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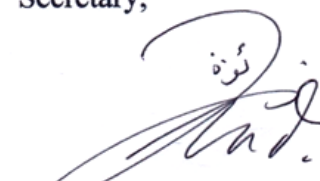
Board of Thesis Examiners

Chair,



Dr. Erna Iftanti, SS., M.Pd.
NIP. 19720307 200901 2 002

Secretary,



Faizatul Istiqomah, M.Ed.
NIP. 19791220 200912 2 001

Main Examiner



Arina Shofiya, M.Pd.
NIP. 19770523 200312 2 002

Tulungagung, June 2015

Approved by
The Dean of Faculty of Tarbiyah and Teacher Training

Dr. H. Abd. Aziz, M.Pd.I.
NIP. 19720601 200003 1 002

MOTTO

Life is about hard work and pray, then God would do the rest,
since He always help those who help themselves.

(Riska)

DEDICATION

This Thesis is dedicated entirely to the people I love:

My beloved parents Mr. Abdul Haq and Mrs. Umi Badi'atus Sholichah who give me all their love, attention, motivation, and pray along of my life without ending

My dear brothers and sister, Damar, Alifah, and Far'i who always made me laugh even in the darkest moment

Thanks for all

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All of my lecturers who have given me important knowledge, suggestion, and worthy advice

My Almamater IAIN Tulungagung

Thanks for everything

DECLARATION OF AUTHORSHIP

I hereby declare that this submission is in my own work and that, to the best of my knowledge and belief, this study contains no material previously published or written by another person or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis.

Tulungagung, May 2015

Riska Nurlaili Fatmawati

Fatmawati, Riska Nurlaili. Student Registered Number. 3213113138. 2015. *Syntactical error analysis in second semester student's writing of IAIN Tulungagung*. Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic Institute (IAIN) of Tulungagung. Advisor: Faizatul Istiqomah, M.Ed.

Keywords: Syntactical error, narrative writing, grammatical structure, mother tongue interference, target language, omission, disorder, misformation, addition.

Writing assignment is not an easy task since it is not only to write but also to produce language systematically to make the reader understand the message. Then relate with that, the first year student in IAIN Tulungagung learn their real firstly writing in one of their subject, that is narrative writing. Then it seems learning writing does not work quietly fine. Students seem have some errors occurred in their first writing. Therefore, the researcher interested in investigating the syntactical errors on their writing.

The formulation of the research problems were: 1) What are the dominant syntactic errors occurred in the second semester students' writing of IAIN Tulungagung? 2) Why do the students make such errors in their writing?

The purposes of this study were to: 1) know the dominant syntactic errors occurred in the second semester students' writing of IAIN Tulungagung. 2) find out the causes of such errors that students make in writing.

Research method: 1) the research design in this study was content analysis research. 2) The data were the tasks of the student's writing which obtained from the writing lecturer who taught one of the second semester classes of English education of IAIN Tulungagung 2013/2014 that was TBI 2C class which consisted of 28 students. 3) The instrument was the researcher herself. 4) The data analysis was using surface strategy taxonomy which proposed by Dulay and the classification of source of the error which planned by Brown.

The result showed that from 28 writings there are 513 errors which divided into 4 types of error: *omission*, *addition*, *misformation*, and *disorder*. *Misformation* is the dominant error which 205 errors are caused by *mother tongue interference* and target language about 4 errors. Then it followed by *omission* error: they are 172 errors caused by *mother tongue interference* and 33 errors caused by target language. The next is *addition* with 14 errors caused by *mother tongue interference* and 65 errors caused by *target language*. The last is *disorder* which 14 errors come from *mother tongue interference* and 6 errors come from *target language*.

Therefore, it can be concluded that there is a problem in the student learning strategy, it can be seen from the dominant error that caused by the target language. The students need to learn more about grammatical structures even the basic such as simple past tense and simple present tense. It would be more effective if the lecturer can give a clear grammatical rules that generally used in each type of writing. Then, give some tests

relate with those rules to the students to measure their understanding before they start to write. From this test, the lecturer also can see the weakness of the students in a certain rule.

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Keywords: Syntactical error, narrative writing, grammatical structure, mother tongue interference, target language, omission, disorder, misformation, addition.

Tugas menulis bukanlah merupakan pekerjaan yang mudah sebab bukan hanya menulis namun juga menghasilkan bahasa yang sistematis untuk membuat pembaca mengerti isi pesan yang disampaikan. Lalu sehubungan dengan itu, mahasiswa tahun pertama IAIN Tulungagung belajar cara menulis yang sesungguhnya untuk pertama kali dalam salah satu pelajaran mereka, yaitu menulis naratif. Lalu sepertinya belajar menulis tidak sepenuhnya berjalan lancar. Para mahasiswa sepertinya membuat beberapa kesalahan dalam tulisan pertama mereka. Oleh karena itu, peneliti tertarik untuk menyelidiki kesalahan kesalahan sintaksis dalam tulisan mereka.

Ringkasan rumusan masalah adalah: 1) Apa kesalahan kesalahan sintaksis yang dominan yang ditemukan dalam tulisan mahasiswa semester dua IAIN Tulungagung? 2) Mengapa para mahasiswa menghasilkan kesalahan kesalahan tersebut dalam tulisan mereka?

Tujuan penelitian adalah untuk: 1) mengetahui kesalahan kesalahan sintaksis yang dominan terjadi dalam tulisan mahasiswa IAIN Tulungagung. 2) Menemukan penyebab kesalahan yang mahasiswa buat dalam tulisan mereka.

Metode Penelitian: 1) desain penelitian dalam studi ini adalah penelitian analisis isi. 2) data yang diambil dalam penelitian ini adalah tugas tugas dari tulisan mahasiswa yang didapatkan dari dosen writing yang mengajar di salah satu kelas di semester kedua dari jurusan pendidikan bahasa Inggris IAIN Tulungagung 2013/2014 yaitu kelas TBI 2C yang terdiri dari 28 mahasiswa. 3) Instrumen dalam penelitian ini adalah peneliti sendiri. 4) Analisis data yang digunakan adalah surface strategy taxonomy yang diklasifikasikan oleh Dulay dan penyebab kesalahan yang dikelompokkan oleh Brown.

Hasil penelitian menunjukkan bahwa dari 28 tulisan terdapat 513 errors yang mana dikelompokkan menjadi 4 macam kesalahan: *omission*, *addition*, *misformation*, dan *disorder*. *Misformation* merupakan kesalahan dominan yang 205 kesalahannya disebabkan oleh *interferensi bahasa ibu* dan *bahasa target* sekitar 4 kesalahan. Lalu, diikuti oleh kesalahan *omission*: yaitu 172 kesalahan disebabkan oleh *interferensi bahasa ibu* dan 33 kesalahan disebabkan oleh *bahasa target*. Selanjutnya adalah *addition* dengan 14 kesalahan yang disebabkan oleh *interferensi bahasa ibu* dan 65 kesalahan disebabkan oleh *bahasa target*. Terakhir adalah *disorder* yang mana 14 kesalahannya datang dari *interferensi bahasa ibu* dan 6 kesalahan timbul dari *bahasa target*.

Oleh karena itu, dapat disimpulkan bahwa ada masalah dalam strategi belajar yang digunakan mahasiswa, itu dapat dilihat dari kesalahan dominan yang disebabkan oleh bahasa target. Para mahasiswa perlu untuk belajar lebih mengenai struktur grammatikal, bahkan dasar seperti simple past tense dan simple present tense. Itu dapat lebih efektif lagi jika dosen ajar dapat memberikan penjelasan grammatikal yang umumnya digunakan dalam setiap jenis tulisan. Lalu, memberi beberapa tes yang sesuai dengan peraturan grammatikal tersebut untuk mengukur pemahaman mereka sebelum mereka mulai menulis. Dari tes ini, dosen ajar dapat juga melihat kelemahan para mahasiswa di pengaturan grammatikal tertentu.

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In the same manner as the popular aphorism that said there is no ivory without crack, then this thesis also have many mistakes or weaknesses. Therefore, me as the writer ask for apologize and wish the corrective advice for the better finishing, hopefully the existence of the mistake will not reduce the value and benefit for this proposal.

Tulungagung

Writer

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