. The use of preposition

The omission errors in the use of preposition found in this study are:

1. *Around 500 members of the Babu village Pulo Tiga district in Aceh Taming reGENCY Nangro Aceh Darussalam (NAD) December, 23 2006 get difficulty in their life. (1.1)*
2. *Indonesian people are still in the poor situation, many areas that can not life ordinary because the disaster or poverty. (3.23)*
3. *A cup of soda coke, a box fried chicken and fries potatoes. (4.4)*
4. *Their children could not play on front their yard again, no foot ball, no volley and other plays, because their ground full of hot mud from yard, street, till field.(5.3)*
5. *Smoking is habit activity which harms many people including children, which is very dangerous for them, not just the smoker (7.24)*

The sentences above are incorrect because of missing of preposition. In the first sentence, the writer omitted preposition of time 'on'; in the second, third, and fourth sentence, the writer omitted preposition 'of'; and the last sentence, the writer omitted preposition 'for'.

## 2. Verb phrase

Omission errors in verb phrase identified in this study are omission of verb 'be', use of tenses, and agreement of subject and verb.



a. Omission of verb 'be'

The omissions of verb found in this study are caused by missing of 'to be' before adjective and noun and 'to be' in progressive tense as seen in the following sentences:

1. *First, the effect to environment, almost two billions hectare of Indonesian forest damaged (1.13)*
2. *Another factor is the regulation cannot be implemented because many government functionary easy to give bribe by the doer of illegal logging (1.28)*
3. *This idea more common and people think that they are modern when they do it.(3.14)*
4. *At that time, fast food served in the form of bar snack which available on the stores. (4.9)*
5. *The kinds of fast food and junk food almost the same, in other word fast food is include to the junk food. (4.23)*
6. *Their children could not play on front their yard again, no foot ball, no volley and other plays,because their ground full of hot mud from yard, street, till field. (5.3)*
7. *However the doer had to responsible for their work. (5.24)*
8. *The smoke consist of two parts, first main stream smoke which out from the base of cigarette, and second is side stream smoke which out from the tip of cigarette. (7.10)*
9. *In fact the regulations just as reference without any realization because still many illegal logging happen. (1.25)*
10. *Regulation as one way to eliminate illegal logging does not give many advantages because the regulation just as reference without any implementation (1.32)*

The sentences above are incorrect because the writer omitted 'to be' before adjective and noun.

11. *Typically the fast food contains high levels of fat, salt, sugar and numerous food additives such as monosodium glutamate and tartrazine whilst also lacking in proteins, vitamin, and fiber. (4.21)*

The sentence above is incorrect because auxiliary 'are' in progressive tense is omitted.

b. Use of tenses

The second type of omission occurring in verb phrase is omission of -ed in verb of past tense and past participle:

1. *It need a long time, of course, if it happened, how poor the people were (5.16)*
2. *In 2002, the cigarettes smoked by Indonesian people reach 215 billion sticks. (7.7)*
3. *Meanwhile, Iraqi Shiites celebrate Saddam's death sentence because they would not get a sorrow anymore. (8.17)*
4. *All of these show that hanging Saddam brought many negative impacts for peaceful in Iraq. (8.21)*
5. *The latest Soviet census report that 70 percent of all people reaching 110 years or more live in the Caucasus region. (9.2)*
6. *Consequently, on 4 december Yahya Zaini manifest himself to retire from the council membership. (10.3)*

The underlined words above are considered ungrammatical because of the missing of -ed to show that events happened in the past.

7. *Undang Undang Dasar 1945 has already mention that "every child is has a freedom to continuo his life, grow and rise also get protection from hardness of life and discrimination" (2.14)*

The underlined word above is ungrammatical because of the missing of -ed in verb 'mention' after auxiliary 'has' to indicate perfect tense.

The same cases, omissions of -ing to show progressive tense also occur in the following sentences:

1. *This ritual of celebrating new year is only waste money. (3.15)*
2. *In short, this regulation is actually perfect enough, but it will be better if this regulation is not just be provincial regulation, but become our formal constitution because smoking is the habit activity which harms many people including children, which is very dangerous for them, not just the smoker. (7.25)*

Omission of 'will' in future tense also occurs:

*It is not just because this life style can make you fatty, but what happen next to your health. (4.7)*

The second clause above is incorrect because of the missing of auxiliary

‘will’ to indicate future tense.

c. Agreement of subject and verb

Omission errors occurring in subject-verb agreement are omission of -s in

verb of present tense:

1. *The definitions are very contradictive but in fact the specific definition of illegal logging happen now (1.10)*
2. *This fact make elimination of illegal logging is so difficult because the doer of illegal logging has protection from the government official that work in forestry sector. (1.11)*
3. *Illegal logging as a criminal activity give many effect to Indonesian life. (1.12)*
4. *For those facts we know that illegal logging in Indonesia only give many negative effects for Indonesian life such as natural environment, government and also society.(1.17)*
5. *Second, UU no. 41 1999 about Forestry this regulation explain about the definition of forest (1.19)*
6. *Third, Inpres no. 4 tahun 2005 about the elimination of illegal logging explain about elimination of illegal logging, sanction to the person or committee that cutting down the trees, or to take the result or product of forest without get license from the official that give power to give the permission. (1.21)*
7. *Increasing number of children exploitation happen because there is no a high attention from every element of society. (2.7)*
8. *Besides that there are other regulation for example, UU Perlindungan Anak No. 23 tahun 2000 that tourism need to give a protection to the children who have been exploited economically or sexuality” and UU No 23 tahun 2002 which is explain about the punishment (15 year in jail or pay Rp. 300 milion) for the user.(2.15)*
9. *Finally, we can take a conclusion that children exploitation happen and become more and more it caused by low attention from every element of society.(2.22)*
10. *At the first time, it was holy celebration, but at this time this celebration become common for every people, not only Christian but other religion can celebrate also. (3.12)*
11. *This culture become universal because they use media for giving information to other country that doing this celebration is good (3.13)*
12. *Like in Jakarta people more like having their celebration on the hotel, although it cost lot of money (3.22)*
13. *She love to eat fast food because the flavor is very delicious, it’s also more practical.(4.5)*

14. *The quick serve, make the fast food easy to be consume while they stand up, walk, or even while take stroll in the park.(4.11)*
15. *Furthermore, junk food contain of high values of salt, sugar, fat, and calories but lack of nutrition and fiber.(4.16)*
16. *Moreover, illegal marriage tend to be done by some people who does not want to be known by other people, for example, someone who is polygamy. (6.12)*
17. *As we know that there is no one of women who want to be a victim of love affair. (6.13)*
18. *An adult man is asked his residence card by “Tramtib” functionary, a functionary who reassure and control the situation of the city, because he was smoking in a parking area in Senayan Plaza. (7.1)*
19. *The smoke consist of two parts, first main stream smoke which out from the base of cigarette, and second is side stream smoke which out from the tip of cigarette.(7.10)*
20. *In short, this regulation is actually perfect enough, but it will be better if this regulation is not just be provincial regulation, but become our formal constitution because smoking is the habit activity which harms many people including children, which is very dangerous for them, not just the smoker. (7.25)*
21. *One of its meaning is the public figure has some factors which support what the public figure do, especially the scandalized sex or making affair. (10.19)*

The underlined words above are considered ungrammatical because of the missing of suffix -s/es in the verbs to make them agree with the subject in singular noun.

### 3. Verb and verb Construction

Some verbs follow certain verb pattern, for instance, infinitive, gerund, past participle, or simple verb. In this study, the researcher finds omission of infinitive in the following sentence:

*Their lovely place had changed become sea, black sea, with strong smelt because it was not water, but this was hot mud. (5.5)*

The sentence above is incorrect because to infinitive after verb ‘*changed*’ is omitted.

#### 4. Transformation

Omission errors in transformation found in this study are omission of ‘to be’ and ‘-ed’ in passive transformation.

##### a. Omissions of ‘to be’

1. *Trafficking, which means a transaction where a child being transferred by someone or a group of people...(2.12)*
2. *Because it is not a secret that understanding and attention to the children exploitation almost forgotten by every element of society, from the government, upholder of law and also the society. (2.18)*
3. *Like free check medical up, healthy day, or renovating the houses which have broken when the flood or earthquakes happen. (3.25)*
4. *At that time, fast food served in the form of bar snack which available on the stores. (4.9)*
5. *In the other hand, fast food such as hamburger, pizza, fried chicken, etc. which is over consumed by people can called as junk food. (4.15)*
6. *High consumption of fast food associated with obesity, hypertension, heart disease, diabetes, and dental cavities. (4.18)*
7. *Moreover, the relocation that has ever promised has been untrue. (5.23)*
8. *Illegal marriage is a marriage which done based on the rule of religion or the custom (6.7)*
9. *In short illegal marriage just based on certainty religion settlements, without legal registration to government. (6.8)*
10. *Children who born in illegal marriage does not get legal confession from government even from his/her own father.. (6.24)*
11. *This regulation ironically just applied in Jakarta, although we know that many other cities also have big air pollution, such Surabaya, Semarang, etc. (7.6)*
12. *Therefore, the regulation about prohibition of smoking in public area, which just applied in Jakarta also, have to be applied in all area in Indonesia based on these ironic facts. (7.9)*
13. *It stated by Dr. Tjandra Yoga Aditama, the activist of LM-3 (7.11)*
14. *This gas which involved in Tobacco, can tie blood hemoglobin, so it can cause decreasing the blood ability to carry the occident. (7.12)*
15. *It is proven when people arrested smoking in public area, they just assessed 20,000 Rupiahs or will be punished just for 4 days, and 1000 Rupiahs for paying fee case. (7.22)*

The underlined words above are considered ungrammatical because of the missing of ‘to be’ to indicate passive voice.

b. Omission of past participle inflection -ed

1. *The kinds of fast food and junk food almost the same, in other word fast food is include to the junk food. (4.23)*
2. *In short, a wife will not get property acquired jointly when they are divorce or does not get a legacy if her husband died. (6.18)*

The underlined words above are incorrect because of the omission of 'ed' in the verbs. They should be in past participle form to make passive construction.

#### 4.1.3.2 Addition

Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance. The errors of addition identified in this study involved errors of double markings, regularization, and simple addition. All of these types of errors are found in this study. However, the following analyses are only the categorization of each error types. The correct sentences of the errors found can be seen in the appendix.

##### 4.1.3.2.1 Double Markings

Errors in double markings occurring in this study are the use of determiner which is produced twice, such as:

1. *Lapindo: see the those suffering people (5.1)*
2. *Ironically the fact shows that there are still many some public figures do this scandalized sex. (10.17)*

The second type of error in double marking is that auxiliary is used in the context where it should not appear:

1. *Undang Undang Dasar 1945 has already mention that “every child is has a freedom to continuo his life, grow and rise also get protection from hardness of life and discrimination”.(2.14)*
2. *The same case is also happens to the society, they are not so aware about this regulation. (7.24)*

The third type of error in double marking is that subjects are also used in the context where it should not appear:

1. *Finally, we can take a conclusion that children exploitation happen and become more and more it caused by low attention from every element of society. (2.22)*
2. *One of the biggest gas explorations in Indonesia, it did a fatal mistake, when it was doing an exploration leaving it head drill on the ground. (5.7)*
3. *Moreover the public figure, who has married, they should realize that they have their responsibility. (10.16)*

#### **4.1.3.2.2 Regularitation**

The regularization error that falls under the addition category is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker, such as:

*Arab and Persian chronicles from centuries ago noted the existence of these longevous peoples. (9.1)*

#### **4.1.3.2.3 Simple addition**

Errors is simple addition are errors that are not categorized as double markings or regularization. The simple addition identified in this study falls into three main categories: noun phrase, verb phrase, and transformation.

## 1. Noun phrase

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

### a. The use of determiner

In the case of simple addition, the definite article 'the' is used in the context where it should not appear:

1. *For example, at the end of the 2000 year there is one factory that have license to manage the result of the forest done irregularity by cutting wood in the south Bukit Barisan National park (Taman Nasional Bukit Barisan Selatan (TNBBS) in Kaur district south Sumatra. (1.8)*
2. *Third, effect to the Indonesian society based on World Bank around 240 the poor society in the world hang their life from the forest. (1.16)*
3. *Indonesian government stated that they realized those regulations we can see from the Megawati Soekarno putri's statement as an Indonesian president at the time. (1.22)*
4. *Those are the good activities not like party, dance or having music concert. (3.7)*
5. *Recently, he has just got a problem in his scandal with one of the dangdut singer, Maria Eva. (10.10)*
6. *It showed that the doers of the scandal, both the Yahya Zaini's case and Bill Clinton' case, are the public figure. (10.12)*
7. *In Jawa post (12/09) stated that, in Yahya Zaini's case, the Maria Eva demanded Yahya Zaini to give her his house. (10.22)*
8. *Commonly, the public figures are the busy person. (10.23)*
9. *As the (politicos) must not do the unmoral action. (10.27)*
10. *They should keep their dignity as the public figures. (10.28)*
11. *After the scandal of Yahya Zaini with one of the dangdut singer was a proof. (10.32)*
12. *It will be the impossible thing for the YZ (10.38)*
13. *As the educated people we should know that politics and sex are activities in the different area. (10.40)*

The same case, the indefinite article 'a' is also used in the following sentences:

1. *Especially as a women, we have to know about illegal marriage in detail, includes the impacts which is raised by illegal marriage. (6.15)*
2. *Did Saddam's execution really bring a happiness and peaceful for Iraq? (8.4)*



The underlined words above are incorrect because indefinite article 'a' is used before plural.

In another case, the use of others instead of other is also found in this study:

*Forest is an area which is consist of biological resources that is dominated by trees and others natural environment that cannot separate each other. (1.20)*

The underlined above is incorrect. The determiner 'others' used before the noun phrase should be preceded by 'other'.

b. The use of number

In the case of number, the addition of the plural inflectional suffix in the context where a singular noun is required is found in this study, such as:

*Every years many people wait this moment. (3.2)*

c. The use of pronoun

Errors in pronoun identified in this study are addition of relative pronoun functioning as subject in a relative clause as seen in the following sentence:

1. For example, *flood in Aceh and earthquake that will happen in Bengkulu if the illegal logging does not be against. (1.15)*
2. *Besides that there are other regulation for example, UU Perlindungan Anak No. 23 tahun 2000 that tourism need to give a protection to the children who have been exploited economically or sexuality” and UU No 23 tahun 2002 which is explain about the punishment (15 year in jail or pay Rp. 300 milion) for the user.(2.15)*
3. *New year as one of the important moment that must be celebrated for some people. (3.10)*
4. *Indonesian people are still in the poor situation, many areas that can not live ordinary because the disaster or poverty. (3.23)*

d. The use of preposition

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

1. *Another effect is the forest becomes leafless and its can cause of flood or earthquake. (1.14)*
2. *At least there are 40.000-70.000 children in Indonesia being sexual exploitation victim and around 100.000 being victim of trafficking for every year. (2.6)*
3. *Because of illegal marriage does not registered in the office of religion affairs, and does not follow the constitutional law, it is very difficult for women to prosecute the heir and other as her rights. (6.17)*
4. *The overall evenness of pace in the Caucasian way of life makes for a feeling of well-being and encourages longevity. (9.5)*

**2. Verb phrase**

Simple additions in verb phrase identified in this study are:

1. *He has lost enjoyable feeling and also has to trough away his desire to going school as common child. (2.2)*

The underlined above is incorrect because of the addition of -ing instead of simple addition after to infinitive.

The same case, addition of -ing in the context where it should not appear is also found:

2. *Many people do poll party, drinking together, or having drugs. (3.18)*
3. *Better if we doing the more useful thing for our country, society and religion. (3.20)*
4. *We can not forget our brother/sister, while we have party and having fun, in the other place people are sick and died. (3.29)*

The sentences above are incorrect because of the addition of -ing instead of simple addition after subject.

Addition of 'to be' in the context where it should not appear also occurs in this study, such as:

1. *Visiting the people who are still live in the evacuation area, giving them food, cloths, or supporting them to face lives, no hopeless. (3.26)*
2. *Celebrating new years is happen every year in Indonesia. (3.28)*
3. *On fifth of November, when Saddam got his death sentence, many protests were happened in some towns in Iraq. (8.6)*
4. *Besides that, the fighting against Shiites from Sunnis was increased. (8.7)*

The sentences above are considered ungrammatical because of the addition of 'to be' instead of simple verb required.

The same case, addition of past tense inflection '-ed' is also found in this study, such as:

1. *It can caused deficiency of calcium, milk being a rich source of calcium, resulting in weakening of bones. (4.20)*
2. *In order that the law can keep and guaranteed women's rights, alimentation, etc. (6.31)*

The underlined words above are incorrect because of addition of '-ed' instead of simple verb after modal.

3. *There are many examples of cases that happened in our society about illegal marriage. (6.5)*
4. *Iraq's government must think about the condition of their country and prevented the additional of victims because of sectarian violence. (8.26)*
5. *They started to work at 8 o'clock until 5 o'clock. (10.24)*

The underlined words above are incorrect because they do not agree with the time given. They should be in present verb form.

Addition errors identified in this study also lie on the use of subject-verb agreement. The errors involve the use of basic verb which is replaced by the third singular verb, resulting in the addition of third singular inflection.

1. *Once children start consuming fast food and then becomes junkies (junk food high consumer), their intake of high protein vitamins roughage diet*

*substantially decreases and intake of milk and healthy fruit juices is replaced by soft drink. (4.19)*

2. *Moreover, illegal marriage tend to be done by some people who does not want to be known by other people, for example, someone who is polygamy (6.12)*

### 3. Verb and verb Construction

In the form of verb and verb construction, the addition that occurs in the students' writings involve the use of causative verb 'make' which should not be followed by 'to be':

1. *This fact make elimination of illegal logging is so difficult because the doer of illegal logging has protection from the government official that work in forestry sector. (1.11)*
2. *The quick serve, make the fast food easy to be consume while they stand up, walk, or even while take stroll in the park. (4.11)*

### 4. Transformation

Addition errors in transformation identified in this study fall into two subtypes: addition of 'to be' in passive form and addition of 'ed' in negative form:

1. *Illegal marriage is a marriage, which is not to be registered legally in the office of religion affairs or in the office of civil documentation. (6.34)*

Addition of 'to be' in the sentence above should not appear in the sentence.

2. *It is as the homework for our government, why they do not generalized this regulation all over Indonesia, whereas, most society surely will agree with this regulation because it means it will protect their life and their family life be healthier. (7.20)*

The underlined above is incorrect because of addition of -ed instead of simple verb after auxiliary in negative sentence.

### 4.1.3 Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. The errors of misformation identified in this study are regularization and archi/alternating form. All of these types of errors are found in this study. However, the following analyses are only the categorization of each error types. The correct sentences of the errors found can be seen in the appendix.

#### 4.1.3.1 Regularization

Regularization errors found in this study are those in which a regular marker is used in place of an irregular one, such as:

1. *How many wifes lost their husbands and how many children lost their fathers and mothers? (8.19)*
2. *Yahya Zaini's scandal was one of the proofs that happened in our figures. (10.11)*

#### 4.1.3.2 Archi/alternating form

The errors of archi/alternating form identified in this study are classified into four main categories: noun phrase, verb phrase, verb and verb construction, and transformation.

##### 1. Noun Phrase

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

###### a. The use of determiner

1. *Better if we doing the more useful thing for our country, society and religion (3.20)*
2. *Should an affair (scandalized sex) end the political career? (10.1)*
3. *Actually, having an authority has the large meaning. (10.18)*

4. It will be the important problem which forced the public figure to make affair or scandalizes. (10.25)
5. We have to realize that the scandal is the negative thing. (10.30)
6. It will be the impossible thing for the YZ to get his reputation of the public figure. (10.38)
7. Therefore, his position in golkar may give the bad image for that party. (10.39)

The sentences above are considered ungrammatical because they use definite article in the context where indefiniteness is required.

8. Moreover, when Saddam's lawyer asks a judge to delay Saddam's execution, in the United States he rejected a request. (8.10)
- The underlined word in the sentence above is incorrect because of the use

indefinite article in the context where definiteness is required

9. Indonesia as country that has much religion has many days to be celebrated. (3.9)

The underlined above is incorrect because of the wrong form of determiner to indicate countable noun.

b. Nominalization

1. Their condition is so sadness because the difficult to get food (1.2)
2. Then, celebration new years is useless. (3.8)
3. The biggest impact of illegal marriage in household, is the break household up easily. (6.16)

The underlined words above are incorrect because of the wrong form of verb and adjective to a noun.

c. The use of number:

1. Smoking in public area is unfair habit because it means the passive smokers; including child is much more than active smokers because many people will absorb the smoke. (7.18)
2. Commonly, the public figures are the busy person. (10.23)
3. Moreover they will be a figure for many societies. (10.29)
4. More over when the public figures are the main person of one of the parties, it will give bad image for the party itself. (10.37)

The underlined above are considered incorrect because of the use singular instead of plural.

d. The use of pronoun

1. *For example, two of civil government official (PNS) those work in forestry sector in Mukomuko and North Bengkulu sell legal document to legalize 58-meter cubic of wood as result of stolen from Seblat Kerinci National Park (TNKS). (1.29)*
2. *Or sometimes we buy trumpet or any decoration for their vehicle or their house. (3.16)*
3. *So, most of men (husband) forced to hide his second marriage or so on. (6.14)*
4. *In short, a wife will not get property acquired jointly when they are divorce or does not get a legacy if her husband died. (6.18)*
5. *Children who born of illegal marriage does not get legal confession from government even from his/her own father. (6.24)*
6. *On the other side, for smoker, because of this regulation, they will think that they are not allowed to smoke again except in their home self. (7.14)*
7. *Yet, the party who becomes happier than others after hearing Hussein's death is America. (8.2)*
8. *It will not give any contributions except getting the declining of his political career. (10.31)*

The underlined words above are considered ungrammatical because they use wrong form of pronoun to replace the subject.

e. The use of preposition

1. *From the example we can definite that illegal logging is cutting, manage, and exploit wood with the license from the official that have right to give permission for people or factory to manage the result of the forest with give them money. (1.9)*
2. *Everyday he must go to one place to other place, not to have a journey or traveling (2.1)*
3. *Aris is only an example from many children in Indonesia (2.4)*
4. *Almost all countries in the world make party for celebrate it. (3.4)*
5. *Buying the attribute to celebration with high prize, but after that we throw it in to rubbish can (3.16)*
6. *As same as other Indonesian people, actually we have to help them to cover their problem. (3.24)*
7. *We can say that fast food is closely same with junk food. (4.22)*
8. *By losing their job, they could not earn money for fulfill their life. (5.20)*

9. *This does not seem old at all, however, compared to her first cousin who reached 146 and her great-grandfather who lived to be 160. (9.3)*

The underlined words above are incorrect because they use wrong preposition.

## 2. Verb Phrase

Misformation in verb phrase identified in this study lie on the use of the wrong form of verb in present tense, past tense, and subject-verb agreement.

### a. The use of verb in present tense

1. *Forest is an area which is consist of biological resources that is dominated by trees and others natural environment that cannot separate each other.(1.20)*
2. *According to UNICEF, a part in United Nation that is focus on children problem, Indonesia has the biggest number of children exploitation in south East Asia. (2.5)*
3. *UU No 23 tahun 2002 which is explain about the punishment (15 year in jail or pay Rp. 300 milion) for the user. (2.15)*
4. *We know that the main factor which is caused the children exploitation is because we do not have a high attention to this case. (2.22)*
5. *The composition of fast food essentially is contain of nutrition food, while junk food is a slang term describing food that is perceived to be unhealthy or having poor nutritional value. (4.12)*
6. *Although her mother (Shandy Harun) does everything to get her daughter's right, but it is fail. (6.25)*
7. *Let us see the phenomena that were happened in Iraq today to answer this big question. (8.5)*

The sentences above are incorrect because the writer used auxiliary 'is' instead of singular verb to indicate present verb form.

8. *Third, Inpres no. 4 tahun 2005 about the elimination of illegal logging explain about elimination of illegal logging, sanction to the person or committee that cutting down the trees, or to take the result or product of forest without get license from the official that give power to give the permission. (1.21)*
9. *Everyday he must go to one place to other place, not to have a journey or traveling but he just to look for a mouthful of rice. (2.1)*



The underlined words above are incorrect. They should be written in the form of simple verb after subject.

10. *Those facts indicate that Indonesian government does not serious to against illegal logging (1.30)*
11. *People who live surrounding Lapindo were very hurt (5.12)*

The underlined words above are incorrect because of the wrong form of auxiliary. In the first sentence, 'does not' should be replaced by 'is not' because it is followed by an adjective. While in the second sentence, 'were' should be replaced by 'are' to indicate present tense.

12. *We can not avoid its easiness and its flavor but the result from this food caused a long regret. (4.25)*
13. *Although it raised controversial in our society, but illegal marriage still be done until now by some people. (6.6)*
14. *The phenomenon of illegal marriage which happened in Indonesia have been abused by most of the men in Indonesia. (6.9)*
15. *Actually still there are many example of the same cases that happened in our society, like the case that happened on Machicha Muchtar, Shandy Harun, Maharlika Othman, Miranda, etc. (6.22)*
16. *This provincial regulation is very innovative regulation which stated that: (7.3)*
17. *Unfortunately, the fact showed that our public figures have the entrusted identity by scandalized. (10.13)*
18. *It will be the important problem which forced the public figure to make affair or scandalizes. (10.25)*

The underlined words above are ungrammatical because the writer used verb form of past tense instead of simple present tense.

b. The use of verb in past tense

1. *Around 500 members of the Babu village Pulo Tiga district in Aceh Taming reGENCY Nangro Aceh Darussalam (NAD) , 23 2006 get difficulty in their life. (1.1)*
2. *The flood causes this condition (1.3)*
3. *Dr. Ernawati Sinaga MS. Apt said that, when we eat fast food over balanced diet it will cause many diseases not only for adult but also for children and teenagers. (4.17)*

4. When they saw their village, they only shake their head, between believe or not. (5.4)
5. They thought it would never happen, the land which was far from sea, become new sea. (5.6)
6. Then it was surprised because the little source become bigger and bigger. (5.9)
7. It was not a national disaster, because it happens caused by people/factory not natural event. (5.11)
8. She is divorced by her husband, Farhat abbas suddenly, before Farhat Abbas get married in the few times. (6.2)
9. In fact, Moerdiyono never visit his son since he divorced with Machicha Mukhtar ten years ago. (6.27)
10. Whereas, China as the 1<sup>st</sup> country reaches 1.643 billion, USA 451 billion, and Russia as the 4<sup>th</sup> country with total number 258 billion. (7.8)
11. Yet, the party who becomes happier than others after hearing Hussein's death is America. (8.3)
12. "If the American administration insists in handing the president to the Iraqis, it would commit a great strategic mistake which would lead to the escalation of the violence in Iraq and the eruption of a destructive civil war". (8.8)
13. Moreover, when Saddam's lawyer asks a judge to delay Saddam's execution, in the United stated he rejected a request. (8.10)
14. In fact, America has strategy behind Saddam's execution. (8.11)
15. Therefore, his death rose many reactions from his supporters; they are also Sunnis. (8.14)
16. In Tikrit, fellow Sunnis shoot guns into the air. (8.16)
17. He regrets that the execution was done on holy day of Eid (8.23)
18. Tunisia government also regrets the time for execution, and it is evaluated as a serious attack to all Moslems in the world (8.25)
19. No body knows who spread the issue. (10.5)

The underlined words above are incorrect because they use verb of present tense instead of past tense.

20. Their condition is so sadness because the difficult to get food (1.2)
21. There are many people (death) in this disaster at least 44 people. (1.4)
22. The most important factor of this disaster is illegal logging. (1.5)
23. For example, at the end of the 2000 year there is one factory that have license to manage the result of the forest done irregularity by cutting wood in the south Bukit Barisan National park (Taman Nasional Bukit Barisan Selatan (TNBBS)) in Kaur district south Sumatra (1.8)
24. Another example is during 2000 until 2004 forest damaged around 3,4 billions hectares. (1.26)
25. 15 minute is limited time for taking lunch, and she decided to offer her lunch from her desk (4.3)

26. *Because of there is a problem happened in their household, finally they were divorced. (6.20)*
27. *An adult man is asked his residence card by “Tramtib” functionary, a functionary who reassure and control the situation of the city, because he was smoking in a parking area in Senayan Plaza. (7.1)*
28. *Washington said that it is the time to repair the condition in Iraq. (8.22)*
29. *They also said that it is really under humanity standard. (8.24)*
30. *That problem forced YZ to retire from his three political positions, they are: the head of golkar party, the member of the Indonesian legislative assembly, and the secretary of the faction in Indonesia legislative assembly. (10.33)*

The underlined words above are incorrect because they use auxiliary of present tense instead of past tense.

31. *Actually the relation Monica-Clinton was on for some years but it has just been known after Monica was out from the white house. (10.4)*

The underlined words above are ungrammatical because of the wrong auxiliary. The auxiliary must be in past tense in order to agree with the time given.

32. *Then it was surprised because the little source become bigger and bigger. (5.9)*

The underlined above is ill formed because it uses the wrong form of verb which should be in present progressive.

c. The use of verb in future tense:

1. *In short, a wife will not get property acquired jointly when they are divorce or does not get a legacy if her husband died. (6.18)*
2. *For whom who arrested smoking in public area will be got court session at the place. (7.2)*
3. *Moreover, if it is done by the public figure every body would think that it is very negative behavior. (10.7)*

The underlined words above are incorrect because of the wrong verb and auxiliary to indicate future tense. In the first and the third sentence, the

auxiliary should be changed by 'will'. While in the second sentence, the verb must be in active sentence, that is, the verb is 'get'.

d. Subject-verb agreement

1. *Illegal logging in general meaning is process of cutting, manage, exploit, and carry out the wood without get license (illegal) or do not get promise or license from the official that have power to give license. (1.6)*
2. *From the example we can definite that illegal logging is cutting, manage, and exploit wood with the license from the official that have right to give permission for people or factory to manage the result of the forest with give them money. (1.9)*
3. *Moreover, he has to give money to the boss or someone who have a power in that place (2.3)*
4. *It is time for lunch, and Daisy only have 15 minute to take her today's lunch. (4.2)*
5. *The phenomenon of illegal marriage which happened in Indonesia have been abused by most of the men in Indonesia. (6.9)*
6. *The marriage law have to be amandemen, by putting the problem of illegal marriage as a part of law. (6.30)*
7. *Illegal marriage is a kind of marriages that have been a culture in our society, which has many negative effects in our social life in our beloved country. (6.35)*
8. *Therefore, the regulation about prohibition of smoking in public area, which just applied in Jakarta also, have to be applied in all area in Indonesia (7.9)*
9. *The spokesman of Iran foreign department said "Saddam's execution have made thousands victims from Iran, Iraq and Kuwait happy". (8.1)*
10. *Some cases above proved that the scandalized sex or affair have very negative value. (10.6)*

The underlined words above are errors in agreement which involve the use of the third singular verb replaced by basic verb, resulting in the misformation of the verb.

11. *Exploitation are pressing, utilization, mining, and also collecting profit (2.9)*
12. *All menus is fast food restaurant such as hamburger, pizza, crapes, fried chicken, potatoes chips, etc. are conclude to the fast food. (4.13)*
13. *Junk food and fast food is causing real invaluable life style. (4.24)*
14. *People could not pass toll, because the street were full of mud and the vehicle for stopping the disaster. (5.14)*

15. Many people is obstructed and spent more hours unless for having queue up. (5.15)
16. the impacts which is raised by illegal marriage (6.15)
17. He were left by his own father since he was born yet (6.26)
18. Anthropologists feel that while exercise contributes to longevity, the rhythmic lifestyles is more important. (9.4)
19. Whatever reasons of the public figures in having the scandalized sex is not accepted by the Indonesian society. (10.26)

The underlined words in the sentences are errors in agreement which involve the wrong use of 'to be'.

### 3. Verb and verb Construction

In the case of verb and verb construction, misformation also occur:

1. However in fact there is no sanction to the doer of illegal logging whereas like Prakosa's said as Indonesian minister of environment affair that their activity make 30.42 trillions of Indonesian foreign exchange lost because of illegal logging. (1.24)
2. For economic view, it made them lost their benefit (5.13)
3. Yet, the question is why they ignored Saddam got his last sentence? (8.9)

The underlined words above are incorrect because of the wrong verb form.

The first and the second sentence should be in simple verb, while the third sentence should be in to+V1.

### 4. Some Transformation

a. The use of verb in question transformation also occurs

1. However, the problem is do the regulation have been done as well as possible? (2.17)
2. Have you ever find that kind of this case? (6.4)
3. Yet, the question is why they ignored Saddam got his last sentence? (8.9)

The sentences above are incorrect. In the first sentence, the writer used wrong auxiliary to indicate present perfect. In the second sentence, the writer used simple verb instead of past participle to indicate present perfect tense.

And the last, the writer used pattern of affirmative sentence in forming question.

b. The use of verb in passive transformation

1. *In fact, illegal logging usual do by the people or factory that get license to manage the result of the forest but they do irregularity. (1.7)*
2. *Forest is an area which is consist of biological resources that is dominated by trees and others natural environment that cannot separate each other. (1.20)*
3. *Another factor is the regulation cannot be implemented because many government functionary easy to give bribe by the doer of illegal logging. (1.28)*
4. *Those facts indicate that Indonesian government does not serious to against illegal logging and also show that the regulation does not realized well. (1.30)*
5. *So it can say that consumption fast food is invaluable lifestyle. (4.6)*
6. *All food with high values of fat, sugar and salt, that consume more than normal level, is called junk food too. (4.14)*
7. *Although it raised controversial in our society, but illegal marriage still be done until now by some people. (6.6)*
8. *Illegal marriage is a marriage which done based on the rule of religion or the custom, but it doesn't be noted or registered in the office religion affairs. (6.7)*
9. *If the phenomenon above no to be finished, as predictable phenomenon, illegal marriage would be done by many people as an effort to legalize love affair or polygamy. (6.11)*
10. *Because of illegal marriage does not registered in the office of religion affairs, and does not follow the constitutional law, it is very difficult for women to prosecute the heir and other as her rights. (6.17)*
11. *Other the impact of illegal marriage not only be suffered by women, but also has impact for children who born in illegal marriage. (6.23)*

The sentences above are incorrect because the writer used wrong auxiliary and verb in passive present tense.

12. *Those regulations were making by Indonesian government to against illegal logging.. (1.22)*
13. *New years as the first day of the sun year is in Rome, it was identify as respecting the day of Christ born. (3.11)*
14. *The marriage law have to be amandemen, by putting the problem of illegal marriage as a part of law. (6.30)*
15. *After the scandal of Yahya Zaini with one of the dangdut singer was a proof. (10.32)*

The underlined words above are incorrect because of the wrong verb form.

They should be in past participle to indicate passive voice.

16. *The history of fast food is started from 19<sup>th</sup> century, at the beginning of industry era in America. (4.8)*
17. *The fast food restaurant a rose in the early 20<sup>th</sup> century until today, and it is followed by the franchise era since 1950. (4.10)*

The underlined words above are incorrect because they use present auxiliary instead of past auxiliary in order to agree with the time given.

c. The use of verb in negative transformation

1. *Those are nor did useful and just spend much money without any good result. (3.19)*
2. *Rita as Farhat's ex-wife could not do anything, because she has not strong evidences. (6.3)*
3. *While Cut Memey could not do anything because she had not enough evidences of her marriage. (6.21)*
4. *For passive smoker: person who not smokes, but in around smoker. (7.13)*

The sentences above are incorrect because of the wrong auxiliary in negative transformation.

#### 4.1.4 Misordering

Misordering errors are characterized by the incorrect placement of a morpheme in an utterance. The following sentences are only examples of errors on misordering. The correct sentences of the errors found can be seen in the appendix.

1. *People were relocated to Porong market as the living place temporary (5.10)*
2. *Other the impact of illegal marriage not only be suffered by women, but also has impact for children who born in illegal marriage. (6.23)*
3. *In addition, women and children become the victims of illegal marriage can get their legacy, status confession based on strong basic law. (6.33)*
4. *Saddam Hussein, the Iraq former dictator, is a fellow Sunni. (8.13)*

5. According to the norm society, every scandalized sex or affair is a taboo thing. (10.8)

The underlined words above are considered incorrect because of the misplacement of noun phrase.

6. First, I would like to explain what means by "exploitation". (2.8)  
7. If we can not solve them how wasteful is our life. (3.30)

The underlined words above are incorrect because of misplacement of subject after verb in question that does not need an answer. The construction should be like as affirmative sentence.

8. So, if in the next day happen "a divorce", women's rights will be not ignored. (6.32)  
9. After Saddam's execution, there were happened many violence from Saddam's supporters. (8.18)

The incorrect sentences above are caused by misplacement of verb before subject in affirmative sentence.

10. Now, there are no more reasons for smokers to not accept this regulation. (7.17)  
11. Then, he asked Moslems to be not influenced by the U.S. strategy. (8.12)  
12. No enough food made them more suffer (5.19)

The sentences above are incorrect that may be influenced by the native language rules.



#### **4.1 Discussion**

As stated in chapter III, the data of this study are taken from students' argumentative essays using dramatic entrance introductory. The data showed that some students wrote many errors in constructing sentences. In other words, it seems that it was hard for them to write correctly since the systems between English and Indonesian language are different.

The results of the analysis show that the total number of errors in syntax is 356. They are 158 errors of omission, 53 errors of addition, 133 errors of misformation, and 12 errors of misordering. It shows that errors of omission are the highest among the others.

Within the errors of 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 indefinite article 'a' before a singular countable noun and omission of plural inflectional suffix '-s/-es' 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 are 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; preposition; to be; past inflectional suffix -ed; and present participle inflectional -ing.

Besides the omission types discussed above, the errors made by the students also occur in addition, misformation, and misordering. Within the errors

in addition, the most predominant type is noun phrase category, in which the students tend to add article, plural inflection after singular noun, pronoun, and preposition. Within verb phrase, the errors are made by addition third singular inflection to show subject-verb agreement, past tense inflection -ed, present participle inflection -ing, and to be. The errors in addition also occur in transformation, particularly in the addition of 'to be' in passive and past tense inflectional suffix -ed in question.

In addition, the errors made by the students also occur in misformation types, in which, the most predominant type is verb phrase category. The errors found show that the students often make errors in forming verb in a certain tense and agreement of subject and verb. Besides, errors in noun phrase – the use of determiner, nominalization, pluralization, pronoun, and preposition; verb and verb construction – the use of verb after certain verb; and transformation – verb in question, passive, and negative transformation – are also made by the students.

In the contrary, error of misordering is not so problematic anymore for the students. Most of them have already mastered English rules in how to place the words into the right position to construct a well formed sentence.

Since this present study limits errors to any deviations of rules as errors, we can consider those errors as insufficient knowledge of the target language rules. One reason that might contribute to the presence of those errors is that there are no patterns in Indonesian language that are exactly similar to English. So, the students tend not to use the patterns, instead, they use their own native language rules. For example, the use of -s/-es for the third singular verb is usually left out

by the students because in Indonesian language there is no change of verb affected by person and time.

The other aspects of grammar which are common problems for students are omission of indefinite article before a singular countable noun and omission of the plural inflectional suffix ‘-s/-es’. It may be caused by not mastering the target language rules or insufficient knowledge of the target language.

Based on the discussion above, this finding proves that the use of article, pluralization, 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 writing and grammar.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

After presenting the findings and the discussion in the preceding chapter, the researcher derives conclusion and provides some suggestions.

#### **5.1 Conclusion**

The objective of this study is to analyze the errors made by the students of English Letters and Language Department of UIN Malang which appear in their assignments. Studying the errors existing in their writing reflects the problem that might have been faced. Therefore, the answer to the questions concerning to the type of errors and their descriptions have been provided by the result of this study.

The study reveals that there are many kinds of errors found in the students' argumentative essays using dramatic entrance introductory. On the basis of surface strategy, 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 highest number of syntactic errors is omission of indefinite article '*a*' before a singular countable noun, followed by omission of the plural inflectional suffix '*-s/-es*' 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 agreement of subject and verb. Besides the two types of errors found,

error in addition is also found, that is, the use of definite article reaches the highest number in addition. On the contrary, errors of misordering are not so problematic anymore for the students. Most of 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 and writing, they are expected to pay more attention to the students' problems in constructing sentences in their writing, 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. Besides, they are also expected to provide the students with sufficient explanation about the rules and more variation of exercises. As language is a set of habits, students need many exposures in their daily activities. Therefore, the lecturers should facilitate this kind of activities by doing some communicative drills.

For the students of English Letters and Language Department of UIN Malang, particularly for the students who took Writing III in the academic year 2006/2007, they are expected to be aware of their weaknesses in mastering

grammatical categories. They should improve their own performances in those grammatical categories by not only listening to the teacher explanation, but also reading more additional books and doing some practice through variety of exercises.

The last, the researcher delivers suggestion to the next researchers who have the same interest to analyze students' errors in writing. There are at least two aspects of language involved in this study: grammar and vocabulary. However, this study only focuses on the errors in the area of grammar, particularly on syntax, occurring in the students' writing. To complete the findings of this research, the researcher suggests that the next researchers focus their studies on the other aspects which are not covered in this study. The researcher hopes that the result of this study is going to lead the next researchers who conduct the same field of research as the reference or comparison that might be relevant to their researches.

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