

An analysis of syntactical errors made by eleventh grade students of madrasah aliyah negeri

Harisna Hikmah

Universitas Nahdlatul Ulama Yogyakarta. Jl. Lowanu No.47, Yogyakarta, 55162, Indonesia

Email: ryshnano@gmail.com

Abstract

The aim of this research is to describe: (1) the types of syntactical errors and (2) the possible causes of the syntactical errors in the sentences found in analytical exposition texts made by the eleventh grade students of MAN Wonokromo in the academic year of 2014/2015. The research was a descriptive study. The data sources were 30 texts made by 30 of eleventh grade students of the school. The data were collected by using writing tests. The results of the study show there are five types of syntactical errors and two causes of syntactical errors. The types of the syntactical errors are (1) omission (32.46%), (2) mis-formation (22.72%), (3) mis-selection (22.41%), (4) addition (17%), and (5) mis-ordering (5.41%). The causes of the students' syntactical errors are (1) intralingual and developmental errors (53.67%) and (2) interlingual (46.33%). Finally, the results imply that both teachers and students must see errors as the key in understanding and solving the syntactical errors in English writing lesson.

Keywords: errors, syntactical, omission, addition, mis-formation, mis-ordering, mis-selection, interlingual, intralingual

How to Cite: Hikmah, H. (2017). An analysis of syntactical errors made by eleventh grade students of madrasah aliyah negeri. *LingTera*, 4(2), 177-187. doi:<http://dx.doi.org/10.21831/lt.v4i2.6162>

Permalink/DOI: <http://dx.doi.org/10.21831/lt.v4i2.6162>

INTRODUCTION

English has become a means of international communication. It is used in transportation, commerce, banking, tourism, process of technology, diplomacy, and scientific research. Therefore, English is used by many people in the world either as the first, second, or foreign language. However, English is taught as a foreign language in Indonesia. It means that the Indonesian students learn English after mastering their first language. However, every language has its own system. Bahasa Indonesia has its own grammatical system, which is quite different from English because English consist of many systems or rules and each system and rule comprises many subsystems or subrules. Therefore English is considered difficult to be learned. Corder (1981, p.7) says that it still remains to be shown that the process of learning second language is fundamentally different nature from the process of primary acquisition.

In Indonesia, English has become more important and popular since it is used in the curriculum of education as one of the

compulsory subjects. It is mostly used in the teaching and learning process. In this case, the students are expected to have English competence in the English components and English skills. The English components are grammatical structure and vocabulary, while the English skills are; listening, speaking, reading, and writing.

Therefore, the study focuses on the students' writing skill because this skill requires students to arrange ideas cohesively and coherently, so that the text is arranged well and meaningfully. It refers to the units of language larger than the sentence.

According to Halliday and Hasan (1976, pp.1-2), text refers to any passage, spoken or written, of what ever length, that does form a unified whole. There are many kinds of texts taught in senior high schools, such as narrative, descriptive, recount, report, exposition, and explanation. Based on Curriculum 2013, the types of texts taught are descriptive, narrative, recount, biography, procedure, factual report,

analytical exposition, hortatory exposition, and news item.

An analytical Exposition is one of the text types that should be mastered by the eleventh grade students of senior high school. Anderson (1997, p.122) states, exposition text is a piece of text that presents one side of an issue. The purpose of an exposition text is to persuade the readers or listeners by presenting one side of an argument. So, an analytical exposition is a text that elaborates writer's ideas about the surrounding phenomena. Its social function is to persuade the readers that the idea is an important matter. The generic structure of an analytical exposition text consists of: (1) thesis, (2) series of arguments, and (3) reiteration. Thesis is an introductory statement that gives the author's opinion or point of view and also previews an argument that will be discussed in the text. Series of arguments contain some arguments to convince the audiences. It consists of two parts; point and elaboration. Point states the main argument that will be discussed. Elaboration develops and supports the point of the arguments. Reiteration is the summary of the arguments and reinforces the author's point of view. In this text, students should be able to convey their ideas into convincing paragraphs by using the suitable words, then form the words into sentences, so that the writing conveys the intended meaning.

Writing has become a difficult task and skill to develop. Sainik (2015,p.53) states that writing is one of the language skills that used in direct and indirect communication. It is a productive and expressive activity because the learners are demanded to be creative in developing ideas in constructing a well formed paragraph. According to Richard and Schmidt (2010, p. 640), writing is viewed as the result of complex processes of planning, drafting, reviewing, and revising. Harmer (2004, p.6) defines writing and speaking in different perspectives. Writing and speaking are used as means of communication, but both writers and speakers use certain terms or forms in the process to produce language. Despite the fact that the differences between the two forms are often marked, there are also occasion when writing and speaking look very much the same –and are done in much the same way. Related to ESL or EFL, writing can help students to learn English. Raimes (1983, pp.1-4) points out that the closer relationship between writing and thinking makes writing a valuable part of any language course.

She identifies the different components for producing a clear, fluent and effective piece of writing: content, the writer's process, audience, purpose, word choice, organization, mechanics, grammar and syntax.

Raimes (1983, p.6) states that there are eight writing components that should be considered by a writer in order to produce a good writing. The components are: (1) grammar: rules of verbs, agreement, pronouns, (2) mechanics: handwriting, spelling, punctuation, (3) organization: paragraphs, topics, and supports, cohesion and unity, (4) word choice: vocabulary and idiom, (5) purpose: reason for writing, (6) Audience: reader(s), (7) the writer's purposes: getting ideas, getting started, writing, drafts, revising, (8) content: relevance, clarity, originality, logic. In order to get a good result of writing, the writer should consider them in writing a paragraph or an essay. However, Silva in Brown (2001, p.339) states that L2 writers did less planning, and they were less fluent (used fewer words), less accurate (made more errors), and less effective in stating goals and organizing materials.

So, generally, writing is considered as a difficult activity by some writers because it needs some processes. Firstly, it is a complicated process that requires strict correctness of grammar and mechanics. Secondly, in relation to students, they are not able to develop the ideas well. Sometimes, the ideas only contain the topic sentence without any supporting sentences. Thirdly, other problems faced by students are in the organization of writing and in grammar. It can be seen that some students' writing showed many ungrammatical structures in constructing sentences.

One way to know the students' problems is by analyzing the students' writing. Here, there are some ways to analyze their writing. One of them is by analyzing their errors in constructing sentences in their writing. Dulay and Burt (1982, p.138) state that people cannot learn language without first systematically committing errors. They state that errors are flawed side of learner speech or writing. In addition, Selinker and Gas (2008, p.102) state Errors can be taken as red flags because they provide the evidence of the state of a learner's knowledge of the L2. An error is a deviation of target language's use. It is different with a mistake. James (1998, p.78) states that errors can be defined as an unsuccessful bit of language. An **error** is an instance of language that is unintentionally

deviant and not self corrigible by its author. A **mistake** is either intentionally or unintentionally deviant and self corrigible.

There are some types of errors. It can be classified based on a certain taxonomy. In classifying errors, Dulay, Burt, and Krashen (1982, p.146) state that there are four taxonomies. They are (1) the linguistic category taxonomy, (2) the surface strategy taxonomy, (3) the comparative analysis taxonomy, and (4) the communicative effect taxonomy. In classifying the types of errors, the study applied the linguistic taxonomy and surface strategy taxonomy. The first category is the linguistic category taxonomy. It classifies errors based on the language component. Language components include phonology (pronunciation), morphology and syntax (grammar), semantics and lexicons (meaning and vocabulary) and discourse (style). In the level of syntax, syntactical errors that affect texts larger than the word. It consists of phrases, clauses, sentences and paragraphs. In the level of phrase, there are many types of phrase as there are many types of lexical words: noun phrase (NP), verb phrase (VP), adjective phrase (AP), adverb phrase (AvP), and preposition phrase (PP).

Besides, According to Dulay, Burt and Krashen (1982, pp.150-163), the surface strategy taxonomy classifies errors into four categories: namely omission, addition, misformation, and misordering. Omission is the absence of one or more items that must appear in a well-formed construction. Additions is the opposite of omissions. The errors are characterized by the presence of an item which must not appear in a well-formed construction. Misformation errors are characterized by the wrong form of the structure. Mis-ordering errors are characterized by the incorrect placement of one element in a construction. Moreover, James in (1998, p.145) shows the different types of learners' errors relating to omission, over-inclusion, misselection, and blends. Misselection is using wrong words not wrong forms. Blends arise when two alternative grammatical forms are combined to produce an ungrammatical blend.

In relation to the causes of errors, there are two main causes. They are interlingual and intralingual interferences. James (1998, pp.179–185) explores two potential causes of errors in learning the second language. The first cause is interlingual interference. It is caused by the interference of the mother-tongue. Learners

have a tendency to copy every word of the learners' first language into the target language. In contrastive analysis, it is believed that the type of errors made by the learners of the target language can be predicted and their causes can be determined. The second cause is intralingual interference or target language causes. These types of errors are caused by the target language (TL) itself. Apart from recourse to L1 transfer, either they can set about learning the needed item, engaging their learning strategies, or they can try to fill the gap by resorting to communication strategies.

Students' errors in constructing sentences including in analytical exposition could be interpreted as the result of two causes. They are either because of the interference of the students' native language or their incomplete learning of the target language. As Brown (2007, pp.263-264) states that students' errors are usually caused by the intralingual transfer of the native language and intralingual transfer. Therefore, it is difficult for students to write correctly, since the systems of the target language are different from their native language systems. In other words, it seems reasonable that students who find difficulties in learning English as target language will make errors.

Students' errors may occur in different components of language, i.e. in grammar, lexicon, or pronunciation. Hence, students' errors occur in different linguistics categories such as phonology, morphology, syntax, and discourse. According to Richard and Schmidt (2010, p.579), as an adjective, syntax is a major component of the grammar of a language. It concerns with the ways in which words combine to form sentences and the rules which govern the formation of the sentences, making some sentences possible or not possible within a particular language. In relation to grammar errors, syntactical errors are commonly did by foreign language learners.

Hijjo (2013, pp.286 – 291), in the study of errors in Malaysian secondary students found syntactically Malaysian students are not fully aware in how to build a phrase or a sentence in English. They wrote more than one verb in a phrase or a sentence which does not need. As well, they were not sure about word order in English and how to build a simple sentence. All of the forms of words do not exist in *Bahasa Malaysia* (Malay Language), resulting in the tendency for the students to omit or add these

forms in their essays. Moreover, the erroneous construction of the sentence does not lead to ambiguity in the whole meaning of the phrase or the sentence; the meaning can be fully understood through the context.

Supporting to Hijjo's opinion that syntactical errors become the dominant errors made by students, Kato (2006, pp.1-13) in the study of error analysis of high school students' essays, found that the total number of errors is 1518 (596 in 46 first year essays, 491 in 58 second year essays, and 431 in 44 third year essay). The average number of errors per student is 13.5 for the first year students, 11.2 for the second year students, and 9.8 for the third year students. As a total, syntactical errors dominate the rest at 29%, followed by lexical errors (21%), morphological errors in nouns and mechanical errors (18%), and morphological errors (14%).

Due to the fact that students commonly face the problems in learning the target language, analyzing students' writing that can describe the weaknesses of students' grammar, particularly on the syntactical or in constructing sentence is important. Therefore, it is a need to get real information of syntactical errors in the field. The study took place in MAN Wonokromo Bantul Yogyakarta because based on the English teachers explanation, the students still have some problems in using English, especially in writing and speaking skills. The study focuses on writing, especially in writing analytical exposition texts. It is aimed at describing the types and the causes of syntactical errors in the students' writing.

Furthermore, the results of the study are supposed to: (1) make a contribution to the foreign language teaching, especially in the area of syntax, especially on how to arrange words to show connections of meaning within sentences, as a beneficial contribution for the English teaching and learning process, (2) be a source of information for the English teachers, especially in teaching grammar by knowing the students' problems in applying syntax, and (3) facilitate English teachers to improve the English learning process at senior high school by understanding the syntactical errors made by the students of MAN Wonokromo.

METHOD

The study uses a descriptive qualitative method. The study investigates syntactical errors made by the eleventh grade students in their

writings. The study is called a descriptive research, because the data of this study are explained descriptively. The study focuses on the types and causes of syntactical errors at sentence level that were performed by the eleventh grade students in their analytical exposition texts. The research design is chosen because it is intended to describe the syntactical errors found in student's writings.

The study was conducted in eleventh grade of MAN Wonokromo in Bantul Yogyakarta. The researcher took the first term of the academic year of 2014/2015. The data were collected in November 2014.

The unit of analysis of the study is the sentence unit. The sentences used in the study are the sentences that contain errors. The data sources of the study were the students' texts which consist of 30 texts made by 30 students of eleventh grade of MAN Wonokromo. The reason of choosing the subject was because the students have learned for one year in the school. So that, they were assumed to have experiences in producing writing tasks given by the teacher, while the tenth grade students are still in the adaptation phase.

To collect the data, the researcher used writing tests. The students were asked to write three analytical exposition texts based on the topics given. The students were given 60 minutes to write about 250 words. After collecting the students writings, identifying and checking the students errors were done. The errors found were underlined and entered to the table or the data cards based on the linguistic taxonomy and surface strategy taxonomy.

To classify the data about the types of syntactical errors the study used the criteria based on the theories from Dulay, Burt, and Krashen in Ellis (2003, p.56) and also from James (1998, p.145). In classifying the causes of errors, the researcher applied the theory from Richard as cited in Heydary (2012, p.1584) who classifies the causes of errors into two categories, they are: (1) Interlingual errors and (2) Intralingual and developmental errors.

To examine the validation of the data, the researcher used an intrarater and interrater techniques. There were three techniques in analyzing the data in the study. They are (1) identification, it is done by underlining the syntactical errors made by the students, (2) classifying the syntactical errors based on the linguistic taxonomy and surface strategy taxonomy, and (3) coding the data found, and

analyze it using the theories used. Besides, the tabulation of the students' syntactical errors was also done to know the dominant types and causes of errors. It was done by counting the number of each type or cause of syntactical errors with the total number of the syntactical errors found in the students' writing.

FINDINGS AND DISCUSSION

Description of the Types of Syntactical Errors

As stated in the previous chapter, the study applies five categories of errors to analyse the data. Those are omissions, additions, mis-formations, mis-orderings and mis-selections. From the data analysis, the study found five types of errors. The syntactical errors which had been identified and classified were then tabulated. The tabulation was presented in the form of percentage. The tabulation of the types of errors can be seen in the Table 1:

Table 1. Types of Errors in Students' Writing

No.	Types of errors	Frequency	Percentage
1.	Omission	210	32.46%
2.	Addition	110	17.00%
3.	Mis-formation	147	22.72%
4.	Mis-ordering	35	5.41%
5.	Mis-selection	145	22.41%
		647	100.00%

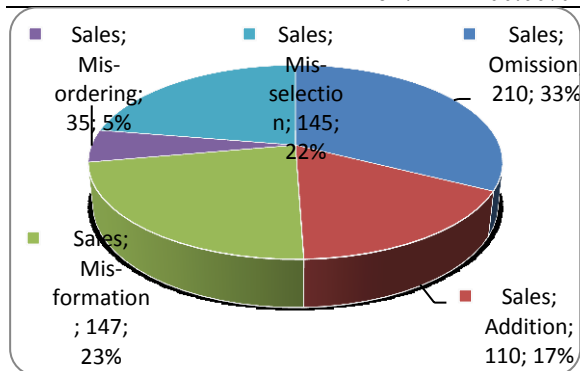


Figure 1. Types and Numbers of Errors

Table 1 presents the distribution of types of errors in students' constructions. There were five types of errors which the total was 647 errors. From Table 2, it can be seen that the eleventh grade students of MAN Wonokromo made most error in error of omission that is 210 times which means 32.46 % of the total of errors. The next is mis-formation, it occurs for 147 times or 22.72%. The students made 145 times of mis-selection or 22.41%. They also made 100 times of addition or 17%, and the last errors was on misordering which occurred for 35

times or 5.41%. The comparison of the percentage of the types of errors can be seen in the Figure 1.

Omission

An omission is characterized by the absence of one or more items that must appear in a well-formed construction. There are 11 aspects of omission errors, namely omission of (1) *-s* or *-es* as plural marker, (2) article, (3) *to be*, (4) pronoun, (5) subject + verb agreement, (6) subject and verb, (7) verb, (8) preposition, (9) conjunction, (10) determiner as quantifier, and (11) noun. The omission errors found show that most of the students still have a lack of syntactical or grammar mastery. So, this finding implies that the English teachers should give more emphasize on the aspects of the syntactical errors that made by their students. The following presents the examples of omission errors found in the students' construction.

Omission of *-s* or *-es* as plural marker found in the student's construction when he/she wrote:

There is several step*(s) is can carry out to go against obesity.

In the construction, the plural noun is signed by the word *several*. It is used to show the number of the noun is more than one, so the addition of *-s* or *-es* must be presented after the countable noun. In the construction, the writer put *several* before the word *step*. When they are in the plural form, the addition of *-s* or *-es* must be presented. So, the correct form will be: There are several steps to go against obesity

The next example of omission error found in the study was omission of article. It can be seen in the student's construction, for example:

When we grown up, we can open (an) *eating-place.

The construction shows the absence of the article *an* as an indefinite article before the phrase *eating-place*. So, the addition of *an* before *eating place* must be done. The phrase *eating place* can also be replaced by another word, that is *restaurant*. The correct construction should be: When we grown up, we can open an *eating-place*, or When we grown up, we can open a *restaurant*.

The other omission errors found in the study was omission of *to be*. The example of omission of *to be* is:

Many students think that extracurricular activities (are)*so boring and to tire.

The writer did not put *to be* as the main verb in the clause ‘... extracurricular activities so boring and to tire’. So, the clause doesn’t have a verb as the main aspect that should be presented in constructing a construction or a clause. The suitable form of *to be* to complete the construction above is ‘are’ because the subject extracurricular activities show the number of activities are more than one. The correct construction should be: Many students think that extracurricular activities are so boring and tiring.

The fourth omission error is omission of pronoun. We can find the example of omission of pronoun in the construction:

Firstly, the drug abuse very dangerous for (our) *body.

The construction contains the absence of preposition ‘our’ before the word body. The other types of errors found in the construction were: the addition of the article the, and the omission of *to be* is. The correct construction should be: Firstly, drug abuse is very dangerous for our body.

The other omission errors are is occurred in the study were omission of subject + verb agreement, subject and verb, verb, preposition, conjunction, determiner as quantifier, and noun.

Addition

Any unnecessary morphemes which appeared in an utterance were then classified into addition errors. The study found 7 aspects of addition errors. They were: additions of prepositions, articles, conjunctions, *to be*, sub-clause markers, verbs, and nouns. The examples of the aspects of error of addition can be seen in Table 2.

Table 2. The Examples of Addition Errors

Aspect of errors	Data
Preposition	Firstly, the students can find their skill * <u>in</u> here.
Article	First, * <u>the</u> smoking can causes cancer.
Conjunction	* <u>And</u> except fruits, we have to eating some all sort of vegetables.
<i>To be</i>	Firstly, the activities can * <u>be</u> give your more insight and you more than other people.

The first construction in Table 2 shows an addition of the preposition ‘in’. The presence of

the preposition in was unnecessary in the construction, although the word here is showing a place. The word here in the construction means in the school (the certain place that the writer has mentioned before). So the preposition in was unnecessary. The correct construction should be: Firstly, the students can find their skills here.

The next construction contains an addition of the article the. The article the in the first construction was unnecessary because smoking is the name of one of activities and we can not put any article before it. The verb causes was wrong because there was a modal auxiliary can before it. Can is always followed a main verb, so the verb form must be cause. Then, the correct construction should be: First, smoking can cause cancer.

The third construction contains an addition of a conjunction. It occurred when the writer put ‘and’ to start the sentence. It cannot be used to start a sentence. Besides, the construction still contained some errors. They were a mis-formation of the verb eating, the additions of the determiner all, and the diction error of the word sort. Eating was incorrect because have to must be followed be a main verb. The main verb of eating is eat. So, eat must be put to replace eating. There were two determiners used in the construction. They were some and all. It was wrong because two determiners cannot be used in sequence. Some was the suitable one. To say the sorts or the types of fruits, the word kind was the suitable one. So, the construction should be: Except fruits, we have to eat some kinds of vegetables.

The writer put an unnecessary *to be* and a wrong form of a pronoun in the fourth construction. The addition of *to be* happened when the writer put be after the word can and before the word give in the construction. Although, *to be* can be added after the other auxiliary verbs (modals) to convey other kinds of information. However, the writer put the main verb give and it made be in the construction was unnecessary. The correct construction should be: Firstly, the activities can give you more insight.

The other errors of addition were addition of sub-clause markers, verbs, and nouns. . The findings reveal that both teachers and students have to account to this kind of errors.

Mis-formation

Misformation errors are characterized by the use of a wrong form of a morpheme or a

structure. The study found 8 aspects of error of mis-formation. They include: (1) mis-formations of verb, (2) mis-formations of tense, (3) mis-formations of gerund, (4) mis-formations of noun, (5) mis-formations of pronoun, (6) mis-formations of adjective, (7) mis-formations of adverb, and (8) mis-formations of phrase. The examples of some aspects of mis-formation errors are presented in Table 3.

Table 3. The Examples of Mis-formation Errors

Aspect of errors	Data
Verb	First, students who *joint (join) to the activities will have a new friend.
Tenses	The conclusion *was (is) that the use of the internet is very helpful for student, especially in the field of education.
Gerund	Based on the argument above *that joint (joining) extracurricular activities very needed by us.
Noun	Secondly, it can make many student to bring outside their *creation (creativity).

The writer used the wrong form of the verb joint in the first construction. The meaning of joint is shared by or belonging to two or more people. It is an adjective. So, it was not appropriate and must be changed into join. The correct construction should be: 1) First, students who join the activities will have a new friend, or 2) First, students who join the activities will have some new friends.

The use of the past form of *to be* was was incorrect. To express an argument, present tense should be used. So the correct form of *to be* is is. It was because the subject was singular. The presence of that was unnecessary. That is used to connect a noun as a subject or an object with a relative clause. In the last part of the construction, the inappropriate form of phrase was also found. The correct construction should be: The conclusion is using internet is very helpful for students, especially in the education field.

The third construction contains a wrong form of a gerund when the writer put the word joint. Join in some extracurricular was placed as the subject of the construction. So, it should be in a noun or a noun phrase form. The adding of *-ing* in the word join is needed to make it to a noun form. The correct subject should be joining extracurricular activities. The correct construction should be: Based on the argument above, joining extracurricular activities is needed by us.

The construction ‘Secondly, it can make many student to bring outside their creation’. The word creation was wrong if it is used to show an act of creating or the result that someone has made although it was also a noun. Whereas, from the context of the construction, it can be seen that the writer wanted to convey about the skill or the talent that can be developed through extracurricular activities. Then the correct noun form is creativity. The other errors found in the construction were: an omission of pluralisation of the word student (after the determiner many), a mis-selection of the verb bring outside (it should be show), and the addition of the preposition to (before the word bring). At last, the construction should be: Secondly, it can make many students show their creativity.

The other errors of mis-formation were mis-formation of pronoun, adjective, adverb, and phrase.

Mis-ordering

A mis-ordering refers to any incorrect placement of a morpheme or a group of morphemes in a sentence. It might happen in a sentence and a phrase. The wrong order constructions that found in the study were on mis-placements of phrases and auxiliary verbs. The mis-placements or mis-orderings of phrase are happened mostly in constructing a noun phrase. Besides, there are some verb phrases are also in mis-placement. In relation to mis-ordering of auxiliary verbs, the students mosly did the errors in using the auxiliary verb **do** and **does**. The results on errors of mis-ordering show that the errors happen because most of the students used their first language rule in arranging the constructions. The examples of the errors of mis-ordering can be seen in Table 4.

Table 4. The Examples of Mis-ordering Errors

Aspect of errors	Data
Phrase	The drug *also can (can also) cause *broken system syaraf that kill (deadly nerve system damage).
Auxiliary Verb	Firstly, Should every school there are extracurricular, to the media of we’re talent. So, eat fast food *don’t everyday.

Mis-ordering errors occurred in the phrases also can and broken system syaraf that kill. The first phrase was a verb phrase because it was used to express more nuanced conditions. A verb phrase has the pattern of *auxiliary verb +*

main verb. The problem faced by the writer was in using the word also. The word the word also is used to give more information or to add another relevant fact. It must be put after to be, before a verb, or before a main verb. So, also in the construction must be placed before the main verb cause. It should be can also cause. The other phrase in the student's construction was the noun phrase broken system syaraf that kill. There was still one word of the first language found, it was syaraf (it should be nerve). That kill means having a possibility to have a deadly effect. Using broken to show the destruction of the nerve system was not appropriate. Because the nerve will not separated into some pieces, but it will not work properly. So, the proper word should be damage. Then, the correct phrase should be deadly nerve system damage. So, the complete construction should be: The drug can also cause deadly nerve system damage.

The writer did not put the modal *should* in the proper place in the second construction. Should was put at the beginning at the construction. Generally, starting a sentence with a modal is done to make a question form. However, it was not a question form. The main purpose of the construction was to say that every school should have some extracurricular activities as the media for the students to show or to express their talents or skills. So, the best arrangement of the construction should be: Firstly, every school should hold some extracurricular activities as the media to show our talents.

The last example, the incorrect placement of an auxiliary verb happened when the writer put don't after the word food. It was stated in the previous explanation that don't should be placed before the main verb. In this construction, the writer used don't to show a prohibition. So, it should be in a command form. The auxiliary verb should be placed at the beginning. The correct construction then is So, don't eat fast food everyday.

Mis-selection

Mis-selection or diction errors are errors in the word choice. It happened when the writer put a word that did not mean what the writer thought it means. The study found many students chose some inappropriate prepositions,

verbs, nouns, pronouns, adjectives, adverbs, and conjunctions. The results show that most of the students still confuse in applying the part of speech and also the correct form of a certain word. Besides, it also influences with the students' first language.

For example, mis-selection error of preposition is occurred in the construction:

*With (Through) extracurricular activities the students can refresh their mind and feel fun.

The preposition is used to say the effect that someone got if he/she was joining to an extracurricular activity. Whereas, the preposition with is usually used to add information. So the preposition with was not suitable and it must be replaced by another preposition. The best preposition to replace with is through. So, the construction should be: Through extracurricular activities the students can refresh their mind and feel fun.

The other aspect of mis-selection error is mis-selection of verb. The example is:

Firstly, we can use the internet to *can (make) new friend.

The writer put the incorrect modal can to express an activity to add or create new friends. So, it should be changed to add or make. The number of friend was not clear too. However, from the context of the construction, if someone is using internet to find another friend, the friend must be more than one. So, it must be in plural form. Then, the construction should be: Firstly, we can use internet to add new friends.

Description of the Causes of Syntactical Errors

In relation to the causes of errors, there are two causes of errors found in the study. They are (1) interlingual and (2) intralingual and developmental errors. Interlingual errors are errors that occur because of the interferences of the first language. Intralingual and developmental errors are errors that occur during the learning process of the second language at a stage when the learners have not really acquired the target language. It is also caused by the difficulty of the language itself. The Table 5 shows the tabulation of the source of errors:

Table 5. The Causes of Errors

No.	Causes of errors	Frequency	Percentage
1.	Interlingual	101	46.58%
2.	Intralingual and Developmental	117	53.42%
		218	

Table 5 shows the distribution of the causes of errors of the students' writing. There were 218 constructions which contained two causes of errors. 117 constructions reflected the intralingual and developmental errors which means it takes 53.67% of the total of the students' constructions. There were 101 constructions reflected interlingual or 46.33% of the total of the students' constructions. Further, comparison can be seen in the Figure 2.

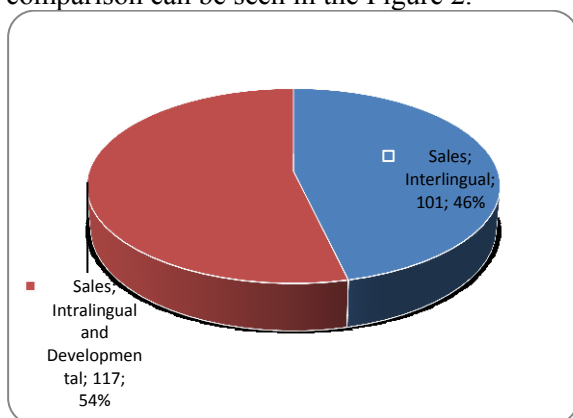


Figure 2. The Causes of Errors

Interlingual is errors that caused by the first language interferences. It occurred as the result of the first language structure use in the students' writing. In the study, the students' first language was Indonesian. The following table presents the examples of interlingual causes of errors made by the students.

The data shows 46.33% of the causes of the students errors are interlingual. The example of the student's construction is: It will make student busy with activity at school, so that student will tired for do try drugs contains the first language rule, by translate the word one by one. The writer applied the first language rules to construct the sentence. It was ungrammatically in English. To say that someone will be afraid or tired in trying drugs because they have another thing to do and it will make them busy. The correct form should be the students (in plural) as the subject, will be tired (be must be added before the adjective) as the predicate, and for trying drugs (as the object complement). So, the correct construction should be: It will make

student busy with the school activities, so that they will be tired for trying drugs.

Intralingual and developmental errors are errors that occur during the learning process of the second language at a stage when the learners have not really acquired the target language. The kind of errors is also caused by the difficulty of the language itself. The study found the intralingual and developmental errors as the second causes of the students' errors. Then they can be classified into overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concept hypothesised. The following table presents the examples of intralingual and developmental errors in the students' constructions. The example of the intralingual errors can be seen in Table 6.

Table 6. The Examples of Causes of Errors

No.	Data
1.	Activities <u>help students learn</u> important skills, for example, cooking extracurricular.
2.	Because ... what?
3.	First, <u>the smoking can causes</u> cancer. Excessive weight will hamper out daily activities then we need to exercise regularly
4.	because it makes our * <u>bodies</u> (body) healthy and lose weight and reduce fat in our bodies.

The first example was the example of ignorance of rule restrictions. It was because the writer applied inapplicable rules. The construction 'Activities help students learn important skills, for example, cooking extracurricular' was applied by put the verb help and learn together. If there are two verbs joined together in a sentence, it must be seen the main verb that used in the construction. To connect the verbs, to infinitive was needed and it should be placed before the main verb. In this construction the main verb was learn. So, the construction should be: Activities help students to learn some important skills, for example, cooking extracurricular.

The second construction was the example of an incomplete application of the rule. The writer failed to use a fully developed structure. The writer did not put preposition of before the word what. The construction should be: Because of what?

The third construction was the example of an overgeneralization error, it happened because the writer created or put other structures in the target language. The writer put the wrong form verb after the modal auxiliary can. As explained earlier, modal auxiliary must be followed by a main verb in a sentence. Besides, there was an addition of article the before smoking. So, the construction should be: First, smoking can cause cancer.

The last example was constructed by respondent 20. It was the example of false hypothesis. Because the writer did not understand the distinction on the target language by putting the word bodies for the plural form of body. The sufficient knowledge of the writer broke the target language rule. Body is an uncountable noun. So, it does not have the plural form. Besides, the other types of errors occurred in the construction. They were a mis-selection of the adverb excessive (over), a mis-selection of the verb hamper (interfere), and a mis-selection of the conjunction then (so). So, the final construction should be: Over weight will interfere our daily activities, so we need to exercise regularly because it makes our body healthy, decreasing weight and reducing fat in our body.

From the types of errors and the causes of errors that found in the study, it indicates that the eleventh students of MAN Wonokromo still did syntactical errors in constructing a certain text. The students' errors become the students' main problem in learning English, especially in the writing skill. It needs the English teachers' attention in guiding the students to write more carefully, especially in applying the target language rules.

CONCLUSION

The study shows that the eleventh grade students of MAN Wonokromo made various kinds of errors in constructing English sentences. From the research results and the discussion in the previous chapter, there are some conclusions related to the types of errors and the causes of errors.

First, there are five syntactical errors found in the study. They are omission, addition, mis-formation, mis-ordering, and mis-selection. The total number of the types of errors is 647. It includes 1) omission (32.46%), 2) mis-formation (22.72%), 3) mis-selection (22.41%), 4) addition (17.00 %), and 5) misordering (5.41%). It shows that the most dominant types of syntactical

errors was errors of omission. Then, it is followed by mis-selection and mis-formations.

Second, there are two causes of the students' errors. They are (1) Interlingual errors which occurred because of the interference of the students' first language and (2) Intralingual and developmental errors which caused by the process of teaching and learning. It is because of the difficulty in learning the target language. The percentage of the causes of errors found in the eleventh grade students texts are: interlingual errors took 53.67% of the total of the students' constructions, and the interlingual errors took 46.33%.

The results of the study imply that the English teachers have to give an emphasis on the aspects of the students' errors when they check the students' writings. It can be used as the source in developing or constructing appropriate syllabuses and materials. The materials will be match with the students' necessity, especially materials related to English grammar. English teacher can decide the appropriate approach and techniques in teaching writing to the students. In teaching writing for the secondary school students, teacher can apply the process approach which seen writing as a series of stages which lead from a particular situation to a text. The process approach also facilitates students to be more creative by activating their knowledge and skills to maximize their writing. Besides, teachers can use various techniques in the writing class. Besides, English teachers have to give treatment to the students towards their errors. The teachers should be more sensitive to the error made by the students and should give explanation as the feedback for them. Teachers should be able to implement various feedback strategies for the students. The feedback given should be based on the type of writing task and students' proficiency.

Moreover, the quality of the teacher's ability in enhancing the students' language awareness has to be improved. Teacher supervision can be done by the teachers colleague or the school principal. It is conducted to increase the teachers' professional development. To raise the teachers awareness of how they teach, teachers can consider engaging in self-observation or self-monitoring.

REFERENCES

Anderson, M. (2002). *Text types in english* 2. South Yarra: Macmillan

- Brown, H.D. (2001). *Teaching by principles: an interactive approach to language pedagogy*. 2nd ed. Englewood Cliffs: N.J: Prentice Hall
- Brown, H.D. (2007). *Principles of language learning and teaching*. 5th ed. San Fransisco: Pearson Education, Inc.
- Corder, S.P. (1981). *Error analysis and interlanguage*. Oxford: Oxford University Press.
- Dulay, H., Krashen, S., & Burt, M. (1982). *Language two*. New York: Oxford University Press.
- Haliday, M.A. K & Hasan, R. (1976). *Cohesion in English*. London: Longman Group Ltd.
- Harmer, J. (2004). *How to teach writing*. Harlow, Essex: Pearson Education Limited.
- Hijjo, N. (2013). A morphosyntactic analysis on Malaysian secondary school students' essay writing in English class. *International Journal of Humanities and Social Science*, Vol. 3 No. 11; June 2013. Retrieved from www.ijhssnet.com/journals/Vol_3_No.../31.pdf. 12/08/2015 11:35
- James, C. (1998). *Errors in language learning and use*. London and New York: Longman.
- Kato, A. (2006). Error analysis of high school student essays. *Accents asia* [Online], 1 (2), 1-13. Retrieved July 12, 2009 from <http://www.accentsasia.org/1-2/kato.pdf>.
- Raimes, A. (1983). *Techniques in reaching writing*. New York: Oxford University Press.
- Richard, J.C. & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics*. Edinburgh: Pearson Education Limited.
- Sainik, P., & Zamzani, Z. (2015). Analisis kesalahan kalimat pada karangan berbahasa indonesia mahasiswa di Jawaharlal Nehru University New Delhi, India. *LingTera*, 2(1), 51 - 60. doi:<http://dx.doi.org/10.21831/lt.v2i1.5407>
- Selinker, L. & Gas, S.M. (2008). *Second language acquisition*. London: Routledge Taylor & Francis Group.