

SYNTACTICAL ERROR ANALYSIS ON DESCRIPTIVE TEXT: A CASE STUDY ON SENIOR HIGH SCHOOL STUDENTS AT SMK MUHAMMADIYAH UNGARAN

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Abstract

Mastery of good grammatical structures is very important for language learning especially for writing skill. The present study focuses on the most common syntactic errors in terms of sentence structure made by students of SMK Muhammadiyah Ungaran in writing English descriptive paragraph. This study used a qualitative descriptive approach with analytical methods. The researcher used Dulay's theory to perform error analysis at the level of surface strategy taxonomy. Data collection techniques used observation and measurement, while data collection tools used observation sheets and written tests. From the results of the study it can be concluded that from 147 sentences, there are 75 sentences in the category of syntactic errors at the surface strategy taxonomy level. From types of errors: omission error 28 errors (37.3%), addition error 24 errors (32%), misformation error 14 errors (18.7%), misordering error 9 errors (12%). It is suggested or other researchers to carry out research on the analysis of syntactic errors at different levels, for example on the linguistic category taxonomy aspect or on the comparative taxonomy aspect.

Keywords: Sentence structure, syntactic analysis

INTRODUCTION

Error analysis the process of studying the appearance, causes and consequences of unsuccessful language. Language errors are not only found in utterances or speech but also in written language. This is reviewed from the variety of languages based on the means of use.

In terms of the means of use, the variety of languages can be differentiated into spoken and written varieties (Setyawati

2013: 2). Writing skill is one of the language skills beneficial to human life, especially students. When writing, students required to think and express ideas in writing based on knowledge and experiences you have. The ability to write is a characteristic of educated person or nation (Tarigan, 2013: 4). In writing, students are expected to be able to express their thoughts using language that is in accordance with the rules. Written language is bound by linguistic

rules, such as spelling, arrangement, systematics, and writing techniques. If the student does not obey the written language rules, language errors occur.

The correct knowledge of English language is necessary for students studying in higher education in general and in professional courses in particular. Nowadays, English is used worldwide because of the advances in technology and other businesses. Flanagan and Rudd (2000) found that English is necessary for all professions. However, Teaching English in Indonesia is challenging. Many students are able to understand the language, but most of the students face problems while communicating their ideas effectively. Writing has been an extension of human language across time and space. Writing is one of the most important inventions in human history. It provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. Writing allows us to share our communication not only with our contemporaries, but also with future generations

Acquiring English is a difficult issue among second or foreign language learners ESL/EFL. Most language learners at all levels believe that writing is one of the most difficult language skills to master (MacIntyre & Gardner, 1989; Kurk & Atay, 2007; Latif, 2007), Writing, as compared to speaking, can be seen as a more standardized system which must be acquired through special instruction. The fact that writing is more standardized than speaking allows for a higher degree of sanctions when people deviate from that standard. (Grabowski, 1996).

Language error analysis is a process based on error analysis of people learning the target language. Language errors are something that cannot be avoided. Tarigan (1998) explains that language errors are not

only made by students who learn their second language, but also by students who learn their first language. It shows that language errors are closely related to language learning. Therefore, the mistakes that occur need to be known and studied in depth, because these mistakes are an integral part of the language learning process.

Richards (1984: 187) classifies errors into two categories, namely errors due to the influence of elements of the first language (interlingual errors) and errors due to the complexity of the target language itself (intralingual errors). Furthermore, Richards divides intralingual errors into four types, namely: (1) overgeneralization, namely errors caused by excessive generalization of elements of the target language; (2) ignore of rule restrictions, namely errors caused by the learner ignoring the restrictions on the rules of the target language; (3) incomplete application of rules, namely imperfect application of the rules of the target language; and (4) false concept, which is an error in making a hypothesis on the target language rule concept.

Selinker (1972: 245) classified language errors into five classifications based on the source of the cause, namely: (1) overgeneralization of target rules, namely errors due to excessive generalization of target language rules; (2) transfer of training, namely errors that occur due to inappropriate learning procedures; (3) strategy of second language learning, namely errors that occur due to an inappropriate approach to the rules of the second language that the learner is learning; (4) strategy of second language communication, namely errors that occur due to inappropriate approaches taken by learners in communicating with native speakers; and (5) language transfer, namely errors that occur due to the transfer of fossilized first language elements into a second language.

Brown (2007: 105) stated that error analysis is an analysis of a student's language errors, whether in a foreign language, second language, or language in general. Thus, it can be said that the meaning of language error analysis is a work process used by language teachers and researchers with the steps of collecting data, identifying errors contained in the data, explaining these errors, classifying errors based on their causes, and evaluating the level of seriousness of errors. That.

Dulay, Burt, and Krashen (1982: 138) mentioned four descriptive taxonomies for analyzing errors, namely: (1) linguistic category taxonomy. Categories that classify errors according to one or both components of language (phonology, syntax and morphology, semantics and lexicon, and style) and certain other linguistic constituents; (2) surface strategy taxonomy. Errors related to how basic grammar was changed by students. Omission errors are missing items that must appear in the correct communication. For example: there is a doll in my room. Addition errors are errors caused by items that are not supposed to appear in communication correctly, there are three types of errors: (a) double markings. Example "she didn't go back"; (b) regularization. Example "eated for ate, children for children"; (c) simple additions. Example "the fish doesn't live in the water". Misformation errors are errors characterized by incorrect use of morphemes or structures. There are three types of errors: (a) regularization errors. Example "the dog ate the chicken"; (b) archi-forms. Example "I saw her yesterday" and "Her dance with my brother"; (c) alternative forms. Example "I saw her yesterday". Misordering errors are errors in the placement of a morpheme or a group of morphemes in the communication. For example "I don't know what is that"; (3)

comparative taxonomy is classifying errors based on a comparison between the structures used by students and certain other types of construction. Errors are classified into developmental errors, interlingual errors, ambiguous errors, and unique errors; and (4) communicative effect taxonomy is an error from the perspective of effect as a listener or reader. The taxonomy classifies errors into global and local errors.

Writing skill is the ability to express ideas, opinions, and feelings to other parties through written language (Carson, 2001: 56). The accuracy of expressing ideas must be supported by the accuracy of the language used. In addition to the grammatical vocabulary components, linguistic accuracy should also be supported by context and spelling usage. It can be said that writing is arguably the most difficult compared to other language skills, if someone use a second/foreign language orally, then a native speaker can understand and accept imperfect pronunciations or grammatical expressions. But they use written second/foreign language, then native speakers who read it will judge the writing that has many spelling or grammatical errors, even though the meaning conveyed is quite clear and the writing is neat enough, but such writing must be as good as possible.

Literally, writing is a process of making letters, numbers, names, and any language marks with a writing tool on a certain page. A sentence must support an idea. The systematic arrangement of sentences shows an orderly way of thinking. In order to make ideas to be easily understood by the reader, syntactic functions, namely subject, predicate, object, complement, and description must be clearly visible. The five syntactic functions are not always present together in a sentence. The elements of a sentence must be made explicit and logically and coherently assembled (Carson, 2001).

In the research conducted will be discussed about syntax errors. Syntax is a branch of linguistics concerning the structure of sentences and their parts or the science of sentence structure. Syntax is closely related to morphology which discusses the intricacies of words and morphemes. Errors at the syntactical level are closely related to errors in the field of morphology, because sentences are made up of words.

Syntactic errors based on the several meanings that have been explained are errors, deviations, violations, oversight of a rule determined at the syntactic level (the science of language that talks about the intricacies of phrases, clauses, sentences or arrangements and the relationship between words and words or with units). larger units or between those larger units in languages that have the smallest units, namely words). Richards (1984: 117) explains that "syntax is the study of how words combine to form sentences and the rules which govern the formation of sentences". Richards explained that syntax is the rules used to assemble words into phrases or sentences and the rules used to analyze sentences. Syntactic errors in the process of writing in a foreign language will be different from those in the process of writing in the mother tongue. The causative factors will be different. Syntactic errors in the process of writing in the mother tongue are often due to carelessness or low awareness of the language. In the process of writing sentences using English, syntax errors may be caused by various factors, such as inference from the mother tongue or also due to differences in grammatical rules between the mother tongue and English. Syntax errors related to the absence of a subject are often encountered. This is interference from habit or carelessness of writing in the mother tongue.

Other syntax errors that are often

found are errors in tenses and pluralizing of nouns and verbs. The syntax error is an error related to interference from the mother tongue, for example, Indonesian language does not recognize tenses or pluralizing. In learning English, the mother tongue is more or less very influential. Brown (2007: 187) states that there are two kinds of interference from the mother tongue to foreign language acquisition, namely interfering and facilitating. It is errors in the interference category that cause syntax errors. Brown (2007: 26) states that "... the native language of every learner is an extremely significant factor in the acquisition of a new language. Most of the time, we think of the native language as exercising an interfering effect on the target language, and indeed the most salient, observable effect does appear to be one of interference. The majority of a learner's error in producing the second language stems from the learner's assumption that the target language operates like the native language. From this statement it is clear that syntactic errors can occur due to interference from the mother tongue, causing students to assume that foreign languages have the same rules as their mother tongue.

METHOD

The research targets were students of SMK Muhammadiyah Ungaran. The measured variable is the mastery of the ability to write descriptive essays in English for students of SMK Muhammadiyah Ungaran, Semarang Regency.

This study was a qualitative descriptive research with analytical methods. The researcher used Dulay's theory to perform error analysis at the level of surface strategy taxonomy. The data analysis technique used is descriptive analysis. The researcher identifies, describes, and classifies spelling errors in essays and then explains the

sources or causes and the communicative impact of these errors. The variable to be examined is a single variable that is qualitative in nature, namely syntax errors in writing paragraphs using English.

RESULT AND DISCUSSION

Data collection at Muhammadiyah Semarang Vocational School was carried out on Thursday, August 11 2022. The researcher met 16 students accompanied by their English teacher, Ms. Zakiah, S.Pd. then the researcher explained the purpose and objectives of the study.

The next step, the researcher explained to the students about descriptive essays, and asked them to write two paragraphs of English descriptive essays with a maximum of 300 words. The results of this essay were then collected and analyzed by the researcher. In this study, researcher used Dulay's theory to perform error analysis at the surface strategy taxonomy level.

The researcher conducted data analysis on 16 English descriptive essays. Each essay consists of about 8-10 sentences. The total number of sentences examined was 147 sentences, and 83 syntax errors were found which were then analyzed by the researcher. According to Dulay, syntax errors at the level of surface strategy taxonomy consist of: omissions, addition, misformation, misordering

The researcher then classified the errors in the essay into the 4 criteria above. The following are the results of an analysis of English descriptive essays by students of SMK Muhammadiyah Ungaran, Semarang Regency.

1. Omissions

Omission errors are missing items that must appear in the correct communication. In this case it is in the essay

written by the student. From 147 sentences examined, there were 28 Omission errors. The most common mistake is the omission of the suffix -s or -es which functions as a plural marker. For example in the sentence below:

a. I saw two birds on the tree.

Students remove the plural suffix -s at the end of the word bird.

Correct sentence: I saw two birds on the tree.

b. Those boxes are on the table

Students remove the plural suffix -es at the end of the word box

Correct sentence: Those boxes are on the table.

2. Addition

Addition is the opposite of omission. This error is categorized by the presence of items that should not appear in a good speech/sentence structure. Addition errors are divided into 3 groups, namely: double marking, regularization, and simple addition. In this study, 24 errors were found that belonged to the addition category, with examples and details as follows:

2.1. Double marking

In this study, 15 errors were found that fall into the Double marking category. Double marking itself occurs because two items are used for the same tenses. One of the examples found in the students' essay is: We didn't go to the market yesterday

The sentence above is an example of a sentence that has double marking because of the use of the word "didn't" and the word "went". The English rule for tense formation is to place the tense marker at the first verb. In the past tense negative sentence form using the word "didn't" should be followed by Verb 1 (first verb), so the correct sentence is: We didn't go to the market yesterday.

2.2. Regularization

Regularization errors that fall under the category of addition are errors in which a marker normally added to a linguistic item is mistakenly added to an exceptional item of a certain class that doesn't follow the usual pattern. In this study, 9 regularization errors were found by students. Here is one example: My mother ate fried rice this morning.

The use of the word "eated" in the sentence above is included in the category of regularization. The word eat in the Verb 1 form is changed to eated in the past tense form because it follows the regular verb change pattern, with the VI+ed formula. While the word "eat" is included in the category of irregular verbs or irregular verbs. So the correct past form is changed to "ate"

The sentence above should be: My mother ate fried rice this morning.

2.3 Simple Addition

If the error that occurs is not a double marking or regularization, then it can be included in the simple addition category. There are no special characteristics that characterize simple addition. In this study, no errors were found with the simple addition type.

3. Misformation

Misformation errors are types of errors at the syntactic level which are characterized by errors in the use of morphemes or structures. In the essays of students at SMK Muhammadiyah Ungaran, 14 errors were found which are included in misformation errors. Here are the examples:

a. I go to the mountain last month.

There is a structural error in this sentence. The existence of the time phrase "last month" shows that this sentence uses the simple past tense. But the verb used is the present form (Verb 1) "go".

The correct sentence is: I went to the

mountain last month.

b. I went with me friend to the mountain.

The error that occurs in the sentence above is an error in the use of morphemes. The word "me" which functions as an object pronoun is not appropriate to use in sentences that require a possessive pronoun "my".

The correct sentence is: I went with my friend to the mountain.

4 Misordering

Misordering errors are errors in the placement of a morpheme or a group of morphemes in the communication. In this study, 9 sentences with misordering errors were found, an example of which is as follows: You can show me the direction?

The sentence above is an interrogative sentence or a question sentence but the placement of the capital "can" is not correct because it should be at the beginning of the sentence.

The correct sentence is: Can you show me the direction?

CONCLUSION

From the results of the research implementation, it can be concluded that from 147 sentences examined, there are 75 sentences that fall into the category of syntactic errors at the surface strategy taxonomy level. Of the 4 groups of types of errors: omission error 28 errors (37.3%), addition error 24 errors (32%), misformation error 14 errors (18.7%), misordering error 9 errors (12%). This research activity in partner schools provides benefits in learning English, especially in the aspect of writing skills, namely writing descriptive essays. Students can find out the syntax errors they make when composing English essays.

Suggestion

The results of this study can later be used as a reference by English teachers about what

aspects should be improved in learning English, especially on the aspect of writing skills, namely writing descriptive essays. For other researchers, they can carry out research on the analysis of syntactic errors at different levels, for example on the linguistic category taxonomy aspect or on the comparative taxonomy aspect.

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