CHAPTER I

INTRODUCTION

A. Background of the Research

English as an international language has been become a regular subject for Indonesian students to take in the school, since this subject had taught from elementary school until college with its role as Indonesian foreign language. However, there are still many students cannot write and speak English well. Furthermore, English subject becomes a big problem when it comes to practice through four skills, those are Listening, Speaking, Reading, and Writing. Writing and speaking have the same role in language which are stated as active skill, meanwhile listening and reading are as passive skill.

Writing activity is not an easy task since it is not only to write but also to produce language systematically in order to make the reader understand the content or message. Harmer also explained further (2007:112) that "writing gives more 'thinking time' than they get when they attempt spontaneous conversation". Writing is interpreted as the production of written form of language and it should comprehend through reading in order to communicate. From writing, the writers can communicate what they think or feel about something and express their opinion on their way. Writing is important skill that usually used in life to transfer the understanding between one to another, it can be found in many aspect in life such as articles, news, invitation, announcement,

report, etc. In order to make the reader understand what the writers mean, learn how to write is necessary thing to do.

Due the fact that writing becomes an important thing to learn, the second semester students in English department at IAIN Tulungagung have some tasks to do related with writing. They are supposed to fulfill the task in order to mastering writing skill in their first year. In learning English, they should understand how to write many kinds of writing such as narration, report, argumentation, and description. Every types of writing has their organization, function, and also rule to produce good and correct result. Although the types of writing have been taught in their school before, yet they are accustomed to read, answer the question based what they read and paraphrasing the text with their own language. Many of them are not really experienced in produce writing form by themselves.

Moreover, the students at IAIN Tulungagung learn different kinds of writing each semester. In the first semester they learn to write paragraph in English, Fowler (2006:32) explains that paragraph has a role as main composition in writing which consists of closely related ideas about a single topic. Then In their second semester, they learn narrative as their lesson in the part of writing in the form of essay. In narrative writing the students are expected to write about a story which may be real or imaginary. Essay is a group of paragraph, Then Davis and Liss (2006:2) suggest that a short essay has three basic parts:

a. The introduction (the first paragraph), the introduction consist of the thesis which is explain what the paragraph will be about.

b. The body paragraph, in this paragraph the idea which presented in the first paragraph is developed. Each body paragraph has a topic sentence and details that support the thesis in the first paragraph. The topic sentence in the body paragraph also explain what the paragraph will be about.

c. The conclusion (the last paragraph), It brings the essay to a close.

Then it seems learning writing does not work quietly fine. Students seem have some errors occurred in their first writing. Error mentioned by Dulay ,*et al* (1982: 138) as damaged part of learner in their speech or writing, often appear in their learning process especially in writing. Related with those errors, studying learner's error becomes necessary to examine. Dulay (1982:136) added that it serves two major purposes: 1) it provides the data about from which inferences that learner made during process of learning, 2) it shows to the teachers and curriculum developers about the most difficult part in learning the target language and which the dominant error types detract the learner to communicate effectively.

This phenomenon made some researchers do the research based on errors in writing. The studies investigated the same purpose although they have different way to find it**.** First, *Klasifikasi Kesalahan Sintaksis Essay Tugas Akhir Mahasiswa Akademi Bahasa Asing Borobudur Jakarta* by Nugraheni (2014) which publicized on Scientific Journal WIDYA. This study is measuring the error in the form of percentage and determining the cause of dominant error.

Second, *Syntactic Errors Made by Students of Department of Educational and Psychological Sciences* Study by Faisal (2013) which publicized on Babylon University Magazine. This research has one main goal to find the cause from the errors which presented it in percentage also. And the last is *An Error Analysis on Grammatical Structures of the Students' Theses* by Habibullah (2001) which has the same type of study. But, this study has wider topic than the former because it explains the error grammatically and count the errors numerically.

The results from those studies describe the error occurred naturally in writing. Not just native language that influenced the learning, but also learner made errors because of their carelessly not pay attention in choosing appropriate word or their arrangement about the structure of word. This makes the context of the text come out in wrong way, the message can't delivered as it should. Like Dulay (1982) said that error analysis can provide some data to avoid the error. Therefore, the researcher interested in investigating syntactical errors in second students' writing which titled "Syntactical error analysis of second semester student's writing in IAIN Tulungagung".

B. Statement of Research Problems

Based on the background of the research, the problems of research can be stated as follows:

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?

C. Objectives of the Research

Related to the problems statement above, the objectives of this research are:

1. To know the dominant syntactic errors occurred in the second semester students' writing of IAIN Tulungagung.

2. To find out the causes of such errors that students make in their writing.

D. Significance of the Research

The findings of this research are expected to give contribution for the students, the teacher, the other researcher and the writer herself.

1. Practical significance

The result of the research is expected for the students and writing lecturer related to their writing lesson. That is, the students are able to use the result as additional source to enrich their knowledge in identifying the types of syntactical error that usually existed in the student writing. Therefore, the student would be more aware in making the errors in their writing. The helpful result of the research is also giving the information to the lecturer especially for writing

lecturer about syntactical error that frequently presented by the students on their writing task. In addition, the lecturer would know the dominant error found in student writing and expected to paid more attention on the errors.

2. Theoretical significance

This research can be used as a material to enrich the knowledge for those who want to conduct or analyze deeply about syntactical errors that usually found in student writing.

3. The Researcher

As a new experience which occur in the reality about writing difficulties, this research can enrich the knowledge of the writer about linguistics especially the syntactical structures and how to write English well and correctly.

E. Scope and Limitation of the Research

The scope and limitation in this study basically is problem limitation. There are two reasons the limitation is used. *First*: the time limitation during the study with optimize the result that want to reach. A research study must solve the problem systematically and complete which resulted from a long time research. Therefore the limitation is needed to reach the best outcome in the short time. *Then,* to avoid the misunderstanding which may appear from the tittle of the research. The writer limits the discussion only on errors analysis of the word structure that found in the students' writing of TBI C in second semester students of English department at IAIN Tulungagung 2013-2014.

F. Definition of the Key Terms

Some items of terminology are defined in order to avoid misinterpretation, they are:

1. Error

Error is grammatically incorrect form that occur in writing, it is caused by the learner' incomplete knowledge of grammatical rules in the target language.

2. Syntactical error analysis

The study to observe, analyze and classify the learner's errors which is occurred syntactically. This study can reveal something about syntactical error that learner made. For Example:

I ^ so sad   (the auxiliary 'am' is omitted)

We can reveal something from this kind of error, we can find the cause. In this error, the error occurs because of the mother tongue interference. We can see from the omission of the auxiliary, in the learner's first language (bahasa Indonesia) there is no auxiliary in its pattern of sentence 'aku sangat sedih'. Therefore, the learner do this mistake because the learner imitate his mother tongue pattern.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related theories

1. Writing assignment

In writing, there are many different kinds of writing, such as: novels, short stories, reports, letters, essays, poems, etc. all of them are quite different. But they all are writing. Relate with that Grenville (2001: 1) mentions that, a piece of writing is trying to do at least the three purposes, they are:

First, to entertain. Writing to entertain generally takes the term such as 'imaginative writing' or 'creative writing'. This kind of writing has an exciting plot that can engage the feeling of someone who read it in some way, it can involve the emotions by creating feelings of suspense.

Second, to inform. Writing to inform basically tells someone who read it about something. This kind of writing can increase the knowledge of the person who read it about the subject.

Third, to persuade. It tries to convince someone who read this kind of writing about something. It can be include the logical opinion with an evidence rather than just an expression of feeling.

Then Grenville (2001) also give an addition that, the writing is usually done freely, but at school or university it generally becomes a specific writing assignment. She explains the two kinds of writing assignment, they are

imaginative writing assignment and essay assignment, see their characteristic

in the table below,

Table 2-1 The characteristic of writing assignment

Imaginative writing assignments	Essay Assignment
- This assignment commonly give the students something that activate their imagination. - Or, It is usually give the students part of the story which ready-made, such as the title, the opening, or the end. - Whatever the form of the assignments, it is asking the students to write a writing which will entertain someone who read it.	- This kind of assignment might ask the students for straight *information*, arranged in some logical order, that is an explanatory essay or report. - It might ask the students to *discuss different points of view* about a subject, such as: to present one side, then the other and finally come down on one side. - It might ask the students to *argue for a particular point of view*- to make a case for one side. - Or, it might ask the students to compare or contrast several different things.

Then David also (2000: 9) suggest that, school syllabus document is based

on a set of text types which fulfill some specific social purposes. The text

types are used to specify what students should be able to achieve with

language relate with the outcomes of the syllabus. The document begins with

a set of purposes for using language, they are:

Table 2-2 A set of purpose for using language

	Purpose for using language	Text types
A	To tell what happened, to document a sequence of events and evaluate their significance in some way	Recount
B	To construct a pattern of events with a problematic and/or unexpected outcome that entertain and educates someone who read it.	Narrative
C	To tell how to do something	Procedure
D	To present information about something	Information report
E	To tell how and why things occur	Explanation
F	To argue a case	Exposition
G	To look at more than one side of an issue; to explore various perspective	Discussion

He explains further that the different types of text will produce the text which has different structural elements, each of them contributes to the achievement of the text's purpose. David (2000) mention the different structures of text which are served in the table below.

Table 2-3 Structural elements of text types

Text types	Structural elements
Recount	Orientation : Information about *who* Record of events: in the order in which they occurred Reorientation : rounding of the sequence of events Coda : Personal evaluation
Narrative	Orientation : Information about *who* and *where* Complication : a. events that create a problem or crisis b. evaluation of the problem Resolution : information about how problem was resolved and normal events restarted Coda : Personal evaluation
Procedure	Goal : the purpose of the writing

	Materials : things or tools that need to reach the goal Steps (in sequence):explain the steps orderly
Information report	General statement : Identification and classification Description : Information organized in bundles (the appearance, habitat, behavior of the subject)
Explanation	Identifying the statement Explanation sequence : the process of the occurrence which organized orderly.
Exposition	Statement of the position : state the pro or con side of the Subject Preview of argument : State the main reason Arguments : explain the reason deeply supported with evidence Reinforcement of statement of position
Discussion	Issue : state the topic which is discussed Arguments for : the pro side of the topic Argument against : the con side of the topic

From here we can conclude that, there are many kinds of writing especially at the school or university. The experts mention the types of writing in different way, however some types of writing seem similar and the purpose as well. In this case, the students in IAIN Tulungagung also learn how to write the different kind of writing for each semester also even in the form of imaginative writing or essay.

Then, in order to analyze the error of writing assignment which is explained above, the meaning of the error and how to analyze it are clarified as follows.

2. Error

a. Definition of the Error

In order to analyze the error which is made by the learner, it is important to make clear distinction between error and mistake. Those terms are often ignored as same definition, although both of them differ in meaning. Then Dulay et *al* (1982:138) mention the definition of Error as imperfect part that owned by the learner in their speech or writing, and it made the part in conversation and composition depart from some selected norm of mature language performance. He also added that,

> Sometimes researches distinguish between errors caused by factors such as fatigue and inattention (what Chomsky, 1965, called "performance" factors), and errors resulting from lack of knowledge of the rules of the language (what Chomsky, 1965, called "competence"). In some of the second language literature, performance errors have been called "mistakes" while the term "errors" was reserved for the systematic deviations due to the learner's still-developing knowledge of the L2 rule system (Corder, 1967).

Although from the quotation above seems the dissimilarity existed between the meaning of performance and competence, yet Chaer (2007:367) mention Chomsky about the meaning of them that error came from competence (native speaker knowledge about his language) and performance (the using of language in the real condition). And from the other second language literature performance refer to native speaker who apply his language, and competence refer to knowledge that owned by learner in practicing L2.

Same condition also explained by Brown (2007:258) that, an Error, an obvious deviation from grammar that claimed by native speaker which reveals competence of the learner in the target language. Furthermore, Corder (1981:10) said "the term *error* to refer to the systematic errors of the learner from which we are able to reconstruct his knowledge of the language to date, i.e. his *transitional competence.*" Which is mean that error refer to error is produced by the learner who still develop his knowledge about language from time

Meanwhile, Mistake have its meaning which is stated by Brown (2007:257) "a mistake refers to a performance error that is either a random guess or a "slip", in that it is a failure to utilize a known system correctly, and when attention is called to them, can be self-corrected". From this definition Corder (1981:10) agree that mistake are not related with language learning process.

Those theories have similar pattern about identifying both of terms. There are clear barrier between them which result in different case. We can conclude that Error is grammatically incorrect forms that occur in writing and speaking, it is caused by learner' incomplete learning or their knowledge of grammatical rules. Then, Mistake refer to slip of language use in speech and writing which is not systematic and occur accidentally, it can be self-corrected the person who do a mistake have full knowledge of linguistic structure.

Then after we already know about the clear definition about the error, The types of error are explained below,

b.   Kinds of error

Dulay *et.al* (1982:146) describe the classification of error into four main group. They are:

1.   Linguistic Category

Linguistic category taxonomies classified the error according to language component (which is including phonology / pronunciation, syntax and morphology / grammar, semantics and lexicon / meaning and vocabulary, discourse / style) or the particular linguistic constituent of which the error affect (which is including the elements involve in each language component, for example the constituent of syntax are noun phrase, the verb phrase, the preposition, etc.).

Then, Politzer and Ramirez in dulay (1982) introduce their classification of syntax as follows:

Table 2-4 A sample of Linguistic Category taxonomy

Linguistic category and Error type	Example of Learner Error
Syntax	
1. Noun Phrase	
a. Determiners	
1. Omission of the article	*He has book*
2. Substitution of definite article for possessive noun	*He fall down on the head*
3. Use of possessive with the article	*He put it in the his room*
4. Use of wrong possessive	*The little boy hurt its leg*
b. Nominalization	
1. Simple verb used instead of-*ing*	*by to cook it*
2. Preposition *by* omitted	*The dove helped him putting leaf on the water*
c. Number	
1. Substitution of singulars for plurals	*He got some leaf*
2. Substitution of plurals for singulars	*He stab him on the feet*

d. Use of pronoun
    1. Omission of the subject pronoun   *(He) pinch the man*
    2. Omission of the 'dummy' pronoun *it* *Is nice to help people*
    3. Omission of the subject pronoun   *I don't know (it) in English*
    4. Subject pronoun used as a redundant *My brother he go to Mexico*
       element
    5. Alternating use of pronouns by   *So he can eat it (referring to*
       number as well as gender   *eggs)*
    6. Use of *me* as subject   *Me forget it*
  e. Use of prepositions
    1. Omission of prepositions   *He came the water*
    2. Misuse of the prepositions   *He fell down from (for on, into?)*
                                       the water

2. Verb Phrase
  a. Omission of verb
    1. Omission of main verb   *He (fell) in the water*
    2. Omission of to be   *He in the water*
  b. Use of progressive tense
    1. Omission of be   *He going*
    2. Replacement of-ing by the simple *The bird was shake his head*
       verb form
    3. Substitution of the progressive   *Then the man shooting (shot?)*
       for the simple past   *with a gun*
  c. Agreement of subject and verb
    1. Disagreement of subject and verb You be friends
       person
    2. Disagreement of subject and   *The apples was coming down*
       Number
    3. Disagreement of subject and tense *I didn't know what it is.*

3. Verb-and-Verb Construction
    1. Embedding of a noun-and-verb   *I go to play (I go and I play)*
      construction in another noun-and-
      verb construction
    2. Omission of *to* in identical subject *I go play*
      construction
    3. Omission of *to* in the verb-and-verb *I see a bird got the leaf*
      construction
    4. Attachment of the past marker to *He was going to fell*
      dependent verb

4. Word Order
    1. Repetition of the object   *The bird (object) he was gonna*
                                      shoot it
    2. Adjectival modifier placed after   *He put it inside his house a little*
      noun   *round*

5. Some transformation
  a. Negative transformation
    1. Formation of *no* or *not* without the *He not play anymore*
      Auxiliary *do*
    2. Multiple negation   *They won't have no fun*

b. Question transformation	
1. Omission of auxiliary	*How the story helps?*
c. *There* transformation	
1. Use of *is* instead of *are*	*There is these hole*
2. Omission of *there*	*Is one bird*
3. Use of *it was* instead of *there was*	*It was round things*
d. Subordinate clause transformation	
1. Use of *for* for *so that*	*For the ant could get out*
2. Use of indicative for conditional	*So he don't kill the bird*

Besides the first main classification of the error, then the second main classification of error, surface strategy taxonomy are explained next,

2. Surface strategy taxonomy

This taxonomy maintain the surface structure which changed; learner may *omit* necessary item or *add* unnecessary ones; they may *misform* items or *misorder* them. Analyze errors using this taxonomy allowed the researchers to identify the learner process in producing a new language. The surface strategy taxonomy is divided into four types of error, they are:

First, omission, are error which characterized by the absence of an item that must appear in a well-formed utterance of target language. For Example (omission is signed by ^):

He give me ^ book (omission of article a)

Second, addition, are error which characterized by the presence of an item which must not appear in a well-formed utterance of target language. There are three types of addition in learner error:

a. Double markings: it is kind of error that add the tense marker twice in the sentence.

For Example: She <u>didn</u>'t use<u>d</u> her bicycle today

a.   Regularization, a different rule that applied to a class of linguistic items although some members of a class exception to the rule, such as the class of main verbs or the class of nouns.

For Example: the verb *sweep* doesn't become *sweeped*, but *swept*

b. Simple addition: it is type of addition which is not a double markings nor a regularization. There is no particular characteristic for simple addition, basically it is the wrong use of an item which should not appear in a well-formed sentence.

For Example: Please repeat again (addition of unnecessary word)

   Third, misformation (error of selection): are error which occurred by the use of the wrong form of the morpheme or structure. Misformation is divided into three form, those are:

b. Archi-forms, the error selection of one member of a class of forms to represent others in the class. Such as the error selection that may occur in selecting determiner,

For Example: That books (it should be '*those books*')

c. Alternating Forms, this error refer to the selection of inaccurate word which is usually occur on the learning process of vocabulary and grammar level learner.

For Example: I saw <u>she</u> yesterday (the inaccurate word of pronoun)

   Fourth, misodering, are incorrect placement of word in a well-formed of target language sentence. For Example: What he is doing? (What is he doing?)

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Then, the third main classification of error are explained as follows,

3. Comparative Taxonomy

The classification of error in this taxonomy is based on comparisons between the structure of L2 errors and certain other types of constructions. Most of the second language error have been compared to the errors which made by the children who learn the target language as their first language. This kind of taxonomy has two major error categories, they are:

First is developmental error, it is an error which similarly occurred with the error made by the children who learn the target language as their first language. Like in the *italic* sentence, *cat drink milk*. In this sentence, the errors are the omission of the article and the present tense marker. Those errors are categorized as the developmental error, because those are also found in the children learning speech which has English as their first language.

Second is Interlingual error, it is error which occurred based on the semantic structure in the learner's native language. Like in the *italic* sentence, *that is a book English.* This kind of sentence reflect to the word order of Indonesian noun phrase (*itu adalah sebuah buku bahasa Inggris*) which is the head of phrase 'book' should come last.

After we discuss about three main classifications of error which are linguistic category, surface strategy taxonomy, and comparative taxonomy. Then the last classification are explained as follows:

4. Communicative Effect Taxonomy

While the surface strategy and comparative taxonomies focus on aspects of the errors themselves, this taxonomies concern errors from the perspective of their effect on the listener or reader, it focuses on differentiating between error that seem to cause miscommunication and those that don't. This type of taxonomy classifies the error into two group, they are:

First, global errors, are errors which affect the whole sentence organization which hinder the communication. It can be seen in this *italic* sentence, *the book library borrow many students.* There are some errors occurred in this sentence such as omission, misformation, and misorder. Those error make this kind of sentence cannot comprehend through English.

Then, local errors, are errors which affect the single element (constituents) in a sentence which do not usually hinder the communication. We can see it in the *italic* sentence, *why you are here?* Although this kind of sentence has an error in it, but someone who read or listen to this sentence still can catch the meaning.

We have already learn the meaning and the types of error before. Hence to analyze the error completely, the explanation below is important to reveal something behind the error.

d. Sources of Errors

Brown (2007:264) mention sources of error is come from four sources, those are:

First, Interlingual transfer or we usually called it as mother tongue interference. Language transfer is a major error which refer to the effect of the mother tongue toward learning of the target language. There are two kinds of transfer, those are positive and negative transfer. Positive transfer is where there is no major differences between L1 and L2, and it makes the learning process easier. Then, when the differences between L1 and L2 are exist, the knowledge of L1 may interfere the learning process of L2, negative process will occur. Like in the sentence below (omission is signed by ^)

There is ^ cat (article was omitted by native language influence)

Someone who learn language may be make some errors in his process of learning, it is not exception for Indonesian learner also. The sentence like 'I borrow yes?' instead of 'may I borrow it? The learner may have some knowledge about English. But when he/she did not know the correct structure of English, he will relies in his native language pattern (Indonesian pattern) 'aku pinjam ya?'. Therefore, when they do not have enough knowledge in target language, the learner would fall back to his mother tongue.

Second, Intralingual transfer (error within the target language itself). This major of source has been recognized as the source of error which extend beyond interlingual errors in learning language. Learner may experience confusion from learning the pattern of the newly acquired language, rather than from language transfer. There is a negative equal in this kind of transfer; it is overgeneralization which is refer to the process of using a certain pattern

or rule applies to all cases without exception, claimed one rule as a general rule of language.

For Example: They eat<u>s</u> a cake (overgeneralization present tense rule)

Third, Context of learning. This third source is often overlaps with both types of transfer. Context of learning errors result from different aspects of the teaching process itself that learners are obtained such as, the classroom situation, material that used, the language/method that teacher used which is difficult to identified by learner. For example, the teacher may provide incorrect information such as the different use between word 'on' and 'at'.

Fourth, Communication strategies. This errors were related to learning style or strategies that used by the learner in order to enhance their message across, yet the technique itself become a source of errors.

Then after the definition, the types, and the sources of error were explained above, then the last explanation for the error are discussed below.

4. Error Analysis

Brown (2007:259) states that error analysis is a study of error that learner made during their learning, this study arose since there are many phenomenon about errors which made by learners. It can observe the errors, analyze them, and classifies to reveal something.

Error analysis is different with contrastive analysis which could reveal all possible source of errors not just error from native language. Almost all the

learners who have different language background tend to make similar errors during their process of learning one target language. Rustipa (2011: 18-9) mention in her journal that, the methodology of error analysis (traditional error analysis) can be said to have some steps:

1. Collection of data

2. Identification of errors

3. Classification in the kind of error

4. Statement of relative frequency of error types

5. Identification of the difficulties in the target language

6. Therapy (remedial drills, addition lesson, etc.)

While the methodology above showed the analysis in the traditional framework, she gives an addition that the more cultured investigations went further which include one or both of the following:

1. Analysis of the source of the errors (e.g. native language interference, overgeneralization, etc.)

2. Determination of the degree of disturbance caused by the error (or the seriousness of the error in communication, norm, etc.).

Then Khansir (2012) in his journal added that error analysis has several suggestions for its use in handling of learners errors in the classroom:

a. Planning remedial measures

b. Preparing the sequence of the lesson which the easier item come before the difficult ones

c. Making suggestions about the nature or strategies of second language learning employed by both first and second language learners.

Error analysis can be used to reveal something in every aspect of linguistic, then in this research the use of error analysis is to find the cause of the error which occur syntactically. Therefore the term of syntax are explained clearly below:

3. Syntax

Chaer (206:2007) explains that, the word syntax is come from Greek, those are *Sun* with its meaning 'with' and *tattein* 'placing'. And the whole meaning is, placing the words together into a group of words or sentence. Then Radford (2004:01) mention the definition of syntax as the study of how phrases and sentences are structured out of words. In other word syntax is the study about the arrangement of words in the sentence based on the rule that had been determined.
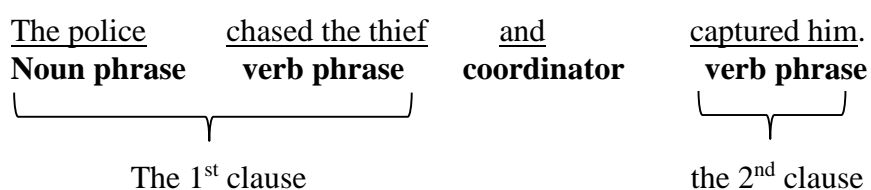
The component parts of a sentence are called constituents. Constituents are like building blocks ordered in certain pattern to form one unit, the largest unit is called as sentence and the smallest unit is morpheme, then Wekker and Haegeman (1985: 5) draw a diagram as follows:

Figure 2-1 Constituents in sentence

Sentence ⟷ clause ⟷ phrase ⟷ word ⟷ morpheme

The diagram represents the hierarchical scale of constituents. It shows that a sentence may consist of one or more than one clause, a clause may consist of one or more phrase, a phrase may consist of one or more word, and a word may consist of one or more morpheme and morphemes are the minimal.

To illustrate the structure of sentences, let's see the sentence below:

The police	chased the thief	and	captured him.
Noun phrase	**verb phrase**	**coordinator**	**verb phrase**

The 1st clause   the 2nd clause

The sentence above consists of two clauses, join together by the coordinator *and*. The clause unit are *the police chased the thief,* and *captured him.* The second clause *captured him* has a reduced form. Its complete form would be *the police captured him.* Then the first clause consists of two phrases (*the police* and *chased the thief*), the second clause consists of one phrase (*captured him*). As we see in the sentence, *the police* is a noun phrase and *chased the thief* and *captured him* are both verb phrases.

Each phrase is made up of words. *The police* consists of two words (*the* and *police*); *chased the thief* consists of three words (*chased, the,* and *thief*); and *captured him* consist of two words (*captured* and *him*). Finally, sentence above contains eight words, including the coordinator *and.* Each word consists of one or two morphemes, those are;

a. *The, thief, him, and* are one-morpheme word

b. *Chased, captured* are two-morpheme words

The, thief, him are full words and morphemes at the same time. The two morphemes of *chased* and *captured* (*chase* and *–d, capture* and *–d*)

In addition Radford (2004) state, "Words are traditionally assigned to grammatical categories on the basis of their shared morphological and syntactic properties". In morphology, words concern with their addition. This addition is called inflectional and derivational properties. Inflectional properties relate to the addition in the word which the meaning of the word itself does not change, like in the word 'flower' which is added by plural inflection -s to make it in the plural form 'flowers'. Then derivational properties relate to the addition in the word to change it into different kind of word. It is happen in the adjective 'sick' by adding the suffix-*ness,* finally we can form a noun 'sadness'.

As we see in the diagram, there are five constituents. They will be explained below, except the minimal one, morpheme. Since morpheme has different scope of study with syntax.

a.   Sentence

We have mention it before that syntax is a study of the sentence structure, then what is sentence actually? Verspoor and Sauter (2000:33) assumed that the word sentence is come from Latin *sentenia,* which literally mean 'feeling' or 'opinion'. In the field of grammar, this definition become focused to 'an utterance that expresses a feeling or opinion,' but refer to technical definition

it would become 'a grammatically self-contained speech unit consisting of a word, or syntactically related group that expresses an statement, a question, a command, a wish, or an exclamation, which in writing usually begins with a capital letter and ends with a period, question mark, or exclamation mark'. Wekker and Haegeman (1985:38) suggest that, "sentence can generally be used to give information, and they can be used to ask information." So although we find the word like "Hey, you!" which apparently incomplete, cause there is no subject or predicate, but it provide a complete thought or information; by saying it, the speaker means something like 'I want to get your attention'. In this condition, there is no need to worry about the exact definition, the sentence is always express a complete thought.

Sentence types

Verspoor and Sauter (2000) mention three types of sentence, those are:

1. Simple sentence

    A simple sentence consists of one main clause only, but it doesn't mean that the sentence as to be very short.

    For Example: Whale cannot breathe under water

2. Compound sentence

    A compound sentence consists of two or more main clauses which connected by a conjunction in order to make one unit as sentence. One feature of a compound sentence is that the clause have a permanent order, therefore they cannot be moved without changing their meaning.

For Example: <u>Yuki went to Hokkaido</u> **and** <u>stayed there for a month</u>
$\qquad$ 1st clause $\qquad$ 2nd clause

(?) <u>Stayed there for a month</u>, **and** <u>Yuki went to Hokkaido</u>
$\qquad$ 2nd clause $\qquad$ 1st clause

Not only the conjunction that used to connect two main clauses in compound sentence, but we can use *semi-colon* (;) or *comma* (,) between the main clauses.

For Example:

Rio has a library card; he can borrow some books anytime.

Rio has a library card, he can borrow some books anytime.

Wekker and Haegeman (1985:27) added that, the boundaries of the compound sentence which linked by conjunctions, a clause which is combined by another clause in this way is called a conjoin. Thus the example above consist of two conjoins which have been joined to form a sentence.

3. Complex sentence

This type of sentence consists of at least one independent clause and one dependent clause. A dependent clause is a clause that starts with a subordinator word, such as: after, although, as, since, which, etc. For Example:

<u>She comes late</u> $\qquad$ **since** <u>she has many tasks at her house</u>
$\quad$ Main clause $\qquad$ dependent clause

In a *complex sentence,* the dependent clause cannot stand on its own and functions as a constituent (subject, object, adverbial, or attribute) of the main clause, or we can say it is only a part of another sentence constituent.

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We have already discuss about the meaning and the types of a sentence. Then, the next category of constituent is explained below.

b. Clauses

Verspoor and Sauter (2000:151) mention a clause as, "a group of words that express a whole event or situation, containing a subject and predicate." They suggest that there are two types of clause, they are independent and dependent clause. Clause which can stand by itself and form a grammatically complete sentence is called as main/independent clause (IC) and clause which always starts with a *subordinator* called as dependent clause (DC). Verspoor and Sauter (2000) divide three functions of dependent clause:

First, DC functions as *adverbial*, in this case the first clause can stand on its own, but the second can't, because it starts with the connecting words. For Example:

Rio can borrow some books anytime	**because** he has a library card
Main clause	dependent clause functioning as adverbial

Second, DC functions as *relative* or *adjective clause,* this type of dependent clause is not a sentence constituent, but part of a sentence constituent. It modifies one particular noun. For example:

Rio,   **who** has a library card ,   can borrow some books anytime
DC functioning as modifier
of noun

The sentence above consists of one main clause and dependent clause. The dependent clause is a part of the subject and says something about the noun *Rio,* in other word the complete subject of this sentence is *Rio, who has a*

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library card. Therefore, if we take the dependent clause, the sentence still complete because the main word of the subject still in place: *Rio can borrow some books anytime.*

Third, DC functions as subject, object, or subject attribute of a sentence, since these part are important in a sentence, there is no complete main clause left when they are separate. For Example:

How fortunate	is	**that** Rio can borrow some books anytime
DC 1 functioning as subject		DC 2 functioning as subject attribute

In simple sentences the boundaries of sentence and clause is same, because a simple sentence is a one-clause sentence, whereas compound and complex sentences always contain at least two clauses. For Example:

The cat was sleeping on the pillow   (subject and predicate included)

Because he was sick   (no main clause)

Has been famous for many years   (no subject)

After we discuss about clause and its types, the next category of constituent is explained as follows.

c. **Phrases**

A phrase can consist of one or more words, if it contain of more words, it usually has one main word which is the most important one as far as the meaning is concerned. It known as the *head* of the phrase, and remain of it is

called as *modifier.* If the main word in this phrase is noun, the whole phrase is

called a *noun phrase.* In total, there are five kinds of phrases, those are:

Table 2-5 Five kinds of phrases

Types of phrases	abbreviation	example
Noun phrase	NP	the **boy**
Verb phrase	VP	is **walking**
Adjective phrase	AdjP	very **fast**
Adverb phrase	AdvP	**faster** than usual
Prepositional phrase	PP	**after** meeting

For the next details of phrase, Verspoor and Sauter (2000) explain the five

kinds of phrase as follows:

1. Noun Phrase

The constituents of noun phrases are *determiner, premodifier, head, and*

post-modifier. Like said above that the central in the noun phrase is *head* which

is in the form of noun. The word which come before head may called as

determiners (abbreviated as *det*) and *premodifier* (abbreviated as *premod*) and

word after *head* is called *post-modifier* (*post-mod*). *Premodifier* of noun are

always in the form of *adjective.*

For Example:

1. <u>The</u>   <u>dark</u>   **<u>eyes</u>**
    det   premod: adj   head

2. <u>Sad</u>   <u>dark</u>   **<u>eyes</u>**
    premod   premod   head

3. <u>City</u>   **<u>life</u>**
    Premod: adj   noun

4.　The　**teeth**　of an animal
　　　det　*head*　*post-mod:PP*

There are four kinds of noun phrase that may appear like showed on the examples above. In the number one, it is an example for simple noun phrase which consist of 'the' as *determiner,* 'dark' as *premodifier: adjective*, and 'eyes' as *head* of noun phrase. Then for number two it consists of two *adjectives* because a noun phrase may have one or more adjective. Next for number three may seem strange because *premod* is not in the form of *adjective* but *noun,* but here they are considered as *adjective.* Finally, for the number four *post-modifier* of nouns are either phrases or clauses, therefore it is not only in the form of word.

After we know about one kind of phrase, noun phrase. The next kind of phrase is discussed below.

2.　Verb phrase

Similar with *noun phrase* which have *noun* as *head, verb phrase* also have *verb* as its *head* but, a verb phrase is consist of a group of verbs, lexical verbs (as main verb or *head*) and auxiliary verbs (which come before lexical verbs). We can say that auxiliaries verbs (abbreviate as *aux*) are somewhat like determiners of noun, because similar with them which is not give information about the condition of the verb but on how the speaker views the process. By using auxiliaries, the speaker may indicate the process still ongoing, finished, and so on.

For example:

    <u>Had</u>   **<u>given</u>**
  Aux: aux verbs   head: lexical verb

We have already know that verb phrase have verb as its head and the use of it, then for the next phrase is explained below,

4. Adjective phrase

An *adjective phrase* consists of an *adjective* which may be preceded and or followed by other words, Similar with *noun phrase*, the words which come before adjective are called premodifier (premod) and the words which come after adjective are called post-modifier (post-mod).

For example:

  1. Very   **good**
    Premod: adverb   head: adjective

  2. Very   **good**   at swimming
    Premod: adverb   head: adjective   post-mod: PP

The example above shows the different form which may found. In the first illustration, we can see that it is a simple form of adjective phrase which consists of head (good) and premod which come in form of adverb (very). Then for the second, there is an adjective phrase which consists of words appear in front (very) and behind the head (at swimming), those words have role to explain the head (good).

The explanation above has explain about the adjective phrase, then for the next phrase is explained below.

4. Prepositional phrase

A prepositional phrase consists of two constituents, the *head* which realized as preposition (*in, about, under, to, with, etc.*) and complement which realized as noun phrase. But, it is not always consistent to call preposition as head, as it is semantically not really the most important word of the whole phrase. Although we often found preposition in a short word, but it is also prepositions which consist of several word such as, *in spite of, because of, in case of,* then there is a preposition like *concerning* that come from verb words.
 For example:

<u>**In**</u>   <u>Surabaya</u>
Head   complement: NP

<u>**Concerning**</u> <u>the story that you told me</u>
   Head   complement: NP

We have already discuss about the meaning of phrase and its types, then for the next session we come to the last category of constituents, that is words.

d. Words

Wekker and Haegeman (1985:57) suggest that, "words are grammatical units which a speaker of a language can intuitively recognize". Word is a smallest constituents in a sentence. Then to identify it more, it necessary to knows the names of all the word classes. To determine the word class of a word, it is wrong to just look at its form or meaning, but look at its function in the phrase, clause, even in sentence in which it occurs. For example, the word *talk* refer to an 'action' which is usually perform as verb, but in different

sentence the same word (with a similar meaning) can be used in different ways.

For example:

She talks to them honestly   *verb*

We spent a time with a long talk yesterday   *noun*

I got a new talking pal   *adjective*

Verspoor and Sauter (2000: 87) explain that, there are about eleven different word classes in English which is in word category one particular word may belong to more than one class, depending on how it is used in the sentence.

They give an addition that in the word classes, the distinction which can be made is the 'open' and 'close' class. The meaning of open class is the new members of word are added almost every day and the old members are used with completely new meaning, it is usually occurred in nouns, verbs, adjectives, and adverb which are increase and change every time, such the words *surf the internet.* The word *surf* have new sense than before and the word *internet* is rather new word in English. Then for close clause, it is the rest of *open class* those are prepositions, coordinators, subordinators, numerals, pronouns, and articles which is much smaller, and new ones are added only infrequently.

Examples open and closed word classes are provided below:

Table 2-6 A sample of open and closed clause

Open classes		Closed clause	
Noun	*father, cat, desire*	preposition	*after, at, on, in*
Verb	*talk, say, cry, be*	coordinator	*and, but, or, nor*
Adjective	*big, rich, happy, sad*	subordinator	*after, since*
Adverb	*quickly, very, up, sadly*	pronoun	*I, you, they, she*
Interjection	*alas!, oops!, wow!*	article	*the, a, an*
		numeral	*two, fifth*

Radford (2004) explains that, in syntactic the words are contribute into some categories or classes, different categories of words have different distribution. The meaning of distribution here is different classes of word have different position in the phrase or sentence. For example, if we want to make a sentence with four words like in the example below:

(1) I have no ---

In (1) we can add appropriate kind of noun like in (a), **rather** than in (b) a verb, preposition, adjective, or adverb. We can see in the example below

(2)(a) I have no money/talent/idea [noun]

    (b) I have no write [verb], to [preposition], quickly [adverb], tall

      [adjective]

Therefore using the relevant syntactic criterion like the example below, we can use the class of noun to finish the sentence (1).

Then using syntactic, we could continue the sentence (3) with **only** verb to fill the mark ---, like in the sentence (4), **rather** than in the sentence (5) below,

(3) We can ---

(4) We can leave/go/walk/sleep [verb]

(5) We can beautiful [adjective], top [noun], slowly [adverb], at [preposition]

Then the **only** category of word which occupy after *very* (in the sense of extremely) is an adjective or adverb, as in the example (6) below:

(6)(a) They were *very* diligent [very+adjective]

(b) They walks *very* slowly [very+adverb]

It is not correct if the word *very* followed by the other categories except adverb and adjective, as the sentences (7) below:

(7)(a) She was very sadness [very+noun]

   (b) He was very adores her [very+verb]

   (c) They came very after the accident [very+preposition]

Moreover we can differentiate between adjective and adverb in syntactic terms. In this case, we can see that **only** adverbs can be used to end sentences. As the example below:

(8)(a) He walks *slowly* [adverb] **not** slow [adjective]/ up [adverb]/ above

   [preposition]

   (b) They took the bomb carefully [adverb] **not** careful [adjective]/ in

   [preposition]

Another way to distinguishing between an adjective '*real*' and adverb 'really' is that adjective are used to modify noun as in the sentence (9), while adverbs are used to modify other types of expression as in (10).

(9)   There is a *real* problem [*real*+**noun**]

(10)(a) He run *really* quickly [*really*+**adverb**]

   (b) He is *really* nice [*really*+**adjective**]

   (c) He is *really* down [*really*+**preposition**]

   (d) He must *really* struggle [*really*+verb]

The other syntactic property of some prepositions (those which followed by noun or pronoun expression as their complement-traditionally called **transitive** prepositions) which they share in transitive verb that they allow to be followed by **accusative** pronoun as their complement (a pronoun in its accusative form such as *her/him/them/me),*

(11) He was against her [*transitive preposition*+**accusative pronoun**]

(12) She was helping him [*transitive verb*+**accusative pronoun**]

For the next details of words, nine types of words are explained as follows:

a. Nouns

Nouns are refer to thing's name and persons. Besides naming things (*spoon, table*) or persons (*woman, girl,* and *boy*), nouns also as event's name (*a walk*) or situations seen as things (*a gathering*).

Among nouns, several distinctions can be made, although it has overlapping dimensions. The same word in nouns may be used as three different types, those are:

First, Proper nouns*,* are names for particular person which is usually capitalized in English: *Sam, Nancy, George, Great Britain, the Europe*, and so on. Most of proper names are singular but some of them also plural such as, *the United States* and *the Alps.* Then, common nouns refer to persons and things by their genera name: *boy, country, idea,* and so on.

Second, Concrete nouns refer to things which are tangible, solid or real such as *mountain, sand, motorcycle,* and so on. While *abstract nouns* refer to

things which are not tangible, solid or real and also referring to processes such as *opinion, hope, dream,* and also *transportation, move, walk,* and so on.

Third, Counts nouns refer to things that are clearly seen as the separate things such as *book, bag, hat,* and so on. *Non-count nouns* also called as *mass nouns*, it is refer to things that consist of a whole group of small items which is not seen as separate things but as a whole like *sugar, water, rice.*

Noun often used in the same form in different ways, and it usually affects the meaning. The example below show the semantic differences of noun in use:

George has lots of **love**   non-count and abstract

He put the **water** in his bottle   non-count and concrete

Udin throw away her **marbles**   count and concrete

To determine the word in sentence whether it is noun or not, we can apply the grammatical tests:

- See, if you can put 'the' in front of it (it is works in almost nouns, except *proper nouns*).

- See, if can change it from singular to plural or vice versa (it is just works for *count nouns*).

- See, if you can substitute it with a pronoun like 'it' or 'they'.

We have already discuss about the first category in words, nouns. Then the next category of words are explained below.

b. Verbs

Verbs usually indicate processes, actions, or states such as: *talk, study, take, peel, sleep,* and so on which may take a place or occur over time. There are two kinds of verbs: *lexical verbs* or <u>*main verb*</u> and *auxiliary verbs* or <u>*modal.*</u> Wekker and Haegeman (1985:59) says that Lexical verbs are verbs which usually used as the *head* in verb phrase, be the only verb in a sentence, and can be followed by one or more *auxiliary verbs*, Verspoor and Sauter (2000:91) add that, it has concrete meaning which visualize a clear action, such as *tell* and *open*. Whereas the auxiliary verbs are also called as helping verbs and it cannot normally occur on their own, such as *will, can, may, be,* and so on.

For example:

1. <u>Will</u> <u>help</u>   2. <u>Will have</u> <u>helped</u>
 Aux lex. Verb   aux   lex. Verb

Sometime in the sentence, we found the verb which has a role as a complement. Relate with that Pyle and Munoz (2002: 83) explains the other role of verb in the sentence below,

Verb as Complement

Pyle and Munoz (2002) mention seven different condition which make a verbs have a role as complement in the sentence, they are:

First, Verbs that are always followed by the infinitive. Some verbs actually can put a verb as a complement rather than a noun. Sometimes the

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verb functioning as complement must be in the form of infinitive (*to* + verb).

We can see the use of it in the example which underlined below:

David <u>learned</u> <u>to speak</u> English well

Lee <u>wanted</u> <u>to watch</u> the festival

Second, Verbs that always followed by the gerund. In this second section, some verbs must be followed by the gerund (verb + *ing*). Those verbs can be applied in the example which underlined below:

They <u>enjoyed</u> <u>riding</u> the motorcycle

He <u>deny</u> <u>stealing</u> the wallet

But some verbs can be followed by either the infinitive or the gerund with no change in the meaning. Like the underlined sentence below:

Mr. Joko <u>started</u> <u>to teach</u> English   **OR**   Mr. joko <u>started</u> <u>teaching</u> English

She <u>begin</u> <u>to talk</u> the truth   **OR**   She <u>begin</u> <u>talking</u> the truth

Third, When a preposition (abbreviate with *prep*) are preceded by a verb *or* an adjective (abbreviate with *adj*) *or* a noun *even* nothing which are followed directly by a verb, the verb should be in the form of gerund. See in the example which underlined below:

1. Badrus <u>think</u> <u>about</u>   <u>selling</u> his new mobile
          Verb   prep   gerund

2. Fatimah is <u>interested</u> <u>in</u>   <u>listening</u> the new song
             Adj   prep   gerund

3. There is no <u>method</u> <u>for</u>   <u>doing</u> the research
              Noun   prep gerund

4. <u>After</u> <u>leaving</u> the test, she cried
   Prep   gerund

Fourth, adjective followed by the infinitive. There are some adjectives which must be followed by the infinitive. This kind of rule can be applied in the example which underlined below:

It is <u>difficult</u> <u>to do</u> the task individually

This magazine is <u>easy</u> <u>to read</u>

Fifth, Pronouns before the gerund or infinitive. There are different rule between the use pronoun before gerund and infinitive. In the case of infinitive which is used as a complement, any noun or pronoun directly preceding it will include in the *complement form*. Some common verbs which are followed by the infinitive and which often need an indirect object (pronoun) use the sentence structure in the box below:

Figure 2-2 The structure of pronoun before infinitive in sentence

> Subject + verb + complement form + pronoun/noun + *to* verb

The sentence structure can be applied in the example which underlined below:

The headmaster <u>asked</u> <u>the student</u> <u>to clean</u> the classroom

You should <u>allow</u> <u>your sister</u> <u>to watch </u>the movie

Then for the use of the pronoun before the gerund, a noun or pronoun must present in the *possessive form*, with the sentence structure as appear in the box below:

Figure 2-3 The structure of pronoun before gerund in sentence

> Subject + verb + possessive pronoun/possessive adjective + verb *Ing*

The sentence structure can be applied in the example which underlined below:

He <u>understand</u> <u>their warning</u> about his attitude

Mrs. Anggun <u>regrets</u> <u>her buying</u> of the house

After we know the two categories of words above. Then we discuss about the next category of words below.

c. Adjectives

Adjectives are words which *modify* or say something about a noun. Some adjectives can be used in *comparative forms* such *small*, *smaller, smallest.* The form *small* is called as the **base**, *smaller* is the **comparative degree**, and *smallest* is the **superlative degree**. Then for the longer form, the word should be added by *more* and *most* before the adjective.

For example:

1. She is *beautiful*
2. She is *more beautiful than* her friend
3. She is the *most beautiful* girl in the class

Verspoor and Sauter (2000:92) give an addition that, many other adjectives are nouns or verbs which used as adjectives, as in *city life* or *walking shoes* which do not have comparative forms. To decide whether a word is used as an adjective, see if it modifies a noun or not.

- See, adjective should come before noun as in a *coward person. Person* is a noun which is preceded by *coward,* it tells what type of person it is.

- See, adjective functions as the main part of a subject attribute or an object attribute as in *this animal is very <u>small</u>* and *I find this animal very <u>small</u>.*

- in few expression, the adjective may occur after a noun as in *all the student good.*

We have already know some categories of words from the paragraph above. Then below is the explanation of the next category of words,

d. Adverbs

According to Murphy (1994), "adverb tells us about a verb. An adverb tells us how somebody does something or how something happens". Verspoor and Sauter (2000) mention two different kinds of adverb, those are:

First, Interrogative adverbs which usually used to express 'where' or 'when' an event or situation is taking place like *here, there, now* and, *yesterday.* Also ask about something like *where, when,* and *how.*

For example:

He sick yesterday   the adverb 'yesterday' tells when the event took place

He speaks well   the adverb 'well' tell how he speak

How does he speak?   The adverb 'how' is used to ask the way he speak

Then second, Relative adverbs, can used to modify one particular word in a whole phrase or statement like expressing 'degree' and modify adjectives or adverbs. And the other adverbs have similar meaning to coordinate

conjunctions and express the logical relationship between main clauses or sentences.

For example:

He read very quickly	the adverb 'very' expresses the degree which he read *quickly.* It modifies the adverb *quickly.*
He went completely out of his mind	the adverb 'completely' modifies the phrase *out of his mind*
he is very fast; however, he does not have enough stamina	the conjuctive adverb *however* shows the link between two sentences.

Perhaps, we often found adverb which formed by the suffix –ly such as quick**ly**, calm**ly,** kind**ly**, so on. This statement also similar with Wekker and Haegeman (1985) which is according to them adverb correspond to adjective. They give addition that adverbs also can be put in the comparative and to superlative degree. A few short adverbs like *soon, early* and *late* can be added by *–er* and *–est* such as *early-earlier-earliest.* But the majority of adverb require *more* and *most,* and the others are irregular like *beautifully-more beautifully-most beautifully* and *well-better-best.*

After we discuss about one of the category in words, an adverb. Then the next category is explained below,

e. Pronouns

Radford (2004) explaines that, pronoun is a class of word which is called as 'stand in place of', prefix –pro in pronoun has a meaning that it refer back

to noun expression. Then Verspoor and Sauter mention nine different kinds of pronoun;

First, Personal pronoun, it is an independent adverb which refer to people or things: I/me, she/her, we/us, and so on like the bold types in the sentence; **I** saw **her** today.

Second, Possessive pronoun, it is related with personal pronoun and express 'ownership'. It used as dependent and independent, the dependent ones are like my, your, his, its, etc. which function as determiner and tell 'whom' or 'what' something or somebody belong to, like the bold types in the sentence 'borrow me **your** book'. Next, the independent ones are such as mine, yours, hers, ours, and so on, we can see it in 'those bags are **mine**'**.**

Third, Relative pronouns, they are pronouns such as who, whom, whose, which, and that. Those pronouns refer to a person or thing that introduce a dependent clause at the same time, they function as a constituent (for example, a subject or object). Except for whose is a dependent one, almost same with possessive pronoun.

For Example (the bold types are relative pronoun):

     You are the one **who** help   me
                      RP   lex.   O

     Whose shoes   is   that?
         RP   aux   S

RP   : Relative pronoun
Lex. : Lexical verbs
O   : object
Aux : auxiliary verbs
S   : subject

Fourth, Interrogative pronoun, is a pronoun which used to asking a question such *as who, whom, whose, which,* and *what.* Same interrogative pronoun also used as a subordinator to introduce dependent clause which function as subject, object, or attribute. They may be used independently or dependently.

For Example:

Who is he?	*Who* is used dependently, and the auxiliary verbs '*is*' preceded the subject '*he*'
I don't know who he is,	*who* is introduce a dependent question and the subject precede the auxiliary verbs '*is*'

Fifth, Demonstrative pronoun, is pronoun which point out someone or something like, *this* (plural 'those')*,* and *that* (plural 'these'). They can be used independently and dependently.

For example (the bold types are demonstrative pronoun):

What is **this/that**?	This and that are used independently
Who is **this/that** man?	This and that are used dependently

Sixth, Reflexive pronoun, is pronoun which consists of personal or possessive pronoun followed by *self* and *selves,* such as *myself, herself,* and so on. It used independently and may be used as object to refer back to another noun or pronoun in the sentence or emphasize part of subject or object.

For example:

I found myself on those pictures	the reflexive pronoun function as direct object
I myself saw the accident	the reflexive pronoun function as part of the subject

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Seventh, Reciprocal pronouns, are *each other* and *one another* that always stand independently, like the bold types in the sentence 'we meet **each other** rarely'.

Eigth, Indefinite pronoun, is pronoun which refer to indefinite (unknown) persons or thing (begin with *some, every, no,* or *any*), or to indefinite quantities (like *no, every, all, any, both, enough, much, many, several,* and, so on). Most indefinite pronoun may be used dependently and independently. Those types of pronoun are almost same with personal pronoun. But these pronouns have vaguer meaning, especially for quantifier because they are not mention the quantity clearly.

For Example (the bold type is indefinite pronoun):

I have **some** snacks for our meeting tomorrow

There are also some expression whichs consist of a noun or pronoun, sometimes followed by a preposition which have similar meaning with indefinite pronoun. To make it simple, Verspoor and Sauter suggest to name it as indefinite pronoun, too.

For Example:

A great many	flower	
A few	flower	
Many a	flower	Indefinite pronoun
A lot of	flower	
A great deal of	flower	

Ninth, the unnamed type of pronoun, for the last pronoun Verspoor and Sauter (2000) mention the unnamed type of pronoun, that is '*so',* which used independently and refer to a whole event.

For example:

I asked you to clean the room. Please do **so** immediately.

From the paragraphs above, we already know the meaning of pronoun and its types. Then, the next category of words is explained below,

f.   Numeral and articles

Numerals are words like *one, second, third*, and so on, it is a 'count word' mentioning about the numbers which can be used independently and dependently. There are two types of numerals; *First,* Cardinal numerals is the names of the number such as one, two, three, etc. *Then,* Ordinal numerals is sign to show the order, such as first, second, third, etc.

For example (the bold types are numerals):

She is number **one**	*independent cardinal numeral*
She is the **first**	*independent ordinal numeral*
She has **one** flower	*dependent cardinal numeral*
She has finished the **first** page	*dependent ordinal numeral*

There are two kinds of article in English those are *a/an* and *the.* Articles are used dependently as determiners which is precede the noun. Radford (2004) added that *a/an* and *the* are traditionally assumed to be referential determiner, because they determine the referential properties of the noun which follows them. Frank (1972:125) added that, "They may be used with a singular or a plural noun; '*a'* is generally used with a singular countable noun.

Murphy (1994:142) explained that *a/an* and *the* have certain condition to used,

- Article **'**a/an' is used when the speaker is not thinking of one particular thing, the speaker usually used it when it is the first time the speaker talk about it.

  For example: he sat on *a* chair (perhaps one of many chairs in the room)

- Article '*the'* is used when the speaker mentioning of one particular thing, the speaker has already know this 'thing' clearly.

  For example: he sat on the chair nearest the door (a particular chair).

  Radford (2004) also added again that, there is another related class with determiner which he called as *quantifier.* In dictionary, this type of class often include in determiner category. Quantifier serve to quantify the noun which follows them, as the bold types below:

Most students tell **some** good experience

Many woman have **no** taste with sports

Each exercise contains **several** exams

  Since determiner and article are precede the noun, adjective also occur in the same condition. Yet, they are have different class in words. Actually in syntactic, determiner and adjective different in a variety of ways. As an example, we can see the bold type, that adjective can occur repeatedly in front of a noun (as in **good** boy, **cute good** boy, **small cute good** boy, etc).

The one category of words have been explained above. Then the next category, connectors, are discussed as follows.

g. Connectors

Connectors, are used as a 'link' form to connect the words, phrases, or clauses in the sentence. There are two types of connectors, they are:

First are Coordinators or we usually called as conjunctions, conjunctions link two 'equal parts'. There two types of conjunction, those are: the *coordinate conjunction* (like and, but, or, nor, for, so, yet) that used to form a compound sentence and *correlative conjunctions* (like not only…but also, neither…nor, either…or, both…and) which consist of coordinate conjunction combined with another word or phrase. Like the bold types in the sentences below:

Philip **and** Rose is studying together

I found **both** wonderful green skirt **and** nice white necklace on that

shop.

Then, Pyle and Munoz (2002:153) added that the coordinate conjunction *because* (not followed by *of*) and *because of* have different rule. For *because,* it must be followed by a clause as we see in (1), then *because of* is followed only by a noun or noun phrase like in (2).

For example: (1) John was worried *because of* the rain
　　　　　　　　　　　　　　　　　　　　　 Noun phrase

　　　　　　　　　(2) John arrived late *because* there was a traffic jam
　　　　　　　　　　　　　　　　　　　　　 Verb　 subject

Second, Subordinator is used as a link in the sentence which introduce a dependent clause (DC). In the sentences, a DC is introduced by subordinator like *that, when, where, who, whom, whose, what, whether, how, which,* and *if.* As the bold types in the examples below,

I don't know, **when** he will come or **how** he will travel
            DC   DC

From the paragraphs above, we already know the meaning of conjuntions and its types. Then, the next category of words is explained below,

h. Prepositions

Referring to Cambridge (2008), preposition is word which is precede a noun, a noun phrase, or a pronoun, and connect it to another word in the sentence like *in, on, at, about, with, of, to, by, beside, before, down, and after, in spite of, because of, etc*. Then Verspoor and Sauter (2000) give an addition that, preposition don't really have a function within the phrase or clause which they introduce, it introduce dependent noun phrase and purely link and show a meaning relationship. As the bold types in the sentences below,

After the game, we left

Considering his careless, it was normal that he fell easily

After we discuss about the categories of words above, then the last category of words is explained below.

i. Interjection

Verspoor and Sauter (2000) suggest that, Interjection is a word that literally inserted in to a sentence like *oh, well, blast, damn,* and so on. They do not have function like subject or object, but express the speaker's attitude towards something.

For example:

    Ah, I just remember that we have a homework.

B. Previous studies

Before the writer do the research, there are three studies relate with the research which is used as an addition reference. The methodologies and the procedures help the researcher know more about the research, they are:

First, *Klasifikasi Kesalahan Sintaksis Essay Tugas Akhir Mahasiswa Akademi Bahasa Asing Borobudur Jakarta* Study by Nugraheni (2014) is publicized on Jurnal Ilmiah WIDYA. This type of research is qualitative study which result that the dominant error in student' essay writing as the final exam is *subject/verb arrangement* about 35 %, then the error which follow is *verb tense error* around 23, 3%, finally the errors which rarely exist are *word choice* 16, 7%, *Spelling* and *capitalization* for each of both are 8, 3%, *Singular/plural Noun 3%,* and *word order* 3, 4%. In this research also discover that, there are mother tongue interference which intrude in second language teaching or foreign language teaching.

Second, *An Error Analysis on Grammatical Structures of the Students' Theses* Study by Habibullah (2001). This type of research is qualitative study, the result from this research is the error which most often occur in the student theses are *omission* which caused by mother tongue interference. While the errors which rarely occur are *misodering,* it is caused by target language.

The last, *Syntactic Errors Made by Students of Department of Educational and Psychological Sciences* Study by Faisal (2013) is publicized on Babylon University Magazine. This type of research is qualitative study, and the results from this study is the errors that occurred in student performance is caused by interference of mother tongue (Arabic). He also said that, the teacher seem careless about English syntax when they teach, next is most students of Psychological and Educational Science Department seem not really interested in English, furthermore they never really write full text. Yet, they only shortly answer their daily lesson or exam.

Then for this research actually almost similar with those researches. The purpose also have similar goal as well. The difference is in the data that were analyzed, those were writing task of TBI 2C students. The researcher were looking for the dominant syntactical error which occurred and determine the source of the errors that found in the students' writing on their narrative class. Hence, the step and technique of those researches were help in supporting this research about founding the syntactical error analysis in the students writing.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the writer uses content analysis qualitative to conduct the research which supposed to answer the research problem. Hancock *et al* (2009:14) says that content analysis often refer to a technique which used in quantitative approaches, but in the fact it is different. They add that content analysis emphasize on counting or seeking the frequency, where the researcher count occurrences of a word, phrase, or concepts. This research is equipped by some codes to describe very specialized rules which is suitable when analyzing documents.

Therefore, the writer analyze the error that occurred syntactically in students' writing with reading deeply to find the errors, then counting them to find the frequency every types of errors. Every sentence which has error including in it has its own code to facilitate the analysis.

B. Data and data sources

Data are the information about something which is studied, in this study the data are the task of the students' writing which is created by 28 students. Then, Yin (2011:51) said that data source is, from where the data are collected. The data are collected from the narrative lecturer who lectures in TBI 2C of English department at IAIN Tulungagung 2013/2014.

C. Instrument of the research

In analyzing the error in writing, there is no tool which can be used to measure the data. Then Yin (2011) suggest that, when there is no tool which work as a participant observer, the researcher can use her five senses as main modalities for measuring and assessing information from the field.

Hence, the instrument of this research is the writer herself by reading repeatedly the second semester student's writing of English department to found the errors

D. Technique of Data collection

The step of collecting the data before the writer analyzes the errors are; firstly, the writer determines the students' writing which are used as the subject of the research. The subjects are the writing from the second semester English students of IAIN Tulungagung in 2013-2014. In this semester, the classes in second semester are about 5 classes. The writer choose one of them randomly as sample. Then, Yin (2011) give an addition that, most of the data are collected while the researcher is in the field, but the researcher also can collect objects from the other sources including documents, artifacts, and archival record. Since the data which is analyzed are in the form of writing, the writer use documentation method, which is mean by Hancock *et al* (2009) as a wide collection of materials which can produce qualitative information.

Finally, the data are collected from the writing lecturer who taught in TBI 2C in her narrative class. These writings are part of students' assessment, they

were asked to write an imaginative writing by their writing lecturer. The work was done under daily task activity which has limited time to finish the task. They were also allowed to open the dictionaries and the other book to support their writing.

E. Data analysis

Here the writer collects the second semester student writing from the writing lecturer. Then after collecting the data, the writer focused on find out and analyze syntactical error based on the classification of surface strategy taxonomy proposed by Dulay, Burt, and Krashen (1985) theory as a guideline. Finally, determine the sources of the errors. For determining the sources, not all of the causes which suggested by Brown (2007) are mentioned here. Just the two causes is determined, those are interlingual transfer (native language interference) and intralingual transfer (within the target language itself) since just the two of them which can observed from the data.

CHAPTER IV

FINDINGS

A. Data Presentation

Data presentation present the errors that found in the students' writing in the form of table. Those errors are classified based on the surface strategy taxonomy, they are: *omission* which is signed by (^), *addition* which is signed by the **bold** type, *misformation* which is signed by (*), and *misordering* which is signed by the underline type.

The errors in the table are listed using a code. The first number in the code refer to the sequence number of the students' writing. The second number in the code refer to sequence number of the students' error which occurred in their writing. Then, the name of the student are wrote by their initial name also. Lastly, the presentation of the students' error are presented as follows:

Table 4.1. The error presentation of the first text by NS

Code of Error	Identification of the error	Kinds of error
(1.1)	"Once upon ^ time,"	Omission of the article
(1.2)	"There **is** lived a mousedeer..."	Addition of unnecessary auxiliary
(1.3)	"he wanted to went* out from the forest "	Misformation of verb in infinitive form
(1.4)	"he went to ^ village"	Omission of the article
(1.5)	"…, he look for ^ food in the cucumber field "	Omission of the article
(1.6)	"he took ^ cucumber without permission to* the own* ^ ^ field "	1. Omission of the article 2. Misformation of preposition 3. Misformation of word 4. Omission of the preposition 5. Omission of the article
(1.7)	"He go to ^ field to eat a cucumber"	Misformation of the article

(1.8)	"He ate much* of cucumber"	Misformation of the determiner
(1.9)	"He run* to exit from the field"	Misformation of the verb
(1.10)	"Kancil can not* went* to anyway* "	1. Misformation of the modal 2. Misformation of the verb 3. Misformation of the adverb
(1.11)	"suddenly, Kancil catched to* the trap"	Misformation of the preposition
(1.12)	"he wouldn't **to** stealed other people own"	Addition of preposition

Table 4.2. The error presentation of the 2nd text by MSR

Code of Error	Identification of the error	Kinds of error
(2.1)	"The mousedeer was not **found** any food does* he like"	1. Addition of the verb 2. Misformation of the auxiliary
(2.2)	"finally he found ^ cucumber field in the forest"	Omission of the article
(2.3)	"then he run* towards <u>quickly</u> that field"	1. Misformation of the verb 2. Misorder of the adverb
(2.4)	"he was very shocked, ^ saw his field ^ has* been over"	1. Omission of the pronoun 2. Omission of the pronoun 3. Misformation of the auxiliary
(2.5)	"and then he run towards **to** the mousedeer"	Addition of the preposition
(2.6)	"The mousedeer was shocked ^ ^ saw a farmer…"	1. Omission of the pronoun 2. Omission of the pronoun
(2.7)	"suddenly his friend a dog came close* "	Misformation of word
(2.8)	"they **are** ran quickly leaved that area"	Addition of the auxiliary

Code of Error	Identification of the error	Kinds of error
(2.9)	"..the dog gave ^ adviced* to the mousedeer ^ don't* do it again"	1. Misformation of the word 2. Omission of the article 3. Omission of the preposition 4. Misformation of the auxiliary
(2.10)	"and he ^ very regret*"	1. Omission of the auxiliary 2. Misformation of word

Table 4.3. The error presentation of the 3ʳᵈ text by NLF

Code of Error	Identification of the error	Kinds of error
(3.1)	"^ pity **of** dog"	1. Omission of the article 2. Addition of the preposition
(3.2)	"..he always played **in** around the field"	Addition unnecessary preposition
(3.3)	"in there he **to** look* for ^ food"	1. Addition unnecessary preposition 2. Misformation of the verb 3. Omission of the article
(3.4)	"… he tried ^ steal some cucumber in the field"	Omission of the preposition
(3.5)	"The farmer tried ^ catch the mousedeer again"	Omission of the preposition
(3.6)	"but ^ mousedeer wasn't afraid"	Omission of the article
(3.7)	"his right leg patch* in front of* ^ dummy"	1. Misformation of the verb 2. Misformation of the preposition 3. Omission of the article
(3.8)	"the mousedeer was catch by the farmer and brought ^ in* his house"	1. Omission of the pronoun 2. Misformation of the preposition
(3.9)	"The farmer dog came to looked* the mousedeer. His* dog **was** chat* with ^ mousedeer"	1. Misformation of the verb 2. Misformation

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Code of Error	Identification of the error	Kinds of error
		of determiner 3. Addition of the auxiliary 4. Misformation of the verb
(3.10)	"the mousedeer deceive* his* dog"	1. Misformation of the verb 2. Misformation of the determiner
(3.11)	"the mousedeer run and laugh because ^ **look** ^ dog **was** caged in the cage"	1. Omission of the pronoun 2. Addition of unnecessary verb 3. Omission of the article 4. Addition of unnecessary auxiliary
(3.12)	"the dog ^ sad and ^ cried"	1. Omission of the auxiliary 2. Omission of the pronoun

Table 4.4. The error presentation of the 4th text by MQAA

Code of Error	Identification of the error	Kinds of error
(4.1)	"^ **was** lived a mousedeer in the forest"	1. Omission of the adverb 2. Addition of the auxiliary
(4.2)	"The mousedeer is* very clever, They* was tricky"	1. Misformation of the auxiliary 2. Misformation of the pronoun
(4.3)	"Everyday ^ mousedeer always alone they* couldn't* ^ friends"	1. Omission of the article 2. Misformation of the pronoun 3. Misformation of the modal 4. Omission of the article
(4.5)	"^ mousedeer <u>directly run</u> and jumped **skip** the fance"	1. Misorder of the adverb 2. Addition of the verb
(4.6)	"but ^ mousedeer upseded they* look ^ ^ farmer"	1. Misformation of the pronoun 2. omission of the preposition 3. omission of the article
(4.7)	"^ mousedeer ^ silent"	omission of the auxiliary
(4.8)	"they* is* **very** scarried"	1. misformation of the pronoun

		2. misformation of the auxiliary 3. addition of an adverb
(4.9)	"and than* ^ mousedeer approached* the farmer but he* farmer just silent and ^ couldn't move"	1. misformation of the word 2. misformation of the verb 3. misformation of the determiner 4. omission of the pronoun
(4.10)	"and than* ^ mousedeer touch* the farmer but they* couldn't move because in* the body of ^ farmer as* a* glue"	1. misformation of the word 2. misformation of the verb 3. misformation of the pronoun 4. omission of the article 5. misformation of the word 6. misformation of the determiner
(4.11)	""oh no ^ is not a farmer but ^ is a dummy" ^ mousedeer said"	1. omission of the pronoun 2. omission of the article
(4.12)	"in the next morning ^ farmer come*"	1. omission of the article 2. misformation of the verb
(4.13)	"^ farmer said"	Omission of the article
(4.14)	"^ mousedeer was showing ^ sad face"	omission of the pronoun
(4.15)	"^ farmer said " I will getting* a party and this mousedeer is a premiery menu ""	1. omission of the article 2. misformation of the verb
(4.16)	"^ farmer **was** bring* the mousedeer to ^ home and resign* in the **chicken coop**"	1. omission of the article 2. addition of the auxiliary 3. misformation of the verb 4. omission of the article 5. misformation of word 6. addition of an noun
(4.17)	"one time <u>came a dog</u>"	Misorder of pronoun
(4.18)	"^ dog said"	Omission of the article
(4.19)	"^ mousedeer said"	Omission of the article
(4.20)	"Why do* you ^ in this **chicken coop**?"	1. misformation of the auxiliary 2. omission of the verb 3. addition of the noun
(4.21)	""your boss could* marryed me with he* child" ^ mousedeer said"	1. misformation of modal

Code of Error	Identification of the error	Kinds of error
		2. misformation of the pronoun
		3. omission of the article
(4.22)	"^ mousedeer tricky* the dog in order to replace ^ mousedeer"	1. omission of the article 2. misformation of the word 3. omission of the article
(4.23)	"Why do* you reject ^ marry*?"	1. misformation of the auxiliary 2. omission of the article 3. misformation of the word
(4.24)	"the mousedeer slip* away"	misformation of the verb

Table 4.5. The error presentation of the 5th text by NZ

Code of Error	Identification of the error	Kinds of error
(5.1)	"… to get out ^ the cage"	Omission of the preposition

Table 4.6. The error presentation of the 6th text by PN

Code of Error	Identification of the error	Kinds of error
(6.1)	"The garden **was** located in the small village near the forest"	Addition of the auxiliary
(6.2)	"when the mousedeer came **towards to** the cage"	Addition of the preposition

Table 4.7. The error presentation of the 7th text by WKA

Code of Error	Identification of the error	Kinds of error
(7.1)	"there live* a mousedeer"	Misformation of the verb
(7.2)	"She* named* ^ Nurul Mahmudah"	1. Misformation of the pronoun 2. Misformation of the word 3. Omission of the auxiliary

(7.3)	"that mousedeer ^ very smart and clever"	Omission of the auxiliary
(7.4)	"when the mousedeer **was** walked in the field"	Addition of the auxiliary
(7.5)	"she **was broken** the dummy"	Misformation of the verb
(7.6)	"because **of** she got a punishment from a farmer"	Addition of the preposition
(7.7)	"he* named* ^ Ridho Mustofa"	1. Misformation of the pronoun 2. Misformation of the word 3. Omission of the auxiliary
(7.8)	"Don't you want to changed* ^ me in the cage **inside**"	1. Misformation of the verb 2. Omission of the preposition 3. Addition of the preposition
(7.9)	"Why <u>I must</u> changed* to* you?"	1. Misorder of the subject 2. Misformation of the verb 3. Misformation of the preposition
(7.10)	"I wanted ^ married* with* the farmer's child"	1. Omission of the preposition 2. Misformation of the verb in infinitive 3. Addition of the preposition
(7.11)	"Finally, the dog changed to* the mousedeer…."	Misformation of the preposition
(7.12)	"..And a mousedeer **it** ran away lift a dog.."	Addition of the pronoun

Table 4.8. The error presentation of the 8ᵗʰ text by MFV

Code of Error	Identification of the error	Kinds of error
(8.1)	"the name of ^ mousedeer"	Omission of the article

(8.2)	"He walked **around in** the forest…"	Addition of the preposition
(8.3)	"He came to ^ large garden…"	Omission of the article
(8.4)	"the body of ^ dummy"	Omission of the article
(8.5)	"he **was** entered Faisal to ^ cage"	1. Addition of the auxiliary 2. Omission of the article
(8.6)	"the dog **was** pity* **with** ^ mousedeer"	1. Addition of the auxiliary 2. Misformation of the word 3. Addition of the preposition 4. Omission of the article

Table 4.9. The error presentation of the 9th text by LZK

Code of Error	Identification of the error	Kinds of error
(9.1)	"there was ^ farmer's field"	Omission of the article
(9.2)	"Every day he always eat* many cucumber… "	Misformation of the verb
(9.3)	"the farmer ^ very angry"	Omission of the auxiliary
(9.4)	"^ mousedeer always spend* his cucumber"	1. Omission of the article 2. Misformation of the verb
(9.5)	"because the mousedeer ^ tricky "	Omission of the auxiliary
(9.6)	"he ^ never catched by the farmer"	Omission of the auxiliary
(9.7)	"he found ^ trick to catch the mousedeer"	Omission of the article
(9.8)	"He put **in** ^ dummy in the field which had been given gluten"	1. Addition of preposition 2. Omission of the article
(9.9)	"suddenly he had been* looking at ^ dummy"	1. Misformation of the auxiliary 2. Omission of the article
(9.10)	"he felt curious about ^ dummy"	Omission of the article
(9.11)	".. he tried to releasing* his hand"	Misformation of verb
(9.12)	"but ^ couldn't "	Omission of pronoun
(9.13)	"Suddenly the farmer came to him. and then ^ catched the mousedeer"	Omission of pronoun
(9.14)	"…put his* in the cage"	Misformation of pronoun
(9.15)	"the mousedeer thought to ^ out from ^ cage"	1. Omission of the verb 2. Omission of the article
(9.16)	"then <u>came the dog</u> into* ^ mousedeer"	1. Misorder of the subject

Code of Error	Identification of the error	Kinds of error
		2. Misformation of the preposition 3. Omission of the article
(9.17)	"the farmer would* give me many food"	Misformation of modal
(9.18)	"I wanted <u>here</u> to **pay** got* many food"	1. Misorder of adverb 2. Addition of verb 3. Misformation of the verb
(9.19)	"You had* changed* ^ me here"	1. Misformation of the auxiliary 2. Misformation of the verb 3. Omission of the preposition
(9.20)	"The dog entered in* the cage…"	Misformation of the preposition
(9.21)	"the mousedeer ^ very tricky"	Omission of the auxiliary

Table 4.10. The error presentation of the 10th text by MAA

Code of Error	Identification of the error	Kinds of error
(10.1)	"^ mousedeer is* the animal who loved to ate* cucumber so much"	1. Omission of the article 2. Misformation of the auxiliary 3. Misformation of the verb
(10.2)	"The best skill of ^ mousedeer that he could running fast and smart"	Omission of the article
(10.3)	".. a* mousedeer **was** walked in the middle of the jungle"	1. Misformation of the article 2. Addition of the auxiliary
(10.4)	"he wasn't ate* yet since yesterday"	Misformation of the verb
(10.5)	"<u>came an idea</u> from his mind"	Misorder of the subject
(10.6)	"**Is** there **are** any farmer…"	Addition of the auxiliary
(10.7)	"a* mousedeer started to ate* ^ cucumber"	1. Misformation of the article 2. Misformation of the verb 3. Omission of the article
(10.8)	"He wanted ^ escaped* to the jungle..."	1. Omission of the preposition 2. Misformation of the verb
(10.9)	"he **was** trapped in the cage"	Addition of the auxiliary

(10.10)	"I wanted to talked* ^ you <u>something</u>"	1. Misformation of verb in infinitive form 2. Omission of the preposition 3. Misorder of the complement
(10.11)	"a dog come* to the mousedeer"	Misformation of the verb
(10.12)	"What will you talked* about?"	Misformation of the verb
(10.13)	"What* ^ you trapped* in the cage?"	1. Misformation of the exclamation 2. Omission of the auxiliary 3. Misformation of the verb
(10.14)	"I **was** trapped in ^ cage **inside**"	1. Addition of auxiliary 2. Omission of the article 3. addition of the adverb
(10.15)	"They couldn't* catched me"	Misformation of the modal
(10.16)	"come on, opened* the cage"	Misformation of the verb
(10.17)	"a* mousedeer ^ out of the cage"	1. Misformation of the article 2. Omission of the verb
(10.18)	"a* dog had just realized that he was lied* by a* mousedeer"	1. Misformation of the article 2. Misformation of the verb 3. Misformation of the article
(10.19)	"a* dog actually want* to helped* a* mousedeer"	1. Misformation of the article 2. Misformation of the verb 3. Misformation of the verb in infinitive form 4. Misformation of the article

Table 4.11. The error presentation of the 11th text by LF

Code of Error	Identification of the error	Kinds of error
(11.1)	"there was ^ tricky and liar animal"	Omission of the article
(11.2)	"the* named* ^ mousedeer"	1. Misformation of the determiner 2. Misformation of the word

		3. Omission of the article
(11.3)	"he want* ^ looked* for some food"	1. Misformation of the verb 2. Omission of the preposition 3. Misformation of the verb
(11.4)	"let's enjoyed*"	Misformation of the verb
(11.5)	"said ^ mousedeer"	Omission of the article
(11.6)	"There was ^ big ant…"	Omission of the article
(11.7)	"said ^ big ant"	Omission of the article
(11.8)	"said ^ mousedeer with arrogant"	Omission of the article
(11.9)	"said ^ wise big ant"	Omission of the article
(11.10)	"he wanted to go ^ ^ field exactly ^ farmer cucumber's"	1. Omission of the preposition 2. Omission of the article 3. Omission of the article
(11.11)	"he was <u>directly to go</u> ^ field"	1. Misorder of the adverb 2. Omission of the article
(11.12)	"he found ^ dummy"	Omission of the article
(11.13)	"he **was** <u>tricky laugh</u>*"	1. Misorder of the verb 2. Addition of the auxiliary 3. Misformation of the verb
(11.14)	"in the fact, that trapped* **who** make* **for** ^ mousedeer to <u>trap</u>"	1. Misformation of the verb 2. Addition of the pronoun 3. Misformation of the verb 4. Misorder of the verb 5. Omission of the article 6. Addition of the preposition
(11.15)	"he didn't know if there ^ ^ trapped* to catch the tricky mousedeer"	1. Omission of the auxiliary 2. Misformation of the word 3. omission of the article

Table 4.12. The error presentation of the 12th text by NSI

Code of Error	Identification of the error	Kinds of error
(12.1)	"Jukri is* very clever and naughty"	Misformation of the auxiliary
(12.2)	"Jukri like* to eat cucumber"	Misformation of the verb

(12.3)	"he ^ looking ^ some food in ^ field"	1. Omission of the auxiliary 2. Omission of the preposition 3. Omission of the article
(12.4)	"He see* a dummy in ^ field"	Misformation of the verb
(12.5)	"He touch* a* dummy..."	1. Misformation of the verb 2. misformatin of the article
(12.6)	"^ mousedeer ^ shock* and ^ can't run"	1. Omission of the article 2. Omission of the auxiliary 3. Misformation of the verb 4. Omission of the pronoun
(12.7)	"^ mousedeer think* how to ^ out ^ the cage"	1. Misformation of the verb 2. Omission of the verb 3. Omission of the preposition
(12.8)	"^ Dog came and ^ mousedeer say* "if you change me in here"".	1. Omission of the article 2. Omission of the article 3. Misformation of the verb
(12.9)	"I want ^ give you meat very much"	Omission of the preposition
(12.10)	"^ Dog answer* "ok I want ^"".	1. Omission of the article 2. Misformation of the verb 3. Omission of the pronoun
(12.11)	"^ mousedeer ^ free and ^ dog ^ in the cage"	1. Omission of the article 2. Omission of the auxiliary

Table 4.13. The error presentation of the 13ᵗʰ text by LDA

Code of Error	Identification of the error	Kinds of error
(13. 1)	"Where <u>I can</u> find cucumber in his forest"	Misorder of the subject
(13.2)	**"He continue* ^ walked*"**	1. Misformation of the verb 2. Omission of the preposition

Code of Error	Identification of the error	Kinds of error
		3. Misformation of the verb
(13.3)	"he was so scare* of it"	Misformation of the word
(13.4)	"he touched again and ^ still didn't move"	Omission of the pronoun
(13.5)	".., because he heard some noisy*"	Misformation of the word

Table 4.14. The error presentation of the 14ᵗʰ text by MRM

Code of Error	Identification of the error	Kinds of error
(14.1)	"he liked green grass **whose** <u>fresh</u>"	1. Misorder of the adjective 2. Addition of the pronoun
(14.2)	"^ mousedeer is* an* clever animal"	1. Omission of the article 2. Misformation of the auxiliary 3. Misformation of the article
(14.3)	"he **was** walked to find a green grass"	Addition of the auxiliary
(14.4)	"he forget* to <u>back home way</u>"	1. Misformation of the verb 2. Misorder of the words
(14.5)	"he **was** continuously walked to finding* home <u>way</u>"	1. Addition of the auxiliary 2. Misformation of the verb 3. Misorder of the noun
(14.6)	"he saw a dummy ^ stand in these* field"	1. Omission of the pronoun 2. Misformation of the determiner
(14.7)	"he <u>continuously</u> saw the dummy until evening **day**"	1. Misorder of the adverb 2. Addition of the noun
(14.8)	"suddenly he trap* on the cage"	Misformation of the verb
(14.9)	"he think* was* he jump out he was* free"	1. Misformation of the verb 2. Misformation of the word 3. Misformation of the word
(14.10)	"but, he don't* jump out because the cage was stayed of* ^ dog"	1. Misformation of the verb 2. Misformation of the preposition 3. Omission of the article

Table 4.15. The error presentation of the 15ᵗʰ text by MRH

Code of Error	Identification of the error	Kinds of error
(15.1)	"it* name was Kancil"	Misformation of the pronoun
(15.2)	**"**it often steal* watermelon in ^ plantation"	1. Misformation of the verb 2. Omission of the article
(15.3)	"Kancil walked **around in** the forest"	Addition of the preposition
(15.4)	"Kancil looked for ^ food in ^ plantation of ^ farmer"	1. Omission of the article 2. Omission of the article 3. Omission of the article
(15.5)	"Kancil ate all of ^ cucumber"	Omission of the article
(15.6)	"Kancil came in* the plantation.."	Misformation of the preposition
(15.7)	"it wanted to eat all of ^ cucumber"	Omission of the article
(15.8)	"..but ^ farmer knew it"	Omission of the article
(15.9)	"Because Kancil couldn't run fast at the* time"	Misformation of the determiner

Table 4.16. The error presentation of the 16ᵗʰ text by NUK

Code of Error	Identification of the error	Kinds of error
(16.1)	"one day in ^ green village"	Omission of the article
(16.2)	"because he wanted to call ^ mousedeer"	Omission of the article
(16.3)	"the dog wanted to eat his food together with ^ mousedeer"	Omission of the article
(16.4)	"he took all of ^ food there"	Omission of the article
(16.5)	"..because ^ ^ nothing* food there "	1. Omission of the adverb 2. Omission of the auxiliary 3. Misformation of the word
(16.6)	"it must be stolen by ^ mousedeer"	Omission of the article
(16.7)	".. the dog prepared something to trap ^ mousedeer"	Omission of the article
(16.8)	"he put a trap **as** like ^ dummy"	1. Addition of the adverb 2. Omission of the article
(16.9)	"to make a* mousedeer afraid"	Misformation of the article

Code of Error	Identification of the error	Kinds of error
(16.10)	"so, before ^ taking* the food "	1. Omission of the pronoun 2. Misformation of the verb

Table 4.17. The error presentation of the 17th text by NM

Code of Error	Identification of the error	Kinds of error
(17.1)	"Wan is* a girl"	Misformation of the auxiliary
(17.2)	"this* was the most clever mousedeer in the village"	Misformation of the word
(17.3)	"she hidden* beside the tree"	Misformation of the verb
(17.4)	"she asked ^ to help"	Omission of the pronoun
(17.5)	"but what a poor the dog was **the dog** inside the cage"	Addition of the words
(17.6)	"she entered in* the hole"	Misformation of the preposition

Table 4.18. The error presentation of the 18th text by NMLU

Code of Error	Identification of the error	Kinds of error
(18.1)	"there is* a mousedeer ^ seeks* the food in the forest"	1. Misformation of the auxiliary 2. Omission of the pronoun 3. Misformation of the verb
(18.2)	"He walked **to trace** in the forest"	Addition of the words
(18.3)	"**in** there ^ many cucumbers"	1. Addition of the preposition 2. Omission of the auxiliary
(18.4)	"because there aren't* anyone looked at him"	Misformation of the auxiliary
(18.5)	"he always visited there to ate* the cucumbers"	Misformation of the verb
(18.6)	"and ^ didn't steel* his cucumber again"	1. Omission of the pronoun 2. Misformation of the word
(18.7)	"he felt very **very** happy"	Addition of the adverb

Code of Error	Identification of the error	Kinds of error
(18.8)	"the dog wait* him until the gardener arrived"	Misformation of the verb

Table 4.19. The error presentation of the 19th text by NUH

Code of Error	Identification of the error	Kinds of error
(19.1)	"there was a farmer ^ had a dog to keep his field"	Omission of the pronoun
(19.2)	"the mousedeer began to eat ^ cucumbers"	Omission of the article
(19.3)	"the mousedeer tried to **over** threw the dummy"	Addition of the unnecessary word
(19.4)	"soon the farmer caged his* in a cage"	Misformation of the pronoun
(19.5)	"came here and look ^ it"	Omission of the preposition
(19.6)	"the mousedeer laugh* to see the dog in the trap"	Misformation of the verb

Table 4.20. The error presentation of the 20th text by LFFT

Code of Error	Identification of the error	Kinds of error
(20.1)	"he was an animal who like* ^ deceive **to** ^ other animal"	1. Misformation of the verb 2. Omission of preposition 3. Addition of the preposition 4. Omission of the article
(20.2)	"because ^ that many animal were **was** hate him"	1. Omission of the preposition 2. Addition of the auxiliary
(20.3)	"**there** was not a farmer there"	1. Addition of the adverb 2. Misorder of the subject
(20.4)	"he **had** felt so hungry"	Addition of the auxiliary
(20.5)	"he ^ shocked"	Omission of the auxiliary
(20.6)	"**there** was not a farmer there"	1. Addition of the adverb 2. Misorder of the subject

Code of Error	Identification of the error	Kinds of error
(20.7)	"a* farmer came in* the field and catched ^ mousedeer"	1. Misformation of the article 2. Misformation of the preposition 3. Omission of the article
(20.8)	"the mousedeer has* an idea to **try to** escape from ^ catch"	1. Misformation of the auxiliary 2. Addition of the words 3. Omission of the article
(20.9)	"I **have** felt full"	Addition of the auxiliary
(20.10)	"The dog was deceive*"	Misformation of the verb

Table 4.21. The error presentation of the 21st text by NWS

Code of Error	Identification of the error	Kinds of error
(21.1)	"he ^ always alone"	Omission of the auxiliary
(21.2)	"He saw in the field there is* many cucumber"	Misformation of the auxiliary
(21.3)	"The mousedeer steal* ^ cucumber again"	1. Misformation of the verb 2. Omission of the article
(21.4)	"he saw ^ freak person"	Omission of the article
(21.5)	"he was near ^"	Omission of the complement
(21.6)	"he began ^ touch the 'freak person'"	Omission of the preposition
(21.7)	"his right leg patch* in* the statue"	1. Misformation of the verb 2. Misformation of the preposition
(21.8)	"^ mousedeer was trapped..."	Omission of the article
(21.9)	"the day began **to be** afternoon"	Addition of the unnecessary words
(21.10)	"the farmer catch* ^ mousedeer and brought ^ in* his house"	1. Misformation of the verb 2. Omission of the article 3. Misformation of the preposition
(21.11)	"^ mousedeer deceive* ^ dog for entered in* the cage"	1. Omission of the article 2. Misformation of the verb 3. Misformation of the preposition 4. Omission of the article
(21.12)	"the dog ^ sad and the mousedeer <u>sly*</u> <u>laughing*</u>"	1. Omission of the auxiliary

		2. Misorder of the words
		3. Misformation of the words
		4. Misformation of the verb

Table 4.22. The error presentation of the 22ᵗʰ text by LSR

Code of Error	Identification of the error	Kinds of error
(22.1)	"Kancil lived in ^ forest"	Omission of the article
(22.2)	"Kancil went to ^ field"	Omission of the article
(22.3)	"the field was broken*"	Misformation of the verb
(22.4)	"the farmer was surprised with ^ condition of his field "	Omission of the article
(22.5)	"the field was* broken and the vegetable was lost"	Misformation of the auxiliary
(22.6)	"My field is* broken, who **is** do* this?"	1. Misformation of the auxiliary 2. Addition of the auxiliary 3. Misformation of the auxiliary
(22.7)	"it was ^ mousedeer foot prints"	Omission of the article
(22.8)	"The farmer tried to make a trap under ^ dummy"	Omission of the article
(22.9)	"Kancil was interest* with the dummy"	Misformation of the word
(22.10)	"he fell in* the trap"	Misformation of the preposition
(22.11)	"The mousedeer cry* in the cage"	Misformation of the verb
(22.12)	"He hoped that he could* go home"	Misformation of the auxiliary
(22.13)	"Are* you want?"	Misformation of the auxiliary
(22.14)	"I want to ^ happy like you"	Omission of the auxiliary
(22.15)	"..in ^ center of the field "	Omission of the article

Table 4.23. The error presentation of the 23ᵗʰ text by MC

Code of Error	Identification of the error	Kinds of error
(23.1)	"the beauty of ^ mousedeer"	Omission of the article
(23.2)	"once upon ^ time in Nusantara"	Omission of the article

(23.3)	"There **are was** lived a mousedeer"	1. Addition of the auxiliary 2. Addition of the auxiliary
(23.4)	"The mousedeer is* very clever"	Misformation of the verb
(23.5)	"in the forest its* has some friends"	Misformation of the pronoun
(23.6)	"it's friend always respect to ^ mousedeer"	Omission of the article
(23.7)	"the mousedeer always look* for ^ watermelon"	1. Misformation of the verb 2. Omission of the auxiliary
(23.8)	"the mousedeer like* to ate* ^ watermelon"	1. Misformation of the verb 2. Misformation of the verb in infinitive form 3. Omission of the article
(23.9)	"one of all* mousedeer's friend loved **with** ^ mousedeer"	1. Misformation of the word 2. Addition of the preposition 3. Omission of the article
(23.10)	"the dog always want* to helped* the mousedeer"	1. Misformation of the verb 2. Misformation of the verb in infinitive form
(23.11)	"the mousedeer didn't love with* the dog"	Addition of the preposition
(23.12)	"the mousedeer ate all of ^ watermelon"	Omission of the article
(23.13)	"the mousedeer knowen ^ it's just a dummy"	Omission of the conjunction
(23.14)	"the mousedeer continued to ate* ^ watermelon"	1. Misformation of the verb in infinitive form 2. Omission of the article
(23.15)	"there is* a man **in the** behind **of** the mousedeer"	1. Misformation of the auxiliary 2. Addition of the unnecessary words 3. Addition of the preposition
(23.16)	"the man **was** catch* the mousedeer"	1. Addition of the auxiliary 2. Misformation of the verb
(23.17)	"the dog came to released* the mousedeer"	Misformation of the verb
(23.18)	"the dog would doing* everything to helped* the mousedeer"	1. Misformation of the word 2. Misformation of the verb infinitive form

Code of Error	Identification of the error	Kinds of error
(23.19)	"the man take* the dog from a* cage"	1. Misformation of the verb 2. Misformation of the article
(23.20)	"he buried the dog **in** behind his house"	Addition of the preposition

Table 4.24. The error presentation of the 24th text by NFW

Code of Error	Identification of the error	Kinds of error
(24.1)	"there were a mousedeer in ^ small village"	Omission of the auxiliary
(24.2)	"He liked ^ eat fruits especially cucumber **fruit**"	1. Omission of the preposition 2. Addition of the noun
(24.3)	"then **in** every time he always tried to eat fruits"	Addition of the preposition
(24.4)	"he want* to look for fruits to* his supper"	1. Misformation of the verb 2. Misformation of the preposition
(24.5)	"^ mousedeer went to ^ cucumber field"	1. Omission of the article 2. Omission of the article
(24.6)	"he wanted to take some of ^ cucumber from that field"	Omission of the article
(24.7)	"the mousedeer saw something **in the** beside of* field"	1. Addition of the words 2. Misformation of the word
(24.8)	"it ^ just ^ dummy"	1. Omission of the auxiliary 2. Omission of the article
(24.9)	"he could be back to take ^ cucumber freely"	Omission of the auxiliary
(24.10)	"there were* a net got down"	Misformation of the auxiliary

Table 4.25. The error presentation of the 25th text by NAS

Code of Error	Identification of the error	Kinds of error
(25.1)	"many <u>of</u> kind vegetables and fruits "	Misorder of the preposition
(25.2)	"because **of** we was eating ^ cucumber very much"	1. Addition of the preposition

		2. Omission of the article
(25.3)	"it was making* the mousedeer so tired and thirsty"	Misformation of the verb
(25.4)	"the farmer made a super trap for ^ mousedeer"	Omission of the article
(25.5)	"that wasn't coming* benefits"	Misformation of the words
(25.6)	"the farmer put the dummy at the center of ^ plants"	Omission of the article
(25.7)	"to **make** scare the mousedeer"	Addition of the verb
(25.8)	"the mousedeer saw **to** a dummy"	Addition of the preposition
(25.9)	"he never through* that a dummy was a trap"	Misformation of the word
(25.10)	"the mousedeer felt* to the hole"	Misformation of the word
(25.11)	"he could ^ out of ^ cage"	1. Omission of the verb 2. Omission of the article

Table 4.26. The error presentation of the 26th text by NS

Code of Error	Identification of the error	Kinds of error
(26.1)	"he has* been walking for 5 hours"	Misformation of the auxiliary
(26.2)	"no one would **to** help him"	Addition of the preposition
(26.3)	"but he ^ surprised"	Omission of the auxiliary
(26.4)	"he pulled his foot ^ adhered to the dummy"	Omission of the pronoun
(26.5)	"the mousedeer cried and asked to let ^ free"	Omission of the pronoun
(26.6)	"the farmer kept silent and locked **in** him in the cage"	Addition of the preposition
(26.7)	"the mousedeer kept cried* and regretted ^"	1. Misformation of the verb 2. Omission of the pronoun

Table 4.27. The error presentation of the 27th text by NM

Code of Error	Identification of the error	Kinds of error
(27.1)	"he looked **out** at ^ row of vegetables"	1. Addition of the preposition 2. Omission of the article

(27.2)	"he started ^ into* the garden"	1. Omission of the complement 2. Misformation of the preposition
(27.3)	"^ mousedeer thought fast"	Omission of the article
(27.4)	"^ mousedeer laugh*, "Mr. Farmer is smart, but ^ mousedeer is smarter""	Misformation of the verb
(27.5)	"he tossed ^ mousedeer ^ landed with a soft plop"	Omission of the pronoun

Table 4.28. The error presentation of the 28th text by NK

Code of Error	Identification of the error	Kinds of error
(28.1)	"the students was* studying in the class"	Misformation of the auxiliary
(28.2)	"not ^ do bad morals"	Omission of the preposition
(28.3)	"don't be **do** like ^ mousedeer"	1. Addition of the auxiliary 2. Omission of the article
(28.4)	"I have a story about ^ mousedeer"	Omission of the article
(28.5)	"once upon ^"	Omission of the words
(28.7)	"the farmer **has invest** ^ cucumber"	1. Addition of the unnecessary word 2. omission of the article
(28.8)	"he walked to go ^ ^ garden"	1. Omission of the preposition 2. Omission of the article
(28.9)	"he just waited the farmer ^ go back"	Omission of the preposition
(28.10)	"the mousedeer walked **in** to the farmer"	Addition of the preposition
(28.11)	"Who had do* it?"	Misformation of the auxiliary
(28.12)	"the mousedeer just mused ^ his destiny"	omission of the preposition
(28.13)	"I wanna be* you to be my sister"	Misformation of the word
(28.14)	"and than* the dog helped the mousedeer"	Misformation of the word
(28.15)	"the mousedeer can* go out"	Misformation of the auxiliary
(28.16)	"he put **into** the dog into the cage"	Addition of the preposition
(28.17)	"Why is* you doing it?"	Misformation of the auxiliary
(28.18)	"slay of* mousedeer"	Misformation of the word
(28.19)	"we must not do* sly"	Misformation of the auxiliary

| (28.20) | "we must help everybody whom* need our help" | Misformation of the pronoun |
| (28.21) | "the student prepare* to go home" | Misformation of the verb |

B. Data Findings

From the data presentation above, this section clarifies the finding to answer the research questions, they are the dominant error which occurred in the students' writing and the causes of those error. The more detail of data findings are provided below,

1. The classification of Error

Based on the data presentation above, it was found some errors that occurred in the students writing. Those errors are based on four main categories of *Surface strategy taxonomy*, they are *omission, addition, misformation, and misorder.* Then, each error is described as follows:

First, omission, is error which occurred because of the lack of an element in the sentence. There are about 205 omission errors which found in the student's writing. Those error are repeatedly come from the absence of certain unit as follows:

a. The omission of the article. Almost all of the students omit the article in their sentence and it found about 116 in the students' writing. This error can be found in this kind of sentence below:

Incorrect   : "*finally he found ^ cucumber field in the forest*"   **(2.2)**

Correct   : "*finally he found a cucumber field in the forest*"

b. The omission of the pronoun which occurred 27 times. Not just omit the personal pronoun, but the students also omit the possessive or relative pronoun. Like in the *italic* sentence below:

Incorrect : "..., ^ *saw his field* ^ *had been over*" **(2.4)**

Correct   : "..., *he saw his field which had been over*"

c. The omission of the auxiliary which the number of error are about 26 items. The auxiliary which should present in the nominal positive sentence is omitted. It happened in this kind of sentence,

Incorrect : "*the dog* ^ *sad…*" **(3.12)**

Correct   : "*the dog was sad…*"

d. The omission of the preposition, the preposition which used to connect the word in the sentence is omitted. It is found 26 times in the students' writing, we can see it in the *italic* sentence below,

Incorrect : "*... to get out* ^ *the cage*" **(5.1)**

Correct   : "*... to get out from the cage*"

e. The omission of the verb. This kind of error found in a few students' writing and it occurred 26 times. Like in the *italic* sentence below,

Incorrect : "*he could* ^ *out of the cage*" **(25.11)**

Correct   : "*he could go out of the cage*"

f. Then the rest of them are the omission of complement, adverb, and the absence of conjunction. Those types of omission are found about 2 times for complement, 2 times for adverb, and the last is 1 times for conjunction. As example we can see it in the sentence below,

Incorrect   : *"he was near ^"*   **(21.5)**

Correct   : *"he was near the forest"*

Second, addition, is an error which occur when an unnecessary word is added in the sentence. It is found about 79 addition errors from the students' writing. This error are divided into three groups, they are double markings, regularization, and simple addition. But, the regularization is not listed here, because it analyze the morphology error. Therefore just the other two which are explained here, those are:

a. The addition of double marker which has found about 12 times in the students' writing. This kind of error is the existence of past or present marker which mark twice in the positive sentence, like in the *italic* sentence below,

Incorrect   : "*there **was** lived a mousedeer in the forest*"   **(4.1)**

Correct   : "*there lived a mousedeer in the forest*"

b. The addition of unnecessary word (simple addition). The word which added can be in the form of preposition, verb, adverb, pronoun, etc. Since there is no particular characteristic of this error. This error occurs 67 times in this kind of sentence which unnecessary preposition is added,

Incorrect   : "*when the mousedeer came **towards** to the cage*"   **(6.2)**

Correct   : "*when the mousedeer came to the cage*"

Third, misformation, is misselection of the word in the sentence. This error are divided into two groups, archi- form and alternating form. Many students

do this kind of error, it can be seen from 209 errors which found from the students' writing, the details of two group are explained below,

a. The misselection of wrong word from one member class (archi form). The total number of errors which found are 28 times. We can see the misselection of the verb which should present in the past form in this kind of sentence,

Incorrect : "*there live* a mousedeer*" **(7.1)**

Correct : "*there lived a mousedeer*"

b. The misselection of wrong word which is usually occur on the learning process (alternating form). The errors are occur about 181 times like in the *italic* sentence below,

Incorrect : "*and he was very regret**" **(2.10)**

Correct : "*and he was very regretful*"

Fourth, misorder, is the wrong arrangement of word in a sentence. While the other types of error often occurred in the students' writing, yet the misorder error is found rarely, it is about 20 error from 513 errors which exist. This error happen in the different variety of word class which is clarified as follow:

a. Misorder of the subject. A subject which should present in the first element of positive sentence is put in the wrong place with the number of error are about 6 times, we can see it in the sentence below,

Incorrect : "*came <u>an idea</u> from his mind*" **(10.5)**

Correct : "*an idea came from his mind*"

b. Misorder of the adverb. An adverb which always modify verb, adjective, or the other adverb should come after those word. Yet, the wrong placement of an adverb are existed in 5 items of error, we can see it in the *italic* sentence below,

Incorrect   : "*he was <u>directly</u> go to the field*"   **(11.11)**

Correct   : "*he was go directly to the field*"

c. Misorder of the verb. Just a few of wrong placement of verb which are found in the students' writing, that is 2 errors. One of them is an adverb which used to end a sentence but it is placed before the verb, like in the sentence below,

Incorrect   : "*he tricky <u>laughed</u>*"   **(11.13)**

Correct   : "*he <u>laughed</u> tricky*"

d. The last is misorder error which is found from the wrong placement of word about 2 errors, pronoun, complement, adjective, noun, and preposition which is found once in the students' writing. We can see it in the sentence below,

Incorrect   : "*he liked green grass <u>fresh</u>*"   **(14.1)**

Correct   : "*he liked fresh green grass*"

Then, after all of the error are found from the error presentation, it can be concluded that the errors based on the *surface strategy taxonomy,* is dominated by *misformation,* although the amount of misformation has little differences with omission. The amount of the types of the errors can be seen completely below.

Table 4.29. Summary of kinds of error in students' writing

No	Kinds of errors		Total	
1	Omission			205
2	Addition	a. Double markings	11	79
		b. Regularization	-	
		c. Simple addition	68	
3	Misformation	a. Archi-form	45	209
		b. Alternating form	164	
4	Misorder			20
	Total			513

2. The causes of the errors

There are two sources of error which can be seen from the data, those are *Interlingual Transfer (mother tongue interference)* and *Intralingual transfer (error within the target language itself).* In the first part of data findings, we can see the classification of the error based on its types, then the error are analyzed to find the causes. Therefore, the cause of error are explained below,

a. Interlingual Transfer (mother tongue interference)

From 207 errors which are caused by *Mother tongue interference*, most of them are *Omission* errors which were about 175 errors. They are errors which caused by the omission of an article in the sentence. For example in the sentence below,

    Incorrect   : *"He went to ^ village"*   **(1.4)**

    Correct   : *"He went to a village"*

   "He went to ^ village" is a verbal sentence which mention a noun in its last word, that is 'village'. Then, when there is a singular countable noun, it cannot

stand alone without an article (a/an/the). Yet, in this sentence there is no article which precede the noun 'village'. Therefore the article 'a' should be used to precede the noun 'village', since this is the first time the writer mentions this noun. The omission error of the article occur because in Indonesian there is no grammatical structure of an article in its sentences. Then, the students often omit the article before the appearance of a singular countable noun.

Beside the omission of the article, there is also the omission of the auxiliary, like in the *italic* sentence below,

Incorrect : "*that mousedeer ^ very smart and clever*" **(7.3)**

Correct : "*that mousedeer was very smart and clever*"

"*That mousedeer ^ very smart and clever*" is kind of nominal sentence which one of the grammatical structure is missing, that is the auxiliary. By using auxiliaries, the speaker may indicate the process still ongoing, finished, occur in the past, and so on. In nominal sentence, the auxiliary should present as a lexical verb. Therefore the auxiliary 'was' should be inserted, since the sentence is kind of nominal and use past tense as its structure. Like in the omission of article before, the auxiliary also does not exist in Indonesian's grammatical structure. Finally the students were carelessly forget to use auxiliary in their nominal sentence.

Then *addition* and *misorder* error follow the *omission* error which are occurred in 14 errors. The *addition* error present in the *italic* sentence, below,

Incorrect : "*...He always played in around the field*" **(3.2)**

Correct : "*...He always played around the field*"

"..*He always played around the field*" is kind of verbal sentence. In this sentence, there are two prepositions 'in' and 'around', the addition of unnecessary preposition. This types of structure can be found in Indonesian 'di' and 'sekitar'. But in English the use of the preposition is different. Since, actually in English just one of the preposition is enough to make those meaning. Preposition 'around' is enough to explain the meaning of 'di sekitar'. Therefore, the students need to understand more about preposition and not just put the words as his own.

Next is *misorder* which has similar amount with addition. *Misorder* error can be found in this type of sentence which is italicized below,

Incorrect   : "*one time came a dog*"   **(4.17)**

Correct   :"*one time a dog came*"

"*One time came a dog*" is kind of verbal sentence. This sentence has *misorder* of word which can be seen from the order of the subject 'dog'. The verb which come first like in **(4.17)** can be found in Indonesian 'datanglah seorang anjing'. But it is wrong if it applies in English. The subject should come first, then it followed by the verb. From here it can be seen that the student applied Indonesian pattern of sentence in English sentence. Therefore, the student need to be more aware about the difference use of words in the sentence even in Indonesian and English.

After the three types of error were explained above, finally, the last error is misformation which about 4 errors are found in this kind of sentence as follows,

Incorrect   : "*that wasn't coming* benefits*"   **(25.5)**

Correct   : -

This sentence use Indonesian pattern, since it is so confusing to comprehend through English. There is no proper subject and verb. Verb 'coming' is kind of intransitive verb which no need to add a complement. This sentence can be comprehend if all the words are rebuild. Thus, the student need to learn again about transitive and intransitive verb.

2. Intralingual transfer (error within the target language itself)

From 308 errors which are caused by Intralingual transfer (error within the target language itself) or we called as *target language,* most of them are *misformation* errors with 206 cases, then followed by the addition errors with 64 cases. The misformation errors are dominated by the miselection of the verb. Such as occur in the *italic* sentence below,

Incorrect   : "*there live* a mousedeer*"   **(7.1)**

Correct   : "*there lived a mousedeer*"

"*There <u>live</u> a mousedeer*" is a verbal sentence, word 'live' as a verb in the sentence. Since the story is told using simple past tense as its structure, therefore the verb should present in its past form. Then the past form of verb 'live' is 'lived'. Therefore, the verb 'live' should be replaced by 'lived' which based on the structure which is used in story. This error happen because the

students do not pay attention to the use of the verbal sentence in simple past tense.

Almost all of the story paragraph always use simple past tense as its structure. But when it comes to *direct conversation,* the structure of the sentence should be in the form of simple present tense. This type of error found in *italic* sentence below,

Incorrect : "*come on*, *opened* the cage*" **(10.16)**

Correct : "*come on*, *open the cage*"

"*Come on*, *opened the cage*" is kind of direct conversation especially requesting something. Though the main structure of the story is simple past tense, but the direct conversation should not present in simple past tense. Because the direct conversation should be similar with the character of the story utterance. If the character talks about his present time, the direct conversation should be simple present tense. But if the character tell about his past, then it should be simple past tense. Therefore in this sentence, verb 'opened' should be replaced by its present form 'open'. In this case also, the student carelessly ignores the use of simple past tense and simple present structure.

Besides the misselection of verb in the simple sentence like the paragraph above. The misslection of verb also occurred in the use of *infinitive* in the sentence. The error happen in this kind of sentence,

Incorrect : "*he always visited there to ate* the cucumbers*" **(18.5)**

Correct   : "*he always visited there to eat the cucumbers*"

"*He always visited there to <u>ate</u> the cucumbers*"   is complex sentence which consist of infinitive include in it. 'there*'* is a pronoun which is preceded the infinitive 'to ate'. The verb in infinitive should appear in the present form. Therefore the verb 'ate' should be replaced by 'eat'. In this case, the student do the error because he didn't apply the rule of infinitive structure completely.

Besides the misselection error, the addition errors also often occurred in the students writing which caused by their learning strategy. The students do the addition of unnecessary word like in the sentence below,

Incorrect   : "*he **was** walked to find a green grass*"   **(14.3)**

Correct   : "*he walked to find a green grass*"

"*He <u>was</u> walked to find a green grass*" is kind of positive sentence which use simple past as its structure. In this case, the addition of auxiliary 'was' is inserted. In other word, the past marker is marked twice in this sentence. Yet, the structure of simple past tense especially positive sentence like in the **(14.3)** should be <u>Subject+ Past participle+ Complement</u>. Therefore the auxiliary 'was' should be omitted. This error happened because the student does not fully understand the structure of simple past tense in the positive sentence.

Then, the *addition* error is followed by *omission* error which is caused by learning strategy. It occur like in the *italic* sentence below,

Incorrect   : "*Once upon ^ time,*"   **(1.1)**

Correct   : "*Once upon a time,*"

"*Once upon a time,*" is an adverb of time. The article 'a' of this adverb is missing. Though this adverb should present completely. Hence, the student still careless to write it fully. Then, the last error which caused by target language is *misorder* which found in 6 errors.

Incorrect   : "*he liked <u>green grass fresh</u>*"   **(14.1)**

Correct   : "*he liked fresh green grass*"

This sentence has a misorder error because the student carelessly put the adjective. The noun 'grass' should come last after the adjectives. Not between them. In this case, it can be seen that the student pay less attention of his writing especially in the use of adjective in the sentence.

Based on the error presentation above, there are 513 errors in which 204 errors are caused by *mother tongue interference* and 309 errors are caused by *learning strategy*. The detail amount of the causes of the errors can be seen completely below.

Table 4.30. Summary of the causes of error in the students' writing

Cause of the error / Kind of Error	Mother tongue Interference	Target language	Total
Omission	172	33	205
Addition	14	65	79
Misformation	4	205	209
misorder	14	6	20
Total	204	309	513

Therefore, those errors in this research is caused by *mother tongue interference* and *target language*. Every type of error is not just come from one source. It always come from the two causes. As we can see in the table above that one error are caused by both causes. Then, from the table above, we can conclude that Most of *omission* and *misorder* error are caused by the mother tongue interference. And the other two errors, misformation and addition, are caused dominantly by *target language*.

CHAPTER V

DISCUSSION

This chapter is discussed about the error which is analyzed before in the findings to answer the research questions, and relate them with the currently theories. The first research question is about the dominant error which occurred in the students' writing. Then, the second is about the causes behind those errors. Therefore the discussion are described as follows.

The error that found in the students' writing are classified based on Surface strategy taxonomy which proposed by Dulay (1982). He divided this taxonomy into four main group, they are omission, addition, misformation, and misorder. Relate with this taxonomy, the first research question asks about the dominant error which occurred. Then, based on data findings, the dominant error in the students' writing are misformation. For further explanation, those errors are clarified in the next paragraphs.

The first error is omission, which means as an absence of a unit in the sentence. In data findings, this error is found differently by the absence of certain element. It occurred repeatedly when the students omit an article, pronoun, auxiliary, preposition, and verb. In the result, this kind of error are found about 205 times from the students' writing.

The next error is addition, which means as the addition of unnecessary word. This error are divided by Dulay (1982) into three classifications. They are double markings, regularization, and simple addition. It is exception for regularization, this

error analyzes the morphology error. Then, just the two of them are analyzed. From the data findings, the students are often add the auxiliary in the positive verbal sentence of simple past tense. It make the sentence has two past marker (double markings). Then, the students also add an unnecessary word in their sentence (simple addition) such as preposition, verb, adverb, etc. in total there are 79 addition errors which found in the students' writing.

The third error is misformation which is defined as the misselection of word in well-formed sentence. This error is also divided into two groups, they are archi form and alternating form. Relate with this, the students are often misselection of a word in a class (archi form), they choose wrong pronoun, preposition, article, etc. They also choose the wrong word which should present in other class. For example, they select verb in the place of adjective. Therefore, the misformation errors are found 209 times in those writings. Because of that, the misfomation error become the dominant error rather than the three errors.

The last error is misorder which is defined as the wrong placement of the word in the sentence. This error are found about 20 times in the student's writing, in the other word, it is the lowest error from the three errors. It is found when the students place the word like subject, adverb, verb, etc. in the wrong order.

We have already know the dominant error in the students' writing. Then, for the next research question, is about the causes of those errors. The causes of error are planned by Brown (2007). He mentions four causes of error are mother tongue interference, target language, context of learning, and communication strategies. Then, in this research just mother tongue interference and target language

are analyzed, because just the two of them can be interpreted through the data. Then, for answer the question, the discussion are provided in the next paragraphs.

First, mother tongue interference which is found about 204 times from the whole errors. From data findings, most of the omission and misorder error are caused by mother tongue interference. Such as the omission of the article and auxiliary. It happens because there is no use of article and auxiliary in Indonesian pattern. Therefore, the student may unconsciously omit them in the sentence. Then for the misorder, the student arrange the sentence based on Indonesian pattern. It can be seen from their placement of word such verb or adverb. In Indonesian the verb can be placed in the first sentence and adverb can be placed not just after verb, but English not. It can be concluded that the students seem unaware of the differences between Indonesian and English.

Second. Target language which is found about 309 times from the whole errors. From data findings, most of the misformation and addition are caused by target language. It found firstly when the student often misselection word which is not based on the grammatical rule, such as the use of verb in the present, past, and infinitive form. From here, we can see that the students do not fully understand the change of verb on those forms. Secondly the student also add the unnecessary word, such as the addition of an auxiliary in the positive past sentence. In conclusion, the students not only forget to change the verb relate with the rule but also the structure of word in tenses.

Then for final part, it is discovered that the result of this research is different with the three previous studies by Nugraeni (2014), Habibulloh (2001), and Faisal

(2013) which produce the same result. They conclude their research that almost of the error are caused by *mother tongue interference*. But this research result is opposite, the *mother tongue interference* no longer becomes the major causes of the student's errors. It can be seen from 309 errors which are caused by target language with the whole amount of error about 513 errors. Then, Dulay (1982:5) also suggest the same thing. He said that, "For several decades, Linguist and teacher assumed that most second language learner's error resulted from differences between the first and second languages. Now, the researchers have learned that the first language has a smaller effect on second language syntax than previously thought".

CHAPTER VI

CONCLUSION AND SUGGESTION

A. Conclusion

In the students' writing, the dominant errors that found based on the *Surface strategy taxonomy* are *misformation.* Those errors are about 210 errors from 515 errors that occurred in the students' writing. Most of the misformation errors are dominated by the misselection of verb in the sentence (both in the simple sentence and complex sentence). Then followed by the *omission* error about 207 which are dominated by the omission of the article and the auxiliary. After the *omission,* the *addition* error often found in 78 errors. Most of the *addition* error are the addition of unnecessary auxiliary and preposition. The last is misorder, with amount of error about 20 errors. Many Variety of error arrangement of word found in this type of error such as the wrong arrangement of subject, adverb, verb, etc.

Those errors in this research is caused by *mother tongue interference* and *target language*. Most of *omission* and *misorder* error are caused by mother tongue interference, they are 175 errors from 207 omission and 14 errors from 20 misorder. And the other two errors, misformation and addition, are dominated by *target language*. It is about 206 errors from 210 misformation and 64 errors from 78 addition.

From the frequency of error, the cause of error which dominate the students' writing is *target language*. The students need to learn more about grammatical

rule especially present and past tense. Therefore, it can be concluded that the main problem from the research is the students' learning strategy.

B. Suggestion

From the result of the research, the writer want to give some suggestions to the students, teacher, and for the further research,

First, the errors in writing shows that the students' writing abilities especially in grammatical structures are not enough and need more practices. The students also still need to learn languages more, not only the English grammatical structure but also its difference with Indonesian structure. Their understanding about it will decrease the ambiguity relate with the meaning and the use of words. Besides their understanding of languages, the students should practice it more and more based on the grammatical rule that they have learn.

Then, most of the students do not really understand about the grammatical even the basic. It is suggested that, the lecturers should give a hand to improve the students' ability in writing. The lecturer can give a clear grammatical rules that generally used in each type of writing through direct learning method. Then, she gives some tests relate with those rules to the students to measure their understanding before they start to write and review when the lecturer revise those writings. From this test, the lecturer also can see the weakness of the students in a certain rule.

Finally for the further researchers are suggested to conduct or analyze deeply about the other sides of this research, because this research only study the syntactical errors with the two causes behind them. The further researcher could analyze more about the morphological error that include in grammatical analysis. Then, explore them to reveal the four causes from those errors.

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