CHAPTER I

INTRODUCTION

In this chapter, the researcher presented six topics related to the study. Those topics were covered by background of the research, research problems, objectives of the research, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Research

In Indonesia, English is the first foreign language that is taught to students. Although, the status of English only as foreign language, it is one of the important subjects that we have to learn since we are in the kindergarten up to university level. In learning English, there are four language skills should be taught to the students. There are, listening, speaking, reading and writing.

Among the four language skill, writing is an activity to produce language as well as speaking. It is a process in which the writer discovers, organizers, and communicates his or her thoughts or idea to the readers by using words and symbols which put together in the written form. Indeed, writing is one of important competence that should be mastered by students. Through writing, each person will be able to convey feelings, ideas and announcements to others. Sharples (1999) states that writing is an opportunity; it allows students to express themselves, explore and explain

ideas. In conclusion, writing is an excellent communication tool. It is one of way to communicate to others. Because we know that communication is not only in spoken form, but also in written form.

In addition, Raimes (1983) explains that writing also important to help the students in learning the foreign language; first, it reinforces the grammatical structure, idioms, and vocabulary that the teacher has been teaching to students. Second, when the students write, they also have a chance to be adventurous with the language. Third, when the students write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand and brain is a unique way to reinforce learning. So, it is clear that writing is important in two ways; first, helping students in communicating his or her thought to the others, second, knowing how well the students learn foreign language.

Since writing is very important, it is also difficult skill to be mastered by students. Writing is a complex process even in the first language. Undoubtedly, it is more complicated to write in a foreign language. In composing writing, the students are required to demonstrate the control of a number of writing aspects; they are control of content, format, sentence structure, vocabulary, punctuation spelling, etc. Hyland (2003:3) points out: "Writing as task which involves making the right choices concerning syntactic patterns, morphological inflections, vocabulary and cohesive devises, and combining them all into coherent pieces of text". It means that ability to write needs a special skill and process in organizing language

material by using learners' own words and ideas in order to be a good composition text.

Based on the previous explanation, sentence structure is one of aspect that should be considered by students in writing. In real practice of writing, sentence structure hold important role in arranging a group of word. Sentence structure is the arrangement of words in a sentence. It directs the students to make sense of words, in which a group of words is not merely as the ordering of words, moreover it will make a group of word more meaningful, which is express a complete thought. For certain text, such as descriptive text, clear sentence structure will give clear description of the object is being described. As we know, descriptive text is kind of text which describes people, place, or things in such way so that reader can visualize the object in his or her mind.

In fact, many students get difficulties in constructing correct sentences. However, the structural differences between Indonesia and English cause the students get difficulties in constructing sentence. Students may face the difficulty in constructing complete sentence which is correct structurally. As a result, they will make sentence error. Sentence errors make writing difficult to understand by reader and even the intended meaning of the text gets lost.

Actually, making error is natural in learning process. It is still part of learning. People cannot learn language without first systematically committing error. According to Dulay et al. (1982:138) studying errors serve

two major purpose: (1) providing data from which interferences about the nature of the language learning process can be made, (2) indicating to the teachers and curriculum developers which part of the target language students most have difficulty producing correctly and which error types destract most from a learner's ability to communicate effectively. For instance, error holds vital clues about the process of students learning.

Based on the explanation above, it is true that knowing the error can be very important. The errors can be used as reference to know the students' progress in learning language. Through analyze students' error; the teacher will know how far students understanding the material and the students' ability in writing. Further, teacher will find specific problem or difficulties done by students, and hopefully she or he can find the best solution to improve the certain point that is lacking. In teaching and learning process, the students as learner sometimes make errors. Therefore, the researcher uses error analysis to analyze students' errors. Error analysis is more effective to detect quickly students' error, in here, errors in writing. It is very much needed because the result of the analysis gives some contribution in attempting to decrease errors done by the students in learning English, especially in MAN Rejotangan.

Descriptive text is one of text type taught in English teaching in Indonesia. It is taught by teacher in order to make students know how to describe themselves and their surrounding although it is still in a simple way. Descriptive text is text type which describe people, place and things is

like where it can create visual image of people, place and things, so that the writer can bring the reader into his or her experience. A piece of writing can be considered as a good descriptive text whenever it can give description of people, place, or things in clear and vivid explanation In order to make clear and vivid explanation the students have to use sentences which are correct structurally in composing their descriptive text. That is why descriptive text is good for teacher to know how student's way in constructing sentences.

Through this research, the researcher tries to analyze students' error in writing descriptive text in term of sentence structure. The sentence structure errors made by students will be analyzed by using theoretical framework proposed by Oshima and Hogue (1998) which is classified into include sentence fragments, run-on sentences and comma splices, choppy sentences, and stringy sentences.

Finally, based on the descriptive above, the researcher is interested in conducting a research dealing with writing error. Accordingly, the researcher writes the thesis topic in this thesis under the title *"Errors on Sentence Structure in Writing Descriptive Text Made by the First Graders of MAN Rejotangan"*.

B. Research Problems

Based on the focus of the study above, the researcher tries to formulate the following problems:

1. What types of sentence structure errors are made by the first grade students of MAN Rejotangan in writing descriptive text?

2. What is the most dominant sentence structure error made by the first grade students of MAN Rejotangan in writing descriptive text?

C. Objective of the Research

Based on the research problems above, the purpose of this research are the researcher want to know:

1. The types of sentence structure errors are made by the first grade students of MAN Rejotangan in writing descriptive text

2. The most dominant errors made by the first grade students of MAN Rejotangan in writing descriptive text

D. Significance of the Research

The result of the research is expected to give some important contribution to the following:

1. Teacher

Teacher may use the result of the research to develop appropriate teaching technique for the students. Besides, the results of this study may help the teacher to know more about their students' error in constructing sentence. By knowing the students' weakness, the teacher can be more focus on developing the lacking aspect.

2. Students

By reviewing the result of the research, the students will know some errors they often made in constructing sentence. They will learn from their errors and not to do again next time when they compose writing, especially in composing descriptive text.

3. Future researcher

The results of the research are expected to be a reference that is useful and beneficial for them in conducting further research about sentence structure.

E. Scope and Limitation of the Research

The focus of this is research is analyzing sentence structure errors in writing descriptive text made by the first grade students of MAN Rejotangan in academic year 2014/2015. In this research, the term errors is limited to any deviations found in the students' descriptive text, whether it is an error or a mistake will be treated as an error. The writer classifies sentence structure errors using theoretical framework proposed by Oshima and Hogue (1998) which is classified into sentence fragments, run-on sentences and comma splices, choppy sentences, and stringy sentences.

F. Definition of Key Terms

To avoid misunderstanding about the meaning of the study, the writer will give the definition of key term as follow:

1. Sentence

   Hogue (1998:155) states a sentence is group of words that contains a subject and a verb and expresses a complete though.

2. Error Analysis

   Grass and Selinker (2008:112) state error analysis is a kind of analysis tends to pay attention to the errors students make. Error analysis may be carried out in order to find out how a person learns a language and to find out how well someone knows a language.

3. Error

   Dulay et al, (1982: 138) states Errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance

4. Writing

   Hyland (2003:3) states writing as task which involves making the right choices concerning syntactic patterns, morphological inflections, vocabulary and cohesive devises, and combining them all into coherent pieces of text

5. Descriptive text

   According to Larson (1984) a descriptive text is a text which says what a person or thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this section, the researcher explains about literature review. This chapter provides the following topic: sentence, error analysis, descriptive text and review of previous studies.

A. Sentence

1. Definition of sentence

Writing is the act of composing text (Linse, 2005: 96). In composing text, of course, the writer requires to demonstrate the control of a number of writing aspects, it could be, for example the control of content, format, sentence structure, vocabulary, punctuation spelling and so forth.

As one of component in writing, sentence structure is the order and arrangement of the words in a sentence. It directs the students to make sense of words which is a group of words is not merely as the ordering words; moreover it will make a group of word more meaningful that express a complete thought. As the result, the reader can obtain the information or message which is conveyed by the writer.

When dealing with sentence structure, it also relates to definition of sentence itself. In writing, we make the best use of sentence to express

our message to the reader. Oshima and Hogue (1998:155) explain "a sentence is group of words that you use to communicate your ideas". Afterward, Hogue (2008:10) by himself give clear explanation about definition of sentence, he determines a sentence is a group of words that contains a subject and a verb and expresses a complete thought.

Traditional grammar defines a sentence in one of two ways. (1) By meaning, a sentence is complete thought. (2) By function, a sentence consists of a subject and a predicate. From both definitions, it can be concluded that a sentence is a full predication containing a subject plus predicate with a finite verb (Frank, 1972:220). In conclusion, the sentence is a meaningful statement that has subject and verb. It means that the statement or utterance, which has a subject and a verb, can be called as a sentence.

In addition, Frank (1972:222) states that a clause may also be defined in the same way as a sentence. However, every sentence is formed from one or more clauses and expressed a complete thought so that it has meaning and can be understood. Clause is group of words that contains (at least) a subject and a verb (Oshima and Hogue, 1998:152). There are two kinds of clauses, independent and dependent. The independent clause contains a subject and a verb and expresses a complete thought. It can stand alone as a sentence. The dependent clause is an incomplete sentence. It cannot stand alone as a sentence itself, so it must be connected to an independent clause. Commonly, a dependent clause begins with a

subordinator such as before, while, because, after, etc. so that's why it usually known as subordinate clause

Based on above explanation, a sentence can consist of independent clause only, or combination both of independent and dependent clause. The important note is as long as a sentence consists of combination both of independent and dependent clause but dependent clause is not attached to an independent clause; it is incorrect in Standard English writing.

2. Types of sentence

Based on the number and kinds of clauses within the sentence, there are four types of sentence in English, they are; simple sentences, compound sentences, complex sentences, and compound-complex sentences. The first three sentences are commonly used by beginning writer. The explanation of those sentences state as follow:

a. Simple sentences

The most basic sentence is the simple sentence. A simple sentence is made of one complete subject and one complete verb that express a complete thought. In other word, a simple sentence is an independent clause. It is supported by Oshima and Hougue (1998:155) that determine a simple sentence is one independent clause. This independent clause may possibly be formed with one subject and one

verb, or a compound subject and one verb, or one subject and a compound verb, or a compound subject and a compound verb. In conclusion, a simple sentence can be formed not only with a subject and a verb, but also with a compound subject, a compound verb, or both compound subject and verb.

Example:

Simple sentences use one subject and verb:

   I play tennis every weekend
  S   V

Simple sentences use a compound subject:

   Dika and Diki play football in the yard
    S   S   V

Simple sentences use a compound verb:

   The children smiled and waved to us
      S   V   V

Simple sentences use both of compound subject and verb:

   All of the new students and their seniors are going to climb Mount
          S   S   V

   Merapi and to take some pictures at the top next Saturday
              V

   afternoon.

b. Compound sentences

      A compound sentence is the combination of two or more simple sentences. Thus, a compound sentence contains more than one independent clause. Oshima and Hougue (1998:155) state that a

compound sentence is two or more independent clauses joined together. Usually, those independent clauses are connected by using conjunction.

According to Frank (1972:223), there are 3 conjunctions in compound sentences, namely:

1) Punctuation: semicolon (;)

2) Coordinate conjunction, such as: for, and, nor, but, or, yet, so.

3) Conjunctive adverbs, such as: beside, likewise, moreover (addition), otherwise (condition), accordingly, consequently, hence, than, therefore (result), then (time), however, nevertheless, still (contrast)

For instance, a compound sentence is several simple sentences; it can be two or more simple sentences, which is joined together. In order to make correct compound sentence, those simple sentences should be connected by using conjunction, include; punctuation, coordinate conjunction, and conjunctive adverb.

Example:

Compound sentence with punctuation:

I enjoy tennis; I hate golf

Compound sentence with coordinator:

I enjoy tennis, but I hate golf

Compound sentence with conjunctive adverb:

I enjoy tennis; however, I hate golf

c. Complex sentences

Frank (1972:223) explains that a complex sentence is made of two or more full predication. One of these is an independent clause (or, main clause) that is similar to the form of the simple sentence, and one or more of these are dependent clause (or, subordinate clauses). The independent clause can stand alone, but the dependent clause cannot; it must depend on the main clause. Usually, the dependent clause is introduced by subordinating conjunctions such as after, although, when, since, because, so that, or relative pronoun such as, who, which, that. There are three types of dependent clauses which are in complex sentences. In which, the name of those types refer to its function, they are; adverbial clause, adjective clause, and noun clause.

However, as long as complex sentences consist of independent and dependent clause; they tend to be longer than simple sentences or compound one. Therefore, they have more capacity to express idea more clearly and interestingly. Further, Bram (1995:40) explains that trough complex sentences, we can put prominence on the idea in a clause. We can also show among other things, contrast, preference, reason, and consequent. As the result, the flow thought will run much more smoothly, compared with a series of ideas expressed in simple sentence.

Based on the explanation above we can conclude that a complex sentence consists of two clauses; one independent while the

other is dependent. Both independent and dependent clauses are joined by subordinating conjunctions or relative pronoun. In addition, a complex sentence play essential role in producing good writing.

Example:

Complex sentences use an adverb clause:

1) **Because** grammar is easy, Rina learned it quickly

2) **When** Carla came, the mechanic was repair the car

Complex sentences use an adjective clause:

I met a man **who** is kind to everybody

Complex sentences use a noun clause:

I know **where** she lives

d. Complex-compound sentences

The last sentence type is complex-compound sentence. Basically, it is rarely constructed by beginning writer; it is useful especially for the upper intermediate and advance level of writer. Structurally, a compound-complex sentence comprises at least two or more independent clauses and one or more dependent clauses (Bram, 1995:41). In other word, we can say a complex-compound sentence is a combination of compound sentence and complex sentence. Because complex-compound sentence is made of two type sentences, we can

ignore there are many combinations are possible occur in compound-complex sentences. So, we need careful attention in the use of punctuation.

Example:

1) After I graduated from college, I wanted to travel, but I had to go to work immediately

2) Many students drive their cars to the college, but other prefer to take public transportation because a free parking at the college unavailable.

B. Errors Analysis

1. Definition of Error Analysis

In the process of learning a foreign language the student as the learner produces many forms which are not those which would be produced by a native of the standard form of the target language. Those forms are called error. Meanwhile, Dulay, et. al (1982: 138), explain that "errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance". But as soon as error made, this does not mean sign of failure, we can look at its natural, so that making error can be regarded in his language as an essential part of learning. People cannot learn language without systematically committing error.

However, there are good reason studies on students' error.

According to Corder (1981) learners' errors are significant in three ways: first, they give information about the language a learner is using; second, they provide information on how a language is learnt and finally, they provide information to the learner himself or herself since error can be regarded as device the learner uses in order to learn.

Error analysis is part of methodology of language learning that is learned to help the student's difficulties. Grass and Selinker (2008:112 define error analysis is a kind of analysis tends to pay attention to the errors students make. Error analysis may be carried out in order to find out how a person learns a language and to find out how well someone knows a language.

From the explanation above we can conclude that knowing learner's error in writing descriptive text is very important. Basically, we will know the ability of the students when they create sentence.

2. Difference Between Errors and Mistakes

In the process of learning language students often commit both of errors and mistakes. Actually, errors and mistakes are different. We have to distinguish errors and mistakes. In distinguishing between errors and mistakes, Ellis (1997: 17) claims errors reflect gaps in a students' knowledge; they occur because the student doesn't know what is correct. Whereas, mistakes reflect occasional lapses in performance; they occur

because, in particular instance, the student is unable to perform what he or she knows.

In the same way, Corder (1974, as cited in Sarosdy, 2006:122) also describes that errors are systematic and may give valuable insight into language acquisitions because they are goofs in the learner's underlying competence. Mistakes are inaccurate in linguistic production in our native language or in the foreign language that are caused by memory lapses, physical states and condition such as fatigue, inattention, or strong emotion.

Based on the statement above errors reflect a lack of underlying competence in the language that students are learning. Mistakes are mainly slips of the tongue; even native people make mistakes in speech and writing. Thus, it can be concluded that errors are systematic; they occur because the student has lack of competence in language and the students cannot directly corrected by their self, while mistakes are not systematic, they occur accidentally, the student is immediately aware of them, and then can correct them.

3. Types of Sentence Structure Error

For most beginning writers of foreign language, to express what they intend is sometimes difficult. One of the common problems might be lack of ability to arrange a group word by using correct structure in a sentence. As a result, they will commit error in their sentences. Oshima and

Hogue (1998:169) explain the major errors in the sentence structure, namely sentence fragments, run-on sentences and comma splices, choppy sentences and stringy sentences are frequently appear in students' writing. The explanation common sentence errors states as follow:

a. Sentence fragments

A sentence fragment is structurally incomplete sentence or part of a sentence (Oshima and Hogue, 1998:169). A sentence is considered incomplete if there is a dependent clause which is not attached to an independent clause, making the sentence unable to convey a complete thought. Bram (1995:26) also agrees that a sentence fragment is similar to a phrase or a dependent clause. It expresses an incomplete thought and cannot function nor stand alone as a simple sentence. Thus, a sentence fragment is a word group that is attempting to function as a sentence but missing one or more of the parts required in a complete sentence.

In addition to Bram (1995:26) a sentence can be called as a sentence fragment when it does not have one of the following:

1) Subject

2) Verb

3) Subject and verb

4) Main or independent clause

Example:

A sentence with no subject

   studies diligently and seriously

   Correct   : **she** studies diligently and seriously   (add   a

   subject)

A sentence with no verb

   The students in the office

   Correctness   : the students **study** in the classroom   (add   a

   verb)

A sentence with no subject and verb

   Late for class

   Correctness   : **he comes** late for class   (add a subject and a

   verb)

A sentence with no main or independent clause

   Because some students work part-time while taking a full load of

   courses

   Correctness: because some students work part-time while taking a

   full load of courses, **they have very little time**   (add

   independent clause)

b. Run-on sentences and comma splices

        A run-on sentence occurs when independent clauses are not

joined correctly. According to Bram (1995: 30)   run-on sentences

referred to as fused sentences. In a fused sentence, the two independent clauses are joined with no punctuation mark or coordinating conjunction. In line with Oshima and Hogue (1998:172) a run-on sentence is a sentence which two or more independent clauses are written one after another with no punctuation.

A comma splice occurs when two or more independent clauses are joined by a comma without a coordinating conjunction. Oshima and Hogue (1998:172) also agree that comma splice occur when two independent clauses are incorrectly joined by a comma without a coordinating junction. So, It can be concluded that run-on sentences and comma splices are a compound sentence that is wrongly connected.

Example:

Run-on : My family went to Australia then they emigrated

to Canada

Comma splice : My family went to Australia, then they emigrated

to Canada

Correctness : to correct run-on and comma splice we can add a period (.), a semicolon (;), coordinator, and even subordinator, as states below:

Add a period: My family went to Australia. Then they emigrated

to Canada

Add a semicolon: My family went to Australia; then they emigrated to

Canada

Add a coordinator: My family went to Australia, and then they

emigrated to Canada

Add a subordinator: My family went to Australia before they emigrated

to Canada

After my family went to Australia, they emigrated to

Canada

c. Choppy sentences

According to Oshima and Hogue (1998:177) choppy sentences are sentences that are too short. They are the result of using too many simple sentences. Indeed, the use of simple sentence is effective but repetitive or over use of them in writing, however, considered a poor writing style. Actually, Choppy sentence is easy to correct. The writer can combine it to make a compound sentences or complex one. In combining choppy sentences Oshima and Hogue (1998:177) suggest that just combine two or three short sentences to make one compound or complex sentence based on the ideas in the short sentences whether equal or one idea depend on the other. The explanation states as follows:

1) When the sentences expresses equal ideas, the writer can combine them by using words such as and, for, or, yet etc. As in following example:

Dina takes dance classes. She has no natural or sense of rhythm.

Correctness: Dina takes dance classes, **but** she has no natural or sense of rhythm.

2) When the sentences expresses unequal ideas, that is, if one sentence express a less important idea than the other, the writer can combine them by using subordinator such as because, although, before, after etc. As in following example:

I like cats. Cats make good pets. Cats are friendly and loyal.

Correctness: I like Cats **because** they are friendly and loyal.

These two characteristic make cats good pets

For instance, choppy can be reduced by combining the sentences using coordinator or subordinator conjunction to show connection between ideas.

d. Stringy sentences

The use of too many independent clauses in one sentence which is usually joined by "and, so, or, because, since and so forth can cause another sentence structure error called a stringy sentence. It is related to Oshima and Hogue (1998: 175) state that a stringy sentence is a sentence with too many independent clause, usually connected with and, but, so,

because, etc. Actually, there is no limiting the use of independent clauses in one sentence, but two is a good maximum. A stringy sentence can be corrected by dividing it or recombines the clauses using appropriate subordinator.

Example:

Many students attend classes all morning, and then they work all afternoon, and then they also have to study at night, so they are usually exhausted by the weekend.

Correctness:

Because many students attend classes all morning, work all afternoon, and study at night, they are usually exhausted by the weekend.

C. Descriptive Text

Writing is act of a writer to communicate her thoughts or idea to the readers. As pointed by Cohen and Riel (1998, as cited in Handayani, 2011) "Writing is a communicative act, a way of sharing observation, information, thoughts, or ideas with others and ourselves". It means that through writing each person will be able to convey information, ideas and announcements to others. Meanwhile, Heaton (1988) defines writing as task which involves students to make grammatically correct sentences by manipulating words in the form of a piece of continuous writing which successfully communicates the writer's ideas on certain topic. There are some types of writing text taught in English teaching in Indonesia; one of them is descriptive text.

Descriptive writing is the clear description of people, places, things, or events using appropriate details. Details used are usually sensory and selected to describe what the writer sees, hears, smells, touches and tastes. It is related to Oshima and Hogue (2007:61) that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes and sounds.

Larson (1984) defines a descriptive text is a text which says what a person or thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text should be vivid and detail since something described is particular and the writer should be able to bring the reader into his or her experience. Further, Oshima and Hogue (2007: 61) states that a good description is word picture; the reader can imagine the object, place, or person in his or her mind.

The descriptive text has generic structures which distinguish this text from the others. According to Djuhaeri (2007, as cited in Yohana, 2013) the generic structure of descriptive text include; first, identification and the second is description. Usually, identification in the first paragraph and identify phenomenon to be described. Description usually mentions some characteristics of thing. And the language features of descriptive text are specific noun, simple present tense, detailed noun phrase, kind of adjective described, relational process and figurative language and focusing on specific participants. Here is an example of descriptive text.

Table 2.1 The example of descriptive text

Borobudur Temple	
Identification	Borobudur is a great Buddhist temple.

Description	The temple is located in Magelang on the island of Java in Indonesia. Built in the 9th century under the Sailendra dynasty of Java, it was abandoned in the11th century and partially excavated by archaeologists in the early 20th century.
	Influenced by the Gupta architecture of India, the temple is constructed on a hill 46 m (150 ft) high and consists of eight steplike stone terraces, one on top of the other. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief; the upper three are circular, each with a circle of bell-shaped stupas (Buddhist shrines). The entire edifice is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km (some 3 mi) of passages and stairways. The design of Borobudur, a temple-mountain symbolizing the structure of the universe, influenced temples built at Angkor, Cambodia. Borobudur was rededicated as an Indonesian national monument in 1983 following extensive reclamation, aided by the United Nations.

To sum up, descriptive text is one of writing text taught in English teaching in Indonesia. a descriptive text is a text which says what a person or thing is like. Its purpose is to describe a particular people, place, or thing. The description tells how something looks, feels, smells, tastes and sounds. Descriptive text involves identification and description. In identification the writer identifies or introduces a person, a place or thing to be described. In description the writer focuses on describing a person, a place or a thing in terms of parts, and characteristics.

D. Review of Previous Studies

In writing this thesis, the researcher read many studies that relate to this research. The researcher found some references from the previous studies. These references also can be used by the researcher to know how to conduct an error analysis in student writing, in term of sentence structure as states bellow:

1. The research that has been conducted by Nurimamah, under the title" *an error analysis on sentence types based on structure in atmarita's short story"when biruni remembers it"*. This study was conducted to get the answer of research problems, namely (1) What kinds of sentence types that are used in short story in "Reform" magazine No (19,2001)?, (2) What kinds of errors in sentence types that are found in the object of the study? and (3) What is the most dominant error that are found in this investigation?. The method of this study was descriptive research design. This research was categorized into qualitative research, because the writer is the main instrument to collect the document of short story "When Biruni Remembers It" in "Reform" magazine No (19,2001). In analyzing the data, the writer classified and described kinds of sentence types and kinds of error in sentence types that are found in short story "When Biruni Remembers It" in "Reform" magazine No (19,2001). The result of this study showed that all the types of sentence based on structure are used in the short story. There were the total 31 sentences,

they are: two simple sentences, nine compound sentences, seven complex sentences, and third teen compound complex sentences. In addition, the writer used Oshima's theory to investigate the students' errors, which is classified into sentence fragments, choppy sentences, and stringy sentences. This study found that there are two errors of choppy sentences and there is no error of sentence fragments or error of stringy sentences. It means that the most dominant error was error of choppy sentence.

2. The research that has been conducted by Achoeah, and J. E, under the title" *Sentence errors: a review of selected GNS 112 test scripts of students of the University of Ilorin"*. This study examined sentence errors in selected composition scripts of students in GNS 112 Continuous Assessment test. This study was categorized into descriptive design, because the writer identified, categorized, explained and corrected the sentence errors found in the selected test scripts. The participant of this study was the GNS 112 students of the University of Ilorin. The instrument of this research was writing test. The writer asked students to compose writing on the topic "The Dangers of Drug-abuse". In analyzing data, the writer used basic grammatical concepts to identify and explain sentence errors in the selected test scripts. The result of this study showed that the writer found sentence errors in students' GNS 112 test script as follows: Misplaced modifier 3

times, Dangling Modifier 1 time, Run-on sentence 2 times, Redundancy 3 times, Sentence Fragment 2 times, Faulty Parallelism 2 times, and Faulty Predication 1 time. The writer also found other errors include Incoherence 2 times, Ineffective Sentence 1 time, Ungrammaticality 1 time, and Senselessness 1 time.

3. The research that has been conducted by *Ronald Candy S. Lasaten*, under the title *"Analysis of Errors in The English Writings of Teacher Education Students"*. This study aimed to analyze the common linguistic errors in the English writings of teacher education students. The writer used qualitative research design. The subject of this study was teacher education students of Mariano Marcos State University College of Teacher Education, Laoag City, Philippines. In selecting sample, the writer used random sampling technique in which the writer selected the written compositions of the students randomly. In analyzing data, the writer used the Taxonomy of Errors patterned after the model of Darus and Ching (2009). The writer identified and described the prevailing linguistic errors in the English writings of the students. Moreover, the writer also investigated the possible causes of these errors and drew out implications to language learning and teaching. The result of this study showed that that errors in verb tenses were the most common linguistic errors of the students, followed by error in sentence structure; sentence fragments and run-on sentences, punctuations, word

choice, spelling, use of prepositions and articles. Further, the majority of these errors are caused by learners' poor knowledge of the target language (English), specifically ignorance of rule restrictions. Others are attributed to the learners' carelessness, first language transfer or interference and limited vocabulary in the target language. Through this study, language teachers are guided to assess their own teaching methodologies and identify their students' ability in writing and to choose the strategies and topics that are best suited to their students.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher writes the research methodology that is applied in this research includes, research design, population and sample of the research, research instrument, validity and reliability testing, data collecting method, and data analysis.

A. Research Design

The purpose of conducting research is to provide answer of the research problems. In the process of finding the answer, the researcher needs a research design. Research design tells to the researcher how the data will be collected and analyzed. Clearly, the research design will direct the researcher in getting valid data, and then analyzing them; finally the researcher can come to the answers of the research problems. For instance, the researcher needs a research design to direct the researcher in the process of finding the answer of the research problems.

Based on statement above, the researcher used descriptive design by using quantitative approach in this research. Descriptive study is one of the designs in the research that obtain information focusing in current status and phenomena. They are directed to describe what is exist at the time of study. In descriptive study, there is no control or treatment given to the students. In this

research, quantitative method is used by the researcher, because data analysis will be dealing with number and percentage. Certainly, quantitative method is a research method that is used to gather quantitative data dealing with number. The researcher determines that the design is descriptive quantitative because she wants to describe the students' errors in writing, in which the data taken from sample, and then the results of the data tabulated in the form of percentage. It is appropriate to Porte (2002:85) in which descriptive quantitative research describes data in a way that allows the writer to inform about how often something accurate in the data, what typical values or element are found in the outcomes, or how such values are dispersed throughout the data obtained.

In this research, the researcher is going to identify the sentence structure errors found in descriptive text made by the first grade students of MAN Rejotangan. Then, the students' errors classified into their types include; sentence fragments, run-on sentences and comma splice, choppy sentences, and stringy sentences. This classification based on the common sentence structure errors proposed by Oshima and Hougue (1998).

After the errors have been identified and classified, the researcher calculated the frequencies of errors by certain formula. The result of calculation tabulated in the form of percentage to know what the most dominant errors done by students in the writing.

B. **Population and Sample of The study**

Before conducting research, the researcher needs to determine which one will become population and sample of his or her study. The explanation both of population and sample of this research are stated as follow:

1. Population

Population is the total number of people in a certain group. Gay (1992:124) says "population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable". The population of this study is all of first grade students of MAN Rejotangan in academic year 2014/2015. It is consisting of 7 classes and 150 students.

2. Sample

The term sample is defined as the member of population who are chosen to participate in the research. According to Lodico, et al. (2006: 143) a sample is a smaller group selected from a larger population that is representative the larger population. In selecting sample, the researcher can apply certain technique in order to get subject of the study which is representing the number of population. A certain technique that is used by researcher to select sample is known as sampling. Gay (1992:124) states that sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the lager group from which they were selected.

In this research, the researcher selects X IPA 4 as the sample of the study. This class consists of 32 students. In selecting sample of the study, the researcher used stratified sampling technique. Stratified sampling technique used by researcher because the population has already grouped based on their class.

C. Research Instrument

Research instrument is tool that is used by the researcher to collect data. The use of instrument depends on the data which are needed by the researcher, and it relates to the research problem. In this research, the researcher uses test, especially, writing test as the instrument to collect data. Here, writing test is the main instrument that is used by the researcher. The researcher gave the writing test because she wants to know how far the errors made by students in constructing sentence. Then, to assess students' writing, the researcher set up analytic scoring rubric which included the criteria such as (1) Content, (2) organization, (3) sentence problem, (4) Vocabulary , and (5) Mechanics. The complete form of the writing scoring rubric can be seen in the appendix (see Appendix 2).

D. Validity and Reliability Testing

1. Validity Testing

Validity is a requirement that should be fulfilled in language testing. It is the most complex criterion of an effective test and the most

important principle of language testing. Clearly, Brown (2004:22) explain that validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. Validity means a test should test what the researcher want to test. A valid test of writing should measure writing ability, not previous knowledge, nor some other irrelevant variable.

This research focuses on sentence structure errors made by students in descriptive writing. Before conducting the research, the researcher ascertained that the instrument had two kinds of validity as follows:

a. Content validity

Content validity concern with the content of the test. According to Hughes (1989:26) a test is said have content validity it its contents constitutes a representative sample of the language skills, structure, etc. being tested. For example, grammar test must be made up of items that testing knowledge of grammar not speaking, reading. However, it is not enough to judge the test fulfill the content validity. The test will have content validity if it includes proper sample of the structure or content which is relevant with the purpose of the test. It means that, the content of grammar test for intermediate level should not have same content with grammar test for advance level.

Based on the definition, the researcher uses writing test as the instrument for collecting data since the purpose of the study is analyzing sentence structure errors made by students in constructing text. Before doing the test, the researcher consults with the English teacher related to kind of genre that has been taught, the list of topics in writing, and the instruction written in the test. Descriptive text is chosen by researcher because this text has been taught to the first grade students of MAN Rejotangan in academic year 2014/2015. So, it is proper that this kind of text is used to measure students' writing ability because this genre is well-known by the first grade students of MAN Rejotangan.

b. Face validity

Face validity refers to the degree to which a test looks right, and appears to measure the knowledge or abilities. According to Huges (1989: 33) a test is said to have face validity if it looks as if it measure what it is supposed to measure. The test in this research was designed to measure how far the errors made by students in constructing text, thus, to achieve face validity, the researcher provided the instructions to ask students to write.

2. Reliability Testing

Reliability is the consistency of the instrument in producing the similar score on different testing occasions or with different raters.

a. Reliability coefficient

Reliability coefficient is the scale that represents the reliability of the test. It allows us to compare the reliability of different test. According to Hughes (1989:40) the ideal reliability coefficient is 1. Where the result closed to 1, it means that a test is reliable. On the contrary, where the result of reliability coefficient is zero, it is not reliable.

Writing test belong to subjective test. In subjective test the response cannot be judge as correct or incorrect and it involves the rater in the process of judgment. Therefore, to make the result of the test is reliable, the researcher uses rater reliability as the way to get reliability coefficient.

In this research, the researcher uses inter-rater reliability to evaluate students' descriptive writing. Inter-rater reliability is achieved when two scorers or two raters do scoring. It means that by using inter-rater reliability there will be two scores from one students' descriptive writing. Here, the researcher is the first rater, and the researcher asked a friend to be rater 2. Each rater scored the test once. The result of students' writing test can be seen on Appendix. (See Appendix2)

b. Reliability Analysis

After the two sets of scores have gotten, the researcher compared and processed the two sets of scores by using *Pearson*

Product-Moment (SPSS version 16.0) to get reliability coefficient. The calculation is shown below.

Table 3.1 Reliability Coefficient

Correlations

		Rater 1	Rater 2
Rater 1	Pearson Correlation	1	.797**
	Sig. (2-tailed)		.000
	N	29	29
Rater 2	Pearson Correlation	.797**	1
	Sig. (2-tailed)	.000	
	N	29	29

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3.1 is the result of calculation by using Pearson Product Moment formula. It shows that the value was 0.797. The significance value is 2-tailed. According to Hughes (1989:40) the ideal reliability coefficient is 1. Where the result closed to 1, it means that the test is reliable. On the contrary, where the result of reliability coefficient is zero, it is not reliable. To sum up, based on the result of calculation gained in this research, the researcher conclude that the test is reliable because it has reliability coefficient was 0.797.

E. Data Collecting Method

The reason of collecting data in conducting a scientific research is to get the material needed and it is used by the researcher to answer the research problems. In this research, the method that is used to collect data is administering test. The researcher gives the writing test because she wants to measure students' ability in writing. Here, the researcher is interested in knowing how far the sentence structure errors made by students in writing descriptive text. Hopefully, by administering test the researcher can decrease the possibility of cheating among the students. Besides, it is also useful to recognize students' familiarity of the topic. The test was held on Thursday, April 30th, 2015. The researcher took two lesson hours for testing process.

F. Data Analysis

In the research, the data have been collected need to analyze in order to be more meaningful. Commonly, in the research, the term of analyzing data known as data analysis. In analyzing data, errors analysis is used by the researcher as the method. There are some steps in applying the error analysis method in analyzing data. Gass and Selinker (2008:103) proposed six steps in conducting an error analysis, include; collect data, identify errors, classify errors, quantify errors, analyze source and remediate. In this research, the researcher used the first four steps of error analysis, because they are appropriate with the data in the research. The descriptions of those four steps are explained as follow:

1. Collect data

The first step in conducting errors analysis is collecting data. In this research, the data were acquired from the result of students' writing. Absolutely, the data is in the form of written data. In collecting data of this research, the researcher administered written test to the students in order to obtain the students' writing in descriptive text. The writing test administered to the students on Thursday, April 30th, 2015. The researcher took the two lesson hours for testing process. The data gotten was 29 students' writing from 32 students. Three students did not come at the time of testing.

2. Identify errors

Identify errors refers to the identification of any error which students made in writing. In this step, the researcher will study the acquired data and try to find out the errors made by students in constructing English sentence structure. The errors could be, for example, the absence of subject, verb or even both of subject and verb in a sentence.

3. Classify errors

After the errors have been identified, the next step is classifying them into their types. The errors which had been found through the process of identification will be classified into sentence fragments, run-on and comma splice sentences, choppy sentences, and stringy sentences. Those

classifications based on the common sentence structure errors proposed by Oshima and Hougue (1998).

4. Quantify errors

This last step deal with counting how many errors appeared in students' writing. In this step, the researcher calculated the frequencies of errors, and then tabulated the errors in the form of percentage so that the researcher can identify the most dominant errors appeared in students' writing. It is necessary to know that the researcher applied certain formula in calculating the errors. The formula stated as follows:

$$P = \frac{f}{N} \times 100\%$$

Where,

P : percentage of each error

f : number types of error

N: the total of the whole errors

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter explains the result of data analysis which the procedures has been reported in the previous chapter. This chapter is going to be devided into two parts. First, the description of the research finding and the second, discussion. The decription of those parts are explained, as follow:

4.1 Research Finding

After the errors have been identified, the researcher classified the errors based on their types. In this research, the errors made by the students in writing descriptive text were classified based on the common sentence structure errors proposed by Oshima and Hogue (1998), the errors were classified into four types; sentence fragments, run-on sentences and comma splice, choppy sentences, and stringy sentences. All four types of sentence structure errors are found in this research. The descriptions of each error are stated as follows:

4.1.1 Sentence fragments

A sentence fragment is structurally incomplete sentence or part of sentence (Oshima and Hogue, 1998:169). Incomplete sentence will express incomplete though and cannot function or stand alone as

a sentence. Remember that a complete sentence must contain at least one main or independent clause, in which one main or independent clause is made of one complete subject and one complete verb that express a complete thought. In addition, Bram (1995:26) points out that a sentence fragment is similar to a phrase or a dependent clause. It expresses an incomplete thought and cannot function nor stand alone as a simple sentence. In conclusion, a sentence fragment is a word group that is attempting to function as a sentence but missing one or more of the parts required in a complete sentence.

This research reveals that sentence fragments frequently made by students are: the absence of subject, the absence of verb, the absence of subject and verb, the absence of subject in dependent clause, the absence of verb in dependent clause, and the absence of independent clause each of which has different frequency. The frequency and percentage of sentence fragments can be seen in Table 4.1 as follows:

Table 4.1 Frequency and Percentage of Aspects of Sentence Fragment Found in Students' Writing

No.	Aspect of Sentence Fragment	Frequency	Percentage
1	The absence of subject	27	14.37%
2	The absence of verb	72	39.78%
3	The absence of a subject and a verb	40	22.10%
4	The absence of subject in dependent clause	2	1.10%

5	The absence of verb in dependent clause	4	2.21%
6	The absence of independent clause	37	20.44%
	Total	182	100 %

Each of sentence fragment elaborates as follows:

1. The absence of a subject

As one of the important components of a complete sentence, subject tells whom or what sentences are about. If the subject is absent or missing, the readers are left wondering who or what performed the action. As the result, the readers cannot catch the intended meaning of the sentence. Below are some examples of sentence fragments found in students' writing where the subject is absent:

a. *The is my close friend*

If we observe the sentence above, we can assume that the sentence is grammatically incorrect since it uses article, in here, definite article 'The' without followed by proper noun. If the article serves as subject, it should be followed by proper noun. As we know, the function of article is modifying the noun. Therefore, article (a, an, and the) should be accompanied by proper noun when they act as a subject. To correct this sentence, delete the article, and then substitute with subject of pronoun 'he'. The revised sentence that uses correct subject, as follow:

a. ***He*** *is my close friend*

The next example of the absence of subject in a sentence, as in:

b. *He hobby is fishing, playing football, sleeping, and eating*

c. *I have best friend. He name is Ali*

If we observe the two sentences fleetingly, these two sentences are grammatically correct since they appear to have subject: 'He'. Actually, these two sentences are not appropriate in using pronouns. Hansen and Daniel (1998: 243) states "a pronoun is replacement for a noun. That is, a pronoun function a noun does". A noun is specific and clear in meaning, but a pronoun can be general and unclear. Further Hansen and Daniel (1998: 243) classify pronouns into three cases: *nominative, objective and possessive*. All three cases show the relationship of pronouns to other words in the sentence. When we look two examples above, it needs possessive pronouns to act as subject. A possessive pronoun is pronoun that possesses something. So, we can revise these two sentences by using possessive pronouns 'His' as in:

b. ***His*** *hobby is fishing, playing football, sleeping, and eating*

c. *I have best friend.* ***His*** *name is Ali*

The other example of the absence of subject in a sentence, as in:

d. *Has straight hair and long*

e. *She often gets sick and ever take care in hospital*

The two sentences above, obviously does not have a subject to make a complete sentence. To correct it, simply add a subject: 'she'. Here are the revised sentences:

d. **She** *has straight hair and long*

e. *She often gets sick, and **she** ever takes care in hospital*

2. The absence of a Verb

Some sentence fragments in students' writing were caused by the absence of a verb. Verbs tell what the subject did or is. If the verb is missing or absence, we are left wondering what the subject did or what the subject is. Some examples of sentences without verb taken from the students' writing as in:

a. *Her eyes small*

b. *She fifty years old*

The examples *a* and *b* obviously have a subject, but it does not have any verb to make a complete sentence. Therefore, these sentences need to add a verb or an auxiliary 'is' since the subjects are all third person singular. The revised sentence, as follow:

a. *Her eyes **is** small*

b. *She **is** fifty years old*

Sometimes, a main verb needs a helping verb for acting as a complete verb. The absence of a helping verb can cause the

incomplete of using verb. A Helping verb is used with a main verb in a sentence to help establish when something happened. Usually a helping is known as *auxiliary verb*. Hansen and Daniel (1998: 15) state that auxiliary verb is used to make the meaning of the main verb more precise. From the data gotten, the following examples show the incomplete of using verb:

    c. *He studying in the MAN 3 Tulungagung*

    d. *His hobby is play football and game*

       Two sentences above are in the form of a present participle. The word "studying" in the example c look like a verb, but it is **not complete** a verb. If a present participle is not preceded by an auxiliary (e.g. is, am, are, were, was), it cannot act as a verb. To correct the sentence, add an auxiliary 'is' to complete the verb as in:

    c. *He **is studying** at MAN 3 Tulungagung*

       The example d is grammatically incorrect sentence since an auxiliary "is" is not accompanied by a present participle (V-ing). To correct this sentence, just add ending 'ing' to the main verb so that it can be a correct present participle. The revised sentence, as follow:

    d. *His hobby **is playing** football and game*

  The other example of the incomplete in using verb, as in:

e. *He born in Tulungagung*

f. *Man 3 Tulungagung located in Tanen Rejotangan*

In those sentences, the word 'born' and 'located' look like a verb, but they are not a verb. This because 'born' and 'located' are in the form of a past participle. If a past participle is not preceded by an auxiliary (e.g. is, am, are, have, has, were, was, etc.), it cannot act as a verb. So, we can revise these two sentences by adding auxiliary 'was' and 'is' as in:

e. *He <u>was born</u> in Tulungagung*

f. *Man 3 Tulungagung <u>is located</u> in Tanen Rejotangan*

3. The absence of a subject and a verb

Some sentence fragments were missing both subjects and verbs. That means we don't know whom the sentence is about or what they did or are. Below are two examples of students' sentence without both a subject and a verb found in students' writing:

a. *At 7.00 am. The education will be started*

In the first example, the word 'At 7.00 am' is an adverb. It neither has a subject nor a verb. An adverb usually used to modify a verb, adjective, determiner, noun phrase, clause or sentences. So, we can revise the sentences by deleting the period in the middle of sentence in order to the adverb can modify the sentence as in:

a. *At 7.00 am the education will be started*

b. *In this description of my school*

The second example is also written without both a subject and verb. A noun that is preceded by a preposition cannot function as a subject and therefore the phrase 'in this description' cannot be a subject. To correct this sentence, rewrite the phrase to make it subject by deleting the preposition 'in', and then add an auxiliary verb 'is' and an article 'a'. Here is the revised sentence:

b. *This is a description of my school*

4. The absence of subject in dependent clause

The absence of a subject or a verb in a dependent clause can lead to sentence fragments. The example of the absence of subject in dependent clause can be showed as in:

a. *After go home from school, he always play football or game*

b. *After pray, we enter to class again for begin the lesson until 14.15 pm*

The two dependent clauses (subordinator clause) in the example *a* and *b* are incomplete since both of them do not have a subject. To correct the sentences, add a subject after the subordinator clause in order to be a complete dependent clause. The revised sentence, as follow:

a. *After he goes home from school, he always plays football or game*

b. *After we pray dhuhur, we enter to class again for beginning the lesson until 14.15 pm*

5. The absence of verb in dependent clause

The absence of a verb in a dependent clause can also lead to sentence fragments. Below are two examples of the absence of verb in dependent clause:

a. *Taufik is people who fun, humorist, and kind*

b. *you must know that my school after changed the headmaster*

The two dependent clauses (subordinator clause) in the example *a* and *b* are incomplete since both of them do not have a verb. The dependent clause in the first sentence has function as adjectival clauses. Therefore, it should be add a verb or auxiliary in order to serve as a complete dependent clause. In the second sentence the word 'changed' can be mistaken for a verb since it is a past participle which is not preceded by any auxiliary verb. To correct these two clauses, insert a verb or auxiliary "is" and "has" as in revising sentence below:

a. *Taufik is people who is fun, humorist, and kind*

b. *You must know that my school has just changed the headmaster.*

6. The absence of independent clause

Some students made some dependent clause that is not connected to and independent clause. This composing made the incomplete sentence and cannot express a complete thought. The following examples show of the absence of independent clause found in students' writing:

a. *I am very happy in my school. Because I have many friends who is good*

b. *Back when I was in Islamic junior high school. I have a friend*

c. *Although likes ignorant. He is also kind*

The underline clause in example a, b, and c usually call dependent clauses or subordinator clause. They cannot stand alone because the subordinate conjunction delivers a thought which is basically unfinished. Consequently, these clauses do not convey a complete thought. It needs an independent clause to give it sense. When they attach to an independent clause, the dependent clause will be the part of a full sentence, and then the thought is complete. To correct these sentences, delete the period between independent clause and dependent clause. Here are the revised sentences:

a. *I am very happy in my school because I have many friends who is good*

b. *When I was in Islamic junior high school, I have a friend*

c. *Although he likes ignorant, he is also kind .*

4.1.2   Run-on sentences and comma splices

Oshima and Hogue (1999:172) state that a run-on sentence is a sentence which two or more independent clauses are written one after another with no punctuation. While, a comma splice sentence is similar to run-on sentence in which the writer combines two independent clauses with only a comma without a conjunction (Oshima and Hogue, 1999:172). In other words, run-on sentences and comma splice are compound sentence that is wrongly connected.

This research reveals that run-on sentences and comma splices frequently made by students.. The frequency and percentage of sentence fragments can be seen in table 4.2 as follows:

Table 4.2 Frequency and percentage of Run-On Sentences and Comma Splices Found in Students' Writing

No.	Type of error	Frequency	Percentage
1	Run-on sentences	23	33.33%
2	Comma splices	46	66.67%
	Total	69	100 %

The following examples show some of the students' run-on and comma splice sentences found in students' writing

a. *My father has big and tall body his face square with a thick mustache.*

b. *He has face round his eyes is brown, big nose*

c. *I can play guitar he teach me patiently*

The all three sentence errors above usually called *run-on or fused sentences*. This because those all three sentences are made up of two complete sentences (a subject and its predicate and another subject and its predicate) written together in one sentence without any punctuation or connecting word. As the result, the readers will probably spend too much time trying to find out the intended message in the writing.

There are several ways that can be used to correct run-on or fused sentences structure errors. First, use a period or semicolon to two make two sentences. Second, use a coordinate conjunction (e.g. for, and, nor, but, or, yet, and so) or a subordinator conjunction (e.g. after, because, before, as soon as, if even though etc.) to form smooth sentence so that the sentence can express a complete though. Here are the revised sentences by using correct punctuation and connecting word:

a. *My father has big and tall body. His face square with a thick mustache.* (use **a period or full stop** two divide the long sentence into two sentences)

b. *He has round face, brown eyes, **and** big nose* (use **a coordinate conjunction** 'and' to combine the noun phrase)

c. *I can play guitar **because** he teaches me patiently* (use **a subordinator conjunction** 'because' to connect two independent clause)

d. *My house is my paradise, my house is located in the Padangan village*

e. *She has short black hair, she has fair skin*

Another type of sentences error happed in the two sentences above in which a comma is used to join two sentences; usually it is called *a comma splice*. However, in English writing rule two or more simple sentences must not be joined by a comma.

Similar to Run-on sentences, in correcting these comma splice sentence errors; use a period or semicolon to two make two sentences. Next, use a coordinate conjunction (e.g. for, and, nor, but, or, yet, and so) or subordinator conjunction to form smooth sentence so that the sentence can express a complete though. Here are the revised sentences:

d. *My house is my paradise**;** it is located in padangan village* (Use **a semicolon or period** to make two sentences)

e. *She has short black hair **and** fair skin* (use **a coordinate conjunction** 'and' to combine the noun phrase)

4.1.3 Choppy sentences

Oshima and Hogue (1998:177) states "a choppy sentences are sentences that are too short. They are the result of using too many

simple sentences". The following example shows some of the students' choppy sentences.

a. *She has nose wide. She has medium mouth. She has face round*

b. *She likes eat meatball. She is like humor people. She is study at SMK Rejotangan*

The sentences in the two examples above are too short and often repeat the same subject 'she'. The use of too many sentences in a row that begin with the same subject can cause sentences errors, especially choppy sentence. All the sentences above do not have good style. Reading these kinds of sentences can be boring for the reader. Therefore, they should be combined to make longer sentences in order to the idea can connect each other. Choppy sentences are easy to correct, just combine the short sentences to make one compound or complex sentences by using connecting word. If the sentences express equal ideas as in the example 1, use coordination (e.g. e.g. for, and, nor, but, or, yet, and so) to combine them. Here are the revised sentences:

a. *She has wide nose, medium mouth, **and** round face* (Use **a coordinate conjunction** 'and' to combine the sentences)

However, if the sentences express unequal ideas as in the example 2, use subordination (e.g. after, because, before, as soon as, if even though etc.) to combine them. Here are the revised sentences:

b. *My friend who is studying at SMK Rejotangan likes eating meatball and humor* (Use **a subordinator conjunction** 'who' to combine the sentences)

4.1.4 Stringy sentences

Oshima and Hogue (1998: 175) state that a stringy sentence is a sentence with too many independent clause, usually connected with and, but, so, because, etc. The following example shows some of the students' stringy sentences taken from students' writing.

a. *Now we rarely meet and rarely communicating, because she is very busy, so she not an opportunity communication with me*

b. *Every Sunday me and my mother always cleaning the house and cooking together, and then watching TV*

Each sentence above uses too many independent clauses that are connected by connecting word. As the result, these sentences form one very long sentence. A stringy sentence makes the reader forgets the beginning of the sentence before reaching the end. To correct the first sentence, remove the coordinate conjunction 'so', and then recombine the sentences. The revised sentence, as follow:

a. *Because she is very busy, she does not have an opportunity to meet and communicate with me.*

For correcting the second sentence, break down the long sentence into two sentences, and then turn the second sentence into

subordinate clause. The revised sentence, as follow:

b. *Every Sunday my mother and I always clean the house and cook together. After we finish the housework, we watch TV*

The following chart shows the number of sentence structure errors made by first graders of MAN 3Tulungagung in writing descriptive text.
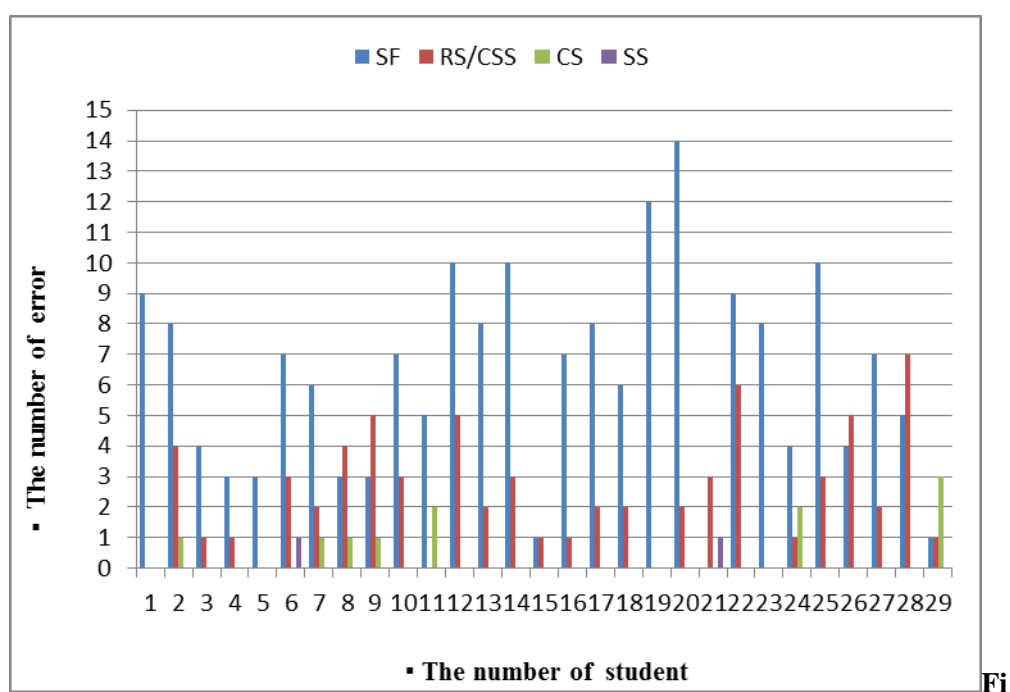

Figure 4.1 The Number of Sentence Structure Errors Made by Each Student

Figure 4.1 reveals that there was no students who made all four types of errors. Four students (no. 1, 5, 19 and 23) made one sentence structure errors, in here sentence fragments. Most, 16 students from the total students made both of sentence fragment and run-on sentences or comma splice errors, one student made both of sentence fragment and choppy sentence errors (no. 11) and one student made both of sentence fragment and stringy sentence

(no.21). Seven students (no. 2, 6, 7, 8, 9, 24, and 29) made three kinds of sentence structure errors in their writing. From the Figure 4.1 can also be seen that the student 20 made the most sentence fragment errors and student 28 made the most run-on or comma splice sentence errors. Further, student 29 made the most choppy sentence structure errors.

After the errors have been identified and classified, they are calculated and the result of the calculation is presented in Table 4.3.

Table 4.3 Types and Number of Sentence Structure Errors Found in Students Writing

No.	Types of Errors	Frequency	Percentage
1	Sentence Fragments	182	68.82%
2	Run-on or comma splice sentences	69	26.24%
3	Choppy Sentences	11	4.18%
4	Stringy sentences	2	0.76%
Total		264	100%

From the result of tabulation above, it can be seen that the researcher found the sentence structure errors which total was 264 errors. Further the first grader of MAN Rejotangan made most error in sentence fragment that was 182 times which mean 68.94% of the total error. The second most errors made by the students was error in run-on/ comma splice sentences with 69 times or 26.13% of the total error. Then, the students made 11 times errors in choppy sentences of 264 or 4.17% of the total error. The last error made by

the students was error in stringy sentences with 2 times or 0.76% of the total error. The figure below illustrates the percentage of each type of errors so that it can clearly be seen which types of error was most dominant in the students' writing.
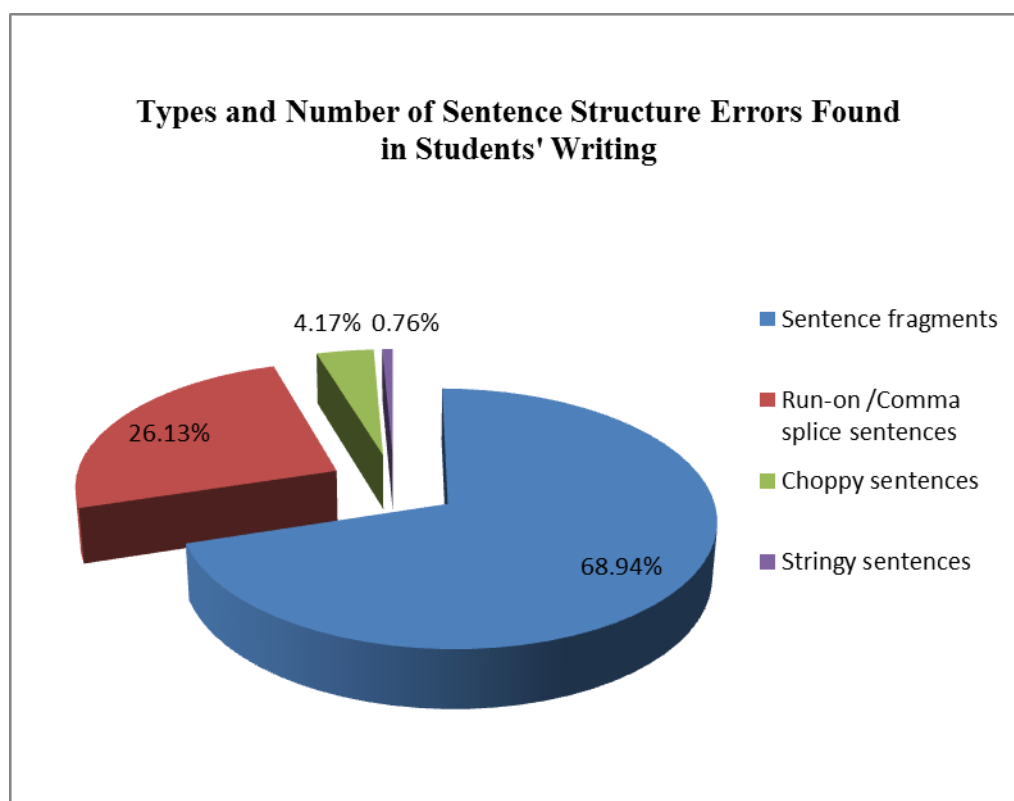

Figure 4.2 Types and Number of Sentence Structure Errors Found in Students' Writing

4.2 Discussion

As explained in chapter II, Oshima and Hogue (1998: 169) show the major errors in the sentence structure, they cover sentence fragments, run-on

sentences or comma splice, choppy sentences and stringy sentences. A sentence fragment is structurally incomplete sentence or part of a sentence. A run-on sentence occurs when two or more independent clauses are written one after another with no punctuation. Comma splice occurs when two independent clauses are incorrectly joined by a comma without a coordinating junction. Choppy sentences are sentences that are too short. They are the result of using too many simple sentences. A stringy sentence is a sentence with too many independent clause, usually connected with and, but, so, because, etc.

Based on the finding in this research, the first grade students of MAN Rejotangan made total 264 errors in their descriptive writing. Each type of errors has different frequency of occurrence. The percentage of sentence fragments made by the students was 68.94% of the total error, run-on sentences or comma splice sentences was 26.13%, choppy sentences 4.17%. and stringy sentences 0.76%. The four distribution of errors will be discussed below:

This research revealed that many students made sentence fragment in their descriptive writing. According to Oshima and Hogue (1998: 169) a sentence fragment is structurally incomplete sentence or part of a sentence. Based on the finding, sentence fragments occur 182 times or 68.94 % of the total error. It was the first highest frequency of error appeared in students' writing. It means that sentence fragment was the most dominant error made by students.

Actually, sentence fragment is a group of words that is attempting to function as a sentence but missing one or more of the parts required in a complete sentence. As we have known, subject and verb are the important component of complete sentence. It is appropriate with Hogue (1998:155) that a sentence is a group of words that contains at least a subject and a verb and expresses a complete thought. If a group of word lacks a subject, a verb or both, of course it cannot express a complete thought and cause a fragment. Consequently, the writing difficult to understand by reader and even intended meaning of the text gets lost.

Some sentence fragments found in students' writing occur because the use of dependent clause that is not attach to independent clause. It is relate to Bram (1995:26) that a sentence fragment also similar to a phrase or a dependent clause. It expresses an incomplete thought and cannot function nor stand alone as a simple sentence. However, dependent clause has a subject and a verb, so they look like complete sentences, but they don't express a complete thought. They are called "dependent" because they depend on other statement to complete the though. In other word, a dependent clause must be attached to a statement that makes sense standing alone.

Here the researcher tries to present the distribution and examples of sentence fragment found in students' writing. Based on the finding, the sentence fragments frequently made by the first grade students of MAN Rejotangan include: the absence of subject (27 occurrence or 14.83%), the absence of verb (72 occurrence or 39.56%), the absence of subject and verb

(40 occurrence or 22.98%), the absence of subject in dependent clause (2 occurrence or 1.10%), the absence of verb in dependent clause (2 occurrence or 2.20%), and the last was the absence of independent clause (37 occurrence or 20.33%).

The sentence fragment caused by the absence of subject appear as in "*the is my close friend*". This sentence is grammatically incorrect since it uses article, in here, definite article 'The' without followed by proper noun. Actually, the function of article is modifying the noun. Therefore, article (a, an, and the) should be accompanied by proper noun when they act as a subject. The students may miss the proper noun after article because they do not understand well the rule. The revised sentence that uses correct subject will be "*he is my close friend*".

The sentence fragment caused the absence of verb appear as in "*her eyes small*". The sentence is obviously has a subject, but it does not have any verb to make a complete sentence. Therefore, these sentences need to add a verb or an auxiliary 'is' since the subjects are third person singular. Hansen and Daniel (1998: 15) state that auxiliary verb is used to make the meaning of the main verb more precise. The revised sentence that uses correct verb will be *"She is fifty years old"*.

The sentence fragment caused the absence both of subject and verb found in students' writing as in "*At 7.00 am. The education will be started*". The word 'At 7.00 am' is an adverb. It neither has a subject nor a verb. An adverb usually used to modify a verb, adjective, determiner, noun phrase,

clause or sentences. So, the sentence can be revised by deleting the period in the middle of sentence in order to the adverb can modify the sentence as in "*At 7.00 am the education will be started*".

The sentence fragment caused the absence of subject in dependent clause as in "*After pray, we enter to class again for begin the lesson until 14.15 pm*". The underline sentence is dependent clause. However, the dependent clauses (subordinator clause) in the example are incomplete since it does not have a subject. Therefore, it needs to add a subject after the subordinator conjunction in order to be a complete dependent clause. The revised sentence will be "*After we pray dhuhur, we enter to class again for beginning the lesson until 14.15 pm*".

The sentence fragment caused the absence of verb in dependent clause as in "*Taufik is people who fun, humorist, and kind*". The underline sentence is dependent clause. The dependent clause (subordinator clause) in the example is incomplete since it does not have a verb. The dependent clause in the sentence has function as adjectival clauses. Therefore, it should be add a verb or auxiliary "is" in order to serve as a complete dependent clause. The revised sentence will be "*Taufik is people who is fun, humorist, and kind*".

The last factor caused sentence fragments found in students' writing was the absence of independent clause as in "*I am very happy in my school. Because I have many friends who is good*". The underline clause in the example call dependent clauses or subordinator clause. It cannot stand alone because the subordinate conjunction delivers a thought which is basically

unfinished. Consequently, these clauses do not convey a complete thought. It needs an independent clause to give it sense. When they attach to an independent clause, the dependent clause will be the part of a full sentence, and then the thought is complete. The revised sentences will be "*I am very happy in my school because I have many friends who are good*".

To sum up, sentence fragments give big contribution in causing sentence structure errors in writing. However, the use of complete sentence is needed to support the explanation in a text. As one type of text, descriptive text requires clear and vivid explanation of the object being described in order to the reader can visualize the object in his or her mind. It is relate to Oshima and Hogue (2007: 61) a good description is word picture; the reader can imagine the object, place, or person in his or her mind. The students might know the element of complete sentence, but they lack of knowledge of the element of complete sentence in target language, especially English.

The second highest frequency of error that appeared in students' writing was run-on sentence and comma splice. This error occur 69 time or 26.13 % of the total error. Run-on sentence and comma splice appears due to the wrong in combining two independent clauses. According to Bram (1995:27) run-on sentences and comma splices are compound sentence that is wrongly connected.

Here the researcher tries to present the distribution and examples of run-on sentences and comma splices found in students' writing. Based on the finding, run-on sentences and comma splices frequently made by the first

grade students of MAN Rejotangan; run-on sentences (23 occurrence or 33.33%) and comma splices (46 occurrence or 66.66%). Run-on sentences appeared in students' writing as in "*He has face round his eyes is brown, big nose*". The sentence is made up of two complete sentences (a subject and its predicate and another subject and its predicate) written together in one sentence without any punctuation or connecting word. As the result, the sentence will be difficult to understand. In order to make easy the reader in understanding the meaning, the run-on sentences can be combined or divided by using correct punctuation or connecting word. The revised sentence will be "*My father has big and tall body. His face square with a thick mustache*". Whereas, comma splices appeared in students' writing as in "She has short black hair, she has fair skin". The sentences error happed because the two sentences are joined by comma. However, in English writing rule two or more simple sentences must not be joined by a comma. Similar to run-on sentences, in correcting the comma splice can be combined or divided by using correct punctuation or connecting word. The revised sentence will be "*She has short black hair and fair skin*"

However, both run-on sentences and comma splice will make the sentence difficult to comprehend. The readers are forced to reread and reread before they succeed in marking where a sentence begin and ends. Further the reader will probably spend too much time trying to find out the intended message in the writing. Based on the finding in this research, the students were not fully aware of using punctuation or connecting word in a sentence.

However, the use of punctuation or connecting word sometimes can help them to form smooth sentence.

The third highest frequency of error that appeared in students' writing was Choppy sentence. This error occur 11 times or 4.17 % of the total error. Choppy sentences appear due to the use of too many short sentences, sometimes often repeating the same word. According to Oshima and Hogue (1998:177) choppy sentences are sentences that are too short. They are the result of using too many simple sentences. Choppy sentence found in students' writing as in "*She has nose wide. She has medium mouth. She has face round*". These sentences too short and often repeat the same subject 'she'. The use of too many sentences in a row that begin with the same subject can cause sentences errors, especially choppy sentences. Therefore, they should be combined by using appropriate connecting word to make longer sentences in order to the idea can connect each other. The revised sentence will be "*she has wide nose, medium mouth, and round face*".

Choppy sentences make the sentences do not have good style. Reading these kinds of sentences can be boring for the reader. Based on the finding in this research, there were some students that use too often repeating the same word. However, in formal academic writing choppy sentence tends to avoid because many short sentences in succession make it appear that a writer is incapable of sustaining a complex thought. The students should combine these short sentences to form longer ones so it make the idea can connect each other.

The last fewest frequency of error that appeared in students' writing was stringy sentences. This error occur 2 times or 0.76 % of the total error. Stringy sentences appears due to the use of too many clauses usually connected with and, but, so, and because. These clauses strung together forming one very long sentence. According to Oshima and Hogue (1998: 175) state that a stringy sentence is a sentence with too many independent clause, usually connected with and, but, so, because, etc. Actually, there is no limiting the use of independent clauses in one sentence, but two is a good maximum. Errors of stringy sentence found in students' writing as in "*Now we rarely meet and rarely communicating, because she is very busy, so she not an opportunity communication with me"*. The students use too many connecting word to combine clauses. These connecting words can be decreased in order to sentence flow smoothly. The revised sentence will be" *because she is very busy, she does not have an opportunity to meet and communicate with me"*.

Based on the finding in this research, the students are still confusing in constructing well-formed sentences. They use too many connecting word 'and, because, so' to combine clauses. Actually, the use of connecting word to combine several clauses to be one sentence is good, but over use it can cause the reader forgets the beginning before reaching the end.

CHAPTER V

CONCLUSION AND SUGESTION

In this chapter, the researcher wants to present the conclusion of the study that has been discussed in the previous chapter. Moreover, the researcher also wants to give suggesstion either for english teacher, the students, and other researcher.

5.1 Conclusion

The research shows that the first grade students of MAN Rejotangan made various kinds of errors in constructing sentence. It indicates that the students still have problem in constructing well-formed sentence in writing. Error that was found in students' writing can be categorized into four distributuin: seentence fragments, run-on sentence and comma splice, choppy sentence, and stringy sentence.

Based on the finding in this research, there were 264 errors appeared in students' writing. The highest frequency of error appeared in students' writing was sentence fragment with 182 times or 68.94%. It means that sentence fragment was the most dominant error done by students. Sentence fragment appears due to the absence of one or more parts required in a complete sentence. The second frequency of error that appeared in students' writing was run-on sentence and comma splice with 69 times or 26.13%. Run-on sentence and comma splice appears due to the wrong in combining

two independent clauses. The third frequency of error that appeared in students' writing was choppy sentence with 11 times or 4.17%. Choppy sentences appear due to the use of too many short sentences, sometimes often repeating the same word in the beginning of sentence. The fourth of error that appeared in students' writing was stringy sentence with 2 times or 0.76%. Stringy sentences appear due to the use of too many clauses usually connected with and, but, so, and because. These clauses strung together forming one very long sentence.

5.2 Suggestion

1. English Teacher

In teaching writing, actually there are many aspects that must be taught by the teacher. One of them is about the use of sentence structure. Based on the finding in this research, the researcher found many errors made by the first grade of MAN Rejotangan. English teacher should pay attention to the sentence structure errors that often made by students in composing writing. After knowing the students' errors, the teacher have to give explanation and feedback for their students related to the errors.

2. Student

In writing, the students should know the important of the sentence structure in writing. Many of students do sentence error in their writing. They still have problem in constructing well-formed sentence in writing.

The students, now have known the errors they made in their writing. The student as learner should learn from their error and not to do the same again, and , if necessary they can look for information from teacher or reviewing related book

3. Other researcher

The other researcher is suggested to use a better method to collect data of their research. He/she should present the findings better and more systematically, so that it can be understood well, and have more benefit to the reader. Furthemore, the other researcher is also suggested to not only concern in sentence structure, but also he/she should add other aspect of writing that can be analyzed.

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