An Analysis of Syntactical Errors in Writing Made by the Students of English Educational Department at PGRI University Of Banyuwangi

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ABSTRACT

This research described about an analysis of Syntactical Errors in writing cause and effect paragraphs made by the 2nd semester students of English Educational Department at PGRI University of Banyuwangi. The purpose of this research was to analyze the types and the dominant forms of Syntactical Errors in students' cause and effect paragraphs. The researcher used a descriptive qualitative method in analyzing the data. The sources of data in this research were cause and effect paragraphs made by 2nd semester students of English Educational Department at PGRI University of Banyuwangi. The researcher used Politzer and Romirez's theory as a base for analyze the Syntactical Errors of the data. From the analysis, the researcher discovered that there were 45 different types of Syntactical Errors based on the data analysis and discussion. Students made errors in 33 types of noun phrases and 12 types of verb phrases. The errors can be percentage to 73% of noun phrases and 27% of verb phrases. From the percentages, the errors are dominated by noun phrases by 73% of the total Syntactical Errors found in writing cause and effect paragraphs made by the 2nd Semester Students of English Educational Department at PGRI University of Banyuwangi.

Keywords: *Errors analysis, Syntactical Errors, paragraphs.*

A. Introduction

According to Erarslan and Hol (2014), the influence of L1 habits on L2 learning can take the form of transfer from L1 to L2. When writing in L2, L2 writers employ L1 transfer and learning strategies. As a result, errors occur when students inappropriately transfer some features of their L1 writing into their L2 writing (El-dali, 2012). The construction of the phrase, clause, and sentence in English is frequently influenced by specific syntax features of the students' first language. As a result, it will lead to mistakes in English comprehension and learning. Students frequently use their native language in addition to English to understand it. Additionally, they are usable to think in English, which makes it difficult for students to use the language properly. This is a problem with students learning English.

The influence of L1 habits on L2 learning makes many students of non-native English tend to construct grammatical sentences in writing incorrectly. Lado (1951 in Nur 2016) stated that the same elements in the L1 and L2 are very helpful in learning a second language. Different elements in the students' native language and second language, on the other hand, cause learning difficulties. Also, Kumala et al. (2018) stated that there are many factors that cause English as a foreign language learners to make mistakes, and sometimes L1 interference is one of them. The differences in structure between the L1 and L2 may result in writing errors. This could occur as a result of a lack of understanding of the syntactic pattern, particularly in writing. During the process of writing English as a foreign language, students are frequently interrupted by their native language. Furthermore, if it refers to a syntactic term.

Chomsky (2002) defined Syntax as the study of the rules and procedures that determine how sentences are put together in particular languages. It is the study of the rules or patterns that govern how words combine to form phrases, or phrases combine to form sentences. Syntax errors are mistakes in writing that affect phrases, clauses, sentences, and paragraphs that contain more than one word. Even though students always pay attention to use the proper syntax arrangement, mistakes in syntax occasionally cannot be avoided. As a result, error analysis is critical. According to Hasyim (2002), error analysis is the activity of identifying, classifying, interpreting, or characterizing errors made by someone when speaking or writing English sentences. It is carried out to collect data on the most common difficulties encountered by people when speaking or writing English sentences. In order to categorize syntactical errors, Politzer and Romirez (1973) divided them into several categories, including word order, verb and verb construction, noun phrase, and transformation.

Based on an explanation of Syntactical Errors, an analysis is needed to find out the possibility that these errors can occur in students' writing. To determine the students' ability, the researcher identified how many Syntactical Errors were found in the cause and effect paragraphs they made. The paragraphs are taken from students of 2nd semester of English Educational Department at PGRI University of Banyuwangi. The students also had received structure II and writing II courses. As a conclusion, the researcher is motivated to explore more into this problem through a study entitled *An*

Analysis of Syntactical Errors in Writing Cause and Effect Paragraphs made by the 2nd Semester Students of English Educational Department at PGRI University of Banyuwangi.

B. Research Method

The cause and effect paragraphs that the students wrote were examined for syntactical errors using a descriptive qualitative research methodology. A qualitative method is a positivism-based approach used to research a particular population or sample, according to Sugiyono (2016). The sources of the data to be analyzed are the cause and effect paragraphs which is taken from 2nd semester students of English Educational Department at PGRI University of Banyuwangi.

The researcher collects the source of data by performing the following steps. The first step is the researcher collects the source of data from the lecture who teaches writing II subject. Second step is the researcher copies the source of data. Third step is the researcher reads and understands the source of data. The fourth step is the researcher analyze a Syntactical Errors from the source of data. And the last step is the researcher finds out the domination of Syntactical Errors of the source of data and writes a final research report.

This research uses Miles and Hubermen method for analyzing the data. Miles and Huberman (1984 in Sugiyono 2016) explain that activities in data analysis are: Data Reduction (Data Editor), Data Display (Data Presentation), and Conclusion Drawing/Verification. The researcher reduced the data using Politzer and Romirez's (1973; Jumriana, 2014) theory, the researcher now conducts an analysis to identify any syntactical errors and categorizes the data source into five categories. The next step is data display, at this stage the source of data that have been classified according to the types of Syntactical Errors are displayed in a table. After classified the types of Syntactical Errors, the researcher find out the dominant type of Syntactical Errors into a table. The last is conclusion, at this point the researcher draws conclusions from the analyzed and presented data. It is anticipated that the conclusion data will provide an answer to the research question.

C. Research Finding and Discussion

1. Research Finding

The researcher discovered some syntactical errors in the data source after gathering the data. The cause and effect paragraphs written by the students contained noun phrase and verb phrase errors, as well as other syntactical errors. 73% of noun phrases contain syntactical errors, which can occur with the determiner, number, pronoun, or preposition. Additionally, 27% of verb phrases contain syntactical errors, such as the omission of the verb, the use of the progressive tense, and the agreement of the subject and verb.

Table 1 Percentages of the Errors

No.	Types of Errors	Number of errors	Percentage (%)
1.	**Noun Phrase**		
	a. Determiner	7	16%
	b. Number	15	33%
	c. Pronoun	1	2%
	d. Preposition	10	22%
2.	**Verb Phrase**		
	a. Omission of verb	3	7%
	b. Use of progressive tense	3	7%
	c. Agreement of subject and verb	6	13%
	TOTAL	**45**	**100%**

2. Discussion

After completing the research by doing data collection and analysis, the result of the research covered some types of Syntactical Errors found in students' cause and effect paragraphs made by 2nd students semester of English Educational Department at University PGRI of Banyuwangi. This research concludes that, from the types of Syntactical Errors proposed by Politzer and Ramirez (1973), there were 2 types of errors that the students made. The types are Noun Phrase and Verb Phrase. Errors in Noun Phrase contain several errors in determiner, number, pronouns, and prepositions. Meanwhile, errors in Verb Phrase include omission of the verb, use of progressive tense, and agreement of subject and verb.

Syntactical Errors found in the source of the data are dominated by noun phrase. Errors in noun phrase is about 73% of the total number of errors found. Errors in noun phrase consist of 33 errors, which are classified in 4 categories. They are determiner, number, pronoun, and preposition.

There are several causes for some sentences in the data being classified as determiner errors. The first is the omission of the article. This errors happen when the students still had problem in determining noun and how the use of article "the", "a" and "an". They also did not pay attention to the kind of noun, singular or plural. From the data, there are 6 errors in omission in the article. The second is use of wrong possessive. The use of wrong possessive type happens when students use the wrong possessive for the subject. From the data, there is 1 error in a sentence that is classified as a use of wrong possessive type.

The next errors in noun phrase are errors in number. Errors of number include the incorrect use of plural nouns and the omission of the plural inflectional suffix "-s/es". These errors consist of 10 errors in the substitution of singulars for plurals and 5 errors in the substitution of plurals for singulars. The errors in number are the errors that most students make compared to other types of errors.

The third students' errors in noun phrase is pronoun. In the data analyzed, there is 1 Syntactical Errors in pronoun and it is categorized as omission of pronoun. Pronouns are placed in the same position as nouns. This error arises when students do not utilize pronouns appropriately, either because they lack pronouns, use incorrect pronouns, or misplace pronouns, among several other reasons. In the source of the data, the researcher found 1 error in the omission of pronoun.

The fourth students' errors in noun phrase is preposition. This error happens when students include a preposition in their sentences when it is not required and do not include a preposition in their sentences when it is needed. Another example of the mistake is when they choose the incorrect preposition without taking the appropriate preposition into consideration. Errors in preposition consist of 3 errors in omission of preposition and 7 errors in misuse of preposition.

Besides some errors in noun phrases, the researcher also found several errors in verb phrases in the source of data. They are omission of verb, use of progressive tense,

and agreement of subject and verb. The three verb phrase errors are calculated from 12 errors in sentences, and verb phrase errors take up to 27% of the total errors in the data source.

The first type errors in verb phrase is omission of verb. These errors occur when students' misusing verbs in a sentence. Based on the source of data that has been analyzed, it is found that there are 3 errors in the form of omission of to be, and these errors are in the category of omission of verb.

The use of the progressive tense is the next type of error in a verb phrase. Students make mistakes when replacing -ing with a simple verb in these errors. These errors are related to the function of -ing. Based on the source of data that has been analyzed, there are at least 3 errors in the replacement of –ing by a simple verb.

The last error in the verb phrase is the agreement of subject and verb. The agreement between subject and verb is influenced by whether the subject is singular or plural. In order to produce a good sentence structurally, the verb must agree with the subject. Students who are incapable of identifying the subject will fail to construct the correct form of the verb. It indicates that the students failed in their agreement of subject and verb. These errors consist of 4 errors in disagreement of subject and verb person and 2 errors in disagreement of subject and tense.

This finding research found that the results of the analysis based on the theory of Politzer and Romirez (1973) obtained were noun phrases of 73% and verb phrases of 27%. This finding is a reinforcement of previous research from Jumriana (2014) which also found that the most common mistakes found were noun phrases in writing thesis. Quirk and Greenbaum (1985) stated that "The noun phrase typically functions as subject, object, complement of sentences, and as complement in prepositional phrase". This function will also have a misunderstood effect in writing if there are some errors in the noun phrase.

D. Conclusion

The types of Syntactical Errors in writing cause and effect paragraphs made by students of 2nd semester of English Educational Department at PGRI University of Banyuwangi was analyzed base on Politzer and Romirez's theory, there were 45

different types of Syntactical Errors based on the data analysis and discussion in the previous chapter. Students made errors in 33 types of noun phrases and 12 types of verb phrases. In the errors of noun phrase, specifically the students made errors in 7 determiners, 15 numbers, 1 pronoun, and 10 prepositions. Also, the students made errors in the verb phrase, there are 3 omission of verb tense, 3 use of progressive tense, and 6 agreement of subject and verb. From the analysis result, it found the percentages of the errors obtained are 73% for noun phrases and 27% for verb phrases. From the percentages, it can be defined the dominant type of Syntactical Errors in writing cause and effect paragraphs made by students of 2nd semester of English Educational Department at PGRI University of Banyuwang are noun phrase type.

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