AN ERROR ANALYSIS ON SYNTACTICAL ERRORS IN STUDENTS' ENGLISH WRITING

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ABSTRACT

English has been studied for many years in Indonesia, it is important to recognize some common errors that are produced by the learners in order to help them improving. Therefore, this research aims to investigate the types and sources of syntactical errors that occur on fifth-semester students' English writing. A qualitative descriptive method is used in this study. The results show there are 25 syntactical errors that consist of 3 errors in phrases and 22 error in clauses. The writers found there are 22 errors in clause. Furthermore, errors in clause the percentage show that misselection with 63%, addition with 23%, omission with 14% and misorder with 0%. Meanwhile, errors in clause, misselection error is the most frequent error occurred. Then, there are two sources of errors namely interlingual and intralingual errors. The writers found 8 data as interlingual errors and 17 data as intralingual errors. The intralingual errors are divided into four categories named overgeneralization (3 data). ignorance of rule restriction (10 data), incomplete application of rule (3 data), and false concept of hypothesis (1 datum).
Keywords: error analysis, syntactical error, interlingual, intralingual

INTRODUCTION

In the era of globalization, knowing English is a plus. As a result, having an excellent knowledge of English has become vital for success in any career. In big cities like Jakarta, Students start having English lessons at primary school or even kindergarten. Students might have been studying for more than 9 years when they are in universities. English is also considered as major course among others which is learnt in a university so students may comprehend any literature written broadly in English. Students are expected to be able to use English in order to adapt with working environment in this era and be successful in the future. A university student must master four skills of English: listening, reading, speaking, and writing. As far as the skills are concerned, writing is the most essential skill to acquire by students. Writing is the most difficult one to master by

students. Writing requires vocabulary, spelling, grammar, and a lot of reading. Writing courses also demands a lot of efforts for student and teachers.

Although students may have been studying English for a long time at school, they might find it very difficult in writing paragraphs, essays or article in English. The lack of English ability causes students make mistakes in their writing. The process of learning English as a foreign language is actually a process of making errors, correcting errors and promoting the acquisition level. English learners in Indonesia may make mistake and error in the use of English.

Mistake and error are basically different circumstances. Making mistakes means you are still able to recognize that you make an incorrect sentence. However, error can't be self-corrected. You get it wrong because you have not learnt anything. Students do not realize if there is something

wrong. Hence, only the teacher or researcher could locate them. (James in Tiarina 2017).

Dulay, et al (as cited in Gayo and Widodo, 2018) defined errors as the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. It means that errors can be found in the speech such as in their conversation and writing. Further, the teachers have responsibility to overcome their students' language errors. The teachers have come to realize that making error is an inevitable part of learning, because to achieve English acquisition, the students must get through some errors first, and then they can learn from their own errors.

Barry, et al (2010) stated error analysis is used to draw the attention of the class to an extract written by a fellow student which is a clear example of a mistake to avoid. Error analysis is particularly useful way of giving feedback if you come across example of something which has recently been taught. Meanwhile, Hamzah (2012) error analysis indicates all errors produced that are common to that group of people. According to Hase & Hughes (2011) the aim of error analysis is to quantify and record the errors associated with the inevitable spread in a set of measurements, and to identify how we may improve the experiment. Dulay,et. al (as cited in Gayo and Widodo, 2018) classified Error in term of linguistic categories, errors based on surface strategy taxonomy, comparative taxonomy, and on communicative effect taxonomy. These linguistic category taxonomies classify errors according to either or both the language components including phonology (pronunciation), syntax and morphology (grammar), semantics and

lexicon (meaning and vocabulary) and discourse (style).

As shown in table 1, there are four principal ways in which learners modify target forms. The four principal ways suggested by Dulay, Burt, and Krashen, and the fifth principal is suggested by James in Error in Language Learning and Use, conducted in 1998, as cited in Tiarina (2017) are Omission, Addition, Misformation, Misordering, Blends. First, an omission is a type of error which is "characterized by the absence of item that must appear in a well-formed utterance". Omission tends to affect function words rather than content words. Second, an addition is a type of error which are "characterized by the presence of an item which must not appear in a well-formed utterance". Third, Misformation is defined as the use of the wrong from of a structure or morpheme. Fourth, misordering error happens when the learner misplaces an item or group of items in a sentence. The last one,blends, according to James, occur when two alternative grammatical forms are combined to produce an ungrammatical blend.

As stated in table 2, James in Tiarina's study conducted in 2017 classified three levels of error in general. They are substance errors, text errors, and discourse errors.

In the process of language learning, there were some possibilities that the learners might produce errors in the target language. The second and foreign language learner do not always be the ones who produce errors; the first language learner often sometimes produce errors. Elli (as cited in Gayo and Widodo, 2018) stated that is not only the second language learners made errors, but also children who learnt their first language as well as native adults.

Furthermore, there are two main sources of errors in the learning of a new language are called interlingual

and intralingual errors. According to Brown (as cited in Gayo and Widodo, 2018) interlingual errors come from interference from the first language. In this context, the first language is Bahasa Indonesia which is the interferer and English as the target language is the interfered. On the other hand, intralingual errors occur when language learners produce the language using their own creativity. Richard in Gayo and Widodo (2018) explained that another source of error is developmental errors which occur when learners attempt to build up their own hypotheses of the target language based on their own limited knowledge and experiences. Intralingual errors are the most common type of error. Richard's study (as cited in Gayo and Widodo, 2018) offered four types of intralingual errors: (1) Overgeneralization: it occurs when the students cannot use the rule of the target language correctly. Overgeneralization covers errors that are produced by learners when they try to apply a correct rule in an unsuitable situation. (2) Ignorance of Rule Restriction: This source of error occurs when the students cannot use the exception rules. Richard (as cited in Gayo and Widodo, 2018) explained that the ignorance of rule restriction is closely related to overgeneralization. This type of error occurs when a rule is not used in the context where it should have been used (3) Incomplete Application of the Rule: This source of error occurs when the students are unable to present some important elements in a word, phrase, or sentence. Richard's study (as cited in Gayo and Widodo, 2018) stated that the incomplete application of rules was the omission of linguistic rules in the production of the target language. (4) False Concept Hypothesis: This source of error occurs when the students misinterpret the target language rule which results in misusing or misformation of the grammatical elements. Richard's study (as cited in Gayo and Widodo, 2018) suggested that the misinterpretation of the English rule cause error utterances in English.

There are some several studies that are related to this research. First, Gayo and Widodo (2018) in his journal "An Analysis of Morphological and Syntactical Errors on the English Writing of Junior High School Indonesian Students." is talking about investigating the errors that occur in Indonesian students' English writing at the morphological and syntactical levels and their factors. Second, Ngangbam (2016) in her journal "An Analysis of Syntactic Errors Committed by Students of English Language Class in the Written Composition of Mutah University: A Case Study" is talking about English syntactic problems persistent in the written performance of freshmen English language class of Mutah University. Third, Gedion, Tati, Peter (2016) in their journal "A Syntactic Error Analysis in the Malaysian ESL Learners' Written Composition is talking about examining the English syntactic errors occurred persistently in the Malaysian ESL Learners' written composition. After reading the previous research thus the writers choose to conduct a research about finding out syntactical error and their sources of errors in fifth semester of Management Department Gunadarma University

RESEARCH METHOD

This research applied qualitative method. Hancock (2009) explains that qualitative research is concerned with developing explanations of social phenomena. Furthermore, Sugiyono (2014) states that a qualitative research or interpretative method is a method which is concerned with the interpretation of data collected in the field. Thus, the writers use the

descriptive qualitative method because it can help the writers collect and analyze the data for this study further. The writers also use sampling technique which is purposive sampling, which means the samples that the writers took depends on some reasons.

Population in this research is fifth-semester students of Management Department, Gunadarma University. The sample that is used in this research is according to simple random sampling method. Data were collected from the writing assignment written by students at home about their future plans. The students' writing should consist of about 200 – 250 words. The writers corrected those essays by identifying the errors made by students in their written production and analyse the errors.

RESULTS AND DISCUSSION

Gayo and Widodo (2018) discuss about errors that occur in high school Indonesian students in terms of morphological and syntactical levels and the factors. The result shows that the types of morphological errors occur in the omission, addition and misformation which include the derivation, inflection, preposition, article, copula be, personal pronoun, auxiliary and determiner. Furthermore, Gayo and Widodo (2018) state their findings for syntactical errors that occurred in the omission, addition, and disordering.

Thus, the writers discuss about the errors that occur in fifth-semester students of Management Department, Gunadarma University in terms of syntactical errors. The writers collect the data from the writing assignment written by students at home about future plans then the writers have found 25 syntax errors after evaluating all the students' writings as shown in Table 3.

The number of errors is shown on the Table 3. The syntax errors

contain of 3 errors in phrases and 22 error in clauses. The students' errors in this research are classified into four types; namely, error by misorder, misselection, omission and addition.

Errors in Phrase

The writers have found 2 errors in phrase. It contains of misorder, misselection and omission as shown as Table 4.

There are two errors found in the sentence. The first error is in "Mukbang Korean food" phrase. The error in this sentence occurs in misordering the phrase. The phrase "Mukbang Korean food" is not in correct order. In this sentence the student failed to make the correct form of a noun phrase. Mukbang is an online audiovisual broadcast, in which a host consumes food while interacting with an audience. The head of the noun phrase is "mukbang" which is about "Korean food", that's why it should be written as "Korean food Mukbang". The second error in this sentence occurs in misselecting the preposition. The preposition "in" is not appropriate to combine with the noun "Youtube". The correct preposition to be placed before the word "youtube" is "on".

As stated in table 5, the error in this sentence occurs in the absence of a preposition. A noun should have an article or a determiner. In this sentence, the student has left out a preposition that should be placed right before the noun "timezone". So, adding preposition "at" before the noun in this sentence is a necessity. Furthermore, the writers find out errors types that occur in clauses and their frequency as stated in figure 1.

Errors in Clause

The writers found there are 22 errors in clause. In the error in clause the presentage showed that misselection 63%, addition 23%, omission 14% and

misorder 0%. In the error in clause, misselection error is the most frequent error occurred.

Misselection

The test found that there are fourteen misselection errors in clause. Table 6 explains there are two errors in this sentence. First, the student chooses to use Simple Future Tense, but the student used a present participle "paying" instead of using an infinitive "pay" after "will". The correct form of Simple Future Tense is subject + will + infinitive. So, the word "paying" should be changed into an infinitive "pay". Second, the sentence "I miss study" should be "I miss studying". An infinitive "studying" should not be put after the word "miss", yet it should be followed by a gerund. In this this, "study" should be changed into "studying".

Addition

The test found that there are 5 Addition errors in clause. As stated in Table 7 the error in this clause occurs in the unnecessary insertion. The word "**miss**" should be followed directly by nouns or gerunds. So, the existence of "**to**" after the verb "**miss**" is an erroneous. The best way to make this clause correct is by deleting the word "**to**".

Omission

The test found that there are 3 Omission errors in clause. Table 8 shows the error in this sentence occurs in the absence of the verb after the word "to". The student has left out a verb where it is required after "to" in forming Future Plans "be going to". The correct form of future plan "be going to" is subject + auxiliary + going + to + infinitive. So, it is necessary to add an infinitive after "to".

Sources of Error

The writers figure out the sources of error or the reason behind students' error while writing the composition. The sources of error are divided into two: interlingual and intralingual errors. The findings show there are 8 data about interlingual errors and 17 data about intralingual errors. The intralingual errors are divided into four categories 3 data of overgeneralization. 10 data of ignorance of rule restriction, 3 data of incomplete application of rule and 1 data of false concept of hypothesis. The number of the sources of error as shown in Table 9.

Moreover, the writers present the percentage of the sources of error which often occur to the students while writing the composition as stated in figure 2.

The writers found 32% interlingual errors where the students get overlapping information from their source language Bahasa Indonesia into target language English. Meanwhile there is 68% of intralingual errors that have four categories.

Interlingual Error

As shown in table 10, the error in this sentence occurs because of the interlingual error where the students' first language is Bahasa Indonesia but they should produce it into target language which is English. Thus, in this case the first language Bahasa Indonesia is interferer and the target language English is the interfered. "I want to save my money for my future and won't lose my chance for twice" proceeds from "*Saya ingin menabung uang saya untuk masa depan dan tidak ingin kehilangan kesempatan untuk kedua kali.*" The interlingual error occurs when the student is translating "*kedua kali*" into "for twice" Bahasa Indonesia as the first language

interferes student's way to transfer it into English.

Table 11 states the error in this sentence occurs because of the interlingual error where the students' first language is Bahasa Indonesia but they should produce it into target language which is English. Thus, in this case the first language Bahasa Indonesia is interferer and the target language English is the interfered. "If coronavirus end, I will very grateful to Allah SWT" proceeds from "*Jika coronavirus berakhir, saya akan sangat bersyukur kepada Allah SWT.*" The interlingual error occurs when the student is translating "*saya akan sangat bersyukur*" into "I will very grateful" Bahasa Indonesia as the first language interferes students' way to transfer it into English. In Bahasa Indonesia they do not have the rule where to construct adjectives there should be "to be" or the addition "be". Therefore, the students write the sentence in the wrong form.

Intralingual Errors
Overgeneralization

Table 12 explains the error in this sentence is called overgeneralization when the students cannot use the rule of the target language correctly. The students may find out many cases where the subject "I" followed by to be "am" but they do not realize if subjects meet verb in one sentence so the usage of to be such as "am, is, are" is unnecessary. In this sentence the word "hate" is counted as a verb thus they should not add to be "am".

Ignorance of Rule Restriction

Table 13 shows the source of error in this sentence is called as ignorance of rule restriction where the students do not apply a rule in the context. In this sentence, the word "come" should be added by "-s" in correlation to the rule of simple present tense when the subjects are "He, She, It" then the verbs should be followed by "-s, -es, or –ies". Thus, "Before the corona virus come…" supposed to be "Before the corona virus comes…". In this case "the corona virus" is counted as singular subject.

The second error in this sentence "my friends and me had planned…." supposed to be "my friends and I had planned…" occurs in applying wrong context. "My friends and I" has position as subject thus it should be 'I' instead of "me".

Incomplete Application of Rule

As stated in table 14, the source of error in this sentence is called as incomplete application of rule where the students are unable to present some important elements in a word, phrase or sentence. "I am going to Grand Indonesia Mall to…" supposed to be "I am going to visit Grand Indonesia Mall…" in correlation to the rule of be going to where "be + going to" must be followed by verbs. Thus, this error commits the incompletion of rule application.

False concept of hypothesis

As mentioned in table 15, the source of error in this sentence is called false concept of hypothesis where the students misinterpret the target language rule which results in misusing or misformation of the grammatical elements. In this sentence "First, I will thank to God…" supposed to be "First, I will thank God…" this error occurs due to students' false concept in translating "*Mengucap syukur kepada Tuhan*" into "I will thank to God." In fact, in the target language or English in this context has special term to say '*Bersyukur or Syukurlah*" which is "Thank God". Thus, the false concept of misinterpreting the target language can be the source of error.

Table 1.
Errors Category

Category	Description	Example
Omission	The the absence of item that must appear in a well-formed utterance	They swimming
Addition	The presence of an item which must not appear in a well-formed utterance	I didn't saw him
Misinformation	The use of the wrong form of the morpheme or structure	My dad buyed a new car
Misordering	The incorrect placement of a morpheme or group of morphemes in an utterance	I not did eat the cake yesterday

Table 2.
Levels and Types of Errors

Levels of Error	Types of Error
Substance Errors	Misspellings, Misspellings proper, and Mispronunciation (errors in speaking).
Text Errors	Lexical Errors: Word misselection, Misformation and Distortions Semantic errors: Confussion of sense relations and Collocational Errors Grammar Errors: Morphology Errors and Syntax Errors: comprise the errors on phrases, clauses, sentences, and intersentence, e.g. *He *no can swim – He cannot swim*.
Discourse Errors	Cohenrence, Pragmatic Errors and Receptive Errors

Table 3.
**Number of Errors According to Types of Errors and Their Frequency**

Phrase		Clause	
Misorder	1	Misorder	-
Misselection	1	Misselection	14
Omission	1	Omission	3
Addition	-	Addition	5
Total	3	Total	22

Table 4.
Errors in Phrase

Error	Correction
We really like eat Korean food because we love to watch **Mukbang Korean food in** youtube and Korean drama.	We really like eating Korean food because we love to watch **Korean food Mukbang on** youtube and Korean drama.

Table 5.
Errors in Phrase

Error	Correction
I missed to playing **timezone,** watching movies and shopping with my friends,	I missed playing **at timezone**, watching movies and shopping with my friends,
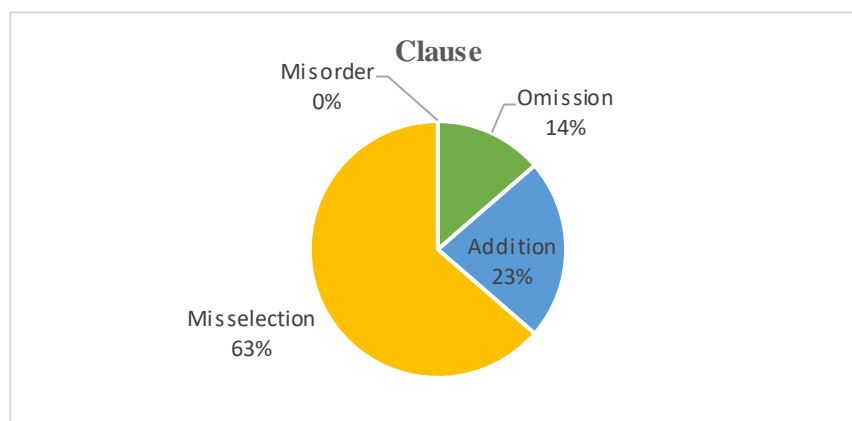
Figure 1. Error Types Recorded and Their Frequency of Occurrence in Clause

Table 6.
Misselection Errors

Error	Correction
I'll paying attention to all the lecturers because I miss **study**	**I'll pay** attention to all the lecturers because I miss **studying**

Table 7.
Addition Error

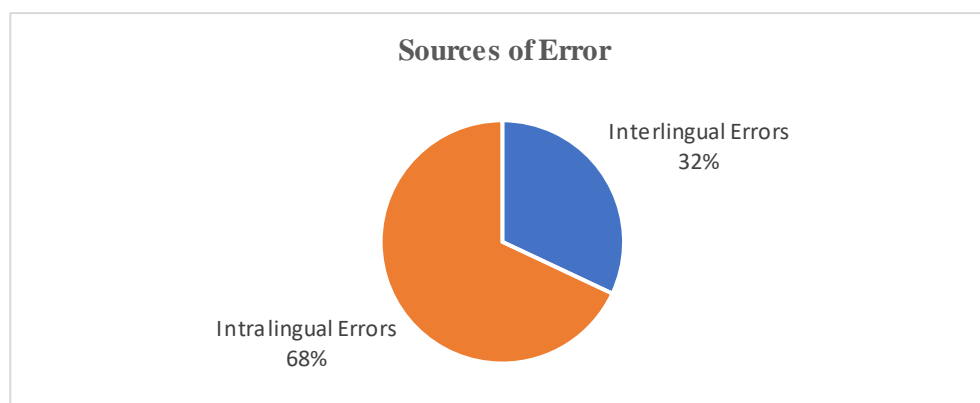| Error	Correction
I **missed to playing** timezone**,** watching movies and shopping with my friends,	I **missed playing** at timezone, watching movies and shopping with my friends,

Table 8.
Omission Errors

Error	Correction
After that, **I'm going to** my uncle's house to play with my little cousins	After that, **I'm going to go** to my uncle's house to play with my little cousins

Table 9.
Sources of Error Classification

Sources of Error	Number of Item
Interlingual Errors	8
Intralingual Errors	
Overgeneralization	3
Ignorance of rule restriction	10
Incomplete application of rule	3
False concept of hypothesis	1
Sub of Intralingual Errors	17
Total	25

Figure 2. Sources of Error Percentage

Table 10.
Intralingual Errors

Error	Correction
I want to save my money for my future and won't to lose my chance **for twice.**	I want to save my money for my future and won't lose **my chance twice**.

Table 11.
Intralingual Errors

Error	Correction
If coronavirus end, **I will very** grateful to Allah SWT	If coronavirus end, **I will be very** grateful to Allah SWT

Table 12.
Intralingual Errors (Overgeneralization)

Error	Correction
I am really hate the crowded place	**I really hate** the crowded place

Table 13.
Intralingual Errors (Ignorance of Rule Restriction)

Error	Correction
Before this virus **come** to Indonesia, my friends and **me** had planned to go to Dufan.	Before this virus **comes** to Indonesia, my friends and **I** had planned to go to Dufan.

Table 14.
Intralingual Errors (Incomplete Application of Rule)

Error	Correction
I am going **to Grand Indonesia** Mall to eat my favorite food	I am going **to visit Grand Indonesia** Mall to eat my favorite food

Table 15.
Intralingual Errors (False Concept of Hypothesis)

Error	Correction
First, I will **thank to God** because I am still alive	First, I will **thank God** because I am still alive

CONCLUSION AND SUGGESTION

There are some points that can be drawn as the conclusion as follows. It is found that from 25 data, there are 22 errors in clause and 3 errors in phrase. The study showed that the most frequent error is Misselection. From the analysis it is found that the sources of error divided into interlingual and intralingual. Interlingual error consists of 8 data and intralingual error consists of 17 data. The most frequent occurs in intralingual is Incomplete application of rule with 10 data.

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