SYNTACTICAL ERRORS IN SHORT STORIES COMPILATION BOOK WRITTEN BY ENGLISH DEPARTMENT STUDENTS OF DARUL ULUM ISLAMIC UNIVERSITY OF LAMONGAN

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Abstract. Writing is a process of communicating the writer's idea to the reader in a written form. According to Leo (2007:1) writing as a process of expressing ideas or thought in words should be done at our leisure. Writing has many different kinds, such as: novels, short stories, reports, letters, essays, poems, etc. All of them are quite different. But all of them are writing. In this research, the researcher wants to find out types of students' syntactical Error in writing short story of English Department student and the causes of error in short story compilation book of English department student .This study uses a qualitative design in which the data are taken from the sentences of short stories in the form of book. There are twelve short stories as the data of this study. The data are collected and analyzed using Ellis' error analysis theory. Those are identifying error, describing error, explaining error and evaluating error. The analysis found that there are 560 errors. it was divided into four types of syntactical errors which were used; they are Omission 137, Addition 64, Misformation 343 and Misordering 16. From all errors found, most of them were caused by intralingual error (Error within the target language). It takes 491 occurrences. And the rest of them were caused by interlingual error (Mother tongue interference). It took 69 occurrences. From all of errors which found in the students' short stories were dominated by local error. It was found about 245 errors of 325 of sentence errors. Then the rest of them were global error. It took 80 times. The percentage of errors in the short story was not more than 25% of each short story. Therefore, it can be concluded the most dominant type of syntactical errors in short story compilation book of English Department student was misinformation. Most of the errors found were caused by intralingual error (error within the target language). The errors found were categorized as local error and few of it were global error. The students' short stories or writing were good in which the percentage of errors was not more than 25% of each short story. It is hoped that the result of this study will be useful to everyone who wants to study about syntactical error.

Keywords: Syntactical Errors, Short story, Local Error, Global Error

INTRODUCTION

English is an international language used by many people in many countries in the world as a purpose of communication. As an international language, English is used both in a global sense for international communication between countries and in a local sense as a language of wider' communication within multilingual societies (Acar, Robertson,2009:15). It is generally a goal of either oral or written communication.

In Indonesia, English is considered as foreign Language. Learning a foreign language is not easy to do, especially when it shows considerable dissimilarities to the native language learner. English itself has been taugth since kindergarteen level up to university level. The result is that even at college level, the time is spent on remedial work rather than spending it on widening the scope of the learners knowledge of English (Mohammad in Faisal,2013:456).

In teaching learning English, the learners are demanded to master the four skills in language, those are listening, speaking, reading and writing. Writing is undergone the most difficult skill in learning language. In which, in writing, students have to master the grammatical and vocabularies well. Writing is a process of communicating the writer's idea to the reader in a written form. According to Leo (2007:1) writing as a process of expressing ideas or thought in words should be done at our leisure. It means to develop the idea to make the longer sentence in written. It encourages in the process of writing and learning for its reflection. It can be concluded that writing is process of thought in expressing idea in a written form. There are many different kinds of writing, such as: novels, short stories, reports, letters, essays, poems, etc. All of them are quite different. But all of them are writing. Related

to that statement, Grenville (2001: 1) mentions that, a piece of writing is trying to do at least the three purposes, they are:

Firstly, writing for entertaining purpose generally takes the term such as 'imaginative writing' or 'creative writing'. This kind of writing has an exciting plot that can engage the feeling of someone who read it in some ways; it can involve the emotions by creating feelings of suspense. *Secondly,* writing for informing purpose basically tells someone who reads it about something. This kind of writing can increase the knowledge of the person who read it about the subject. *Thirdly,* writing for persuading. It tries to convince someone who reads this kind of writing about something. It can be included the logical opinion with an evidence rather than just an expression of feeling.

The ideas will be in a sentence, a paragraph, a text and literary product. Short story is included as one of literary products. Iverson and Skinner (2011:73) states that a short story is a work of <u>fiction</u> that is usually written in <u>prose</u> and most of the terms for analyzing the component elements, the types and the various technique of the novel are applicable to the short story as well. It can be concluded that short story is a piece of prose fiction which can be read at single sitting or short story is a piece of prose of fiction which no more than 1000 words. It tends to be more pointed than longer works of fiction, such as <u>novellas</u> (in the 20th and 21st century sense) and <u>novels</u> or books.

Learning a language is fundamentally a process that involves making of errors and mistake. Eventough English has been taugth since kindergarteen level up to university level. In order to analyze the error which is made by the learner, it is important to make clear distinction between error and mistake. Those terms are often ignored as same definition, although both of them differ in meaning.

Brown (2000:217) defines error as systematic mistakes due to lack of language competence, while mistakes refer to performance error because of a random guess or slip. In line with the statement above, Ellis (2012:17) states that Errors reflect gaps in learner's knowledge while, Mistake reflects occasional lapses in performance. In addition Brown (2006:226) gives the definition of error, that,

> *An error is an obvious deviation from grammar of a native speaker which reflects competence of the learner. Meanwhile, mistake refers to a performance error that is either a random guess or a "slip", in that it is a failure to apply system correctly, and when attention is called to them, can be self-corrected".*

Norrish (1983:7) in Sembiring (2011:5) states that error is systematic deviation from the accepted system of the target language. Sembiring also states that errors are the result from incomplete learning and knowledge of learners about target language system. Related to those statements It can be concluded that errors are flawed side of learner speaking or writing. They are those parts of conversation or composition that deviate from some selected norms of mature language performance.

According to Brown (2000: 223-227), there are four sources of errors. They are :

1. Interlingual transfer is caused by the interference of the mother-tongue; it makes students have a tendency to copy every word or grammar rules of their native language into the target language.
2. Intralingual transfer is the negative transfer of items within the target language or the incorrect generalization of the target language's rule.
3. Context of learning can be called as false concept, the learner makes faulty hypothesis because of misleading explanation from the teacher or faulty presentation of the structure of word in textbook.
4. Communication strategy is the learning style of the learners; they use wrong strategies when getting their massages, so it causes the errors.

Making errors is the most natural thing in the world and it is evidently attached to the human being. It is usually be a necessary part of learning moreover in English learning process. According to Anggraini and Susanto (2014) language learning errors involve all linguistics components. The linguistics components include phonology, morphology, lexicon, syntax and orthography. Then, errors in these linguistics components are called as phonological, morphological, lexical, syntactic, and orthography errors. When the researcher wants to analyze the students' production or conversation, the researcher can focus on phonology. And when the researcher wants to analyze the students' compotition, the researcher can focus on morphology, lexicon, syntax and orthography.

Syntax is the basic of microlinguistics, syntax becomes fundamental linguistics study. Chaer (2007: 206) explains that, the word syntax is come from Greek, those are *Sun* with its meaning 'with' and *tattein* 'placing'. And the whole meaning is, placing the words together into a group of words or sentence. In general, Syntax is the component of mental grammar that deals with how sentences and other phrase can be constructed out of smaller phrases and words (Language files, 2011: 196). It looks at how words are combined to form larger grammatical units such as phrases, clauses and sentence.

In line with those statements Radford (2004: 01) mentions the definition of syntax as the study of how phrases and sentences are structured out of words. In other word syntax is the study about the arrangement of words in the sentence based on the rule that had been determined. Syntax has to do with how words are put together to build phrases, with how phrases are put together to build clauses or bigger phrases, and with how clauses are put together to build sentences.

Syntactical error is a confusion in part of speech. This confusion mostly happened in constructing words into a clause, phrase and sentence. According to Anggraini and Susanto (2014) Syntactic errors are errors in sentence/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

Error is often found in students' writing as the students' production of the written word in the form of text. The students mostly get difficulty in constructing sentence. It is found in short story compilation book of English depatrment student as the assignment for their writing course. In describing the students' error in this study, the researcher uses surface strategy taxonomy *Dulay and Burtand Krashen (1982) as quoted by Ellis (1994: 56).* Those are:

1. *Omission*
   Omission errors are characterized by the absence of an item that must appear in a well-formed utterance.
2. *Addition*
   As the opposite omission, addition errors are characterized by the presence of an item which must not appear in a well-formed utterance.
3. *Misinformation*
   Misinformation errors are characterized by the use of the wrong form of the morpheme or structure. There are three types of misformation: regularization, archy, and alternating form.
4. *Misordering*
   Misordering errors are characterized by the incorrect placement of a morpheme or a group of morphemes in the utterance.

Brown (2000: 218) states that the errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors, called error analysis. Error analysis is a type of linguistics that focuses on the

errors learners make. Brown (2006: 227) 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.

According to Ellis (2007: 15-20), there are four steps in analyzing students' errors. They are:

1. *Identifying Errors*

   In identifying errors, the researcher compares the sentences which are produces by learners with the correct sentences in the target language. If the sentences are judged incorrect for the target language or inappropriate for a particular context, they are categorized as errors.

2. *Describing Errors*

   In this step, all errors are described and classified into types. The researcher may categorize errors into types, such as grammatical, phonological, lexical, or morphological categories.

3. *Explaining Errors*

   In this step, the researcher tries to explain why errors occur. It enables the teachers to identify the process in the students' mind which have caused errors to occur.

4. *Evaluating Errors*

   In evaluating step, the researcher measures the comprehensibility of students' writing. Here, he/she can know whether the students' errors are included to global or local error

Some studies about error analysis on the students' compositions have been conducted. Most of them have shown that many students still make errors on their compositions. Sinaga and Sihombing (2014) investigated Graduate Students' Syntactical Errors in Writing Thesis." They found that the totals of syntactical errors are 387 sentences. There are four types of syntactical errors found; they are Omision156, Addition 46, Misformation 114 and Misordering 19.

Then, Anggaraini and Susanto (2014), *Errors of linguistics components found in the background of the study of the s1 students' theses* The errors found were classified into morphological, lexical, syntactic, and mechanical error. Morphological errors were the most dominant error for the students. Then, in morphological errors , the most dominant errors were subject-verb agreement errors and article/determiner errors, especially for misused of zero article (Ø for the. For lexical errors , the students only made few preposition errors and other subcategories errors in lexical error. It indicates that the students have already mastered English vocabulary well to construct an appropriate sentence. For syntactic errors ,the most dominant error is omission. Then, for mechanical errors , she found that punctuation error, especially in using comma, was the most doinant error followed by capitalization error.

Therefore, conducting error analysis is one of the best ways to describe and explain errors made by EFL learners. This kind of analysis can reveal the sources of these errors and the causes of their common occurrence. Once the sources and causes of errors are identified, it will be possible to determine the solution and the sequence of future instructions.

Based on those categories, the researcher formulates the research questions of this study as follows: (1). What are the types of syntactical errors in short stories compilation book written by English Department Student of Darul Ulum Islamic University of Lamongan? (2).What are the cause of errors in short stories compilation book written by English Department Student of Darul Ulum Islamic University of Lamongan?(3). How is the percentage of errors in short stories compilation book written by English Department Student of Darul Ulum Islamic University of Lamongan?

RESEARCH METHODOLOGY

This study was qualitative, especially descriptive qualitative. This design was used because the data of the study were in the form of words in written language rather than numbers, taken in natural setting, and explained descriptively. In this study, the researcher analyzed the English Department students' short story which was compiled in the form of book, to know the types of error, the cause of errors and the percentage of error in short stories compilation book written by English Department Student of Darul Ulum Islamic University of Lamongan.

The sources of data in this study were the Short stories compilation book written by English Department Student of Darul Ulum Islamic University of Lamongan . The researcher takes all short stories as the data. It consists of 12 short stories. The data collecion technique used is documentary technique.

In analysing the data, the reseacher analyzed short stories using Ellis' theory (2012). After identifying the error, the researcher describes the error by classifying the errors according to surface strategy taxonomy proposed by Dulay (as quoted by Ellis 1994:56). Surface strategy taxonomy categorized errors into omission, addition, misinformation and misordering. After describing the errors into its clasification, the researcher explained and evaluated the errors found to make conclusion from the result of the analysis.

RESULT AND DISCUSSION

The Types and Percentage of Error

The result from the analysis showed that there were 560 errors found. Those errors were based on four main categories of *Surface strategy taxonomy*, they are *omission, addition, misformation, and misorder.* The error presentation of students' short stories can be seen as follow:

The error presentation of Students' Short Stories.

No	Short Story	Total of Error	Percentage of Error	Types of Error			
				Omission	Addition	Misinformation	Misordering
1	True Love	4	0,2 %	-	-	4	4
2	Who Am I???	158	15,6 %	39	7	111	1
3	Suffering	84	22,7 %	23	12	45	4
4	A.L.O.N.E	82	13,8 %	15	1	61	5
5	Joko and Paijo	39	12 %	5	7	26	1
6	A Little Girl	15	3,7 %	2	5	8	-
7	Love Doesn't Need to Posses	2	0,2 %	-	-	2	-
8	Responsible	4	1 %	3	-	1	-
9	Holidays Are Depresing	12	5 %	3	3	6	-
10	Surprise for Mom	142	20 %	42	27	68	5
11	Friendship and Love	9	1,5 %	4	-	5	-
12	Eclipse	9	1 %	1	2	6	-

Those errors consisted of 137 omission error, 64 addition error, 343 misinformation error, and 16 misordering error. Then, each error is described as follows:

First, omission, is error which occurred because of the lack of an element in the sentence. There were about 137 omission errors which found in the student's writing. Those error were repeatedly come from the absence of certain unit as follows:

a. The omission of the article. It found about 17 in the students' short stories. This error can be found in this kind of sentence below:
    Incorrect : *"(O) door opened"*
    Correct   : *"The door opened"*

b. The omission of the pronoun which occurred 25 times. It can be seen in the word which is signed by (O) below:
    Incorrect : *"Please open (O) mom"*
    Correct   : *"Please open it mom"*

c. The omission of the auxiliary or to be which the number of error were about 32 items. It happened in this kind of sentence,:
    Incorrect : *"You (O) still there"*
    Correct   : *"You were still there"*

d. The omission of the preposition. It was found 42 times in the students' short stories. It can be seen in the word which is signed by (O) below:
    Incorrect : *"I will immadiately pick you(O) now"*
    Correct   : *"I will immadiately pick you up now"*

e. The omission of conjunction. It occurred 4 times. It can be seen in the word which is signed by (O) below:
    Incorrect : *"I took my stress drugs (O) returned to my workroom"*
    Correct   : *"I took my stress drugs and returned to my workroom"*

f. The omission of the verb which occurred 7 times. It could be seen in the word which is signed by (O) below:
    Incorrect : *"I should(O) sure that anton came"*
    Correct   : *"I should be sure that anton came"*

g. Then the rest of them were the omission of word(noun), modal, adverb, and the absence of question mark. Those types of omission were found about 4 times for word(noun), once for modal, 1 times for adverb, and the last was 4 times for question mark. As example it can be seen in the sentence below :
    Incorrect : *"It just wasted (O) my time"*
    Correct   : *It just wasted (O) my time"*

    Second, addition, is an error which occurs when an unnecessary word is added in the sentence. It was found about 44 addition errors from the students' short stories. These errors re divided into three groups, they are double markings, regularization, and simple addition. But, the regularization was not listed here, because it analyzes the morphology error. Therefore just the other two which were explained here, those are:

a. The addition of double marker which was found about 20 times in the students' short stories.. It could be seen in the word which is signed by (A) below:
    Incorrect : *"This hut is(A) looked old"*
    Correct   : *"This hut looked old"*

b. The addition of unnecessary word (simple addition). The word which was added could be in the form of preposition, verb, adverb, pronoun, article etc.. This error occurred 44 times in this kind of sentence which unnecessary articles were added,
    Incorrect : *"Actually it was still in the(A) my memory"*
    Correct   : *"Actually it is was still in my memory"*

    Third, misformation, is misselection of the word in the sentence. This error were divided into two groups, archi- form and alternating form. It could be seen from 344 errors which found from the students' short stories, the detail of two groups are explained below:

a. The misinformation of wrong word from one member class (archi form). It occurred 284 times. It could be seen of the verb which should present in the past form in this kind of sentence
   Incorrect   : *"Because he live(MI) in different town."*
   Correct   : *"Because he lived in different town.*
b. The misinformation of wrong word which usually occurred in the learning process (alternating form). The errors were occurred about 59 times. It can be seen in the the word which is signed by (MI) below:
   Incorrect   : *"I was going crazy with this feels(MI)"*
   Correct   : *"I was going crazy with this feeling"*

     Fourth, misordering, is the wrong arrangement of word in a sentence. While the other types of error often occurred in the students' short stories, yet the misordering error was found rarely. It was about 16 errors from 560 errors which existed. This error happened in the different variety of word class which is clarified as follow:

a. Misordering of the subject. It occured 4 times, it can be seen it in the sentence below,
   Incorrect   : " *would we(MO) watch."*
   Correct   : *"We would watch."*
b. Misorder of to be or auxiliry. It occurred 4 errors. One of them was to be which was placed after subject interogative form.
   Incorrect : *"So I am(MO) the last person in those buildings??"*
   Correct : *"So am I the last person in those buildings??"*
c. The last was misordering error which was found 8 errors, preposition, time signal(adverb), word(noun), adjective, and conjunction which was found once in the students' short stories. It can be seen it in the sentence below,
   Incorrect   : *"Always(MO) I brought it."*
   Correct   : *"I Always brought it."*

The amount of the types of errors can be seen completely in the table below:

Summary of kinds of error in students' short stories.

No	Kind of Errors		Total	
1	Omission			137
2	Addition	Double marking	20	64
		Regularization	-	
		Simple addition	44	
3	Misinformation	Archi form	59	344
		Alternating form	284	
4	Mosordering			16

The cause of Errors

     There were two sources of error which could be seen from the data, those were *Interlingual Transfer (mother tongue interference)* and *Intralingual transfer (error within the target language itself).* From 69 errors which were caused by *Mother tongue interference*, most of them are Omission errors which were about 48 errors. There were omission of article, auxiliry, preposition etc. This was the example of error which was caused by the omission of an article in the sentence. For example in the sentence below:
Incorrect   : *"I looked at glance to (O) paper"*
Correct   : *"I looked at glance to the paper"*
     Then addition   error follows the omission error which occurs in 10 errors. The addition error presents in the sign (A) below :
Incorrect   : *"I walked into the room while(A) nervously"*
Correct   : *"I walked into the room nervously"*

Misinformation and misordering error followed the omission and misinformation error in which Misinformation occurred in 8 errors and misordering occurred in 3 errors.The misinformation errors present in the sign (MI) sentence, below:

Incorrect   : "*No need for them(MI) to cooked(MI)*"
Correct   : -

This sentence uses Indonesian pattern, since it is so confusing to comprehend through English. There is no proper subject and verb. Verb 'need' is kind of transitive verb which needs to add an object. This sentence can be comprehend if all the words are rebuild. Thus, the student need to learn again about transitive and intransitive verb.

The last error was misordering it was found 3 times. Misordering error can be found in this type of sentence, below:

Incorrect   : "*The affection was now (MO) switched to sister*"
Correct   :" *The affection was switched to sister now*".

Then, from 491 errors which were caused by Intralingual transfer (error within the target language itself) or we called as *target language,* most of them were *misformation* errors with 335 cases, then followed by omission error with 89 cases. The misformation errors were dominated by the miselection of the verb. Such as occured in the word that is signed by (MI) below :

Incorrect   : "*I decide(MI) to go*"
Correct   : "*I decided to go*"

Then, omission of error followed misinformation error which occurred 89 times. The omission errors were dominated by omission of preposition, to be, pronoun and preposition. It can be found in this type of sentence, below:

Incorrect : "*We left it over there without soul and(O) back to keep on trip*"
Correct   : "*We left it over there without soul and came back to keep on trip*"

The addition errors occured 54 times. The students did the addition of unnecessary word such as in the sentence below:

Incorrect   : "*This hut is(A) looked old*"
Correct   : "*This hut looked old*"

Then, the last error which was found 13 times in students' short stories was misordering error. It can be found in this type of sentence, below:

Incorrect : "*But what can I(MO) do about that*"
Correct   : "*But what I can do about that*"

From all of errors which were found in the students' short stories were dominated by local error. Although the sentences had erorr but it still could be understood by understanding the meaning. It was found about 245 errors of 325 of sentence errors. Then the rest of them was global error. It took 80 times. Most of global errors were caused by the omission of pronoun and to be(verb or auxiliry). It was also caused by misordering word. From all of errors found. English structure, part of speech and every single part of English rule need to be learned more to reduce the errors.

CONCLUSION AND SUGGESTION
Conclusion

Based on the data analysis that had been presented in the previous chapter, the writer concludes this study based on the problem of the study. Those were :

The types of error in short stories compilation book written by English department students of Darul Ulum Islamic University of Lamongan. Based on the surface strategy taxonomy , the result of the analysis showed that the total number of errors in syntax was 560 errors. In the students' short stories, the dominant error was misinformation. It occured about error 343 errors. Most of the misformation errors were dominated by the misselection of verb

in the sentence. Then followed by the omission error about 137 which were dominated by the omission of the preposition, pronoun, article and the auxiliary. After the omission, the addition error often found in 64 errors. Most of the addition error were the addition of unnecessary auxiliary and preposition. The last was misordering error, with amount of error about 16 errors. There were Many Varieties of error arrangement of words found in this type of error such as the wrong arrangement of subject, adverb, verb, etc.

The cause of errors in short stories compilation book written by English department students of Darul Ulum Islamic University of Lamongan. From the frequency of error, the causes of error which dominated the students' short stories was target language(Intralingual error). It occurred 491 errors of 560 errors. And the rest of it were caused by mother tongue interference. It occurred 69 errors.

The percentage of errors in short stories compilation book written by English Department Student of Darul Ulum Islamic University of Lamongan. The error of short story entitlled *True Love* took 0,2%*, Who am I?* Took 15,6%*, Suffering* took 22,7%*, Alone* took 13,8%*, Joko and Paijo* took 12%*, A Little Girl* took 3,7%*, Love doesn't to possess* took 0,2%*, Responsible* took 1%*, Holidays are depresing* took 5%*, Surprise for Mother* took 20%*, Friendship and Love* took 1,5%*, and Eclipse* took 1%*. The precentage of errros showed that the errors of the short stories were not more than 25%. It could be concluded that most of the students' short stories or writing were good enough.

 From all of errors found in the students' short stories were dominated by local error. It was found about 245 errors of 325 of sentence errors. Then the rest of them were global error. It took 80 times. Most of global errors were caused by the omission of pronoun and to be(verb or auxiliry). It was also caused by misordering word that confused the readers what the mean of the sentence was.

Suggestions

From the result of the research, the writer wants to give some suggestions to the students, teacher, and for the further research,

The students still need to learn languages more, not only the English grammatical structure but also its differences with Indonesian structure. Their understanding about gramatical structure will decrease the ambiguity relate with the meaning and the use of words.

The lecturers should give a hand to improve the students' ability in writing. The lecturer can give a clear grammatical. Then, she gives some tests relate with those rules to the students to measure their understanding before they start to write and review when the lecturer revise those writings.

For the further researchers are suggested to conduct or analyze deeply about the other sides of this research, because this research only study the syntactical errors with the two causes behind them. The further researcher could analyze more about the morphological error that include in grammatical analysis. Then, explore them to reveal the four causes from those errors.

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