Syntactical Analysis of Students' Writing Paper

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ABSTRACT
English has been studied for many years and it is very important to know syntactical errors produced because it gives the information about the factor affect the language errors and helps to improve teaching and learning strategies for the English language. This study aimed to investigate the syntactical ability in writing English text. 25 students were the participants of the study namely students of the third and fifth semester of the English Education Department in Musamus University. This study is a mix-method. Quantitative was used to see the percentage of grade error committed by students after that conclude quantitatively. The focuses of syntactical analysis were noun, verb, adjective, auxiliary, determiner, noun phrase, verb phrase, dan the students' ability in making tree diagram. Based on the result, most students can decide the word class but in phrase term, most of the students are still confused to differentiate between a noun phrase and adjective phrase. Moreover, most students still difficulty in making tree diagrams in syntactical analysis.

Keywords: syntax, grammar, writing

1. INTRODUCTION

The use of languages in our life can deliver our message and interact with others particularly in our position as a member of society. Using good language in speaking or writing is very important for everyone to deliver the idea and to interact with other people intensively. Language is the tool for ensuring social communication, both verbally and in writing. Language activities include four skills namely listening, speaking, reading, and writing. The acquisition of the four language skills is through a fairly long learning process, from non-formal to formal education. Language has a close relationship to society and it makes people use language every day. [1] the are some functions of language namely language as a communication tool, transmitter of politeness and respect, as a self-recognition tool, conveys a sense of solidarity, the support of the nation's independence, expressing of steam and language as the nation's civilization visualization.

Linguistic is a part of language and the study of language sentences is syntax. Syntax is one of the branches of linguistic science that learns rules that determine how words form phrases and phrases form sentences. Syntax deals with how we understand the pattern of the language. Learning syntax is very important because helps us to illustrate the patterns of English more effectively and clearly and to enable us to analyse the structure of English sentences systematically

and explicit way. Syntax is the part of the grammar. The basic principles of grammar consist of syntax and morphology [2]. In syntax, sentence structure can be shaped in two ways that are: constituent structure or phrases structure and tree diagram. Therefore, Ba'dulu [3] stated that syntax is the study of the interrelationship of words in word groups. [4] has claimed that the syntactic system in all languages is the same and that all differences among languages are attributable to differences in the properties of lexical items in different languages. This study focused on the syntactical analysis of students in writing the paragraph, sentence, and phrase.

Writing is an activity that the writer can create a thing, express an idea in written form. Thus, it is a continuous complex process of expressions. [5] writing is a series of processes of converting ideas into a good and clear statement in paragraphs. Because writing is a continuous complex process of expressions, writing is not a simple process with its native language and rather an even more complicated process if the language is a foreign language [6]. In writing activity, the writer will relate to skill, which utilizes language structure. Talking about language structure, it related to the syntactical. The problem is most students lack grammatical in using language not only in speaking but in also writing. The students were still difficult to differentiate the syntactical of the word, phrase, and sentence that they use in speaking or writing.

Language mistakes are a thing that unavoidable. [7] classifies the causes of errors into three types: carelessness, first language disorder, and translation. [8] mistakes are deviations that are systematic, consistent, and describe the ability of learners at some stage (which is usually not perfect). This study attempts to know the students' ability in writing and know their language errors especially in term of writing. Error analysis (EA) appeared in the 1970s to discuss the errors made by language learners. EA offered an alternative view towards learners' errors compared to contractive analysis (CA). Language error analysis is an attempt to inform errors in the use of foreign languages that are different from the mother tongue. [9] stated that an analysis of language error is an analysis of a student's language mistakes either foreign language, second language, or language in general. [10] that language error is a deviation from the use of language from the prevailing language rules. [11] error analysis is a working procedure. Therefore, language error analysis is a way to correct language errors both in the form of writing and in the form of pronunciation/speaking to conform to the rules of language.

An analysis of language error done by the students is important because it gives the information about their ability and improve the ability on four language skills and also in the grammatical and syntactical. It will give the information about the factor that affects the language mistake, therefore affecting the internal factor or external factor. [12] claims that the making of errors is significant because it is part of the learning process itself. According to error analysis, learners' errors are not only caused by the native language but also by more universal learning strategies[13]. [14] error analysis provides three advantages, namely: (1) lecturers know how far learning goals have been achieved; (2) error analysis also provides data and evidence of how students learn and what strategies are used, and (3) mistakes made can also be as a source or material or material for the next study which in turn the student knows and understands which is right and which is wrong. [9] there are two things to be aware of when analyzing language. This is a mistake and an error. The error refers to a performance error that is a guess when producing speech. Language confusion does not occur because students have not mastered the language rules but in using the language that students are learning, they forget or are mistaken in applying the language rules [15].

Based on the explanation above, this study focus to find out the syntactical error made by English Education department students at Musamus University. [16], there are syntactical features in syntax, that is categories or parts of speech; constituent structures that include phrases, clauses, and sentences; and transformation is an operation that moves a phrasal category (e.g. NP, VP, PP). Thus focused on constituent structure or phrases

structure and tree diagram. This study focused to analyzed those aspects.

2. METHOD

2.1 Research Design

This study is a type of mix-method. [17], mix method is a combination of quantitative and qualitative methods used at once in a research activity so that the data obtained is more valid and objective. [18] qualitative research is the collection, analysis, interpretation of comprehensive narrative and visual data to gain insight into a particular phenomenon of interest.

2.2 Research Site and Participants

This study attempts to know the syntactical errors of students in English Education Department in Musamus University. Focused on students of the third and fifth semester. To know the students' syntactical ability and errors, the researcher asked the students to write their unforgettable memory or describing something following some rules and also decide the word class and make a tree diagram. 25 students as the sample in this study. [19] qualitative research is an investigating process of study. This kind of process was usually called an inductive process. Since the study focuses on investigating the problematic areas of syntactic errors committed to writing compositions, the researcher postulated a set of syntactic error categories to be analyzed namely (a) adjectives and adjectives phrases; (b) adverbs and adverb phrases errors; (c) noun phrases errors; (d) sentence structure errors; and (e) word order errors.

2.3 The Instrument of the Study

The instruments were (a) to decide the tree diagram and word class of the sentence and phrase; and (b) to write a short essay. In the written test, students are asked to write English. Test was done to know the extent of the initial skills of writing English paragraphs of students. Also, to know the mistakes made by students related to the material.

2.4 The Technique of Collecting Data and Data Analysis

In collecting the data, the researchers asked the participants to decide the word class of the sentence and phrase after that making the tree diagram. In analyzing the data, the quantitative was used to find out the percentage of error while in an analysis of the paragraph in qualitative. The data analysis technique used is descriptive analysis. Researchers identify, describe, and classify spelling errors contained in a sentence and further explain the sources or causes of and the communicative impact of such errors. The variables to be
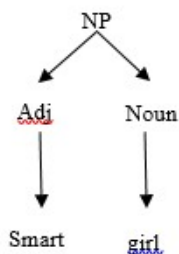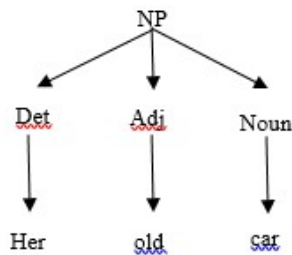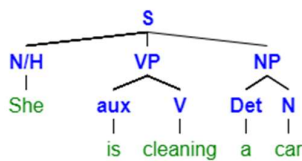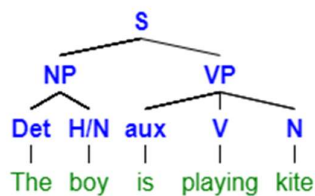
studied are qualitative single variables, i.e., syntax error in writing paragraphs.

3. RESULT AND DISCUSSION

For the first step, the researchers gave phrase and sentence that the students must make it in tree diagram. The questions consisted of four items:

- ✓ The boy is playing kite
- ✓ She is cleaning a car
- ✓ Her old car
- ✓ Smart girl

The result of Analysis

Based on the result of the first step namely deciding the part of speech in the form of sentence and phrase and also tree diagram. From the tree diagrams of the surface structure above, we can see that English and Madurese sentences have NP and VP as their immediate constituents. From 25 students that have been analyzed

their work Most of them still difficult in making tree diagrams, some of them just decided on word class without making tree diagrams.

Table 1. The percentage of Syntactical Error

Error Category	Amount of errors	Percentage
Noun	58	38.7 %
Verb	27	54%
Adjective	10	20%
Auxiliaries	25	50%
Determiner	33	44%
Noun Phrase	57	57%
Verb Phrase	37	74%

Based on table 1, the error made by the students still high. It means that the syntactical ability of the students still low. It can be proved from the result of the percentage. The students' ability in deciding word class noun was low. The error percentage is high namely 38.7%. "verb", the students' errors are 58%. In terms of adjectives, the errors are 20%. Term "auxiliary" namely 50%. Term "determiner" namely 44%. For phrases, the syntactical ability of the students was very low. It can be seen from the result of error percentage; noun phrase was 57% and the highest percentage for verb phrase namely 74%. It can be concluded that the students' still lack on syntactical pattern it means that the students still have low ability in grammatical

In making tree diagrams, most students still difficulty in making tree diagrams in form of phrases and sentences. In the second step, the researchers asked the participants to write paragraphs and tree diagrams with pay attention the syntactical rules. Based on the result, the syntactical ability of the students still low. They were still difficult to differentiate of word class. Some the result of a syntactical error in part 2 which taken as the sample can be seen in the following sentence below:

The bird's name is Yakoko. Yakoko has white fur and a yellow crest.

From the example of the sentence above, the first student error. The sentence should be "The bird's name is Yakoko.

Every day I give Yakoko rice, fruit and also sun porridge so that the food is nutritious.

The word **Every day** may be used incorrectly. Review the following notes to determine the appropriate usage for your context.

Then my friends asked me to join the kakaotalk group, where in the group all the members were required to send messages

The word **where in** seems to be miswritten. Consider replacing it with the word "wherein"

Every breakfast, sometimes late and also rarely have breakfast.

It seems that this sentence contains a series of three or more words, phrases, or clauses. Consider inserting a comma to separate the elements.

Based on the analysis that has been done by the researchers, the students still low in syntactical and grammatical. It can be seen from the result of their writing. The students still difficult to differentiate different contexts such as present, past, and future. The students still difficult to differentiate V1, V2, dan V3. It was the same as in the phrase. Most students were difficult to differentiate noun phrases, verb phrases, and adjective phrases. Therefore, there were some students who did not know the difference between phrase and sentence.

4. CONCLUSIONS

In conclusion, from the first step, the syntactical error is done by the students still high, it can be seen from the result of percentage. Terms "noun" the error percentage is high namely 38.7%. "verb", the students' errors are 58%. In terms of adjectives, the errors are 20%. Term "auxiliary" namely 50%. Term "determiner" namely 44%. For phrases, the syntactical ability of the students was very low. It can be seen from the result of error percentage, noun phrase was 57% and the highest percentage for verb phrase namely 74%. It can be concluded that the students were still lacking syntactical patterns and low ability in syntax. Therefore, In making tree diagrams, most students still difficulty in making tree diagrams in form of phrases and sentences. Moreover, It was the same as in the phrase. Most students were difficult to differentiate noun phrases, verb phrases, and adjective phrases. Therefore, some students did not know the difference between phrases and sentences.

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