

ERRORS ANALYSIS OF SYNTAX IN STUDENTS' WRITING PARAGRAPH

**(A Case Study of Fourth Semester English Tadris Program at IAIN Curup in
the Academic Year 2018/2019)**

THESIS

This thesis is submitted to fulfil the requirement
for “Sarjana” degree in English Language Education



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Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi atas nama **Dike Sundari, 16551009** Mahasiswa IAIN Curup Prodi Pendidikan Bahasa Inggris, yang berjudul **"Errors Analysis of Syntax in Students' Writing Paragraph"** sudah dapat diajukan dalam sidang munaqasah Institut Agama Islam Negri (IAIN) Curup.

Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terimakasih.

Wasalam mu'alaikum, wr.wb.

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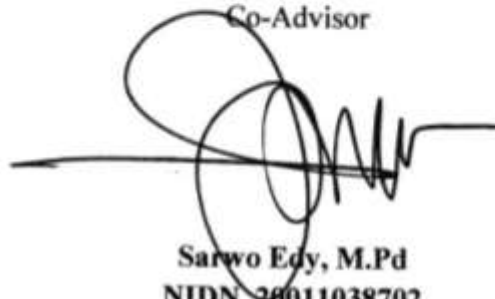
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PREFACE

All praises to Allah that the writer had finally finished writing his thesis entitled **“Errors Analysis of Syntax in Students’ Writing Paragraph”**.

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (s1) in English Study Program of IAIN Cutup. The writer realizes that this thesis is far from being perfect, therefore really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, July 2020

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Assalammu'alaikum Wr.Wb.

Alhamdulillahrobil' alamin all praises to Allah SWT the all mighty and merciful god who has given the researcher mercy, blessing and guidance so the researcher can finish this thesis completely. Peace and salutation always be given to Prophet Muhammad (Peace Be Upon Him), and all of his family and followers who have been a good example for every Muslim in this world and has brought us from the darkness (Jahiliyah) to the lightness (Islam) as we felt together.

The researcher finished this research entitled “**Errors Analysis of Syntax in Students’ Writing Paragraph**” This thesis is presented in order to fulfil of the requirement for the degree of strata I in English study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Because of those reason, the writer would like to presents his deepest appreciation to:

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2. Mrs. Jumatul Hidayah, M.Pd as the head of English Study Program of IAIN Curup and also advisor who always give the time for guidance, supports, motivation and suggestion along the process of this thesis.

3. Mr Sarwo Edy as my Co-advisor, who always give support, advices, guidance and suggestion in whole process of this thesis.
4. Big thanks for my beloved family. For my Father (Mr. Karboini) , my mother (Mrs. Tahya Sarmini), my old brother (Muklas Adi Putra S.Pd) and my young brother (Edrian Kusma Pranoto).
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Finally, the researcher needs suggestion for being perfect in the future because this thesis is not perfect yet event in the grammar, structure of writing, discussion or anything else that is not suitable with hoped. Hopefully the result of this research can give beneficial contribution to the development of education in other school. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward. Ameen.

Wassalammu'alaikum WR.WB

Curup, July 2020

Writer



Dike Sundari
16551009

MOTTO AND DEDICATION

MOTTO

*Better to feel how hard education is at this time rather than feel
the bitterness of stupidity, later.*

Learn from the past, live for today and plan for tomorrow

*Intelligence is not the determinant of success, but hard work is the real determinant
of your success*

This thesis dedicates to :

- My beloved parents, the greatest man, my father Karboini and the beautiful girl my mother Tahya Sarmini.
- My beloved brothers, my old brother Muklas Adi Putra and my young Brother Edrian Kusma Pranoto who always support me and stay beside me when I solve this research.
- My grandmother Sauya thank for your love and motivations
- My great advisor Mrs. Jumatul Hidayah, M.Pd who always give me motivation, suggestion, guidance in finishing my study at IAIN Curup.
- My co-advisor Mr. Sarwo Edy, M.Pd who always helps me solve the problems in my thesis.
- My beloved lecturers of English Tadris Study Program in IAIN Curup for support, suggestion and advices.

- My sister in law Sari Santari and the cute boy, my nephew Muhammad azril Al-fatih
- My cousin Susi Lastri who always support me
- The best friends Mahlia Wati, Messi Irene Putri, Ajeng Dwi Ramadhanty, And Dhani Oktavianti who always support me, give motivations and helped me in sadness and happiness.
- Sawian grup (Hengki Kris Sajaya, Aprian Nur Azali, Rachman Prasetyo, Genta Deka Prasetyo, Messi Irene Putri, Ajeng Dwi Ramadhanty, Dhani Oktavianti, Mahlia Wati, Elia Syafitri, And Mellyza)
- Friendship Rainbow grup (Iin Permatasari, Sora Bonitaliya, Desi Febriyanti, Rahmatul Ulfa and Ayu Permatasari) who always encourage me.
- The grup of KKN (Angga, Riski, Intan, Susi, Putri, Despa, and Willy)
- The grup of PPL (Anggi marlia and Dinda)
- My beloved friend of T-Unggul Grup (TBI A) as the best classmate, thank for your time who always accompanied me as long as my study.
- My beloved friends especially students of the academic year of 2016
- TBI fourth semester thanks for your support and participation to solve my thesis. Without all of you, I don't know what will happen with my thesis.
- All of students of Tadris Bahasa Inggris of IAIN Curup.
- My almamater IAIN Curup
- All of the people around me who gave me support and motivations that I could not be mentioned one by one.

ABSTRACT

Dike sundari 2020 : **Errors Analysis of Syntax in Students' Writing Paragraph
(A Case Study of Fourth Semester English Tadris
Program at IAIN Curup in the academic year 2018/2019)**

Advisor : Jumatul Hidayah, M.Pd

Co-advisor : Sarwo Edy, M.Pd

This research aimed to find out the syntax errors in English paragraphs written by tertiary English students and the factors causing the errors. This research employed an explanatory qualitative design. Fourth semester students from an English department of IAIN Curup were engaged as the subjects of this research. Positivism-governed document analyses and constructivism-based interviews were conducted to solicit the data as desirable. The document analyses endorsing a ready-to-use construct proposed by Dulay, Burt, Krashen, revealed that there were four kinds of errors students made, namely omission, addition, misformation, and misordering. Those types of errors were exhibited in a proximate composition which meant that the students had compatible difficulties in terms of the four kinds of errors. As uncovered from students' writing works, the four kinds of errors were found in the domains of words, phrases, and clauses. Subsequently, the interviews demonstrated that the factors of syntax errors extended to students' mother tongue interference. Anchored in the data gained, this research discussed the data in the perspective of interlanguage theory, were offered to help lower the factors causing English syntax errors in writing skill.

Keywords : Error, Syntax, writing

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CHAPTER I

INTRODUCTION

A. Background of the Research

According to Harmer, writing is students' study to communicate their ideas and perspective in written form besides using grammatical rules.¹ In addition, writing is one of skill of English describing illustration as written and represents the idea, feeling, and plan of writer. Thus, students can be to express themselves through writing. Therefore, the skill to represent oneself through writing is crucial. Graham stressed that writing's student to describe their ability and also writing's student to know their comprehension of learning and explain with academic content.² Hence, writing needed to teachers and students as instruments to measure comprehension and knowledge in learning process. Furthermore, writing as an opportunity for learning to students because writing producing the oral message namely idea, feeling, and plan of writer into written language.

Moreover, According to Shanahan and Lomax writing quality consists of some components. There are spelling, vocabulary, story structure or organization and syntax.³ Those components will make good writing. According to Crane defines

¹ Avan kamal Aziz Faraj, "Scaffolding EFL Students' Through the Writing Process Approach." (journal of education and practice, Vol. 6, No 13, 2015). P. 131

² Shawn M. Datchuk and Derek B. Rodgers, "Text Writing Within Simple Sentence: A Writing Fluency Intervention For Students With High-Incidence Disabilities", (University Of Iowa, Vol 1, 2018) p. 23-24

³ Katherine L. Moore "Effect of a Repeated Writing Intervention On Writing Fluency and Writing Quality" Thesis. (Louisiana State University and Agricultural and Mechanical College, 2019). P. 2.

syntax is the manner put together the words to form phrase and sentences.⁴ Syntax is the part component in writing because one of branches of linguistics concerning the ways words combines to phrases, phrases combine to clauses or clauses combine to sentences form to make a good writing. Syntax in linguistics is the study concerning sentence of language. According to Chomsky defined syntax is consider of standard and the ways of sentences are constructued in particular languages.⁵ Syntax in English discusses concerning the regulation and categories that admit words to be joined to sentences form. As a result, syntax is the important components of writing because it is the way constructing sentences in writing.

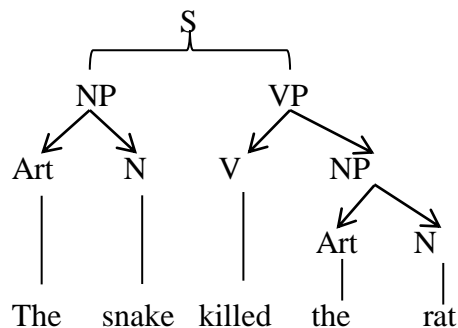
In addition, the grammar of most language contains two categories, syntax and morphology. Sentence structure in syntax can showed in two ways. There are phrases structure and tree diagram. The first is phrase structure. Phrases structure as follows:

- a. $S \rightarrow NP + VP$
- b. $Adj\ P \rightarrow Adj$
- c. $NP \rightarrow NP + S. Det + N.$
- d. $VP \rightarrow V + NP. V + VP. V + Adv\ P.$
- e. $Det \rightarrow Art$

⁴ Faidah Yusuf and Jumriana, "Syntactical Errors Made By The Students In Writing Thesis." 2016, 1 : 22-23

⁵ Wiyogo Purnomoadjie, "A Syntactical Analysis on Sentence Structure Used in Two Adeles's Songs." (PANYONARA, Vol. 1, No. 1, September 2019), P. 57

Then the second is tree diagram. According to Radford stated that tree diagram is a form of chart to show the structure of words, phrases and clauses in a sentence.⁶ Tree diagram is the graph used to represent the word, phrase and clause of a sentence. In addition, the purpose of tree diagram is help to understand ambiguousn of sentence because sometime a sentence has unclear and the meaning is ambiguous. Tree diagram as follows:

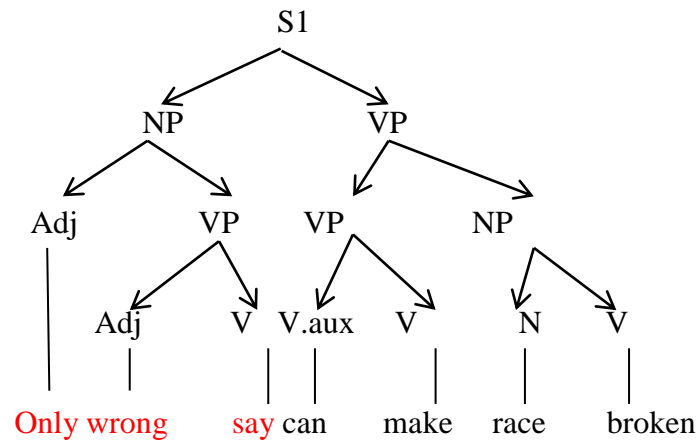


The structure of this sentence contains one clause there is independent clause, two phrases there are *the snake* is noun phrase and *killed the rat* is verb phrase and also consists of five words which contains noun , verb, determinant. There are *the, snake, the, rat* are one-morpheme words, whereas *killed* is two-morpheme words.

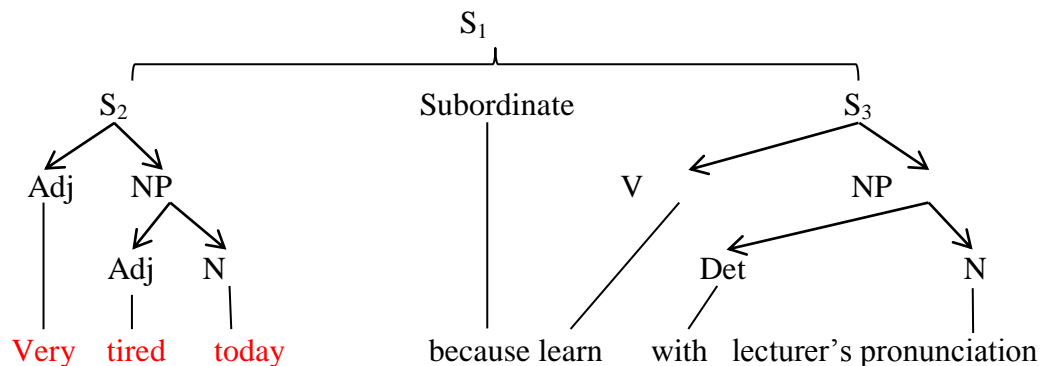
Meanwhile, based on interview of writing's lecturer students at fourth semester of English Study Program in Institute Agama Islam Negri (IAIN) Curup had problems syntax in Writing Paragraph. The researcher analyzed their writing in students' assisgment. That found one of students. Students still made errors in syntax in students' writing paragraph. For example "*only wrong say can make race broken*"

There is structure of sentence

⁶ *Ibid*, P. 58



The picture above showed that the red words indicated students made errors of syntax in sentence. There are errors in noun phrase. The sentence should be *"the wrong of words can make race broken"*. Student made error misformation in phrare namely student use their own vocabulary *"only wrong say"* instead of *"the wrong of words"*. The errors of the sentence can made meaningless of sentence. In addition, another example of student's writing paragraph *"Very tired today because learn with lecturer's pronunciation"*. There is structure of sentence



Based on the picture, the red words showed that student made error in clause namely error in main clause. The sentence should be *"today is very tired because"*

learn with lecturer's pronunciation". This sentence contains two dependent clauses and cannot stand alone and should be the addition of independent clause to make complex sentence. The students made errors misordering in main clause (independent clause) namely error in structure on syntax. Students did wrong place "*today*" as subject and did not put verb auxiliaries "*is*" that made error on clause. As a result, students still made errors in sentence structure of their writing.

Based on problems that have been explained above, this research would be done to recognize what the kinds of errors in syntax in students' writing paragraph. The research only focuses on the kinds of error. There are omission, addition, misformation, misordering. This research choose syntax of their writing paragraph because considered of problems students commonly made errors words, phrases and clauses in sentence of their writing. Accordingly, the researcher interested to analyze with the title "**Errors Analysis of Syntax in Students' Writing Paragraph**" written by the fourth semester students of English study program in IAIN Curup.

B. Research questions

Based on the background, there are several questions as the problems in this research, they are:

1. What are the kinds of errors in syntax in students' writing paragraph?
2. What are the factors of errors in syntax in students' writing paragraph?

C. Objectives of the Research

The purposes of the research are:

1. To identify what the kinds of errors in syntax in students' writing paragraph.
2. To investigate what the factors of errors in syntax in students' writing paragraph.

D. Significance of the Research

The result of this research will contribute to give benefits in two dimensions, theoretically and practically:

1. Theoretically

Theoretically, this research to give information describing concerning students constructing syntax component, there are words, phrases and clauses in their writing paragraph and the most errors made by students in syntax of their writing.

2. Practically

The result of this research useful for the teachers as source in teaching writing connected with syntax. Syntax is important for students especially in writing ability, so the result of this research is crucial for English teachers and students as source because it can help them in learning process.

E. Definition of key term

Before discussing the idea of this research, the researcher tries to define several keys term in this research.

1. Errors Analysis

Errors analysis is the manner for identified, classified, and systematically interpreting the unobjectionable form of a language in the process of someone learning of second language.⁷ The purpose of errors analysis is to finding the unacceptable form of student production in learning process. In this research, the errors analysis would be analyze errors sentence structure on students' writing paragraph.

2. Syntax

According to Crane defines syntax is the manner put together the words to form phrase and sentences.⁸ Thus, syntax is the organization of words, phrases, and clauses in sentence.

3. Writing

Writing is students' study to communicate their ideas and perspective in written form besides using grammatical rules.⁹ Hence, writing is one of skill of English describing illustration as written represents the idea, felling, and plan of writer.

F. Delimitation of the Research

The researcher will focus on kinds of errors in syntax in students' writing paragraph. The researcher will focus on kinds of error; there are omission, addition, misformation, and misordering.

⁷ Sependi Napitulu, "Analyzing Linguistics Errors In Writing An English Letter: A Case Study Of Indonesian Undergraduate Students". (international journal of language and linguistics, Vol. 5 No. 3, 2017) P. 72

⁸ Jumriana, *Loc, Cit.*,

⁹ Faraj, *Loc.Cit.*,

G. Thesis Organization

The researcher complete the organization of thesis that contains some parts, there are chapter I is the introduction of the research, it tells about background of the research, research questions, objective of the research, significant of the research, definition of key term, delimitation of the research, and thesis organization. Chapter II indicates about the review of the related literature, it related theories that relevance with the research. Chapter III contains of methodology of the research, there are the kind of the research, object of the research, technique of collecting data, research instrument, and the data for analysis.

CHAPTER II

LITERATURE REVIEW

This chapter contains of the review of literature related to the recent study. To conduct this research, the researcher use several related theories to support in data analysis.

A. Writing

1. Definition of writing

Writing is a language learning activities. Writing is count part of macro-skill of language. According to Aydogan stated that writing is the important skill in the written method¹⁰. Through writing they can express themselves. In addition, students can write to describe their knowledge, and teacher use writing' students to know their comprehension of learning and explain with academic content. Thus, writing is the important skill in learning activities.

According to Harmer stressed that writing is students' study to communicate their ideas and perspective in written form besides using grammatical rules.¹¹ Beside writing as express themselves, writing also as a tool to communicate of the writer. On other word writing as complex beginning describe illustration symbol and represent the idea, felling, plan, or faith of writer. Hence, based on the theories

¹⁰ Datchuk, *Loc.Cit.*,

¹¹ *Ibid.*

writing is one of skill of skill of English describing illustration as written and represent the idea, felling, plan and of writer.

B. Syntax

1. Definition of syntax

According to Crane stated that syntax is the manner put together the words to form phrase and sentences. Syntax is study the relationshion and the pattern of words, phrases and clause. In line with Crystal defines syntax as the study of the regulation governing the ways words, phrases and clauses combined to sentences in language.¹² Thus, syntax is how a sentence conctructed in writing. Therefore syntax is the important component in writing because one branches of linguistics concerning the ways words combines to phrases, phrases combine to clauses or clauses combine to sentences form to make a good writing. The study of syntax includes word, phrases, and clauses. The explained as follow:

1. Word

The word contains some classes (also called part of speech). There are noun, determiner, adjective, verb, preposition, adverb, conjunction, and interjection.

2. Phrase

The phrase includes some classes. The classes as follow:

- 1) Preposition phrase which a preposition at the first. For example: in the garden.
On the table.

¹² Jumriana, *Op, Cit*, p. 18

- 2) Noun phrase which a noun at the first. For example; a short woman, my lovely sister.
- 3) Verb phrase which a verb at the first. For example: is reading, read fastly.
- 4) Adjective phrase which an adjective at the first. For example: very beautiful.
- 5) Adverbial phrase which adverb at the first. For example: very carefully.

3. Clauses

According to Franks stated that clause is a provision includes a subject and predicate with a verb. Clause has two types. The first is dependent clause that clause start with subordinate clause and cannot stand alone. Dependent clause contain some clauses includes noun clauses, adverbial clause, adjective clauses (nominal functions, adjectival function, and adverbial clause). The second is independent clause. According to Azar defines that independent clause includes the main subject and verb in a sentence.¹³ As a result, independent clause is a complete sentence and stands alone.

C. Error

1. Definition of error

According to Brown stated that errors is the wrong of basic grammar of second language influence the competence of students.¹⁴ Errors can occur caused by competence factor. In line with Tarigan's theory stressed that errors is caused by

¹³ Jumriana. *Op, Cit.*, P. 18

¹⁴ Ika Dirga Sari, Hermawati Syarif, "An Analysis Of Compound Sentences In Students' Writing" (Advances in Social Science, Education and Humanities Research, volume 301, 2018), p. 344

competence factor. Here, competence as the second language system. Thus, error refer to the learners do not understand the second language system. As a result, error is unsuccessful the student in mastering and understanding the second language system.

2. Error analysis

Error analysis can helpful for teaching and learning process. In learning English, the students sometime make some errors as the main role of English teacher or researcher. According to James defined error analysis is the way of establish the incidence, nature, causes and consequence of the failed language. Through the errors by student, teacher or researcher will find the kind of error which are often produced by students and find the solution of the errors.

According to Richard and Smith stated that Error analysis is the manner for identified, classified, and systematically interpreting the unobjectionable form of a language in the process of someone learning of second language.¹⁵ The aim of error analysis is finding the unacceptable form of the learner production in learning process. Accordingly, error analysis is the way to establish the unacceptable form of the students in learning process due to the unsuccessful mastering and understanding the second language system. In this research, the error analysis will be analyzing errors of sentence structure in students' writing paragraph.

¹⁵ Napitupulu, *Loc, Cit.*

3. The kinds of errors

According to Dulay defined classifications of errors covered four types. There are linguistics category, surface strategy, comparative analysis, and communicative effect.¹⁶

1. Linguistics category

Errors linguistics category is errors on either language component or the language constituent. Language component includes phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Linguistics constituent include elements that comprise each language component.

2. Surface strategy taxonomy

According to Dulay stated the classifications of language errors based on how surface structures are altered¹⁷. Surface taxonomy contains four categories. There are omission, addition, misformation, and misordering.

1) Omission

Omission is the error by the lack of an item that must appear in well-formed utterance. Omission errors have two kinds by Dulay's theory. The first is omission of content morpheme. It is errors of a sentence on the major constituent

¹⁶ Agostinho dos Santos Gonçalves, "Error Analysis Of Using Simple Past Tense By The Second Grade Students Of Escola De Hospitalidade E Turismo Becora, Dili Timor Leste" (ISCE : Journal of innovative studies on character and education, Vol 4, 2020), p. 27

¹⁷ Dirga, *Loc.Cit.*,

such as nouns, verbs adjective, and adverb.¹⁸ For example “*he...it on table*” instead “*he puts it on table*”. The student omits a verb of sentence. The second is omission in grammatical morpheme. It is errors omitting on a minor role in conveying the sentence meaning. this errors contains of noun and verb inflection (the-*s* in books, the-*s* in father’s, the-*ed* in called, the-*ing* in speaking, etc), article (*a, an, the*), verb auxiliaries (*is, will, can, etc*), conjunctions (*and, or, for, because, etc*) and preposition (*in, on, at, under, etc*).¹⁹For example of omission error “*Santi read a comic now*” instead “*Santi reading a comic now*”

2) Addition

Addition is error related to the adding of an element or an item which must not appear in a well-formed utterance. Students not only forget to put items but also add unessential items in the sentence. For example of addition error “*Jhon didn’t ate anything yesterday*” instead “*Jhon did’t eat anything yesterday*”.

According to Dulay, Burt, and Krashen stated that addition error contains sub-categories into three categories. There are regularization, double marking and simple addition.²⁰ First, regularization is missing exemption and growing the regulation to domains where do not apply. For example “*those childs are my neighbors*” instead “*those child are my neighbor*”. Second, double marking is the use of two or more tense marker. For example “*we don’t knows your name*” instead “*we don’t know*

¹⁸ Sri Wahyuni Syam, “*grammatical errors made by the fifth semester students of english and literature department in writing essay*”Thesis. (UIN Alaudin, Makasar, 2016), P. 11

¹⁹ Dwi Handayani, “*Students’ Errors In Translating Narrative Text Based On Dulay’s Surface Strategy Taxonomy An Article*” Thesis. (Universitas Negri Medan, Medan, 2018), P. 6

²⁰Napitupulu, *Loc.Cit.*,

your name". The last category is simple addition, it is those which are neither regularization nor double marking. For example "*we stay in over there*" instead "*we stay over there*".

3) Misformation

Misformation is error relate to the use of the wrong morpheme or structure in writing. Student useful supplies the incorrect of something. For example "*My family fly to Jogja last month*" instead "*My family flew to Jogja last month*". Misformation has three types error. According to Dulay, Burt, and Krashen defined misformation error contains sub-categories; there are regularization, alternating form, archi-form.²¹ Regularization is the using regular and irregular types of words in wrong place. For example "*he runned firstly yesterday*" instead "*he ran firstly yesterday*". The next type is alternating form is the use of learner's vocabulary and grammar grow. The students usually prefer to the kinds of class as an alternative to use each class. For example "*this cats*" instead "*this cat*" or "*these cats*" The last type is archi-form is the alternative of a class form to describe another grup in different situation. For example of archi-form "*that cats is mine*" instead "*that cats is theirs*".

²¹ Ahmad Taufik Hidayah bin Abdullah, "*Error Analysis On The Use Of The Simple Tense And The Simple Past Tense In Weiting Essays Among TESL College Students*", (international journal of Esucation and research. Vol. 1, 2015), P. 5

4) Misordering

According to Dulay, Burt, and Krashen stated that misordering is the result of learners trust to applying words translation of first language surface structure when producing written or spoken utterance in target language.²² Thus, misordering is errors caused by the wrong placement of morpheme or group of morphemes. Misordering error appears systematically in compositions that have already been taken in learning process. For example of misordering error are misordering in pronunciation or spelling, morphology, syntax and lexicon.²³ As example in pronunciation or spelling “*prurall*” instead “*plural*”, in morphology “*get upping*” instead “*getting up*”, in syntax “*he is dear to me friend*” should be “*he is a dear friend to me*”, in lexicon “*key car*” instead “*car key*”.

3. Comparative analysis

Comparative taxonomy classifies errors is errors comparison between the structure of language errors and other types of construction.²⁴ Comparative analysis divided into four parts:

- 1) Developmental error is errors caused students used the first language when learning the second language.
- 2) Interlingua error is students usually comparable the structure of phrases or sentence of the first language. This errors caused by

²² Prabawati, *Op, Cit.*, P. 13

²³ Ibid.

²⁴ Gonçalves, *Op, Cit.*, P. 28

students translate word to word Indonesia language into English language.

- 3) Ambiguous error is one error of type found in the speech children acquiring a first language, and this error reflects native language structure.

4. Communicative effect taxonomy

Communicative effect taxonomy is errors and mistake since miscommunications.²⁵ Communicative affect concentrate on the perspective of listener and reader. This error divided two parts:

- 1) Global error is errors that effect on sentence organization which hinder communications.
- 2) Local error is not similar to global error because the sentence does not hinder communication. A local error contains verb inflection, articles, auxiliaries, and formations of quantifiers.

Based on the above theories, the researcher select one theory to reference the data. The researcher analysis errors based on the surface strategy taxonomy categories. There are omission, addition, misformation, and misordering. In this research choose these category errors because based on phenomenon that found the major of errors in students' writing in surface errors. The researcher chooses theory by Dulay, Burt, and Krashen which tell about the kinds of errors and also sub-categories of each error. The researcher chooses this theory because the theory can

²⁵ Prabawati, *Op, Cit.*, P. 15

answers the objectives of this research. There is figure out the kinds of errors in syntax.

Table 2.1

The kinds of error in students' writing paragraph

No	Errors	Indicators	Sub-Indicators	Examples of students' error
1	Omission	1. Omission of content morphemes (errors of a sentence on the major constituent)	<ul style="list-style-type: none"> - The omission of Noun (the omission of an object instead of noun in a sentence. - The omission of verb (the missing part of verb in clause of a sentence) - The omission of adjectives (the omission in terms of adjectives) - The omission of Adverbs (the omission of adverb of time, adverb of place, adverb of manner, and adverb of degree) 	<ul style="list-style-type: none"> - There was no interesting* that appealed to me (there was no interesting channel that appealed to me) - I woke up with* really tired (I woke up and felt really tired) - To go to the nature place* (to go to the place close to nature) - I* almost arrived to Yogyakarta (when I almost arrived to Yogyakarta)

		2. Omission of grammatical morpheme (errors omitting on a minor role in inform the sentence meaning)	<ul style="list-style-type: none"> - The omission of Noun and verb inflections such as the use the-<i>s</i>, -<i>es</i>, the-<i>ed</i>, and the-<i>ing</i>. - The omission of article on noun (<i>a, an, the</i>) - The omission of verb auxiliaries in a sentence (<i>is, will, can, etc</i>) - The omission of Preposition in noun (<i>in, on, at, under, to, etc</i>). - The omission of conjunctions on compound and complex sentence (<i>coordinate and subordinate conjunctions</i>) 	<ul style="list-style-type: none"> - Water consist* of hydrogen and oxygen (water consists of hydrogen and oxygen) - I have fish* (I have a fish) - They* singing at the room (They are singing at the room) - She came* the fay's party (she came to the Fay's party) - I know* the snake killed the rat (I know that the snake killed the rat)
2	Addition	Errors related to the adding of an element or an item	<ul style="list-style-type: none"> - Regularization (the addition error of the use of verb 2 and 	<ul style="list-style-type: none"> - Womans (wo men)

		which must not appear in a well-formed utterance	<p>verb 3 in regular and irregular verb and also the use of singular and plural of noun)</p> <ul style="list-style-type: none"> - Double marking (the use of two tenses marker in verb of a sentence) - Simple addition (the use of double preposition in a sentence) 	<ul style="list-style-type: none"> - I didn't went a nywhere (I didn't go anywhere) - They stay in over there (they stay over there)
3	Misformation	Error refer to the use of the wrong morpheme or structure in writing	<ul style="list-style-type: none"> - Regularization (the use of regular and irregular types of words in wrong place) - Alternating form (the use some form of learners' vocabulary and grammar grow) - Archi-forms (the choices of a class to describe another class form in different situation) 	<ul style="list-style-type: none"> - Runned (ran) - This cats (these cats/this cat) - That cats is mine (That cats are theirs)

4	Misordering	errors created by the wrong position of morpheme or group of morphemes	<ul style="list-style-type: none"> - Errors on spelling on words - The wrong form of morphology in word and phrase - The error of lexicon - Errors of structure on syntax. 	<ul style="list-style-type: none"> - Prulall (Plurall) - Get upping (getting up) - Key car (car key) - He is dear to me friends (he is a dear friend to me)

4. Factors of errors

In the learning process especially in writing, the students possible do errors and caused by some factors. According to Noorish classified three types factors of errors , there are carelessness, first language interference, and translations.²⁶

1. Carelessness

Careless connected to miss of motivation of students. The lacks of motivation of students caused by some factors are students lose interest, perhaps the material and style presentation of the teacher.

2. First language interference

²⁶ Rupina Holidazi. "An Analysis Of Grammatical Error In Writing Procedural Text By Viith Grade Junior High School Students" Thesis. (Fak. FKIP Universitas Mataram, Mataram, 2016). P. 3

Mother tongue or first language is a materials of custom formation. When aa person tries to mastering new custom influenced by the old habit. This factor of error is first language inference.

3. Translations

Translation is the errors caused by students translate word to word and idiomatic utterance of the first language into the second language. Translation is the most common factors of error.

According to Hubbard defines three major factors of errors in writing. There are mother tongue interference, overgeneralization, and teaching material or method.²⁷

1. Mother tongue interference

The first steps of studying a second language are usually influencing by interlingual transfer from the first language (mother tongue) or interference. According to Norrish stated that mother tongue is a subject of custom formation.²⁸ When people study new custom influenced by the past custom. It can occur because the grammar of first language impacts themselves on the new language such as faulty grammatical pattern and the wrong choice of vocabulary. For example, in writing student usually use the form of phrasal pattern of their Indonesian language in a target language.

²⁷ Si Putu Agung Ayu Pertiwi Dewi et al, “*An Error Analysis Of Students’ Writing On Diabetic Chart Explanation At The Sixt Semester Students Of Stikes Bina Usada Bali*” (Bali: Jurnal Dunia Kesehatan, Vol.5, 2019), P. 60

²⁸ Holidazi, *Loc.Cit.*,

2. Overgeneralization

Hubbard stated that overgeneralization is errors which inevitable because describe stage in development the language of learner.²⁹ This theory asserts that the way of second language by students in their mind and produce rules themselves along learning based on evidence. In line with Richard's theory stated that overgeneralization is the use of strategies that have been studied in a new situation.³⁰ Students claim that the learning process of new language based on the evidence of data in their mind and produce rules. Thus, students make a structure basing on other structures in the second language.

3. Teaching material or method.

Errors in second language may cause by teaching process itself. Teaching process can be the teaching material or method form by a teacher. Error can occur because failure of ineffective teaching. In this case, students usually make errors because the explanation from the teacher and tshe material such as presentation of the materials in text books, or memorized in a drill incorrectly.

D. Related Finding

There are some relevant previous studies which had been done about error analysis of syntax on writing. The first, byWiyogo Purnomoadjie with the title "A Syntactical Analysis On Sentence Structure Used In Two Adeles's Songs". This research describe the sentence structure through a tree diagram and find the sentence

²⁹ Dewi, *Loc.Cit.*,

³⁰ Dina Merris Maya Sari, "An Error Analysis On Students's Translation Text", (Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra Vol.3, 2019), P. 67

structure in two adele's song. The researcher used descriptive qualitative method. The researcher two kinds of collecting data were observation and documentation. The result of this research were grammatical sentence mostly appear rather than ungrammatical sentence and also figure out unacceptable English words, such as Ain't, you'd, , I'll, you're, didn't, couldn't, isn't.

The second is a journal conducted Rika Arista with the title "Error Analysis of Students' Sentence Structure in Writing Application Letter". To describe errors of students, the researcher used descriptive method. The researcher analyzed omission, addition, misformation, and misordering in type of sentence structure. There are simple sentence and compound sentence. The finding of the research found about 1188 errors in the application letter format and sentence structure in writing application letter.

The third is a journal conducted by Ika Dirga Sari, Hermawati Syarif, and Zul Amri from Universitas Negri Padang with the title "An Analysis Of Compound Sentences In Students' Writing". this research is quantitative research. The researcher analyzed types of sentence, there is compound sentence in students' writing. The result of this research contains of the kinds of errors of compound sentence on students' writing. There are omission, addition, misformation and misordering.

The fourth is under graduated thesis by Nur Rohmi Lestari entitled "Error Analysis Of Sentence Structure In Writing Personal Letter Made By Kalasan 1 Senior High School Students Class XI Ips 1 In The Academic Year Of 2015/2016". In this research, the reseacher analyzed errors of sentence structure in personal letter. This

study focus on mistakes of students on tenses grammar and the carry out the function of the sentences (subject, predicate, object, attributes, and adverbial) and the connectors to be analyzed.

The last related finding was conducted by Prof. Dr. Mehmet Demirezen with the title “An Analysis of the Problem-Causing Structures of Simple Sentences for Turkish University Students”. The researcher only focus on simple sentence. In this research analyzed Basic Element Types of a Simple Sentence and Its Configurations. Basic element of simple sentence are : S + V, S + V + O, S + V + Com, S + V + Ibdirect O + Direct O, and also S + V + O + Com.

Based on the finding above, the researcher found the similarities among them, those research are focused errors of one of kinds of sentence. Meanwhile, the researcher choosed on the kinds of errors in syntax. There are words, phrases and clauses. The errors contains errors omission, addition, misinformation and misoredering.

CHAPTER III

RESEARCH METHOD

1. Kinds of the Research

In this research, the researcher use descriptive method through presented in qualitative ways. Descriptive method is a research focused in explaining condition or situation population, factually, systematically, and accurately.³¹ In this research using descriptive because the researcher only analyzes students' error of syntax in writing paragraph and the aim of this research to describe exactly the errors of syntax in writing paragraph. In addition, the researcher also analyzes and describes the factors of errors in students' writing. Descriptive method clarified the data which have correlation with fact, situation, variable and phenomenon which happened when the research are being conducted.

The researcher used qualitative inasmuch based on theory of Moleong defined that qualitative research is the research which the data written or oral words form is descriptively analyzed.³² Moreover, Flick affirms that qualitative research is mainly concerned with the productions and analysis of texts, such as transcript of interview or field notes and analytic materials.³³ In this research, the researcher tried to expose errors of syntax in students writing through the data written form. The description of

³¹ Nurul Zuriah, *Metodology Penelitian Sosial Dan Pendidikan : Teori Aplikasi* (Jakarta: Bumi Aksara, 2007), p.47

³² Prof. Dr. J Lexy Moleong, *Metodologi Penelitian Kualitatif*. (Bandung : PT.Remaja Risdakaya, 2009), p.9

³³ Flick, Uwe, *A Companion to Qualitative research*. (London : SAGE Publication, 2009), p.18

errors includes words, phrases, and clauses in students' writing. The researcher also will be describes the kinds of errors in students' writing paragraph namely omission, addition, misformation, misordering. In addition, the researcher also description of the factors of errors in students' writing through transcript of interview forms. Thus, this research deals as a kind of research procedure that produces descriptive data in words and language form. In qualitative research there is little or no statistic.

2. Subject of the Research

The data were collected of English study program in Institut Agama Islam Negri (IAIN) Curup. The subject of this research is fourth semester at 2018 academic year. The researcher used the purposive sampling to gather the data. Purposive sampling technique is the deliberate choice of a participant possesses. This includes identification and selection of individuals or groups of individuals that are proficient and well-informed with a phenomenon.³⁴ The researcher has taken 29 from 55 students' writing in the form of recount text in diary form and argumentative text as their assignment. The researcher choose fourth semester because based on writing's lecturer and analyzed several writings of students in this semester there are still many errors in their writing especially in words, phrases and clauses. It can be concluded that this class still have errors in paragraph writing, especially in syntax.

³⁴ Tongco, M.D.C. "Purposive Sampling As A Tool For Information Selection, *Etnobotany Research And Application*", 2007, p. 147-158

3. Technique of Collecting Data

According to Cressnell data collection procedures in qualitative research includes four basic types: observations, interviews, documents analysis and visual images. In this research used some steps to collection the data.³⁵ There are document analysis and interview. The first technique is Documents analysis to figure out the kinds of errors in syntax in students' writing paragraph. The second is interview to discover the factors of errors in syntax in students' writing paragraph.

a. Document Analysis

The researcher used document analysis to gather the data because to know the real errors of syntax through written form. The data was students' writing form. The data taken from students' writing assignment. Students' writing was recount text in diary form and argumentative text. The researcher choosed students' writing related to the quantity of paragraph that contains 3 or more sentences in paragraph which recount text (diary form) and argumentative text usually contains fewer paragraphs than another genre of text. Then, students' writing would be correct one by one to figure out kinds of error of syntax in writing paragraph. In this research, the researcher would be finding out the kinds of errors namely omission, addition, misformation, and misordering.

³⁵ Margono. *Metode Penelitian Pendidikan*. (Jakarta : Rineka Cipta, 2005), p. 161

b. Interview

The second technique is interview. The researcher used the interview technique to get information what are the factors of students' writing. The researcher used semi structure interview. In this type the researcher tries to carry out a holistic understanding of the interviewees' point of view or situation. In this type the respondents is free to talk about their opinion with directional influence from the researcher. In this study the researcher interview by using guidelines of interview to get the data and tape recorder for taken the result of interview. Then the result of interviewing have been converted in written text script.

4. Instrument of the Research

In qualitative method, the main instrument is a research itself. The functions of the researcher to choose information as source data, collect data, analysis data and make conclusion. The researcher is the key instrument and as human instrument in qualitative way. According to Licoln and Guba in Sugiyono stated that the instrument of choice naturalistic inquire is the human, we know that instrumentation in order form may be used in later phases of the inquire, but the human is the initial and continuing mainstay, but if the human instrument has been extensively in earlier stages of inquiry.³⁶ Thus, the instrument can be constructed in the data that the human instrument has product. In this research, the researcher use instruments checklist and interview guidance.

³⁶ Sugiyono. *"Metode Penelitian Kuantitatif Dan Kualitatif Dan Research And Development"* (Bandung : ALfabeta. 2010), p. 306

a. Checklist

In this research, the researcher prepare checklist about the kinds of errors in types of sentence structure in students' writing paragraph of fourth semester, English study program in IAIN Curup to get understanding and analyzed errors based on Dulay's theory. According to Steve:

“A checklist is a type of informational job aid used to reduce failure and helped to ensure consistency and completeness in carrying out a task. Checklists are often presented as lists with small checkboxes down the left and hand side of the page. A small tick of checkmark is drawn in the box after the item has been completed.”³⁷

The researcher use a checklist which presented as list with small checkbox down to determine the kinds of error in types of syntax. This instrument is crucial to achieve the result of this research. In this research, the checklist was conducted by using Dulay's theory. He divided the kinds of errors in writing paragraph; there are omission, addition, misformation, and misordering. Moreover, the errors focus on the pattern of sentence; there are words, phrases and clauses in students' writing.

Before the researcher gets into the checklist, the researcher gives information related to checklist which contains the kinds of errors, in order to make understanding for the readers.

The information could be seen on the table below:

³⁷ Steve Stemler, (2001). *An Overview of content Analysis practical Assessment, Research & Evaluation..Practical Assessment, Research Evaluations: A Peer Journal*, 2001.Retired on January 09, 2017 from [http://pareonline.net/getvn.asp/v=7&n=17](http://pareonline.net/getvn.asp?v=7&n=17)

Table 3.1
The kinds of error in students' writing paragraph

No	Types of Errors (Dulay, 2016)	Indicators	Sub – indicators	Students' writing		
				W	P	C
1	Omission (OM)	1. Omission of content morphemes (errors of a sentence on the major constituent)	a. The omission of Noun (the omission of an object instead of noun in a sentence)			
			b. The omission of verb (the missing part of verb in clause of a sentence)			
			c. The omission of adjectives (the omission in terms of adjectives)			
			d. The omission of Adverbs (the omission of adverb as conjunction on clause)			
		2. Omission of grammatical morpheme (errors omitting on a minor role in conveying the	a. The omission of Noun and verb inflections such as the use the- <i>s</i> , - <i>es</i> , the- <i>ed</i> and the- <i>ing</i>			
			b. The omission of article on noun (a, an, the)			
			c. The omission of verb auxiliaries in a sentence (is, will,			

		sentence meaning)	can, etc)			
			d. The omission of Preposition in noun (in, on, at, under, to, etc).			
			e. The omission of conjunctions on compound and complex sentence (coordinate and subordinate conjunctions)			
	Addition (AD)	1. Regularization	the use of verb 2 and verb 3 in regular and irregular verb and also the use of singular and plural of noun			
		2. Double marking	The use of two tenses marker in verb of a sentence			
		3. Simple addition	The use of double preposition in a sentence			
	Misformation (MF)	1. Regularization	The use of regular and irregular types of words in wrong place			
		2. Alternating form	The use some form of learners' vocabulary and grammar grow			
		3. Archi-forms	The choices of a class to describe another class form in different situation			
	Misordering (MO)	1. Errors on spelling on words				
		2. The wrong form of morphology in word and phrase				

		3. The error of lexicon				
		4. Errors of structure on syntax.				

This instrument has passed validation process with notes from validator. The first is the classification on types of errors must be completed based on theory from Dulay. The second is some sub-indicators have been added on types of errors proposed by Dulay.

b. Interview Guidance

The researcher must have interview guidance what questions are to be asked and situation of students. It would be used when the researcher interview the students. It was be used in order to achieve standardized balanced with data from each respondent. The interview conducted in the same manner. In this research, interview guidance contains several questions to discovering the factors of errors based on Hubbard's theory in students' writing paragraph of fourth semester English Study Program in IAIN Curup. In this research, the researcher provided examples of questions as follow:

Table 3.2
The factors of errors in students' writing paragraph

Factors of error (Hubbard, 2019)	Indicators	Questions
Mother tongue interference	The impact of Indonesian language	<ol style="list-style-type: none"> 1. How does Indonesian language affect your English writing? 2. What causes you omitted the rules in English writing? 3. Why do you consider the Indonesian structure as similar as the English structure? 4. How do you apply the structure of Indonesian in your writing? 5. What does applying the Indonesian structure help you in writing? 6. Why do you prefer writing in Indonesian language before you do in English? 7. Why do you use several Indonesian vocabularies in your writing? 8. How do inserting Indonesian vocabularies help your writing? 9. Why do you make errors in syntax structure such as phrases and clauses in writing? 10. Why do you make spelling errors of words in your writing?

5. Technique of Data Analysis

All of the data was analyzed by some steps based on Muhammad Basir's theory (cited by Arif Guna Wibawa). There are data managing, reading, description, classifying, and interpreting.³⁸

1. Data Managing

Data managing includes organizing the data which collected along the process. Data managing was needed to make sure that the researcher organized the errors of sentence structure on writing paragraph. The purpose of data managing is the first to arrange the data and check their completeness, and the second to create the researcher start to analyze and to interpret the data. In addition, the researcher also managed the data from interview to make it is in order.

2. Reading

The next step includes read students' writing paragraph. The researcher read the data which have been arranged, and then the researcher read the answers of interview from students at fourth semester in English Study Program.

3. Description

Description is appropriate to the data that was found from document analysis and interview which supply the information that is required to describe. In this stage, the researcher begins to describe all of the data that could help the researcher to do the next stage in analyzing the data.

³⁸ Arif Guna Wibawa, "*An Analysis Of Cultural Expression In Translation Product*," Thesis. (Curup: STAIN Curup, 2016), page 51

4. Classifying

Classifying is the process of ordering the errors in syntax in students' writing paragraph. In this study, the researcher classify the kinds of errors based on Dulay's theory in surface strategy taxonomy errors namely omission, addition, misformation, and misordering. The researcher also classifying the answers of interview. The results of interviews are about the factors of error based on Hubbard's theory.

5. Interpreting

In the last stage of analyze the data, the researcher interpreted completely all of the data related to all the theories and the research questions.

CHAPTER IV

FINDING AND DISCUSSION

In this finding and discussion the researcher explains finding and discussion.

In the next part of the research, the researcher explains more detail and clearly.

A. Findings

This part of chapter completes the finding of research that has conducted on June 2020. This research was applied to answer two research questions. Document analysis was aim to figure out the kinds of errors in synatx in students' writing paragraph and interview was aim to figure out the factors of errors in students' writing paragraph

The researcher collected the data by the following instruments as stated in the chapter III. The researcher analyzed students' assignment of students fourth semester English Studys Program in IAIN Curup and also the researcher has interviewed them.

1. The kinds of errors in syntax in students' writing paragraph

Based on analysis of 29 texts of students' diary, the researcher found some errors based on the kinds of error by Dulay's theory.

The finding can be presented as follow:

Table 4.1

The kinds of errors in syntax in students' writing paragraph

No	Students	The kinds of errors	Examples
1	Student 1	<ol style="list-style-type: none"> 1. Omission : Student made omission errors of noun and verb inflection and preposition in words, phrases, and clauses. 2. Addition : Student made double marking error in phrases. 3. Misformation : student made alternating form error in words and phrases 4. Misordering : student made error on spelling in words 	<ol style="list-style-type: none"> 1. Eki came to boarding and do same activity's. 2. In the morning always thinking abot the future. 3. But I cannot share this experiences 4. Most of students said "slowly, wtf, angry and give complains".
2	Student 2	<ol style="list-style-type: none"> 1. Omission : student omitted article on words 2. Addition : student made double marking error in phrase. 3. Misformation : student made alternating form errors in phrases. 4. Misordering : student made error on spelling in words and phrases. 	<ol style="list-style-type: none"> 1. Visiting parlement is about to become. 2. Andy has received move then E130.000 in donation 3. Even go to person for taking selfie 4. The monumem before posting the piscure
3	Student 3	<ol style="list-style-type: none"> 1. Omission : student omitted verb, verb auxiliaries, adverb, preposition, and conjunction in words. 2. Addition : student has not addition errors 3. Misformation : student made alternating form errors in phrase 4. Misordering : student made errors of structure on syntax in clauses. 	<ol style="list-style-type: none"> 1. Nothing bad or fun for today. 2. I was very afraid of not mastering the materials. 3. So that I did not get a group and that made it difficult for me to find a group.

4	Student 4	<ol style="list-style-type: none"> 1. Omission : student omitted verb, adverb, noun/verb inflections, article, and conjunction in words. 2. Addition : student made double marking errors in phrases. 3. Misformation : student made alternating form errors in phrases and clauses. 4. Misordering : student did not make misordering error 	<ol style="list-style-type: none"> 1. Is the day that we are Indonesian people commemorate the warning G30S/PKI. 2. But the uprising was failed. 3. There were been a murders of seven army general.
5	Student 5	<ol style="list-style-type: none"> 1. Omission : student omitted noun, verb, noun/verb inflections, article, and conjunction in words and phrases. 2. Addition : student made simple addition error in phrase. 3. Misformation : student made alternating form in words, phrases, and clauses. 4. Misordering : student made errors spelling in words and structure of syntax in clauses. 	<ol style="list-style-type: none"> 1. I do not want some lectur teaches us again. 2. I come in with exciting but it do not luck for me. 3. Although schedule many more, should we have 4 lecturer 4. That for Wednesday me
6	Student 6	<ol style="list-style-type: none"> 1. Omission : student omitted noun and verb inflections, article, preposition, and conjunctions in words and phrases. 2. Addition : student made regularizations and double marking errors in word and phrase. 3. Misformation : student made error alternating form errors in words and clauses. 4. Misordering : students 	<ol style="list-style-type: none"> 1. The police and student who held demonstration in the state 2. I am are so shock today. 3. I am so a proud about young girl his name Hillary lasut 4. I read the news in mobel phon

		made error on spelling of words and structure of syntax in clauses.	
7	Student 7	<ol style="list-style-type: none"> 1. Omission : student omitted noun, verb, noun/verb inflections, article, preposition, and conjunction in words and phrases. 2. Addition : student made double marking errors in phrases and clauses. 3. Misformation : student made alternating form error in word. 4. Misordering : student made error spelling on words 	<ol style="list-style-type: none"> 1. All students are required to wear batik clothes 2. A biker is parked and resting in a mosque 3. Romy asked the police book for and investigate the case. 4. I hope the Indonesian Army can do better in future and as the proteccor
8	Student 8	<ol style="list-style-type: none"> 1. Omission : student omitted noun and verb inflections, article, and preposition in words. 2. Addition : student made double marking errors in words and phrases and simple addition in word. 3. Misformation : student made alternating form in words and phrases. 4. Misordering : student made errors on spelling in words and structure on syntax in phrases and clauses. 	<ol style="list-style-type: none"> 1. So in this event many of studen't can not learning 2. School is a place for of all students. 3. You can learning togheter with you are friends 4. School is a place a fun with a student for young generation.
9	Student 9	<ol style="list-style-type: none"> 1. Omission : student omitted article, preposition and conjunction in words. 2. Addition : student has not addition error. 3. Misformation : student made alternating form in clause. 4. Misordering : student made spelling errors in words. 	<ol style="list-style-type: none"> 1. This morning, earthquake has 3 times in a day. 2. I hope in maluku is well. 3. I am so afraid because Indonesian or every where in Indonesian.

10	Student 10	<ol style="list-style-type: none"> 1. Omission : student made omission errors such as verb, noun/verb inflections, verb auxiliaries, preposition, and conjunction in words and phrases. 2. Addition : Student did not make addition errors. 3. Misformation ; Student has not misformation errors. 4. Misordering : student made error on spelling in words and also error of structure on syntax in clauses. 	<ol style="list-style-type: none"> 1. Today is the exact date of the murder and betrayal of six general and I captains. 2. So 1 year in jail and a fine of 44 million
11	Student 11	<ol style="list-style-type: none"> 1. Omission : student omitted noun and verb inflections and conjunction in words, phrases and clauses. 2. Addition : student made regularization error in word. 3. Misformation : student made alternating form in word and phrase. 4. Misordering : student made spelling error in words and error of structure on syntax in clause. 	<ol style="list-style-type: none"> 1. I have not good mood in paragraph writing lesson. 2. I just can listened and understand without ask anything. 3. When we learn with he, we make some groups. 4. We discuss about "how to we have new vocab and know how to use"
12	Student 12	<ol style="list-style-type: none"> 1. Omission : student made omission errors of noun and verb inflections and conjunction in words. 2. Addition: student has not addition errors. 3. Misformation : student has not misformation errors. 4. Misordering : student made errors on spelling in words. 	<ol style="list-style-type: none"> 1. We hope you can get more achievement. 2. Great job miss Risa Santoso anb keep being an inspirations
13	Student 13	<ol style="list-style-type: none"> 1. Omission : student omitted noun, noun and verb inflections, article, 	<ol style="list-style-type: none"> 1. This day my first met with the awesome lecture.

		<p>preposition and conjunction in words and phrases.</p> <p>2. Addition : student made regularization and doble marking in word.</p> <p>3. Misformation : student alternating form errors in words and phrases.</p> <p>4. Misordering : student made errors on spelling in words.</p>	<p>2. She is did not come</p> <p>3. On this lesson me and my partner as presenter.</p> <p>4. I get up from my bad.</p>
14	Student 14	<p>1. Omission : student omitted noun and verb inflections, article, verb auxiliaries and conjunction in words.</p> <p>2. Addition : students has not addition errors.</p> <p>3. Misformation : student made alternating form in words, phrases, and clauses.</p> <p>4. Misordering : student did not make misordering error.</p>	<p>1. They just think about them they not think about our.</p> <p>2. Only wrong say can make race to be broken</p> <p>3. I think their are same</p>
15	Student 15	<p>1. Omission : student made omission on noun, verb, noun/verb inflections, and verb auxiliaries in words.</p> <p>2. Addition : student did not make addition errors.</p> <p>3. Misformation : student made alternating form errors in clauses.</p> <p>4. Misordering : student has not misordering errors.</p>	<p>1. I feel happy because my senior very kind.</p> <p>2. Welcome to October my allah bless me and my self more fine from before.</p>
16	Student 16	<p>1. Omission : student omitted verb, adjective, article, verb auxiliaries, and conjunctions in words and phrase.</p> <p>2. Addition : student made double marking error in phrases.</p>	<p>1. In the presentation and someone make a questions the lecturer give a some food.</p> <p>2. I like that but other side it is make me do not understand.</p> <p>3. I get pen form the</p>

		3. Misformation : student has not misformation error. 4. Misordering : student has errors on spelling in words	lecturer
17	Student 17	1. Omission : student made omission error of noun and verb inflections, article, and preposition in words. 2. Addition : student has regularization error in word and double marking in phrase. 3. Misformation : student made alternating form error in words. 4. Misordering : student made error of structure in syntax on clause.	1. I heard someone talks in English. 2. I always slept in this subject. 3. Me and my friends made a wall magazine. 4. I thought that this subject will be difficult
18	Student 18	1. Omission : student omitted noun, verb, noun/verb inflections and preposition in words and phrases. 2. Addition : student has not addition error. 3. Misformation : student did not make misformation errors. 4. Misordering : student made error on spelling in words and errors of structure on syntax in clauses.	1. I can rest at the weekend 2. I met my brother on the road and he then helped walk my motorcycle to my house.
19	Student 19	1. Student omitted verb, noun/verb inflections, verb auxiliaries, and conjunctions in words, phrases and clauses. 2. Addition : student did not make addition errors. 3. Misformation : students made alternating form errors in phrase and clause. 4. Misordering : student has	1. Today birthday my brother 2. I feel very happy because him.

		error on spelling of words.	
20	Student 20	<ol style="list-style-type: none"> 1. Omission : student omitted adverb, article, verb auxiliaries, preposition, and conjunction in words. 2. Addition ; student made simple addition on phrases. 3. Misformation : student made alternating form in clause. 4. Misordering : student made error of structure on syntax in clauses. 	<ol style="list-style-type: none"> 1. The rule mam also do not wear pants for women. 2. I come in with passion but I have not been lucky. 3. I very happy because his mr is handsome. 4. All the field he knew and also he is single.
21	Student 21	<ol style="list-style-type: none"> 1. Omission : student omitted verb and article in words. 2. Addition : student made double marking error in word. 3. Misformation : student made alternating form errors in phrases. 4. Misordering : student has not misordering errors. 	<ol style="list-style-type: none"> 1. Police are closing the road. 2. In the morning the entire Dki Jakarta are will be cloudly 3. Mass alliance number will hold a demonstration in Jakarta.
22	Student 22	<ol style="list-style-type: none"> 1. Omission : student omitted noun and verb inflections in words. 2. Addition : student made double marking error in phrase. 3. Misformation : student has not misformation errors. 4. Misordering : student made errors on spelling in words. 	<ol style="list-style-type: none"> 1. Our lesson so fun today. 2. I hope we will always never give up. 3. I felt exited and happy.
23	Student 23	<ol style="list-style-type: none"> 1. Omission : student made omission of noun and verb inflections, article, preposition and conjunction in words and phrases. 2. Addition : student made regularization and double 	<ol style="list-style-type: none"> 1. Today 30 september 2019 college student back to demonstration. 2. The most students after by foreign investors are shares of PT Bumi Resources. 3. On this day college

		marking errors in phrases. 3. Misformation : student made alternating form errors in words and phrases. 4. Misordering : student made errors on spelling in words.	students plan to hold a demonstrartion. 4. The police recod certificate
24	Student 24	1. Omission : student made omission of noun, noun and verb inflections, and article in words. 2. Addition : student made regularization error in word and simple addition error in phrase. 3. Misformation : student made alternating form in word. 4. Misordering : student made errors on spelling in words and error of structure on syntax in clause.	1. Demonstration is bulshit 2. Many students of senior high scholl follows demonstration in Jakarta. 3. They are take past in the demo . 4. How important this is?
25	Student 25	1. Omission : student omitted verb and preposition in word and phrase. 2. Addition : student made error regularization error in word and double marking errors in phrases. 3. Misformation : student made alternating form errors in phrases. 4. Misordering : student has not misordering errors.	1. I returned to the dormitory and activities 2. The grammar course that teaches is the lecturer. 3. There are statistics course.
26	Student 26	1. Omission : student omitted noun and verb inflections in word. 2. Addition : student made double marking errors in	1. The deliver materi and I ask with them. 2. That is makes the class laughed 3. Me and my people are

		<p>words and phrases.</p> <p>3. Misformation : student made alternating form errors in word and phrase.</p> <p>4. Misordering : student did not make misordering error.</p>	delivering materials
27	Student 27	<p>1. Omission : student made omission of verb, article, preposition, conjunction in words.</p> <p>2. Addition : student has not addition errors.</p> <p>3. Misformation : student did not make misformation errors.</p> <p>4. Misordering : student made error on spelling in word.</p>	<p>1. I watch Tv and see new about the increase in cigarette excise duty.</p> <p>2. 575 elected DPR members, 136 DPD members, and fil MPR members in the 2019-2024 peroid.</p>
28	Student 28	<p>1. Omission : student omitted noun, noun and verb inflections, article, verb auxiliaries, preposition, and conjunction in words and phrases.</p> <p>2. Addition : student made double marking error in phrase.</p> <p>3. Misformation : student made alternating form error in word and phrase.</p> <p>4. Misordering : student made errors on spelling in words and errors of structure on syntax in clauses.</p>	<p>1. We learn writing process and mam good lecture</p> <p>2. She is fun and always gave news informations</p> <p>3. The lecture ask are we want to change.</p> <p>4. I hate it becase may tongue like spinning.</p>
29	Student 29	<p>1. Omission : student made omission of noun and verb inflections, article, preposition, and conjunction in words and</p>	<p>1. The New York times reported Wednesday</p> <p>2. Students hold talks about Pyongyang's demonstration.</p>

		phrases. 2. Addition : student has double marking errors in word and phrase. 3. Misformation : student made alternating form error in phrases. 4. Misordering : student did not make misordering errors.	3. Andra Pradesh will be bought down to 3000 from Tuesday.
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Based on table, the researcher found the kinds of errors on students' writing paragraph. The researcher found 367 errors. The first was 184 omission errors. The most errors of students were omission errors. Students made omission error in content morpheme such as the omission of noun and verb inflections (*the-s*, *-es*, *the-ed*, and *the-ing*), verb, article, preposition, and conjunction. The second error was misordering errors. In this kinds that the most errors on spelling in words and errors of structure on syntax in clauses. The third error was misformation about 52 errors. The most of students made error in alternating form that the use some form of learners' vocabulary and grammar grow. The last was addition errors about 40 errors. The most errors in sub-categories addition was double marking that used two tenses marker. As a results, based on the result of finding, the researcher concluded that the quality of the students in writing sentence structure in students' writing still in the level poor because all of students made the kinds of error in their writing.

2. The factors of errors in students' writing paragraph

The researcher interviewed students English Study Program at fourth semester on June 25 to 27th 2020. The interviewing of students who made errors on syntax, the

researcher found the factors of students made errors in syntax in students writing paragraph based on Hubbard's theory. There is mother tongue interference who students usually applying Indonesian language in their writing such as students usually used Indonesian before writing in English even students put Indonesian words in writing and also they usually Indonesian structure in writing because students admitted that structure between Indonesian and English were similar. As a result, the researcher concluded that mother tongue interference namely Indonesian language influencing errors in sentence structure in students' writing paragraph.

B. Discussion

Based on explanations on the findings, the researcher describes the result of this research. The finding includes the kinds of errors of syntax produced by students of English Study Program of fourth semester in students' writing paragraph.

1. The kinds of errors in syntax in students' writing paragraph

a. Omission

Omission is the errors by the absence of an item that must appear in well-formed utterance. The omission errors contains sub categories namely omission of content morpheme (the omission of noun, verb, adjective and adverb) and omission of grammatical morpheme (omission of noun, verb inflections, article, preposition, verb auxiliaries and conjunction). Based on the analysis, the researcher found about 184 that contains errors in 168 errors in words, 13 errors in phrases and 3 errors in clauses.

Students made errors in words for example of students 8 “*Many student can get a new friends*” instead of “*Many students can get a new friends*”. Student 1 omitted noun inflection –s in word “*students*” and should be “*students*”. Then, student made error in phrase for example “*Bad day is Thursday and I come to college*”. Student omitted the article “*the*” in the phrase “*bad day*”. The sentence should be “*the bad day is Thursday and I come to college*”. And the last is errors on clause. The most of student made omission error on subordinate clause, for example of student 11 “*Today I have not good mood in paragraph writing lesson*” instead of “*Today I have not good mood when I learned paragraph writing lesson*”. Students omitted subordinate conjunction “*when*” in clause.

As a result, omission was the dominant error in students’ writing paragraph. In line with Dulay which stated that errors of omission are found greater abundance as long as the early stages of second language acquisition.³⁹ Based on finding the most omission was grammatical morpheme that contains omission of noun, verb inflections, article, preposition, verb auxiliaries and conjunction. The most of students made grammatical morpheme in words which related with Dulay stressed that even though any morpheme or words in a sentence is a potential candidate to be omitted, language learner omit grammatical morpheme much more frequently.⁴⁰ Then the researcher also found the omission of content morpheme that only found the omission on noun and verb in sentence. The omission errors in this research related to theories

³⁹ Masrudin, “*Omission ; Common Simple Present Tense Errors In Students’ Writing Of Descriptive Text*”, (IAIN Palopo, Vol 6, 2018) p. 30

⁴⁰ *Ibid.*,p. 38

by Dulay stated that the omission error contains two categories. There are the omission of content morpheme includes the omission of noun, verb, adjective and adverb and the omission of grammatical morpheme includes the omission of noun and verb inflection, article, preposition, verb auxiliaries and conjunctions. In addition, the researcher also found the omission not based on categories by Dulay's theories that the omission of subject such as students did not put subject before conjunctions and the omission of punctuations such as students did not paying attention comma before conjunctions that made errors in sentence.

b. Addition

Addition is error refer to the presence of an element or an item which must not appear in a well-formed utterance. Addition error contains sub-categories. There are regularization, double marking and simple addition. In this research, the researcher figure out 40 addition errors in syntax namely 12 errors in words and 28 errors in phrases but not find out addition errors on clauses in writing paragraph.

The researcher found error that contains words and phrases. For example error in words of student 24 "*Students follows demonstration in Jakarta*" instead of "*student follows demonstration in Jakarta*". In this sentence student made regularization namely the use singular and plural of noun. Student added -s in noun "*student*" that the verb "*follows*" showed singular that made error. In addition, student 5 made error in phrase, for example "*I come in with exciting it does not luck for me*". Student made simple addition that the used double prepositions "*in*" and

“*with*” that made addition error. The ideal sentence should be “*I come with exciting but I am not lucky*”.

Hence, the most addition errors that found in words and phrases namely double marking wherein students used two tenses marker in writing. The used of two tenses will make the incorrect meaning of sentence because the reader confused to indentified the tenses of sentence. Then, the researcher also figure out regularization and simple sentence errors concerning Dulay’s theory stated that the addition errors contains three sub-categories, there are regularization, double marking and simple addition. In addition, the researcher also found the addition errors not based on Dulay’s theory in students’ writing namely the addition of repetition of words , for example “*dear brother-brother*”. Student assumed that the repetition of the words “*brother-brother*” showed plural but in the English the addition –s that showed plural on noun. The ideal of the sentence should be “*dear brothers*” to show plural of noun.

c. Misformation

Misformation is error refer to the use of the wrong morpheme or structure in writing. In this error consists three sub-categories. There are regularization, alternating form, archi-form. Based on analyzed, the reseacher found 52 misformation erorrs that includes errors in 13 errors in words, 29 errors in phrases and 10 errors in clauses.

The most misformation errors in alternating form that the use some forms of learners’ vocabulary and grammar grow includes error on words, phrase and clauses. Student 14 made misformation errors in word, for example “*I think their are same*”

instead of “*I think they are same*”. Student used grammar grow namely pronoun “*their*” as possessive pronoun to subject. Then, students made errors in phrase for example “*I hope this situation can quick be better*” instead of “*I hope this situation will be better soon*”. In this sentence student used their own vocabulary “*can quick*” and should be “*will be*” to make the sentence meaningful. In addition, there are clauses’ errors. For example of student 15 “*I met my family for 3 days because my schedule very many*” instead of “*I met my family for 3 days because I have schedules*”. In this sentence, student 15 made alternating form that students used grammar grow such as “*my schedule very many*” that made the incorrect meaning sentence, the ideal clause should be “*I have schedules*”.

Based on the discussion, the researcher conclude that the most misformation error in alternating form namely the learners’ vocabulary and grammar grow, whereas regularization and archi-form categories not found in this research as Dulay’s theories stressed that misformation has tthree categories, there are regularization, alternating form and archi-form. In this research, some students used grammars grow that made errors in their writing. Grammar is also component of language, which students must mastery grammar based on the English rules. It is very important as Raja T. Nasr defines grammar is part of any language⁴¹. There is no language without grammar. Mastery gramamar will help people to comprehend what other people say or write. Furthermore, the reseacher found misformation error namely the learners’ vocabulary that students put Indonesian words in writing. For example “*this is very miris*”,

⁴¹ *Ibid.*,p. 32

student put Indonesian word “*miris*” that means “*tragic*” in sentence that made meaningless of sentence.

d. Misordering

Misordering is errors caused by the wrong placement of morpheme or group of morphemes. In this kind, misordering includes errors on spelling in words, the wrong morphology in words and phrase, the error lexicon and errors of structure on syntax in clauses. The researcher found about 91 errors as the second dominant errors in students’ writing. The error includes 62 errors in words, 13 errors in phrases and 16 errors in clauses.

In this research, the researcher found errors on spelling occurred in words and phrase, for example student 8 made error in word “*I am fery sad*” instead of “*I am very sad*”. Then, student did error on spelling “*very*” to “*fery*”. Whereas student 2 did error in phrase “*The angel of the north would have to blackout the monumen before posting the piscure*” instead of “*The angel of the north would have to blackout the monument before posting the picture*”. Students made errors on spelling of the noun phrase. There are “*the monument*” and “*the piscure*” must be “*the monument*” and “*the picture*”. In addition, students also made errors in clause namely errors of structure on syntax in clause, for example of student 5 “*That for Wednesday me*”. The structure of this sentence is wrong because there is not subject and the pattern of sentence is wrong. Therefore, this sentence should be “*that is Wednesday for me*”.

Hence, the most of misordering errors in syntax occurred in errors spelling in words and phrase and errors structure of syntax in clause but the researcher did not

find the wrong form of morphology and the error of lexicon based on theory by Dulay stated that the misordering errors such as errors on spelling on words, the wrong form of morphology in word and phrase, the errors lexicon and the errors of structure on syntax.

2. The factors of errors in syntax in students' writing paragraph

Based on the result of finding above, the factors that made students' errors in syntax in students' writing paragraph by Hubbard's theory caused the mother tongue interference. The following was the answer of a student when the researcher asked :

"Yes of course, I always use Indonesian language before I writing in English. Then I translate to English. I use Indonesian language because it makes me get better understanding and other people don't understand if I directly write in English"

Concerning of the statement above, the researcher got students have a habit which using Indonesia language that affected errors in syntax in writing paragraph. The students usually applied their mother tongue for example students wrote Indonesian language includes the words, phrases and clauses first then translate to English. So the result of the translating would be different from ideal English. This factor influenced the error of some students. Based on interviewed of some students such as student 1, student 2, student 5, students 9, student 23 and other students that made errors in misordering such as spelling in word and phrase caused the custom of them that usually used Indonesian language before writing in English.

In addition, the language structure became one of the error factors in sentence structure in writing. As regards this point, when we asked about Indonesian language structure influencing her writing, students answered as follow:

“Of course, I use Indonesian language structure that make easier for us to write and the structures between Indonesian and English are almost similar so we easier to understand in English writing”

From the statement above, the researcher concluded that the students assumed that the structures between English and Indonesian were similar. In fact, the structures of Indonesian and English are different. For example, in the structure of Indonesian language, there are not noun and verb inflections, but English has the rules of noun and verb inflection (-s/-es, -ed, -ing) wherein noun shows plural and singular, and verb shows tenses. Regarding of the result interviewed some students stated the structure of Indonesian and English were similar that influenced the errors of their writing such as student 1, student 5, student 4, student 10, student 11, students 14, student 17, student 23, student 24 ,students 28 and other students. The most errors of them made omission and addition errors namely the used of noun and verb inflections (-s./-es, -ed. -ing) and also the misordering errors particularly the structure on syntax of clause. Thus, the structure of Indonesian language became the major factor of errors influencing synatx in paragraph writing.

Moreover, other students answered when the researcher asked about mother interference:

“I usually use vocabulary from the internet such as the trendy words (viral) and also I use vocabularies that I have in my mind and sometime I use Indonesia for difficult words in writing”

Regarding the student's statement, the researcher concluded that students put Indonesian language and used their vocabularies which contributed to errors on sentence structure in writing paragraph. The students used their vocabularies that they had without checking them into dictionary. This condition at some point led to errors of word spellings so that the words could be meaningless. In addition, students used Indonesian vocabularies directly, and they thought the spellings were correct. That influenced the errors of some students such as student 5, student 8 and student 24 directly used Indonesian languages in their writing. These factors made errors in synatx in writing

In conclusion, the factors error of synatx in writing paragraph namely mother tongue interference. This was proven of students' errors that the most of students made errors on omission. Some students made errors on grammatical morpheme that students omitted noun and verb inflection, article, preposition, verb auxiliaries and conjunction. These errors caused of students who have habit that using Indonesia before writing and also students usually applying Indonesian structure in their writing. This case due to Dulay and Hayi stressed that mother tongue interference as the automatic transfer related to habit of the surface of first language into the surface

of the target language.⁴² As a result, omission errors was the most errors in students' writing paragraph caused mother tongue interference. This research related to Dulay theories stated that errors of omission are found greater abundance as long as the early stages of second language acquisition.⁴³

Furthermore, the resecher figure out the second dominant errors namely misordering which the most of student made errors on spelling in words and phrases and also erros on syntax in clauses. Students made errors on spelling because some students put Indonesian directly in writing and also students used their own vocabularies without checking into dictionary. Then, students made errors structure on syntax caused by structure language which students applying Indonesian language in writing. Thus, mother tongue interference as factor in students made misordering errors. This case due to Selinker's theory who stated that mother tongue interference is the the kinds of language produced by second and foreign language learners along the process of learning a language.⁴⁴ This kind of errors indicates the interference of the students native language in their writing such as students made error in spelling of words and phrase even some student used the spelling of native language in their writing and also students made errors on syntax in clauses like students applying the structure of native language in their writing that made errors in clauses. In conclusion,

⁴² Syam, *Op, Cit.*, p. 55

⁴³ Masrudin, *Loc.Cit.*,

⁴⁴ Masrudin, *Op, Cit.*,p. 38

based on the research theory of Hubbard is true that mother tongue interference as the factor of errors in syntax in students' writing paragraph.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Regarding the finding and discussion of errors in syntax in students' writing paragraph, the researcher concluded that the kind of error contains omission, addition, misformation and misordering. The first, Omission error was the most errors on students' writing namely omission of grammatical morpheme in words, phrases and clauses in students' writing paragraph. The second error is misordering includes the domain spelling on words and phrases and structure or syntax in clauses. The third, misformation error contains the domain regularization and alternating form in words, phrases and clauses. The last is addition error includes regularization, double marker and simple addition in students' writing paragraph. The most addition errors was double marking category in words, phrases and clauses.

The errors of students caused the factor of errors writing by Hubbard's theory. Mother tongue interference as the most factors of errors, in this research focused on the impact of Indonesian language as mother tongue of students who they usually applying Indonesian language in their writing such as students usually used Indonesian before writing in English even students put indonesian words in writing and also they usually Indonesian structure in writing because students admitted that structure between Indonesian and English were similar. Those factors influenced students' errors in syntax.

B. SUGGESTION

The researcher suggests to :

1. Students

The English are suggested to understand syntax especially in words, phrases and clause in writing paragraph agree with the English rules. By reading and studying about syntax more could minimize the errors of sentence structure in writing paragraph.

2. Teachers

The teachers have to correct the students in syntax in order students do not do errors in writing paragraph. In addition, the teachers must be help students to mastery syntax in writing based on English rules.

3. The other researcher

However, the researcher about the errors syntax in writing paragraph is not limited in this part only. The next the researcher may conduct another research that more specific such as words, phrases, or clauses in writing skill.

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A P P E N D I C E S

Appendix 1

Table 1

The kinds of errors in syntax in students' writing paragraph

No	Students	The kinds of error				Total
		OM	AD	MF	MO	
1	Student 1	6	1	3	2	12
2	Student 2	2	1	2	5	10
3	Student 3	7	-	1	2	10
4	Student 4	8	2	4	-	14
5	Student 5	12	1	7	7	27
6	Student 6	9	2	2	11	24
7	Student 7	9	4	1	1	15
8	Student 8	11	3	3	15	32
9	Student 9	4	-	1	5	10
10	Student 10	9	-	-	2	11
11	Student 11	8	1	2	2	13
12	Student 12	3	-	-	3	6
13	Student 13	7	1	3	3	13
14	Student 14	9	-	4	-	13
15	Student 15	5	1	2	-	8
16	Student 16	6	1	2	3	12
17	Student 17	4	2	1	1	8
18	Student 18	7	-	-	3	9
19	Student 19	4	-	-	1	5
20	Student 20	13	1	1	1	16
21	Student 21	2	1	1	-	4
22	Student 22	2	1	-	4	7
23	Student 23	9	6	2	4	21
24	Student 24	8	2	1	5	16
25	Student 25	2	3	3	-	8
26	Student 26	1	2	2	-	6
27	Student 27	7	-	-	1	8
28	Student 28	9	1	2	9	21
29	Student 29	4	2	1	1	8
Total		184	40	52	91	367

Table 2

The Total of the kinds of errors in syntax in students' writing paragraph

No	Sentence Structure	Total			
		OM	AD	MF	MO
1	Simple Sentence	66	19	21	35
	a. Words	57	5	3	24
	b. Phrases	8	14	13	3
	c. Clauses	1	-	5	8
2	Compound Sentence	62	14	17	27
	a. Words	58	6	5	19
	b. Phrases	3	8	9	5
	c. Clauses	1	-	3	3
3	Complex Sentence	56	7	14	29
	a. Words	53	1	5	19
	b. Phrases	2	6	7	5
	c. Clauses	1	-	2	5
Total		184	40	52	91

Note :

OM : Omission

AD : Addition

MF : Misformation

MO : Misordering

Appendix 2

THE CHECKLIST OF THE KINDS OF ERROR “ERRORS ANALYSIS OF SENTENCE STRUCTURE IN STUDENTS’ WRITING PARAGRAPH” (Study case of fourth semester English Study Program in IAIN Curup at 2018 academic year)

Date/Time :
Name :
Class :

Explanations :

W : word
P : Phrase
C : Clause

No	Objectives	Types of Errors (Dulay,2016)	Indicators	Sub – indicators	Students’ writing		
					W	P	C
1	To figure out errors of sentence structure on students’ writing paragraph	Omission (OM)	3. Omission of content morphemes (errors of a sentence on the major constituent)	e. The omission of Noun (the omission of an object instead of noun in a sentence)			
				f. The omission of verb (the missing part of verb in clause of a sentence)			
				g. The omission of adjectives (the omission in terms of adjectives)			
				h. The omission of Adverbs (the omission of adverb of time, place manner, frequency, and degree)			

			4. Omission of grammatical morpheme (errors omitting on a minor role in conveying the sentence meaning)	f. The omission of Noun and verb inflections such as the use the- <i>s</i> , - <i>es</i> , the- <i>ed</i> and the- <i>ing</i>			
				g. The omission of article on noun (a, an, the)			
				h. The omission of verb auxiliaries in a sentence (is, will, can, etc)			
				i. The omission of Preposition in noun (in, on, at, under, to, etc).			
				j. The omission of conjunctions (coordinate and subordinate conjunctions)			
		Addition (AD)	4. Regularization	the use of verb 2 and verb 3 in regular and irregular verb and also the use of singular and plural of noun			
			5. Double marking	The use of two tenses marker in verb of a sentence			
			6. Simple addition	The use of double preposition in a sentence			
		Misformation (MF)	4. Regularization	The use of regular and irregular types of words in wrong place			
			5. Alternating form	The use some form of learners' vocabulary and grammar grow			
			6. Archi-forms	The choices of a class to describe another class form in different situation			

		Misordering (MO)	6. Errors on spelling on words				
			7. The wrong form of morphology in word and phrase				
			8. The error of lexicon				
			9. Errors of structure on syntax.				

Notes :

1. The classification on the types of errors must be completed based on the theory from Dulay in order to get more data.
2. The red colour statements have been added based on the types of errors proposed by Dulay.

Validator : Nastiti Handayani, M.Pd

Appendix 3

THE CHECKLIST OF THE KINDS OF ERROR “ERRORS ANALYSIS OF SYNTAX IN STUDENTS’ WRITING PARAGRAPH” (Study case of fourth semester English Study Program in IAIN Curup at 2018 academicP year)

Date/Time : June, 28 2020
Name : Reki Iswandi
Class : TBI 3C

Explanations :

W : word
P : Phrase
C : Clause

No	Objectives	Types of Errors (Dulay,2016)	Indicators	Sub - indicators	Simple Sentence		
					W	P	C
1	To figure out errors of sentence structure on students’ writing paragraph	Omission (OM)	5. Omission of content morphemes (errors of a sentence on the major constituent)	i. The omission of Noun (the omission of an object instead of noun in a sentence)		√	
				j. The omission of verb (the missing part of verb in clause of a sentence)			√

				k. The omission of adjectives (the omission in terms of adjectives)			
				l. The omission of Adverbs (the omission of adverb of time, place manner, frequency, and degree)		√	
			6. Omission of grammatical morpheme (errors omitting on a minor role in conveying the sentence meaning)	k. The omission of Noun and verb inflections such as the use the- <i>s</i> , - <i>es</i> , the- <i>ed</i> and the- <i>ing</i>	√		
				l. The omission of article on noun (a, an, the)	√		
				m. The omission of verb auxiliaries in a sentence (is, will, can, etc)			
				n. The omission of Preposition in noun (in, on, at, under, to, etc).	√		
				o. The omission of conjunctions (coordinate and subordinate conjunctions)			
		Addition (AD)	7. Regularization	the use of verb 2 and verb 3 in regular and irregular verb and also the use of singular and plural of noun			
			8. Double marking	The use of two tenses marker in verb of a sentence		√	
			9. Simple addition	The use of double preposition in a sentence			
		Misformation (MF)	7. Regularization	The use of regular and irregular types of words in			

				wrong place			
			8. Alternating form	The use some form of learners' vocabulary and grammar grow	√		
			9. Archi-forms	The choices of a class to describe another class form in different situation			
		Misordering (MO)	10. Errors on spelling on words		√ √		
			11. The wrong form of morphology in word and phrase				
			12. The error of lexicon				
			13. Errors of structure on syntax.		√ √		

Appendix 4

The result of interview (Interview transcription)

Student 1

1. Bagaimana bahasa Indonesia mempengaruhi writing kamu?
“ya, tentu saja saya tentunya menggunakan bahasa indonesia sebelum menulis bahasa inggris”
2. Apa penyebab kamu menghilangkan aturan dalam menulis bahasa inggris?
“karena saya menggunakan bahasa Indonesia dalam tulisan saya dan saya biasa menggunakan aturan dalam bahasa Indonesia hal ini dapat mempermudah saya dalam menulis bahasa inggris”
3. Mengapa kamu menganggap structure bahasa Indonesia itu sama dengan structure bahasa inggris?
“karena bahasa Indonesia itu hampir sama dengan bahasa inggris begitupun dengan structure yang dimiliki bahasa Indonesia dan bahasa inggris itu sama”
4. Bagaimana kamu menerapkan structure bahasa Indonesia dalam tulisan kamu?
“dengan membuat bahasa Indonesia terlebih dahulu sebelum menulis bahasa inggris”
5. Apa dengan menerapkan structure bahasa Indonesia membantu kamu dalam menulis ?
“sangat membantu karena saya mudah memahami tulisan saya jika menggunakan structure bahasa Indonesia dan orang lain juga mudah memahami arti dalam tulisan saya”
6. Mengapa kamu lebih memilih bahasa Indonesia terlebih dahulu sebelum menulis bahasa inggris?
“karena bahasa Indonesia sangat membantu saya dalam menulis”
7. Mengapa kamu menggunakan beberapa kosa kata bahasa Indonesia dalam tulisan kamu?
“karena dengan memasukan beberapa bahasa Indonesia dalam tulisan saya dapat membuat saya lebih memahami kosa kata sulit dan setelah itu saya mentranslate bahasa tersebut kedalam bahasa inggris dalam tulisan saya”
8. Apa dengan memasukan kosakata bahasa Indonesia membantu kamu dalam menulis?

“lumayan membantu karena kita dapat mengenali kosa kata yang sulit dan mudah mengingat kosa kata tersebut”

9. Mengapa kamu membuat kesalahan pada structure syntax seperti phrase dan clause dalam writing?

“karena saya kurang memahami materi syntax dan saya sulit membedakan phrase dan clause dalam writing”

10. Mengapa kamu membuat kesalahan ejaan pada kata dalam tulisan kamu?

“karena saya biasa menulis kosa kata tanpa mengeceknya terlebih dahulu pada kamus dan terkadang saya langsung mentranslate kosa kata yang lagi viral dalam tulisan saya”

Student 2

1. Bagaimana bahasa Indonesia mempengaruhi writing kamu?

“yak arena bahasa Indonesia itu bahasa pertama kita atau bahasa ibu dan sangat mempengaruhi tulisan saya”

2. Apa penyebab kamu menghilangkan aturan dalam menulis bahasa inggris?

“karena saya biasa menerapkan aturan dalam bahasa Indonesia dalam tulisan inggris saya”

3. Mengapa kamu menganggap structure bahasa Indonesia itu sama dengan structure bahasa inggris?

“karena bahasa Indonesia itu aturannya sama dengan aturan bahasa inggris”

4. Bagaimana kamu menerapkan structure bahasa Indonesia dalam tulisan kamu?

“dengan menulis bahasa Indonesia kemudian menggunakan bahasa inggris dalam tulisan saya”

5. Apa dengan menerapkan structure bahasa Indonesia membantu kamu dalam menulis ?

“yak arena mempermudah saya dalam mengembangkan ide tulisan kita”

6. Mengapa kamu lebih memilih bahasa Indonesia terlebih dahulu sebelum menulis bahasa inggris?

“karena bahasa Indonesia itu sangat membantu dan memepengaruhi isi dari tulisan kita”

7. Mengapa kamu menggunakan beberapa kosa kata bahasa Indonesia dalam tulisan kamu?

“karena saya tidak mengetahui bahasa inggris dari bahasa yang saya gunakan dan dengan memasukan kosa kata indonesia dapat membuat tulisan saya lebih jelas”

8. Apa dengan memasukan kosakata bahasa Indonesia membantu kamu dalam menulis?

“ya sangat membantu saya dalam menulis”

9. Mengapa kamu membuat kesalahan pada structure syntax seperti phrase dan clausa dalam writing?

“karena saya terbiasa menerapkan structure bahasa Indonesia dalam tulisan saya”

10. Mengapa kamu membuat kesalahan ejaan pada kata dalam tulisan kamu?

“karena saya biasa menggunakan kosakata yang saya hapal tanpa saya lihat di kamus terlebih dahulu”

Student 1

Student 2

Diary 1

One EU scare story currently doing the round is that millions of Britons may face prosecution or even go to prison for speaking selfies in front of famous landmarks.

Diary 2

The angel of the north would have to black out the monogram before posting the picture to Facebook unless its designer had personally permitted you to use the image of his most famous work. The Daily Telegraph has warned.

Diary 3

Andy Burnham has received more than £130,000 in donations or interest free loans to fund his campaign from the labor leadership according to his entry in the latest register of member interest.

Diary 4

Student 5

Tuesday, October 01 - 2019

Diary

I don't like for today, why? Because I don't want some lecture each us again but the lecture sometime well. I don't like his method for teach someone because I am a calm people, I like lecture can be hospitable, friendly because I think his method make me afraid and nervous, and I think if lecture that give us motivation we like fearful, but maybe that just my mind I don't know for all student in my class, sometime that lecture nice good and give us motivation. But if we learn with he, I can't think good because in my heart feel nervous and afraid. I am sorry about that he I must be try to like because maybe for my future...

From my Mind
Nadia Maiza U.

Wednesday, October 02 - 2019

Diary

for Wednesday, Today is a break day, why I say that because just one lecture come in college today, although schedule many more, should we have lecture to teach today but 2 lectures doesn't come, a little happy for me but I must to learn in the home, and the last time we learn with Mr. Bayu, handsome lecture girl in my class said that opinion, yes I think so, Mr. Bayu is a handsome lecture but I little understand his lesson and the material but he teach us very exciting (sharp). that for interesting he

From my Mind
Nadia

Student 6

Monday 30-9-2019

Dear Diary

Today I am so Proud About Students Perform demonstrations for Indonesia, more advanced and better. The clash had erred between the force and student who held a demonstration in the State Palace area, Jakarta, around. No one was seriously injured in the small clash. The student who marched were incorporated to the Student Executive Body Alliance (SEBA).

The action of pushing each other between the operators and students erred for several minutes.

Tuesday 1-10-2019

Dear Diary

I am so Proud today because I reads the news in media phen Jakarta. The inauguration of the House of Representatives members for the 2019-2024 period took place today, Tuesday October 1, 2019 at the Parliament Building, Sorong Jakarta.

There are 14 names of actors, actresses and Singer who were appointed as member of the DPR today.

Student 7

National Batik Day

Batik is a traditional Indonesian cloth. Each region has its own pattern. On this day, exactly on October 2nd 2019, in Indonesia celebrate national batik day especially in IAIN Curup. All students are required to wear batik clothes and we're very excited. Not just for the ceremony, but I enjoy wearing batik every day.

3 October 2019
National Antihoax Day

Rumahumuziy or Romy General chairman PPP. Proposes that October 3rd 2019 be a national antihoax day. Because there is a news from Rana sumpet about attacks, but this is just hoax and not real. Romy asked the police look for and investigate the case.

Student 8

Schooling a wildfire

The school is a place of all students learning for a new knowledge. With a school many students can get a new friend and a new knowledge about all of them.

But school is a place of fun with a student for young Generation. You can learning together with your friend and teacher.

But in Yogyakarta Schooling a wildfire one of a room on fire. In I sma Yogyakarta. So in this event many of students can not learning or leave school. Many of a chairs and table a student on fire. So my be student I smart for karta never hopeless for learning again.

I hope a Yogyakarta government as soon give a assistance with this schooling in order that a student can learning again with comfortable and for security school more more wary so that on fire in school not happening again.

Student 9

* September 30th 2019
 Dear diary
 Today I was so afraid because Indonesian or everywhere in Indonesian I saw in my television, In everywhere a demo rally has taken place. I hope there are no casualties and I hope to get satisfying results.

* October 1st 2019
 Dear diary
 Today I saw some news in my smartphone. I read a demo rally again everywhere when I saw in smartphone and my television full about demo in my region we get satisfying result.

* October 2nd 2019
 Dear diary
 Today is the last demo in my country. I saw in Internet our country get satisfying result. I am very grateful because students are trying very well for Indonesian.

* October 3rd 2019
 Dear diary
 Today I saw in former website. In October 3rd has been passed as Hoax day in my country because the ratna scriptum fact case.

Student 13

October 2014 9.30.2014
This day my first met with awesome teacher her name is
Mam. She is a great person. I want to be like her. She is
but I stay in my country. but she parents to speak up and
this would be my first time as a father and teacher. I like
to be more close.
I like words to my city. I like to be a teacher.
10/01/2014
On that day I have class at 9:30 in the morning. I am exactly 20
Speaking class, but the teacher didn't come. I forget
back to my house. I am
10/2/2014
At in the morning, I have class with my mum. But she
didn't come. And at 11:30 PM. We have a good class. I am
so Speechless when I saw my boy. He is English. I am cool.
10/3/2014
The weather is good. I am shining with little cloudy.
I get up from my house and get ready to go to school.
Our lesson today is morphology. The teacher is great.
His name is MR. Ravi. Still young. His English is good.
I am Speechless. He is a great teacher.
I like to be a teacher.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH**

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KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 188 /In.34/TT/PP.00.9/12/2019

Tentang

**PENUNJUKKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP**

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
- Mengingat** : b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor B.11/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

MEMUTUSKAN :

Menetapkan

- Pertama** : 1. **Jumatul Hidayah, M.Pd** 19780224 200212 2 002
2. **Sarwo Edy, M.Pd** 2007068102

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Dike Sundari**

N I M : **16551009**

JUDUL SKRIPSI : **Errors Analysis Of Sentence Structure On Students Writing Paragraph.**

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;



Ditetapkan di Curup,
Pada Tanggal 10 Desember 2019

Dekan

(Signature)

(Signature)

(Signature)

(Signature)

Tembusan : Disampaikan Yth :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan.



IAIN CURUP

No	Tanggal	Isi Konsultasi dan Catatan Pembimbing	Paraf Pembimbing I	Paraf Mahasiswa
1	10 / Apr / 2020	Chapter II - Sub-indikator (teori) pada label masih kurang		
2	16 / Apr / 2020	Chapter III - Penjelasan pada technique described at the research sub-kurangnya		
3	20 / Apr / 2020	Chapter III - Instrumen Checklist masih kurang teori, technique indikator or sub-indicators		
4	4 / Mei / 2020	Chapter III - Revisi interview masih kurang		
5	15 / Mei / 2020	Chapter III - format Checklist (label) m sub-kurangnya - harus ada proses validasi nilai instrumen		
6	29 / Mei / 2020	Chapter IV - harus ada penjelasan di bagi teori yang digunakan untuk hasil finding		
7	3 / Jul / 2020	Chapter IV - Penjelasan hasil discussion W Research Question pada kurangnya		
8	8 / Jul / 2020	Chapter IV - Revisi hasil interview masih kurang - Penjelasan dari yg di uraikan di teori		



IAIN CURUP

No	Tanggal	Isi Konsultasi dan Catatan Pembimbing	Paraf Pembimbing II	Paraf Mahasiswa
1	13 / Feb / 2020	Chapter I - teori belum jelas - teori salah - Penulisan salah		
2	20 / Feb / 2020	Chapter I - teori masih kurang - teori salah dan pen - kembangan teori		
3	27 / Feb / 2020	Chapter II - teori masih kurang untuk menjawab research ques tion		
4	5 / Mar / 2020	Chapter II - harus ada pembahasan label instrumen teori yg digunakan		
5	14 / Mar / 2020	Chapter III - technique yang dipakai dan teori & penulisan masih kurang dipaham		
6	26 / Mar / 2020	Chapter III - teori pada label dan instrumen Checklist		
7	2 / Apr / 2020	Chapter III - format label untuk instrumen masih kurang		
8	2 / Jul / 2020	Chapter IV - label finding harus dijelaskan lebih detail		

BIOGRAPHY



Dike Sundari was born in Air Pikat Village on January 27th 1997. She is a daughter of Mr. Karboini and Mrs. Tahya Sarmini. She has two brothers. She finished her elementary school at SD N 07 Bermani Ulu, Rejang lebong, Curup City and graduated 2010. Then, she continued her study to junior High School at SMP N 22 Bermani Ulu, Rejang lebong, Curup City and graduated 2012. Then, she carried to Senior High School at SMA N 2 Rejang Lebong, Curup city and graduated 2015. After that, at 2016 she decided entering Institute College for Islamic Studies (IAIN) Curup and selected English Study program as her faculty. He graduated her study on 2020.