

Syntactical Error Analysis on Students' English Narrative Composition (Survey at Private University in East Jakarta)

Andi Santoso¹, Syahyuri²

^{1,2}English Study Program Faculty of Language and Art,
Indraprasta PGRI University Jl. Nangka 58 Tanjung Barat, Jakarta Selatan, Indonesia

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***Correspondence Address:**

yuri.syahyuri@gmail.com

Abstract: The aims of the research are to know the dominant of the errors made by the learners on their English narrative text composition, to identify the factors the learners made the errors, to identify the errors made by the learners, to correct the errors which have been made, to improve the teaching quality which is appropriate with the curriculum and the syllabus as well as to get the data and the explanation about the difficulties in studying English especially in arranging the English narrative composition. The method used in this research is descriptive method that gives the data and the explanation about the recent symptoms of the errors made by the learners. The descriptive method consists of the ways in giving the note, the analysis and the interpretation about the recent condition. The characteristic of the descriptive method is to give the existence of the data which is straight to the problems as the recent variables are not manipulated. The data were taken from 37 university learners. The data was taken by conducting a written test of English narrative text composition. After analyzing the data, the findings point out that errors of omission of grammatical morpheme are 76, errors of addition are 20, errors of ordering are 4, and error of miss-formation are 0.

INTRODUCTION

There are some kinds in learning English such as listening, speaking, writing and reading. Writing is the most difficult part in learning English as what we say is different with what we write. J.B. Heaton (1988:135) stated, "The writing skills are complex and certainly difficult to teach, requiring not only of grammatical and theoretical devices but also conceptual and judgmental elements". Some factors made writing in English looks difficult, such as spelling, vocabulary and grammar. There are many aspects in grammar that should be mastered by the learners which can make some errors in learning English.

A language has its own system which is different from one another. As a foreign language, the system of English is different from Indonesian language. There

fore English is considered difficult to be learned. Corder (1950:22) said that it still remains to be shown that the process of learning second language is fundamentally different nature from the process of primary acquisition." As the learner of foreign language, students especially from English department expect to master English not only in one skill but also in any kinds of skills, as in listening, speaking, reading and writing. However they still have some difficulties using it, something like error in applying their second language as like English.

Corder (1967:20) said" we live in an imperfect world; consequently errors will always occur in spite of our best effort. It seems reasonable they make some error. Students' errors may occur in different components of language: in Grammar, lexicon, or pronunciation. In other words,

students' errors occur in different linguistics categories such as phonology, morphology, syntax, and discourse. One language component which is crucial to be considered is grammatical structure.

One of which is morphology. Morphological item is one of the important things dealing with word formation, as said in (Frank Palmer, 1984: 99) Morphology is essentially the grammar of words and deal with form of words, the relation between take and took, dog and dogs and etc.

Syntax is related with the term "grammar", which is used in British linguists and "syntax" is used by many Americans. Syntax discusses about phrase, clause and sentence. Discourse analysis is concerned with the investigation of the language, both written and oral, as it is actually as opposed to an abstract system or structure of language. Discourse analysis references both a theory of language use, language use as not neutral but invested, and a method for analyzing language in use.

Discourse analysis has two components. One is the investigation of patterns in language use. The second relates to patterns of language use as activity or process. The aim of discourse analysis is to produce an analysis or "explanatory critique" of how and to what purpose language use is invested through the deployment of specific textual features, such as lexical, grammatical, and semantic, in order to facilitate understanding of its effects and the possibility of resistance to that investment. a general term for a number of approaches to analyzing written, spoken, signed language use or any significant semiotic event.

The objects of discourse analysis, writing, talk, conversation, communicative event are variously defined in terms of coherent sequences of sentences, propositions, speech acts. Contrary to much of traditional linguistics, discourse analysts not only study language use beyond the

sentence boundary, but also prefer to analyze naturally occurring language use and not invented examples. This is known as corpus linguistics, text linguistics is related. The essential difference between discourse analysis and text linguistics is that it aims at revealing socio-psychological characteristics of a person rather than text structure.

Another error found in the learner's English narrative composition will also be discussed in this paper. Sometimes learner makes errors in composition such as; error of mission (*penghilangan kata*), error of selection. (*pemakaian kata yang tidak seharusnya*), error of addition (*penambahan kata*) and error of ordering (*elemen yang sudah benar tetapi urutannya salah*).

Based on the above problems, morphology, syntax and another error will be analyzed. By analyzing the errors, hopes that the errors done by the learners can be corrected so the errors in writing won't be happened again and the learners can write an English narrative composition well.

THEORETICAL SUPPORT

The Nature of Error

Errors are defined as any deviation from a selected norm of language performance, no matter what the characteristic or causes of the deviation might be. They are those parts of conversation or composition that deviate from some selected norm of mature language performance (Dulay *et.al.*, 1982: 138-139).

Brown (1987: 170) defined an error as noticeable deviation from the adult grammar of native speaker, reflecting the interlingual competence of the learner. Despite of the imperfection, errors are not seen as signs of failures.

Kinds of Errors

Dulay et. al., (1982: 146-197') stated that the most useful and commonly used bases for the descriptive classification of errors are: 1) linguistic category taxonomy ; 2) surface strategy taxonomy; 3) comparative analysis; 4) communicative effect.

Here, the researcher uses Dulay surface strategy taxonomy, because this research wants to describe the error on morphological only. Furthermore, the object of this research is not in communication but in form of writing.

The types of errors which belong to surface strategy taxonomy are: 1) omission; 2) addition; 3) miss formation, and 4) miss ordering.

METHOD

In this research, the researcher uses descriptive method, there are 3 types of descriptive method, they are: observational method, case study method, and survey method. Observational method was used to take the data in this research. The students' English narrative compositions were used as the researcher instrument.

The data were taken from 37 students and it was taken by asking the learners to make English narrative compositions. The next step is that identifying, classifying, analyzing, and correcting the data. The correcting was done in order to minimize and avoid the students make the same errors if they are asked to make another English narrative composition

RESULT AND DISCUSSION

The discussion about errors found in the learner's English narrative composition. The samples were taken from 37 learners' English narrative composition.

Based on the table of errors above, there are four type's errors happened in learners' English narrative composition, they are: 1). Error of omission of grammatical morpheme, 2). Error of

selection, Error of addition, 3). Intralingua error, 4). Error of addition, 5). Error of ordering, 6). Local error.

The first type of error is Error of omission of grammatical morpheme. It does not carry the burden meaning. In other words, it places a minor role in conveying the meaning of sentence. It includes noun and verb inflection, conjunction, verb auxiliaries, preposition and article. The learners don't know about that. They need to study grammar and practice in their English narrative composition. The researcher analyzed that *Jakarta is capital city of Indonesia* is wrong because it should add article "a" So the correct sentence is *Jakarta is a capital city of Indonesia*. And for the sentence *Many people busy of their work* is also wrong because it should add "be" So the correct sentence is *Many people are busy of their work*. Another example can be seen from: *Air in Jakarta not good for health*. It is wrong, it should add with article "the" and "be". So the correct one is the *Air in Jakarta is not good for health*.

The second error is Errors of addition. Error of addition is adding some elements to the sentence which shouldn't exist. The researcher analyzed that *Many people from various cities to visit city Borobudur* is wrong sentence because there is adding some words which shouldn't exist. The correct sentence is *Many people from various cities visit Borobudur city*. Another example can be seen from the sentence *The government must to give citizen ID cards*. The sentence is wrong because there is adding some words which shouldn't exist. The correct sentence is *The government must give citizen ID cards*.

The third error is Error of ordering. In this kind of Error there are usually some elements which are not put in the proper place. The researcher analyzed that the

sentence: *So many places beautiful in here* is wrong because there are some elements which are not put properly. The correct sentence is *there are so many beautiful places here*. Another example is in the sentence *The prince famous in Banjarmasin is prince of Antasari*. The sentence is wrong because there are some elements which are not put properly. The correct sentence is *The famous prince in Banjarmasin is price of Antasari*.

Table 1: Kinds of Errors

No	Student's sentence	Kind of error	Reconstruction
1	Jakarta is capital city of Indonesia	Omission of grammatical morpheme	Jakarta is a capital city of Indonesia
2	Many people busy of their work	Omission of grammatical morpheme	Many people are busy of their work
3	Air in Jakarta not good for health	Omission of grammatical morpheme	The air of Jakarta is not good for health
4	I'm forget to show you about museum in Jakarta	Omission of grammatical morpheme	I forget to show you the museum in Jakarta
5	The government must to give citizen ID cards	Error of addition	The government must give citizen ID cards
6	We were shared about our experiences	Error of addition	We shared about our experiences
7	Many people from various cities to visit city borobudur	Error of addition	Many people from various cities visit Borobudur city
8	The condition of the street that was crowded at that time	Error of addition	The condition of the street was crowded at that time
9	So many places beautiful here	Error of ordering	There are so many beautiful places here
10	The prince famous in Banjarmasin is prince of Antasari	Error of ordering	The famous prince in Banjarmasin is prince of Antasari

Based on theory of Dulay, There are four types of errors which belong to surface strategy taxonomy are: 1) omission; 2) addition; 3) miss formation, and 4) miss ordering. The researcher only found 3 types of error, otherwise for the error of miss-formation was not found in the learner's English narrative composition.

Table 2: The Error's Percentage

NO	Kinds of Error	Quantity	Percentage (%)
1	Omission of grammatical morpheme	38	76
2	Error of addition	10	20
3	Error of ordering	2	4
4	Error of Miss-formation	0	0
Total Errors		50	100

The data above was taken from 37 university learners. The data was taken by conducting a written test of English narrative text composition. After analyzing the data, the findings point out that errors of omission of grammatical morpheme are 76, errors of addition are 20, errors of ordering are 4, and error of miss-formation are 0.

CONCLUSION

Based on the research above, some analysis about the errors made by the learner concluded by the researcher. The conclusions are: 1). The learners don't understand that after the word many, other, some, plenty of should be plural form, 2). The learners don't understand the difference between many and much, 3). The learners don't understand the parallelism, 4). Recognizing the characters of the learners' error. Most of them haven't mastered yet the target language well so they tended to make mistakes in their writing, 5). Most of the learners' errors happened in the textual errors, 6). Most of them were influenced by their mother tongue, in other hand, they transferred directly to their mother tongue even with grammatically wrong, 7). The errors done by learners perhaps happened because of the lecturer doesn't explain about what he will teach.

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