

CHAPTER I

INTRODUCTION

1.1 The Background of the Research

Language is a set of rules used by human as a tool of their communication. The use of the language is governed by the conventional rules shared by the speakers of the language. Each of them must obey the rules. Otherwise, they cannot use the language effectively for the sake of their communication. They cannot do communication well. Even worst, they cannot understand each other. Therefore, in order to be successful to join communicative interaction, the members of a speech community must use their language according to the conventional rules they share among themselves.

In the current era of globalization, learning English really needs to be mastered and studied. Considering that the rapid development of technology requires every student to master the four skills in English, namely regarding; speaking, listening, reading, and writing by understanding the four skills each student will be able to compete with other students.

In linguistics on the language study, syntax is the study of how the words are combined to form the sentences and the rules which govern the formation of sentences. Syntax is a theory of learning how to use and what rules should be done in compiling and making a sentence correctly by following the rules of linguistic rules. Can be concluded that syntax is a theory that studies the rules of how to make and compose a sentence pattern by following linguistic rules.

According to Anggraini and Susanto (2014) “syntactic errors are errors in sentence or clause boundaries (run-ons, fragments, and comma splices), word

order, and other ungrammatical sentence constructions”. It can be concluded that syntactical error is confusion part of speech in constructing how words are combined to form larger grammatical units such as phrases, clauses and sentences. There are many errors will be produced by students in making their assignment in writing descriptive text. Students make errors when they have to express or describe something in English, especially about the structure construction.

Writing is really different from speaking skill although they are the same as production skill. Speaking activities include expressing feeling, opinion, and changing information by using utterances in the form of oral communication. Speaking is the ability to produce sounds articulation and to produce words, to express, and to deliver thought idea and feeling. Therefore, most students said that writing is more difficult because they should think correctly about what they want to write. The errors in written text can be seen by readers and will be a big problem. On the other hand, errors of linguistic aspect in speaking are not a big problem because it is said orally without writing it.

According to Harmer (2007:112) “writing gives more „thinking time“ than they get when they attempt spontaneous conversation”. Writing is interpreted as the production of written form of language and it should comprehend through reading in order to communicate. From writing, the writers can communicate what they think or feel about something and express their opinion on their way.

Therefore, often many students find it very difficult to write English texts, often they don't pay attention to the rules in writing English such as: writing nouns, auxiliary words, prepositions, verbs, adverbs, adjectives, conjunctions and so on. . based on the error category above it is categorized as a syntactical error

contained in writing descriptive texts, so that, the reason for the writer researching this is because it is very interesting to research, because most of this research was conducted on students, therefore the writer is interested in researching this on junior high school students.

According to Mukarto (2007) “descriptive text is used to describe a particular person, place, or thing. In this text, students describe about topic clearly with his or her six senses”. So, the readers are able to get the same sense as what the writer experienced. The descriptive text have generic structure; first, identification is introducing where or who is the subject is being described. Second, descriptive text also describe qualities and characteristic or the supporting part of the paragraph which describe in detail to assist the reader to see and feel the subject. Descriptive text is the clear description of people, places, objects, or events using appropriate details. An effective description will contain sufficient and varied elaboration of details to communicate a sense of the subject being described. One of the texts that must be learned by nine grade students is descriptive text.

The writer choses this title, because she is interested in analyzing the students writing text especially in syntactic errors that will be found in students descriptive text writing, as usually found in nine grade. Realizing that syntactical error is a confusion in part of speech. This confusion mostly happened in constructing word into a clause, phrase and sentence. That is also a reason why the writer bring descriptive text as the object of the study, because through this kind of writing student can express look, sound, taste and smell about people, animals, things and place and their feelings and any else toward them. Each

students have different description because the students have different thoughts about something.

1.2 The Problem of Study

Based on the research background above, the problem of the research is: “What types of syntactical errors found in students writing descriptive text at SMP Negeri 1 Ronggurnihuta?”

1.3 The Objective of Study

The Objective of this research is: To find out the types of syntactical errors in student’s writing descriptive text at SMP Negeri 1 Ronggurnihuta.

1.4 The Scope of Study

The Scope of this research is a study of syntax that focuses on syntactic error in writing descriptive text. According Redford, A. (2004:1) syntax is term used for the study of the rules governing the way words are combined to form sentence. which the Redford divides this section into grammar , word, and sentence.

Therefore the writer focuses on the part of word categories level in syntactic errors of student’s writing descriptive.

1.5 Significances of Study

It is significant to conduct this research for both theoretically and practically contribution.

1. Theoretically

The result of the study will be benefit for readers with more information about the syntactic error. So, the readers understand how to analyze about the syntactic error that happen in the text especially in writing descriptive text.

2. Practically

The other researchers, the result may serve as guidelines for the future study related to the subject. For the students, this research may assist them in writing descriptive paragraph correctly. For English teachers, to improve the teaching techniques and to encourage students to be more cautious in using every aspect of grammar in writing descriptive paragraph.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theory of Syntactic

Syntactic is a familiar term that is used by people who learn language. According Matthews, syntax is from the Ancient Greek Syntax is, a verbal noun which literally means „arrangement“ or „setting“ out together; traditionally, it refers to the branch of grammar dealing with the ways in which words, with or without appropriate inflections, are arranged to show connections of meaning within the sentence. In other words, syntax can be said as how a word, phrase, and sentence are structured that express certain idea.

According Redford, A. (2004:1) stated that syntax is the study of the way in which phrases and sentences are composed of words, so the nature of the grammatical operation in which the component words are combined together to form the whole sentence structure. It means that syntax is included into a field of study that focus on the way of phrases and sentences are formed from certain words in order to create good structure for get meaning.

In linguistics, syntax is the set of rules, principles, and processes that govern the structure of sentences in a given language, specifically word order. In other word syntax is the study about the arrangement of words in the sentence based on the rule that had been determined. The term syntax is also used to refer to the study of such principles and processes. From the explanation above, it is clear that syntax is related into how a word, phrase, and sentence are structured in order to create meaning. Therefore, syntactic problems are all problems that are faced by the writers in structuring sentences, especially how they structure words

to be phrase, then, complete sentence that create meaning in writing descriptive text.

This thesis applied the theory of Andrew Radford who developed the theory of Chomsky. The concept can be explained as the following explanation:

2.1.1 Grammar

The syntax of a language is described in terms of taxonomy (i.e. classificatory list) of the range of different types of syntactic structures found in the language. The central assumption underpinning syntactic analysis in traditional grammar is that phrases and sentences are built up of a series of constituents, each of which belongs to a specific grammatical category and serves a specific grammatical function. Given this assumption, the task of the linguist analyzing the syntactic structure of any given type of sentence is to identify each of the constituents in the sentence, and (for each constituent) to say what category it belongs to and what function it serves.

System in which the syntax of a language is essentially described in terms of a list of phrase, clause and sentence types found in the language. Therefore, the analysis of language syntax often focuses on how the writer structured their sentences from phrase level into sentence level for the smallest unit of analysis. In this research, the researcher would analysis how the students write words of auxiliaries, verb, adverb in writing descriptive text.

2.1.2 Words

The grammatical properties of words, ultimately concluding that the grammatical properties of words must be characterized in terms of sets of

grammatical features. Wekker and Haegeman suggested that words are grammatical units which a speaker of a language can intuitively recognize. Word is a smallest constituent in a sentence. Then to identify it more, it is necessary to know the names of all the word classes.

To determine the word class of a word, it is wrong to just look at its form or meaning, but look at its function in the phrase, clause, even in sentence in which it occurs. Grammatically, the word has two statuses. It means that word is a smallest constituent in a sentence, then to identify it more, it is necessary to know the names of all the word classes. To determine the word class of a word, it is wrong to just look at its form or meaning, but look at its function in the phrase, clause, even in sentence in which it occurs. For example, the word talk refers to an “action” which is usually performed as a verb, but in different sentences the same word (with a similar meaning) can be used in different ways.

2.1.2.1 Grammatical categories

Words are traditionally assigned to grammatical categories on the basis of their shared morphological and syntactic properties. The morphological criteria for categories of words concern their inflectional and derivational properties. Inflectional properties relate to different forms of the same word (e.g. the plural form of a noun like cat is formed by adding the plural inflection -s to give the form cats); derivational properties relate to the processes by which a word can be used to form a different kind of word by the addition of an affix of some kind (e.g. by adding the suffix -ness to the adjective sad we can form the noun sadness).

Although English has a highly impoverished system of inflectional morphology, there are nonetheless two major categories of word which have

distinctive inflectional properties – namely nouns and verbs. We can identify the class of nouns in terms of the fact that they generally inflect for number, and thus have distinct singular and plural forms – cf. pairs such as dog/dogs, man/men, ox/oxen, etc. Accordingly, we can differentiate a noun like fool from an adjective like foolish by virtue of the fact that only (regular) nouns like fool – not adjectives like foolish – can carry the noun plural inflection.

2.1.2.2 Categorizing Words

The categorial status of a word from is its morphological and syntactic properties, with substitution being used as a test in problematic cases. The morphological properties of a given word provide an initial rough guide to its categorial status: in order to determine the categorial status of an individual word, we can ask whether it has the inflectional and derivational properties of a particular category of word.

For example, we can tell that happy is an adjective by virtue of the fact that it has the derivational properties of typical adjectives: it can take the negative prefix un- (giving rise to the negative adjective unhappy), the comparative/superlative suffixes er/-est (giving rise to the forms happier/happiest), the adverbialising suffix -ly (giving rise to the adverb happily), and the nominalising suffix -ness (giving rise to the noun happiness).

2.1.3 Functional categories

There are five major grammatical categories of English (the five categories with the largest membership), namely: noun, verb, preposition, adjective and adverb. The words which belong to these five categories are traditionally said to be contentives (or content words), in that they have substantive descriptive

content.²³ However, in addition to content words languages also contain functors (or function words) – i.e. words which serve primarily to carry information about the grammatical function of particular types of expression within the sentence (e.g. information about grammatical properties such as person, number, gender, case, etc.).

2.1.3.1 Noun

Noun is a word functioning as a subject, object, or subjective complement in a central core. Nouns refer to things' name and persons. Besides meaning things (spoon, table) or persons (woman, girl, and boy), nouns also name events (a walk) or situations seen as things (a gathering). Among nouns, several distinctions can be made, although it has overlapping dimensions. The same word in nouns may be used as three different types, those are:

2.1.3.2 Verb

Verbs usually indicate processes, actions, or states such as: talk, study, take, peel, sleep, and so on which may take place or occur over time. There are two kinds of verbs: lexical verbs or main verb and auxiliary verbs or modal. Wekker and Haegeman says that Lexical verbs are verbs which usually used as the head in verb phrase, be the only verb in a sentence, and can be followed by one or more auxiliary verbs. Verspoor and Sauter add that, it has concrete meaning which visualize a clear action, such as tell and open. Whereas the auxiliary verbs are also called as helping verbs and it cannot normally occur on their own, such as will, can, may, be, and so on.

For example:

1. Will help
2. Will have helped

Aux lex. Verb aux lex. Verb

Sometime in the sentence, we found the verb which has a role as a complement. Relate with that Pyle and Munoz (2002: 83) explains the other role of verb in the sentence below,

Verb as Complement

Pyle and Munoz mention seven different condition which make a verbs have a role as complement in the sentence ,they are:

First, Verbs that are always followed by the infinitive. Some verbs actually can put a verb as a complement rather than a noun. Sometimes the verb functioning as complement must be in the form of infinitive (to + verb). We can see the use of it in the example which underlined below:

David learned to speak English well

Lee wanted to watch the festival

Second, Verbs that always followed by the gerund. In this second section, some verbs must be followed by the gerund (verb + ing). Those verbs can be applied in the example which underlined below:

- a. They enjoyed riding the motorcycle
- b. He deny stealing the wallet

But some verbs can be followed by either the infinitive or the gerund with no change in the meaning. Like the underlined sentence below:

Mr. Joko started to teach English OR Mr. joko started
teaching English

She begin to talk the truth OR She begin talking the
truth

Third, When a preposition (abbreviate with prep) are preceded by a verb or an adjective (abbreviate with adj) or a noun even nothing which are followed directly by a verb, the verb should be in the form of gerund. See in the example which underlined below:

1. Badrus think about selling his new mobile

Verb prep gerund

2. Fatimah is interested in listening the new song

Adj prep gerund

3. There is no method for doing the research

Noun prep gerund

Fourth, adjective followed by the infinitive. There are some adjectives which must be followed by the infinitive. This kind of rule can be applied in the example which underlined below:

It is difficult to do the task individually

This magazine is easy to read

Fifth, Pronouns before the gerund or infinitive. There are different rule between the use pronoun before gerund and infinitive. In the case of infinitive which is used as a complement, any noun or pronoun directly preceding it will include in the complement form.

2.1.3.3 Adverb

A forth and less studied lexical category consist of adverb, most of derived from adjectives. Adverb modifies the verb by giving information about time, place, or manner in which an action, event or process take place.

According to Wren and Martin (2005: 126) “Adverb phrases of place (e.g., here there, everywhere, on the wall) and of time (e.g., now, then, yet, today, next Sunday) are also usually placed after the verb or after the object if there is one; as,. When there are two or more adverbs after a verb (and its object), the normal order is adverb of manner, adverb of place, adverb of time.

Adverbs of frequency, which answer the question How often? (e.g., always, never, often, rarely, usually, generally) and certain other adverbs like almost, already, hardly, nearly, just, quite are normally put between the subject and the verb if the verb consists of only one word; if there is more than one word in the verb, they are put after the first word.”

Based of the statements above, the writer can be conclude that the types of adverb phrase are adverb of place, adverb of time, adverb of manner, and adverb of frequency. The Example of Adverb Phrase The example of adverb phrases are in the following table 2.1.2.6.

Examples of Adverb Phrase

Types of adverbs	Example
Manner	well, badly, accurately, quickly
Place	here, there, in the laboratory
Time	now, yesterday, in 2000
indefinite frequency	often, seldom, usually
definite frequency	monthly, never, once a year
degree/extent	slightly, considerably, totally Probability possibly, probably, certainly
attitude/opinion	naturally, surprisingly, in my opinion Aspect technically, politically, scientifically

2.1.3.4 Auxiliaries

The auxiliaries can be written as a modal auxiliary (may, should, will) or one of the “Helping Verb” (be, do, have) of traditional grammar but it also includes tenses (present or past) as its firs element. Tenses must be appeared

under the auxiliary. Traditional grammarians posit that there is a special class of items which once functioned simply as verbs, but in the course of the evolution of the English language have become sufficiently distinct from main verbs that they are now regarded as belonging to a different category of auxiliary (conventionally abbreviated to AUX). Auxiliaries typically allow only a verb expression as their complement, and have the semantic function of marking grammatical properties associated with the relevant verb, such as tense, aspect, voice, or mood.

2.1.3.5 Pronoun

Radford explain that, pronoun is a class of word which is called as „stand in place of“, prefix *pro* in pronoun has a meaning that. it refer back to noun expression. Pronoun is a type of word that replaces a noun or noun phrase. Examples are *me, when, her, this*. One of the functions of pronouns is to avoid repeating words in one sentence. Because, excessive repetition of words can cause sentences to be ineffective.

2.1.3.6 Preposition

Preposition is word which is precede a noun, a noun phrase, or a pronoun, and connect it to another word in the sentence like *in, on, at, about, with, of, to, by, beside, before, down, and after, in spite of, because of, etc*. Then Verspoor and Saute give an addition that, preposition don't really have a function within the phrase or clause which they introduce, it introduce dependent noun phrase and purely link and show a meaning relationship.

2.2 Structure

As explained in previous point, Syntactic structure is how words are combined together to form phrases and sentences. The phrases and sentences are built up by a series of merger operations, each of which combines a pair of constituents together to form a larger constituent. We show how the resulting structure can be represented in terms of a tree diagram, and testing the structure of phrases and sentences.

2.2.1 Sentence

Verspoor and Sauter assumed that the word sentence is come from Latin *sententia*, which literally mean feeling or opinion. In the field of grammar, this definition become focused to an utterance that expresses a feeling or opinion, but refer to technical definition it would become a grammatically self-contained speech unit consisting of a word, or syntactically related group that expresses an statement, a question, a command, a wish, or an exclamation, which in writing usually begins with a capital letter and ends with a period, question mark, or exclamation mark.

Wekker and Haegeman suggest that, “sentence can generally be used to give information, and they can be used to ask information.” So although we find the word like “Hey, you!” which apparently incomplete, cause there is no subject or predicate, but it provide a complete thought or information by saying it, the speaker means something like „I want to get your attention“. In this condition, there is no need to worry about the exact definition, the sentence is always express a complete thought.

2.2.2 Phrases

Phrases formed from two words or more and fill a syntactic function. A phrase can consist of one or more words, if it contain of more words, it usually has one main word which is the most important one as far as the meaning is concerned. It known as the head of the phrase, and remain of it is called as modifier. If the main word in this phrase is noun, the whole phrase is called a noun phrase. The simplest way of forming a phrase is by merging (a technical term meaning „combining“) two words together: for example, by merging the word help with the word you in we form the phrase help.

2.2.3 Clauses

Verspoor and Sauter mention a clause as, “a group of words that express a whole event or situation, containing a subject and predicate.”⁴⁶ They suggest that there are two types of clause, they are independent and dependent clause. Clause which can stand by itself and form a grammatically complete sentence is called as main/independent clause (IC) and clause which always starts with a subordinator called as dependent clause (DC). Clause is a syntactic units are located above and below the unit phrase a sentence unit, in the form of runs constructing predictive words. Clause is a syntactic unit consisting of two or more words that contain elements of prediction or composed of predicators and argument. It means in the construction there are components in the form of words or phrases that function as predicates and other.

2.3 The Definition of Errors

To get clear understanding about the error, it is better for the researcher to consider several opinions given by some linguists. Ancker in Diani Syahputri

(2000), making mistakes or errors is a natural process of learning and must be considered as part of cognition. It means that error is a natural phenomenon that accompanies any human activity, especially when we try the activity for the first time. When error handled well, it is a welcome companion on the road to understanding.

Brown (2000) mentions that error is an obvious deviation of the grammar from a native speaker that reflecting the inter language competence of the learners. While, according to Erdogan in Dwi Anggraeni (2019) points out those errors were considered as being the result of the persistence of existing mother tongue habits in the new language

When we recognize it, and identify its causes, our ability better in the future increases. We are aware that one learns from ones mistakes, and want to implement this process fully in our teaching and learning. Intellectually, understanding the reasons behind an error is an effective way to grasp the nature of a phenomenon under investigation. Therefore, the error is one of the inescapable processes that shows the event phase in learning the inter language.

From all definitions above, the researcher can summarize that error is grammatically incorrect form that occur in writing, caused by the factor of competence. On the other hand, they do not understand well the use of grammatical rules in the target language; it will lead the students to make errors consistently.

Based on the understanding of the error, the writer can conclude that an error is an action taken without paying attention to the rules made. In this study

the author only focuses on students' syntactic errors in writing descriptive texts, which focuses on syntactic errors in auxiliary words, adverbs, conjunction words.

2.4 Errors and Mistake

An error is a deviation from the adult grammar of a native speaker which reflects the learner's language competence. While mistake refers to a performance error that is either a random guess or a "slip", in that is utilize unknown system correctly (Brown, 2000) From the explanations above, the researcher concluded that error is condition when the learners cannot make a correction on the error and they need help others to correct the error. Besides, a mistake is a fault that learners can be self-corrected and the learners can correct it as soon as realizing what they say or write is wrong.

2.5 Errors Analysis

In recent years, studies of second language acquisition have tended to focus on learners errors since they allow for prediction of the difficulties involved in acquiring a second language. Error Analysis is a type of linguistic analysis that focuses on the errors learners make. It consists of a comparison between the errors made in the target language and that target language itself. Error analysis emphasizes the significance of learners' errors in second language. It is important to note here that Interferences from the learner's mother tongue is not only reason for committing errors in his target language (khansir, 2012) Meanwhile, Saville-Troike in Endang Fauziati (2014) states that Error analysis is the first approach to the study of SLA which includes an internal focus on learners' creative ability to construct language. The primary focus of EA is on learner errors and the evidence

of how learner errors could provide an understanding of the underlying processes of SLL or SLA.

Vahdatinejad in Diani Syahputri (2018) maintains that error analysis can be used to determine what a learner still needs to be taught. It provides the necessary information about what is lacking in his or her competence. He also makes distinction between errors and lapses (simple mistakes). Brown (2006) states that error analysis is a study of error that learner made during their learning, this study arose since there are many phenomenon about errors which are made by learners. It can observe the errors, analyze them, and classify to reveal something.

Realizing that this error are made by learners, it also means that this error can be analyzed from students writing descriptive text. Of course students need to pay attention the word categories level such as noun, phrase, adjective, verb, adverb, auxiliary, and another. Because if level above it may sure cause an error, that is called as syntactical errors.

So the writer tries to conclude that the errors analysis is a way of looking at errors made by the learners of the target language, as a source of information to the teachers, which in turns helps them correct the students" errors, and improves the effectiveness of their teaching.

2.6 The types of errors

According to Dulay, Burt, and Krashen (1982), surface strategy taxonomy highlights the ways surface structure is altered: learners may omit necessary items or add unnecessary ones; they may misform items or misorder them. Classifying errors using surface strategy taxonomy can give clear description about cognitive processes that underline the learner"s reconstruction of the new language or

language being learned. Surface strategy taxonomy includes errors of omission, addition, misformation, and misordering.

Below is the detailed description of each category used in surface strategy taxonomy:

2.6.1 Omission

Omission is a type of errors which are characterized by the absence of an item that must appear in a well-formed utterance (Dulay, 1982). The learner may omit grammatical morphemes in producing a sentence. Grammatical or function words, on the other hand, are those little words that play a minor role in carrying the meaning of a sentence. They include noun and verb inflections (-s, -ed, -ing), the article (a, an, and the), the verb auxiliaries (is, will, can, may) and preposition (in, on, at, under). For example: She lecturer new college. (The correct sentence is She is the lecturer of the new college.

2.6.2 Addition

According to Dulay (1982) addition is a type of errors which are characterized by the presence of an item which must not appear in well formed utterance. It is the opposite of omission error. There are three types of addition errors, which have been observed in speech of both first language and second language learners. They are double markings, regularizations, and simple addition. These errors are good indicators that some basic rules have been acquired.

1. Double Marking

This type is usually resulted from the failure to delete certain items required in some linguistics construction, but not in others. Double marking usually happens in tense. In most English sentences, some semantic failure such as tense may be

marked syntactically only once. For example: I did not read or I do not read. In English rule of the subject-verb agreement, the first verb (auxiliary verb) agrees with its subject and the other verb (main verb) must be constant (read). Learners who have acquired the tense from both auxiliary verb and main verb often place the marker on both, as in: She does not understands or I did not went. The auxiliary verb in error of double marking may be produced twice, as in: Is this is your teachers? or over-marking the form of auxiliary verb, as in: You did not known me at all or She does not likes him.

2. Regularization

Errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added exceptions that can be found in English. For example: the verb sing cannot be changed into singed but sang. The noun “woman” cannot be pluralized into womans but women. It is true that in English most of verbs can be changed into past form by adding –d/-ed after the basic verb and most of nouns can be pluralized by adding –s/es to singular forms, but not all of them. The description above shows other errors that may be made by the learners in which the errors are interfered by regularization. The learners may say, The mans did not cry or The men did not cried or even, The mans did not cried.

3. Simple addition

It is an addition error that consists of double marking or regularization. No particular features characterize all addition errors, which are the use of an item should not appear in a well formed utterance. Example: The book is in over there. A this novel is good. The error in the first sentence is the addition of the

preposition in and the error in the second sentence is the addition of the article a. either the preposition in or the article a must not appear in those two sentences.

2.6.3 Misformation

Misformation error is a type of error that is characterized by using of the wrong form of the morpheme or structure. For example: The tiger catch a goat. and The boys is sad. Those two sentences are not correct. The first sentence should be, The tiger catches a goat. The second sentence should be, The boys are sad. In English when the subject is singular, the verb should be verb for singular, whereas when the subject is plural, the verb should be plural subject too.

2.6.4 Misordering

Misordering errors are characterized by the incorrect placement of morpheme or group of morphemes in utterance. They occur systematically for both first and second language learning in construction that have already been acquired, especially in simple embedded questions. The researcher is focusing on students' error in the level of bound morpheme. The examples are below:

What you do mean? (You do mean is misordering)

What Daddy is doing? (Daddy is doing is misordering)

The first sentence should be, What do you mean?

The second sentence should be, What is Daddy doing.

2.7 Source Errors

The cause of error can be divided into three categories namely Brown (2002):

1. Interlingual Interference

Interlingual Interference is a cause of errors where the learners transfer their native language system into the target language system. Interlingual interference is called as interlingual, which is defined by Smith (1994) as the systematic linguistic behavior of the learners of second or other language.

2. Intralingual Interferences

Intralingual is a cause of error from the target language itself due it's complicated system Brown (2002). In this case, the learners have been saved from the interferences of their mother tongue but as they learn the target language. They find it more complicated and the result learning, the learner seem to make generalization of the target system on the basis of the data to which they are exposed.

3. Carelessness

The error of carelessness is caused of the less knowledge of the students and the students who are purposely done the mistake. It can be shown when the students use double preposition or may be phoneme omitted or mistyping.

2.8 Writing

Writing is one of the language skills which is important in our life. Through writing, we can inform others, carry out transactions, persuade, infuriate, and tell what we feel. However, we know that writing or learning to write especially in a second language is not simply a matter of "writing things down". It is one of the four basic skills that are very complex and difficult to learn.

Writing is an important skill to be mastered in learning English as a foreign language. Therefore, in writing needs well knowledge and hard thinking when the writer produce words, sentences, paragraph at the same time with good

English grammatical. There are several opinions about the definition of writing that have been given by the experts. Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete (Ghaith, 2002). It is an activity that encourages thinking and feeling that will experts in to the written. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

According to Wordreference cited in Harmenita (2010), writing is one of the ways to give an idea or message which is form in writing on a piece of paper or the other area. It is an act of making marks on certain surface. Specifically, writing is one kind of expression in language which is created by particular set of symbol, having conventional values for representing the wordings of particular language which is drawn up visually

Urquhart and McIver (2005: 5-6) state that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and 13 discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer's intention and meets the readers' needs.

From the definition above, it can be concluded that writing is producing message into written language. Writing is a skill which can learned by anyone who want to express their thought, ideas, and feeling. In addition, it is a tool of communication, so that writing is a hard skill because it is an unnatural act which

is need hard thinking and it is a way of remembering and a way of thinking as well.

2.8.1 The Types of Writing

There are four types of writing. They are narration, description, exposition and letter writing. The students in a piece of writing use one of these modes exclusively, but typically they are found in combination, with one or two predominant to achieve the writer's primary rhetorical purpose and operating goal. Fachrurrazy (1990: 38) explain the types of writing are:

1. Narration

Narration tells "what happened". It tells a story. It is the kind of writing found in novels, short stories, and biographies. Narration usually follows time order.

2. Description

Description tells how something looks or feels or sounds. It talks about such features as size, shape, color, sound, or taste. Description sometimes follows space order.

3. Exposition

Exposition is writing that explain something. It often answer the questions what, how, and why. Its purpose is to present ideas and to make them as clear as possible. It can be said that exposition follows logical order. This means that paragraphs are arranged in such a way that the reader can understand the writer's thought. In logical order, the writer guides the reader from one idea to another.

4. Recount

Recount to tell past events for the purpose of informing or entertaining. Events are usually arranged in a temporal sequence. It's usually found or

presented in journals, diary, personal letter, biography, travel report, police report, sport report, history, etc.

2.8.2 The Process of Writing

1. Planning

The first step is planning or pre-writing. According to Richards and Renandya (2002) planning is any activity in the classroom that encourages students to write. This is the first step that students have to do before they write a text. There are some activities which provided the learning experiences for students at this stage, such as group brainstorming, clustering, rapid free writing and WH-questions to generate ideas for the students before they write a text.

2. Drafting

The second step is drafting. In this step the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft (Richards and Renandya, 2002). In the draft stage, students are expected to put the arrangement they did in the planning stage on a paper. In this stage, spelling rules for the written text are ignored. The students primarily try to create the content.

3. Revising

The next step is revising. This stage consists of the students' review of the written draft, sharing the draft with a writing group formed in the classroom, and rearranging the content according to feedback from friends in the writing group. In this stage, the students might expand the text with new ideas or remove the unnecessary parts. Revising is a difficult stage for students.

4. Editing

The last step is editing. Up to this stage the focus is on the content. In this stage spelling rules and punctuation, which are called the mechanical aspect of writing, are checked. Before sharing what they have written with others, the students review the draft for the last time and make corrections for readability. An editing checklist might be prepared illustrating the spelling errors. The students might benefit from this list for their learning in the future.

2.9 Descriptive Writing

Definition of Descriptive

Oshima and Hogue (2007), descriptive writing appeals to the sense, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. A description usually follows a pattern of organization that we call spatial order. Spatial order is the arrangement of things in space. Oshima and Hogue (2007), the supporting sentences not only provide details that prove the truth of your topic sentences, but they also make your writing rich and interesting.

According to Indonesia curricula (2004), “There are some types of the text that should be learned by tenth grade in English subject, they are Recount, Narrative, Procedural, News Item and Descriptive”. In this research, the text type will focus on Descriptive text. Descriptive text is the clear description of people, places, objects, or events using appropriate details. An effective description will contain sufficient and varied elaboration of details to communicate a sense of the subject being described. Details used are usually sensory and selected to describe what the writer see, hear, smell, touch, and taste. (Rass, 2001:98)

Hall in Diani Syahputri (2001), description is writing that uses vivid details to capture a scene, setting, person, or moment. Effective descriptive writing includes

- a. Sensory details-sight, sounds, smells, tastes, and physical sensation
- b. Vivid, precise language.
- c. Figurative language or comparisons
- d. Adjectives and adverbs that paint a word picture.
- e. An organization suited to the subject.

Hall (2001), descriptive writing are chosen to offer specific information, images, that accompany such writing in magazines and newspaper are equally important in conveying a specific idea. Generic structure of Descriptive includes:

- a. General classification : contains the identification of matter / a will describe.
- b. Description : contains the explanation / description of the thing/ person to mention a few properties.
- c. Language Features : the use of adjective and compound adjectives, using the simple present.

2.10 Previous research

The author takes a study of the relation literature from another thesis as a principle or comparison in this study. The first is taken from THE ANALYSIS OF Syntactical Errors Made By Students 'Of TBI ain Bengkulu In Writing Thesis Abstracts (Action research conducted on the Students' S1 Thesis Abstracts of TBI IAIN Bengkulu Graduated at March 2018 This research period explains about syntactic errors that often arise among students in writing thesis abstract research from April 4 to April 20 2018. He uses syntactic errors to find out the most frequent syntactic errors made by student in writing their syntactic abstracts, using this analysis the researcher will find out the syntactic errors made by students. In fact, the data shows that from the research results there are ten syntactic errors made by students in writing thesis abstracts. Syntax errors are: 20 syntactic errors in nouns, 8 errors in noun phrases, 3 errors in auxiliary words. The students' average test score in cycle I was 78, the next cycle was 80 and the last cycle was 85. This shows that there are still many errors found in students in writing their thesis abstract.

The second taken from Syntactical Error Analysis in Second Semester Students" Writing Of Iain Tulungagung. the research design in this study was content analysis research. The data were the tasks of the student's writing which obtained from the writing lecturer who taught one of the second semester classes of English education of IAIN Tulungagung 2013/2014 that was TBI 2C class which consisted of 28 students. The instrument was the researcher herself. The data analysis was using the surface strategy taxonomy which proposed by Dulay and the classification of source of the error which planned by Brown. The result

showed that from 28 writings there are 513 errors which divided into 4 types of error: omission, addition, misformation, and disorder. Misformation is the dominant error which 205 errors are caused by mother tongue interference and target language about 4 errors. Then it followed by omission error: they are 172 errors caused by mother tongue interference and 33 errors caused by target language. The next is addition with 14 errors caused by mother tongue interference and 65 errors caused by target language. The last is disorder which 14 errors come from mother tongue interference and 6 errors come from target language.

Thus it can be concluded that there are many problems in student learning In writing, it can be seen from the dominant errors caused by the target language. Therefore Students need to learn more about grammar structures even as basic as simple ones past tense and simple present tens

2.11 Conceptual framework

As mentioned above, there are so many syntactic errors found in students that this needs to be studied, knowing the syntactic errors found in students will make it easier. to study the difficulties faced by students in writing. students will better know how to write in accordance with the rules or rules of language rules.

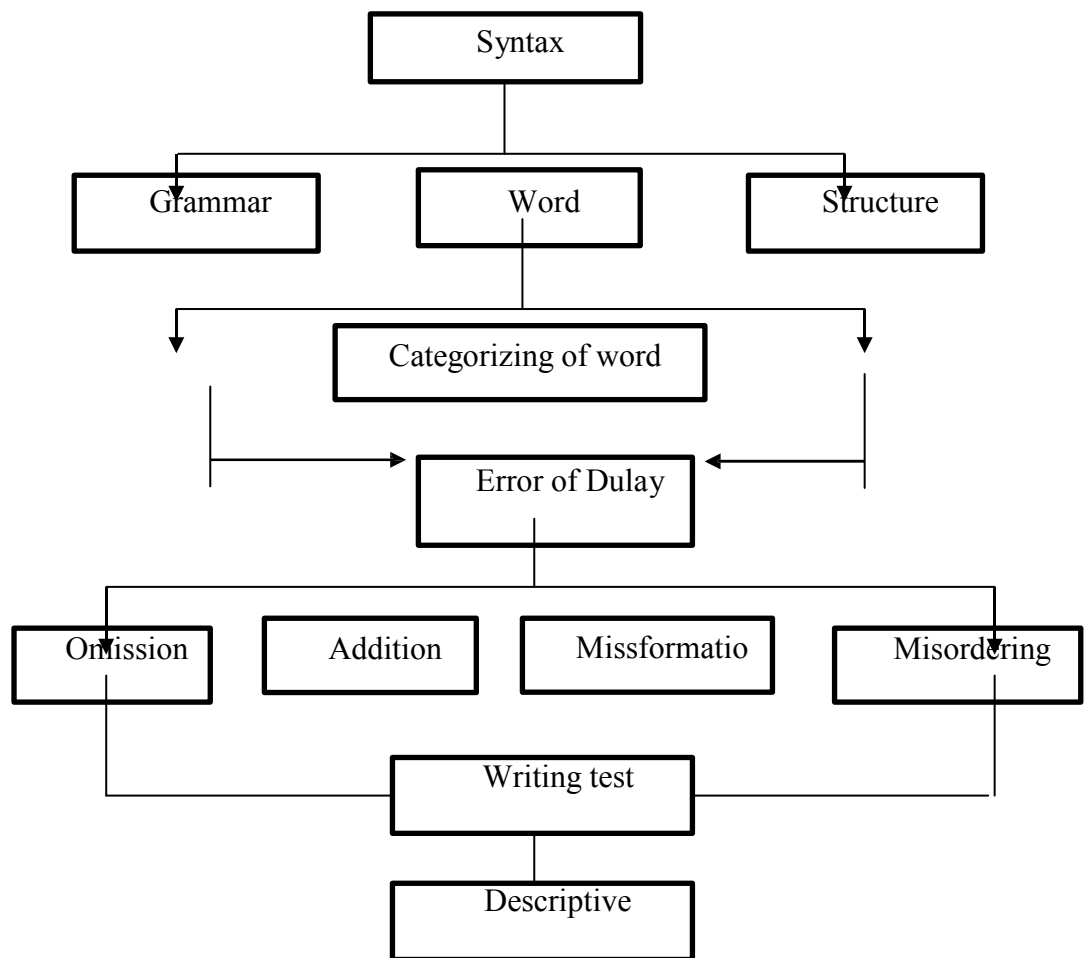


Figure 2.12 : conceptual framework the analysis of syntactic errors in junior high school in writing descriptive text

CHAPTER III RESEARCH METHODOLOGY

3.1 Research Design

The research design used in this study was descriptive qualitative method. According to David Williams (1995), qualitative research is the collection of data in a natural setting, using natural methods, and carried out by naturally interested researcher. According to Denzim and Lincoln (1987), state that qualitative research is research that uses a natural setting, with the intention of interpreting phenomena that occur and are carried out by involving existing methods, in qualitative research method that are usually utilized are interviews, observations, and use of documents.

Therefore, the researcher was analyze the error occurred syntactically in students' writing with reading deeply to find the errors. Every sentence which has error including in it has its own code to facilitate the analysis.

3.2 Subject and Object of the Research

Researcher was conduct this research at SMP Negeri 1 Ronggurnihuta which is located on Jl. Kehutanan Ronggurnihuta. The subjects of this study were the eighth grade students of SMP Negeri 1 Ronggurnihuta which consisted of 20 students. Then the object of this research is descriptive text written by students.

3.3 Instrument collecting data

The instrument of collecting data in this study were get information. Gay and Airasian (2005:134) stated that instrument is a tool that used in collecting data. In

collecting data the writer will use writing test as the instrument to collecting data especially descriptive text writing test.

3.4 Technique of Collecting Data

The writer must know the procedures of data collection was qualitative research, because the main purpose of research is to get data. Moleong (2004) stated that the source of data in qualitative research which can be collected by observation, documentation, field note, photo, recording, and picture or even test. According the experts above the writer will choose the observation to collecting the data, then the writers will decide to do the following technique in collecting the data as follows:

1. The writer was explain the students about material descriptive text.
2. After explaining, the descriptive text material, the writer asked the students to write the descriptive text with the specified time.
3. Students writing are collected and check the result of student"s writing by giving a circle to the wrong words. After that, the writer return the results of their writing to the students to correct the errors in their own writing
4. Then, the students writing be collected again to find out whether the students able to correct the mistake they made in writing.

3.5 Technique of analysis data

In analysis data the writer was analysis the students error below:

1. The writer was underlines the syntactic error made in students writing in writing descriptive text
2. the writer was be checked and analyze the types of error based on dulay"

3. The writer was make conclusion what types of errors that found from the writing that was be done by students in writing descriptive text.

The writer uses qualitative research in the study which the method will convey in a descriptive analysis way to describe and interpret the result of qualitative data.