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SYNTACTICAL ERRORS OF NARRATIVE ESSAY MADE BY EFL STUDENTS LOW ACHIEVEMENTS

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Abstract

This research aims to find syntactic errors and factors of errors made in the essay narrative in semester V. The method used in this study was descriptive qualitative research. Data were obtained through documentation and analyzed using Surface Strategy Taxonomy in grades B and C. The results showed that there were four types of errors made by students in descriptive writing. The total errors were 41 errors which were divided into 42% error misinformation, error addition of 35%, error addition 19%, and misconception misordering as much as 4%. Based on data analysis, a standard error made by students is misinformation. In the results of the error factor, the researcher found the most errors in the intralingual error factor. Students are still influenced by their habits in making sentences using their mother tongue (Indonesian). Students made errors in writing, especially in the use of tenses. Most of the students wrote incomplete and ungrammatical sentences. The teacher should find the best method based on the condition of the students to teach English, especially in teaching tenses. Since tenses and grammar are essential for language learning, they should be taught cohesively.

Keyword: *syntax, syntactical errors, essay writing*

Abstrak



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Penelitian ini bertujuan untuk menemukan kesalahan-kesalahan sintaksis dan faktor kesalahan dibuat pada naratif essay semester V. Metode yang digunakan dalam penelitian ini adalah metode kualitatif dan pendekatan yang digunakan dalam penelitian ini adalah penelitian deskriptif. Data diperoleh melalui dokumentasi dan dianalisis dengan menggunakan Surface Strategy Taxonomy. Penelitian ini mengambil data berdasarkan kategori nilai B dan C. Hasil penelitian menunjukkan bahwa ada 4 jenis kesalahan yang dilakukan siswa dalam menulis deskriptif. Total kesalahan sebanyak 41 kesalahan yang terbagi 42% error misinformation, error addition 35%, error addition 19%, dan error misordering sebanyak 4%. Berdasarkan analisis data, kesalahan umum yang dilakukan oleh siswa adalah misformation. Pada hasil faktor kesalahan, peneliti menemukan kesalahan terbanyak pada faktor intralingual error. Siswa masih dipengaruhi oleh kebiasaan mereka dalam membuat kalimat menggunakan bahasa ibu (Bahasa Indonesia). Siswa melakukan kesalahan dalam menulis, terutama dalam penggunaan tenses. Sebagian besar siswa menulis kalimat yang tidak lengkap dan tidak gramatikal. Guru harus menemukan metode terbaik berdasarkan kondisi siswa untuk mengajar bahasa Inggris, terutama dalam pengajaran tenses. Karena tenses dan tata bahasa sangat penting untuk pembelajaran bahasa, mereka harus diajarkan secara terpadu

Kata kunci: *Sintaksis, Kesalahan sintaksis, Penulisan Esai*

Introduction

The writing skill becomes the most complicated skill that should be mastered by people, especially students because they should be able to combine and express their feelings or opinion in a well-written form (Tira, 2020). In other words, writing has an important role in communication so that people can share and express something in the form of writing. Writing sentences must contain ideas that must follow proper grammar so that the reader can understand them. So that writing can be understood by the reader, there is such a thing as a syntactic function.

According to Yulia (2020) syntactic functions are subject, predicate, object, complement, and clear description. The five syntactic functions are not always present together in a sentence. Syntactic errors are errors against the rules determined by the syntactic sequence (the study of phrases, clauses, sentences, and the relationship between one word to another). Syntax errors in writing a foreign language differ from those of the mother tongue. The causative factor is the difference between the use of a mother tongue and a

foreign language. Yulia (2020) states that syntactic errors in the writing process in their mother tongue are only caused by carelessness or low language awareness.

One way that can be used to reduce and overcome these problems is to analyse these language errors by analysing language errors, namely static analysis. To find out the error that occurred. In other words, there are errors due to the influence of the elements of the first language (interlanguage errors) and errors due to the complexity of the target language (intralinguistic errors). Richard (2002) further classifies intralinguistic errors into four types: (1) Over- generalization, namely errors caused by overgeneralising elements of the target language. (2) no rule limits, i.e. errors caused by the learner ignoring the target language's rule limits. (3) incomplete application of rules, namely incomplete application of target language rules. (4) wrong concept. This is an error in making a hypothesis about the concept of the target language rules.

Students need to improve their grammar knowledge. Grammar is a challenge for most majors students who use English as their major. The challenge of writing in English is according to the studied topic and material. Students who speak Indonesian daily are required to register in English. So this research takes data from the fifth semester because this semester students have started writing in the form of narrative text, which is the final exam for their class. Syntax errors become a reference for lecturers or students about syntactic errors in writing. The results of this research can be used as material to find out the source of syntactic mistakes so that in the future, the report becomes grammatically correct. Error analysis is a tool for suggesting grammar that is late in writing.

There are several previous studies, namely research from Ikhwanudidin (2018) identify grammatical errors in a writing class final project. The results showed that the error in the misformation section amounted to 97 errors out of a total of 178 errors. In this research, students of the English department at UGM need to pay more attention to their writing, because it can cause confusion and misunderstanding among the readers. Another researcher such as Yulinar (2020) A common mistake that students make is misformation. Rafitasari (2020) this research aims to identify the phenomenon of language transfer from the source language of the first or third and other languages into other languages. The results of this research indicate that interference from Indonesian into English still occurs in large numbers, especially in the use of

Indonesian words and structures that are translated directly.

The last previous studies by Evi (2021) examined the types of errors that are often made. Meanwhile, this research examines the syntactic errors that occur in students' writing results. The research uses objects in third-level students, while this research uses students in the second semester. Her research focuses on morphological errors as well as syntactic errors. This research focuses on syntax errors and the causes of syntax errors. The second research from Ikhwanuddin (2018) this research examines grammatical errors, but this research examines syntax errors. Yulinar's third research (2020) examined syntactic errors made by MTsN 8 Munaro Jambi, this research was conducted at the junior high school level and at the college level. Yulinar's research (2020) analyzes the syntax errors made, while this research analyzes the syntactic errors and looks for the causal factors that occur in students' syntax errors. Rafitasari's fourth research (2020) this research resulted in interference from Indonesian into English which is still done mainly by senior high school students. This research looks for the cause of the error factor from syntactical errors.

This research looks for the cause of the error factor from syntactical errors. The researcher took a more specific analysis of errors, namely syntactical errors in verb phrase and noun phrase. The purpose of the present research is to investigate syntactical errors and focus on the usage of phrases in Essay Writing. The researcher took a level object in the essay writing class in the English department of STKIP PGRI Jombang 2021/2022 as an object. Research related to the analysis of syntactic errors is interesting to discuss.

Research Methods

This research uses qualitative descriptive research, which is a process in which research and understanding are based on methods that require us to investigate a human problem and phenomenon. The researcher used the syntactical error analysis method (Dulay, Burt, and Krasen, 1982: 150). The researcher used the sources of syntactical error analysis method (Richard, 1974 : 120). Analyzing the writing of students by reading, the researcher found syntactical errors that exist in the student essay writing. Then, syntactical errors are classified according to their types. Therefore, the researcher chose only Essay writing data with grades B and C. Because the data obtained already showed adequacy for analysis. . In this research, the

researcher uses the table to show the result of the syntactical error, which contains the type of error, the percentage of the error, and the number of errors.

Based on research questions that aim to investigate syntactical errors in students' essay writing and data analysis technique used Miles & Saldana's method (2014). In this research, the researcher asked the grammar teacher as a validator to validate the data.

Results and Discussion

This study aimed to identify the types and sources of syntactical errors in essays by fifth-semester students of the English Department at STKIP PGRI Jombang in writing essays (narrative text). The results of these objectives are presented in the research findings below. The results of data analysis of syntactic errors made by students are presented in the following table.

1.1 Types of Syntactical Errors in Student Essays Writing

The researchers then classified them into four types, namely omission, addition, misinformation, and misordering. Verb phrase is the most dominant phrase error in students' essay writing. The biggest error in essay writing is misinformation. The second dominant type of syntactical error is omission. On omission, students are still disturbed by verbs with s/es in their use. The addition is ranked third as a type of syntactical error. Students are still disturbed by the use of the -ed suffix in verbs. Finally, misordering is at the end of the syntactical error. Students are still confused with the order in the phrase.

The table shows that using proper sentence structure in English is the most challenging part for students. However, verb phrases in syntactical errors became dominant in students' essay writing. Verb phrases have a syntactical error rate of 74%. Noun phrases have a position on the second level, which is 26%. In noun phrases, the dominant error is omission. Meanwhile, the dominant verb phrase is misinformation. As a result, misinformation is kind of error was found about 11 times in students' essays. For example, the phrase in the sentence "It begins when we meet first time in the school." The correct expression should be "It begins when we meet first time in the school." The next id addition For example, "*I was always afraid of the water, but I am decided* ". " The sentence should be "*I was always afraid of*

the water, but I decided ". Therefore, in the example given, the student adds an unnecessary phrase unit. It repeatedly happened when students omitted articles, auxiliary verbs.

As a result, this kind of error was found about 11 times in students' essays. For example, the phrase in the sentence "It begins when we meet first time in the school." The correct expression should be "It begins

when we meet first time in the school." This kind of error is usually caused by the incomplete application of the rules. From the data findings, students often add aids in verbal phrases. It makes the sentence have two past markers (double sign). Then, students add unnecessary words to their phrases (simple addition), such as prepositions, verbs, adverbs, etc. For example, "*I was always afraid of the water, but I am decided* ".

" The sentence should be "*I was always afraid of the water, but I decided* ". Therefore, the misformation error is the dominant error of the three errors.

This error is caused by over-generalization and ignorance of the restrictions of the rules. Students generalize modifier functions and use them in forming phrases, and students also tend to ignore the application of rules in forming phrases. For example, "*My head is now gone.*" This phrase should use BE in the past tense because the previous clause uses the past tense.

1.2 The Factors of Syntactical Errors in Student Essays Writing

This error is caused by two factors, namely interlingual factors and intralingual factors. The interlingual factor has 20%, and the intralingual factor has 80%. In general, syntactical errors are caused by their current perspective on the target language. The students have different perspectives on giving meaning to the foreign language they are learning.

Factors that influence this situation can be: first, the mother tongue disorders. Language transfer is a big error which refers to the influence of the mother tongue on target language learning. In essay writing, writers are still influenced by the syntactic rules of their mother tongue. Result, some of their sentences are not following the use of the target language.

Two factors cause errors made by students in their essays, namely interlingual and intralingual errors. Interlingual error is the source of error from first language interference. Meanwhile, the intralingual error is difficulty in the language being studied. Two causes of errors, namely cause interlanguage errors in this essay:

1) Interlingual of To be

The students who made the errors of to be are two students. The sentence below is the example :

(Incorrect) : When I meet felt they in the trouble.

(Correct) : When I meet felt they were in the trouble.

The sentence is error because the student omitted to be in the sentence. It should be added to be “were”, because the sentence is past form.

2) Interlingual the use of L1 Structure

The students who made the errors of to be are four students. The sentence below is the example :

(Incorrect) : Swimming was an important skill that I should learn.

(Correct) : Swimming was an important skill that I should have learnt.

The following is the sources of the error in overgeneralization :

Omission of suffix (-ed) in Regular Past Verb.

(Incorrect) : I were told hold on to the side of the pool and the shown.

(Correct) : I were told hold on to the side of the pool and the showed.

The sentence ignored Rule Restrictions specifically in the sense that one is normally said to be ignorant of structure. The other errors could found in these sentences below both omission of s/es and false conceptualization as the sentences below.

(Incorrect) : I do not know what the motive was.

(Correct) : I do not know what the motivation was.

Omission of s/es in Regular Plural Noun

(Incorrect) : Brightly colored water live saver.

(Correct) : Brightly colored water live savers.

Learners“ faulty understanding of distinctions of target language items leads to false conceptualization.

(Incorrect) : I were told to hold on to the side of the pool and shown.

(Correct) : I was told to hold on to pool side and shown.

Students made errors in writing because they forget the rules. Some of them don't know which words to use to make good sentences, and they are still influenced by their habits when making sentences using their mother tongue (Indonesian). Therefore, they still do not understand English Grammar in terms of tenses because Indonesian does not have a nervous system that shows the time of occurrence, unlike English. From the

discussion above, it can be seen that students are still influenced by their habits in making sentences using their mother tongue (Indonesian). Students make errors in writing, especially in the use of tenses. Most of the students wrote incomplete and ungrammatical sentences. Referring to the examples, we can see that the sentences do not use the verb + s/es. Therefore, this phenomenon must be corrected and should not happen again. The teacher should find the best method based on the condition of the students to teach English, especially in teaching tenses. Since tenses and grammar are essential for language learning, they should be taught cohesively.

Conclusion

The syntactical errors found were omission, addition, misinformation and misordering. Students made a total of 31 errors dominated by misinformation errors in 13 occurrences of the total number of errors. Furthermore, the omission error is the second most dominant occurrence, with about 11 occurrences of the total error. Adding additions and arrangement errors in phrase construction occupies the third and fourth positions of the most dominant display. With six, the number of occurrences and misordering appears one time of the total number of errors.

Sources of error are over-generalization, incorrect conceptual hypotheses, incomplete application of the rules, and ignorance of the limits of the rules. The number of sources of error is 31, where ignorance will limit the rules is the most dominant source of error with 13 occurrences of the total number of sources of error. Furthermore, the hypothesized overgeneration occupies the two most dominant error sources of error sources—incomplete application of rules and overgeneralization of the third and fourth order of the most dominant appearance.

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