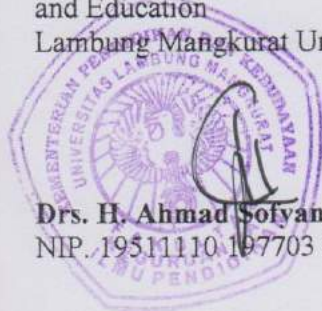


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STUDENTS' ERRORS IN PARAGRAPH WRITING

Abstract

By

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Abstract

The basic components that the students should master in understanding and implimentation relating to writing are the grammar use in the right way and the right vocabulary in use. Such basic components are usually covered in writing 1 course. The problem is that the students generally get trouble in the basic component use in writing, especially in sentence writing. Based on the consideration, the research is done to the students of second semester of batch 2011-2012 taking the writing 1 course in English Department, Faculty of Teacher Training and Education, Lambung Mangkurat University. The number of the students as the population are 104. The sampling technique used in this research is purposive sampling. The sample number taken is 23 students. The final result of this research shows that the general errors the students often made in sentence writing were verb and verb construction, conjunction, and determiner.

Key words: students, sentence writing, and syntactic errors

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Bismillahirrohmaanirrohiem

Alhamdulillah Hirabbil Alamien, the researchers have to thank to God because He has given rewards for His servants. The researchers also say sholawat and salam to our great prophet and apostle Muhammad SAW who educated human beings in the world.

The next, the researchers say gratitude to:

1. The leader of English Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University;
2. The leader of Art and Language Department, Faculty of Teacher Training and Education, Lambung Mangkurat University;
3. The Dean of Faculty of Teacher Training and Education, Lambung Mangkurat University; and
4. The Rector of Lambung Mangkurat University who always motivate us and provide for all facilities in our research. Research activity entitled “students’ errors in paragraph writing” that had been done can be the contribution for improving the quality of students’ writing. The final result of research in which the students still got any difficulties in writing a paragraph is considered as the suggestion for creating the new way of teaching writing so that the students can understand the material well and they can write well.

Wallahul Muwaffiq Ilaa Aqwamithorieq

Banjarmasin, July 30 2012

Team of Researchers

Drs. Fatchul Mu’in, M.Hum

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing activity becomes the need nowadays to actualize anything important. Written activity is different from spoken activity. Written activity and the result can be permanent all of the time. The result of writing in the written document, such as book work has long age. This condition will be different from the spoken activity that has short term. Spoken activity has only the meaning in the certain space and time, not all spaces and times. Based on the consideration, it is the necessity for anyone to be able to write as one of self actualization. The problem is that are there many people who can write and can they write well? Admittedly or not, writing activity needs the seriousness, commitment, and hard work. To be able to write well and the writing result is accurate, and goes to the straight, so it needs the long practice.

Many people fail to write because they have no skill to write. They never practice. For the people, especially in learning to write in certain language, such as English get trouble to write. The people who only learn English as a foreign language certainly undergo the difficulties in writing because they should understand the rules of writing. The mother tongue they have is not English becomes another problem that adds the problem itself. That is why, learning to write in English is a big problem.

In the past two decades, a number of publications have emerged to the point out that, despite having studied English as well as academic writing in English in

their native and English-speaking countries, non-native speaking students experience a great deal of difficulty in their studies at the college and university level in English-speaking countries (Hinkel, 2002a; Johns, 1997; Johnson, 1989; Jordan, 1997; Leki & Carson, 1997; Prior, 1998; Santos, 1998). What the researchers found becomes the proof that learning to write is not easy but cannot be categorized difficult. Fauziati also found in her research that the errors in sentence writing happen because of rule misuse, forms misuse, and vocabulary items coming from the first language (2003, 189).

Based on the consideration above, it is important to research the students whether they can write in English. The research subject taken is the students of second semester of batch 2011-2012 taking writing 1 course in English Department, Faculty of Teacher Training and Education, Lambung Mangkurat University. What is researched relates to the capability of students in sentence writing as the first step in writing and or to know students' errors in sentence writing. The research interestedness is that because the researchers are also the lecturers of writing I course so that the result of this research can be material to measure the students' capability in writing I course.

1.2 Statement of the Problem

1. What kind of syntactic errors do students often make in writing?

1.3 Objective of the Study

1. To know the kinds of syntactic errors the students often make in writing.

1.4 Significance of the Study

The result is expected to provide theoretical and practical benefits. Theoretically, it gives description about the use of basic element in sentence writing, such as punctuations, coordinators, conjunctive adverbs, and conjunctions. Practically, it gives deep understanding how to write sentence well and guides the students to be better in writing. On the other hand, the lecturers or the researchers have the additional information relating to what the students generally undergo in sentence writing.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Learning to Write

Learning to write is the necessity. Olson said (2009, viii) that writing has three distinct advantages over speaking:

1. In writing, you can take it back. The spoken word, however, cannot be revised. Once you make a statement verbally, it affects your listeners in a particular way, and you can't "take it back" or rephrase it to the point that the first statement is forgotten. However, if you write a statement and, after looking at it, realize that it sounds offensive or incorrect, you can revise it before giving it to the intended audience. Writing is a careful, thoughtful way of communicating;
2. Writing forces you to clarify your thoughts. If you're having trouble writing, it's often because you're not yet finished with the thinking part. Sometimes, just sitting down and writing whatever is on your mind helps you discover and organize what you think;
3. Another advantage is permanence. Ideas presented in writing carry far more weight than spoken ideas. Additionally, they can be reviewed and referred to in their exact, original form. Spoken ideas rely upon the sometimes inaccurate memories of other people.

Nation said (2009, 93-95) that the following principles can be used to evaluate teaching and learning activities so that the best are chosen for use. The principles can also be used to evaluate a writing course or the writing section of a

language course to make sure that learners are getting a good range of opportunities for learning. Within each strand the principles are ranked with the most important principle first.

Meaning-focused Input

- Learners should bring experience and knowledge to their writing. Writing is most likely to be successful and meaningful for the learners if they are well prepared for what they are going to write. This preparation can be done through the choice of topic, or through previous work done on the topic either in the first or second language. We will look at experience tasks later in this chapter.

Meaning-focused Output

- Learners should do lots of writing and lots of different kinds of writing. There are many elements of the writing skill which are peculiar to writing and so time spent writing provides useful practice for these elements. This is a very robust principle for each of the four skills. Different genres use different writing conventions and draw on different language features (Biber, 1989) and so it is useful to make sure that learners are getting writing practice in the range of genres that they will have to write in;
- Learners should write with a message-focused purpose. Most writing should be done with the aim of communicating a message to the reader and the writer should have a reader in mind when writing.

In the next, we will look at ways of doing this:

- Writing should interest learners and draw on their interests;
- Learners should experience a feeling of success in most of their writing;

- Learners should use writing to increase their language knowledge;
- Learners should develop skill in the use of computers to increase the quality and speed of their writing. As we shall see, computers provide very useful ways of providing feedback, especially when the learners submit their writing as a computer file;
- Writing instruction should be based on a careful needs analysis which considers what the learners need to be able to do with writing, what they can do now, and what they want to do.

Language-focused Learning

- Learners should know about the parts of the writing process and should be able to discuss them in relation to their own and others' writing;
- Learners should have conscious strategies for dealing with parts of the writing process;
- Where the L1 uses a different script or where learners are not literate in their L1, the learners should give attention to clarity and fluency in producing the form of the written script. Such activities can include careful writing, copying models, and doing repetitive writing movements;
- Spelling should be given an appropriate amount of deliberate attention largely separated from feedback on writing;
- Teachers should provide and arrange for feedback that encourages and improves writing;
- Learners should be aware of the ethical issues involved in writing.

Fluency Development

- Learners should increase their writing speed so that they can write very simple material at a reasonable speed. Fluency development can occur through repetitive activities and through working with easy, familiar material.

2.2 Errors in Sentence Writing

Errors in sentence writing for the students of English as a foreign language cannot be denied. It happens because they have the poor memory in grammatical aspects or limitation of vocabularies so that the learners misuse in sentence writing. That is why, errors can be defined as the part of conversation or composition deviating from some selected norms of mature language performance. Errors then can be classified into errors because of factors, such as fatigueness and inattention, and errors because of the lack of knowledge of the rules of the language. The two error kinds are called competence and performance error, according to Noam Chomsky (Dulay, Burt, and Kreshen, 1982: 130).

When talking about weak competence, it means that the person has the less knowledge so that he or she cannot apply the grammatical traits in sentences. The person fails to show the writing activity and result in good manner. Whatever he or she does relating to writing activities, the person undergoes the weakness in grammar use based on the right use. Whenever the person tries to write well, he or she does not do the best because the person does not work well in sentence writing. The problem relating to less competence happens because the person does

understand the use of grammatical components completely yet. He or she seems not master the use of every grammatical component rightly and perfectly.

The fault in the use of grammatical component happens because of the lowness of understanding the concept. Whereas when talking about the performance, it means that the person seldom practices the grammatical component use in his or her writing. The seldomness of practicing will create the incapability in writing, and this is the main problem in creating the errors in sentence writing. Whatever it is, the low performance does not help the learner of language to be able to write well. The low performance will cause the difficulty in sentence writing because the learner of language will get the confused manner what should be written in the right way based on the grammatical rule. The low performance makes the learner of language fail to be the good writer. How he or she can write well, but he or she never practices to write based on the grammatical rule.

That is why; Corder as written by James (1998) also distinguishes errors based on the same concept. He associates errors with the failure of competence and mistakes with failure of performance. Corder as Ellis wrote (1997) tells that the result of errors is from the lack of knowledge of the language while mistakes result from the failure to utilize the known system correctly. Errors in sentence writing are the manifestation of the students' incapability in applying the grammatical rule well and accurately. Writing activity relates to accuracy so that the accuracy itself discusses and covers the grammatical component that should be obeyed in sentence writing.

To know the errors in sentence writing what the students produce, so it is important to explain the role of error taxonomy. Error taxonomy here means that the researchers will try to group the error kind based on the linguistic category and surface strategy taxonomy. Linguistic category taxonomy relates to language component, such as phonology, morphology, syntax, semantic and lexicon, and discourse (Politzer and Ramires quoted by Dulay, Burt, and Krashen, 1982: 147). Surface strategy taxonomy talk about omission, addition, misinformation, and misordering. That is included as four main categories of errors (Dulay, Burt, and Krashen, 1982: 150).

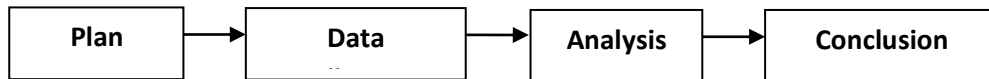
CHAPTER III

RESEARCH METHOD

3.1 Research Design

The research design used in this study is descriptive method. It is descriptive method because this research only describes the students' errors in sentence writing. This study is a qualitative approach, but the quantitative analysis is needed in this research in order to know and measure what the frequency of errors are the students produce in sentence writing.

Here is the framework of research:



Prosedur penelitian secara lebih rinci adalah sebagai berikut:

A. Plan

Plan means arranging the instrument in test form that will be given to the students. Before the test is done, the instrumen will be validated by the experts.

B. Data Collection

Data collection means the students make the paragraph containing 2 to 5 sentences with the topics provided by the lecturers.

C. Analysis

After the data have been collected, the data will be analyzed using the formula to know and to get the frequency of syntactic errors the students make in paragraph writing.

D. Conclusion

Conclusion means the researchers will deliver the final result of analysis in the chart of syntactic error frequency with the explanation to each syntactic error.

3.2 Population and Sample

Subject of the research is second students of English Department, Faculty of Teacher Training and Education, Lambung Mangkurat University of batch 2012-2013 who take writing I and this is called population. The number of the students as the population are 104. The sampling technique used in this research is purposive sampling. The sample number taken is 23 students.

3.3 Technique of Data Collection

3.3.1 Test

The instrument used to get the data in this research is the test. All students as the sample will be asked to make the paragraph writing containing 2 to 5 sentences with the topics provided by the lecturers.

3.3.2 Data Analysis

When the data from the students' work have been gotten, the researchers divide the process analysis into three classes, namely classification, description, and counting the errors that students make. The classification of error is done based on the linguistic category taxonomy. This model says that the syntactic errors are grouped into as follows:

- a. Noun phrase (determiner, number, pronoun, and preposition);

- b. Verb phrase;
- c. Verb and verb construction;
- d. Word order;
- e. Transformation (negative and passive transformation);
- f. Miscellaneous (fragment, conjunction, modifier, and unidentified).

That is why; to know the kinds of syntactic errors the students undergo in sentence writing, the researchers use a formula as follows:

<p>The frequency of errors in each category</p> <hr style="width: 80%; margin: 5px auto;"/> <p style="text-align: right;">X 100 %</p> <p>Total number of errors</p>

Or

$\frac{f}{\Sigma} \times 100\%$

Table of syntactic error types

Surface Strategy Taxonomy		Omission	Addition	Misinformation	Misordering	Omission	Frequency	
Linguistic Category							N	%
1	Noun Phrase							
2	Verb Phrase							
3	Verb & Verb Construction							
4	Word Order							
5	Transformation							
6	Miscellaneous							
Total frequency of errors		N						
		%						

CHAPTER IV

FINDINGS AND DISCUSSION

Based on the linguistic category taxonomy, the syntactic errors are grouped into as follows:

- a. Noun phrase (determiner, number, pronoun, and preposition);
- b. Verb phrase;
- c. Verb and verb construction;
- d. Word order;
- e. Transformation (negative and passive transformation);
- f. Miscellaneous (fragment, conjunction, modifier, and unidentified).

The researchers used the linguistic category taxonomy relating to syntactic errors in order to know and analyze what the students did in their writings. Generally, the general problem that the students underwent in writing is that they could not make the sentences well in structured pattern. Although they had got the material relating to writing, especially writing I, the students had not understood yet how to write well. For example, when the students would use punctuation in sentence, they could not impliment every punctuation in well usage. Sometimes, the use of full stop was used for finishing a sentence, the students used comma for that so that there was misuse for both of them.

Another problem that students got was that how to make a simple sentence, compound sentence, complex sentence, and compound-complex sentence. When in the classroom of teaching learning activity, the students understood so much what the simple sentence, compound sentence, complex sentence, and compound

complex sentence were. Practically, the students were not able to differentiate the four kinds use, and it created the students' difficulties in writing. Because of that, to make a good and well structured writing could not be reached. When one problem or several problems above the students faced did not go to the solution, there were several problems the students had as long as they wrote.

Those related to noun phrase (determiner, number, pronoun, and preposition), verb phrase, verb and verb construction, word order, transformation (negative and passive transformation), and miscellaneous (fragment, conjunction, modifier, and unidentified). Generally, when the students made a sentence whether it was a simple sentence, compound sentence, and the like, they did not put a determiner to clear the noun phrase. It finally bore the ambiguity of meaning. That case the students did also happened to verb phrase and the like.

That is why, the general findings that the researcher found would be very clearly and in detail manner elaborated. In this research, the researchers only described what the syntactic errors the students got.

The description of syntactic errors would be begun from the most often to the most rarely or not at all. Verb and verb construction in sentence writing was the most often that happened. The number of errors in every sentence writing that was done by the students were eighty four times. The researchers only rewrote ten sentences relating to verb and verb construction the students did. Here they were:

1. Life is like a wheel that always rotating;
2. My story is always begin in my small town, Barabai;
3. We are also visited the traditional market before exploring the town streets;

4. Success is known what do you want and can realize it;
5. Failure and success is like two sides coin which complete each other;
6. Some personality problems of student's behaviour are arise;
7. Drawing also a basic skill that can be applied to other forms or art;
8. I my self able to understand some basic English from playing video games;
9. My reason for studying Korean language are because I love to learn another foreign language;
10. We must solve those problems before it is be more serious.

In the first sentence, the error was on the subclause in which that was directly followed by rotating. Actually the right one was “rotates” and the right sentence was “life is like a wheel that always rotates”. Why we should we put “s” after the verb rotate because that referred to life and it indicates the singularity. In the second sentence, the error was on between “is and in my small town” in the sentence “my story is always begin in my small town, Barabai”. The right one of the sentence was divided into two answers. The first one was “my story is begun in my small town, Barabai” and it was called passive voice. The second one was “my story begins in my small town” and it was called active voice. Why we should put “s” after the verb begin because the subject was singular, so every singular thing must be followed by the singular verb added with “s or es”.

In the third sentence, the error was on between “we and the traditional market”. Admittedly or not, the meaning of the sentence was on the passive voice, but the point reached in the sentence was not clear. The voice was passive, but the point wanted was active. The emphasis of the sentence was on “we”, and this was the point. That is why, the sentence should be restructured so that it had the

measurable and clear meaning. Finally, the right sentence was “we also visit the traditional market before exploring the town streets”.

In the fourth sentence, the error was on the subclause that was called noun clause. It meant that it was not right to use the auxiliary “do” in the noun clause because that was not a question but a statement. The right one was “success is known what you want and how you can realize it”. In the fifth sentence, the error was on the use of linking verb “be”. The sentence used was “is” whereas the subject was more than one or plural. The subject in the sentence was “failure and success”, so the right sentence was “failure and success are like two sides of coin which complete each other”.

In the sixth sentence, the error was on between “behaviour and arise”. The subject of the sentence was “some personality problems of student’s behaviour”. Because of it, the predicate was “arise”. Why the “are” was deleted because the sentence was not in the progressive form. In the seventh sentence, the error was on between “drawing and a basic skill”. “Drawing” in the sentence was subject, so it needed linking verb before meeting a basic skill. The right sentence was “drawing is also a basic skill that can be applied to other forms or art”.

In the eighth sentence, the error was on between “I my self and able to”. Admittedly or not, “able to” in the sentence actually was the synonymy of can. The right synonymy of can was “tobe able to”. That is why, the right sentence was “I myself am able to understand some basic English from playing video games”. In the ninth sentence, the error was on “language and because”. The subject of the sentence was “my reason for studying Korean language” and it was singular. Because the subject was only one, it needed “is” not “are” as a linking verb.

Finally, the right sentence was “my reason for studying Korean language is because I love to learn another foreign language”. In the tenth sentence, the error was on the subclause that was called adverbial clause. The adverbial clause of the complex sentence was before it is be more serious. In grammatical analysis, only one kind of linking verb was used in a sentence whether it was “am, is, or are”. The subclause of the complex sentence contained two, namely “is and be”. The right one was “we must solve those problems before it is more serious”.

The next description of syntactic errors was “conjunction”. The number of errors relating to conjunction use in every sentence writing that was done by the students were seventy one times. The researchers only rewrote six sentences relating to conjunction use the students did. Here they were:

1. A success person must know the failure, because from the failure we can learn the meaning of success;
2. The sun is mother of the earth, the sun gives nourishment to the earth with the sun’s ray;
3. I will tell you about my new experience in learning new foreign language, and I think it was a great experience ever;
4. Trees are one factor to help us getting a better and healthy enviroment. But nowadays finding a green forest is difficult to do;
5. I was confused to choose the theme of this task in the beginning. But, when I tried to find in my computer, and finally I found this old article;
6. I ever learned Japanese language before; I learn it autodidactically by watching television program “Learn to talk Japanese.

In the first sentence, the error was on on the subclause that was called adverbial clause. The placing of conjunction when it was preceded by main clause or independent clause did not need comma. The comma was not lost. The right sentence was “a success person must know the failure because from the failure we can learn the meaning of success”. In the second sentence, the error was on between “mother of the earth and the sun” or between first and second sentence. The two sentences were independent clause, and those were called compound sentence. When there were two sentences that could stand by themselves, the solution reached two points. It used semi colon or conjunction. The conjunction meant here coordinator or conjunctive adverb. The first answer with semi colon was “the sun is mother of the earth; the sun gives nourishment to the earth with the sun’s ray”. The second answer with coordinator was “the sun is mother of the earth, and the sun gives nourishment to the earth with the sun’s ray”. The last answer with conjunctive adverb was “the sun is mother of the earth; furthermore, the sun gives nourishment to the earth with the sun’s ray”.

In the third sentence, it was compound complex sentence. The error was concentrated on between “think and it”. Correcting it was by adding that after think. The final and complete answer was “I will tell you about my new experience in learning new foreign language, and I think that it was a great experience ever”. In the fourth sentence, it was a compound sentence. The error was on situated on between “environment and but”. The right sentence was “trees are one factor to help us getting a better and healthy enviroment, but nowadays finding a green forest is difficult to do”.

In the fifth sentence, it was a compound complex sentence. Actually, the meaning of the sentence was vague because of long sentences. The purpose of the writer of the sentence wanted to make the sentences effective in meaning; however the meaning was too general. This was the problem, but in this research the researchers only focused on the errors, not the meaning totally. Relating to the problem, the error was on between “in the beginning and but”. The right sentence was “I was confused to choose the theme of this task in the beginning, but I found this old article after I tried to find in my computer”. In the sixth sentence, it was a complex sentence. The dependent clause used in it was adverbial clause. The error here was the use of conjunction that was followed by semi colon after it. The right sentence here was “I ever learned Japanese language before I learn it autodidactically by watching television program “Learn to talk Japanese””.

The next description of syntactic errors was determiner. The number of errors relating to determiner use in every sentence writing that was done by the students was twenty times. The researchers only rewrote two sentences relating to determiner use the students did. Here they were:

1. Although the government has a rules for a crime like an illegal logging, it still does not work properly;
2. People make some discription about this word, but personally for me experience is every single activity in our life.

In the first setence, the error was situated on “a and rules”. When refering to the next sentence following or it was called main clause, the subject was singular. That is why; rules should be changed into rule and it was preceded by a. The final sentence was “Although the government has a rule for a crime like an illegal

logging, it still does not work properly”. In the second sentence, the error was on discription. In the complete paragraph written by the write, the determiner meant plural, so discription should be discription plus s. The final sentence was “people make some discriptions about this word, but personally for me experience is every single activity in our life”.

The next description of syntactic errors was fragment. The number of errors relating to fragment in every sentence writing that was done by the students was thirteen times. The researchers only rewrote four sentences relating to fragment the students did. Here they were:

1. Everyone has their own experience since they were born untill being old.
Good experiance, bad experiance, and embraced experiance;
2. Mother as the basic form of all things, in the universe, and the true soul,
full of beauty and love;
3. Loss in difficult condition that human to pass, as strong and as hard as the
human preparing themselve for not feeling hurt when they left behind;
4. Smiling when distressed, laugh when her heart is crying, patient when
insulted, and dazzling as forgiving.

In the first sentence, the error was on the second point. “Good experiance, bad experiance, and embraced experiance” here was not a sentence because it did not contain the subject, predicate, or object. It would be a sentence when the phrase was followed by the predicate. The example was “good experiance, bad experiance, and embraced experiance are the ones everyone undergoes in the life”. The other example is “everyone has their own experiance, such as good

experience, bad experience, and embraced experience since they were born until being old”.

In the second sentence, “mother as the basic form of all things, in the universe, and the true soul, full of beauty and love” was not a sentence. It could be phrases. It could be a sentence when being followed by “to be or is” after mother, and preceded by indefinite article “a” before mother. It would be “a mother is as the basic form of all things, in the universe, and the true soul, full of beauty and love”. In the third sentence, this error was very complicated. Such fragment could be a compound complex sentence. The right one was “when human being underwent difficult condition, they should prepare themselves in order not to be hurt because they left behind”.

In the fourth sentence, the error was “smiling when distressed, laugh when her heart is crying, patient when insulted, and dazzling as forgiving”. Here there were four fragments, namely “smiling when distressed, laugh when her heart is crying, patient when insulted, and dazzling as forgiving”. Actually every fragment could be a complex sentence. Smiling when distressed was she smiles when being distressed. Laughing when her heart is crying was she laughs when crying. Patient when insulted was she is patient when being insulted. Dazzling as forgiving was she dazzles after forgiving.

For the next discription of error, the researchers only mentioned the number of error because its number was a few or not more than ten. The researchers considered that those errors could be tolerated, and the students needed the practice alot to be better. The number of error usage was six times. The unidentified error was five times. The preposition usage error was four times. The

verb phrase error in use was three times. The number usage error was once, and this also happened to negative and passive transformation.

From the findings and the discussion above, it could be concluded that totally the number of error based on the linguistic category taxonomy was two hundred nine. Here the complete calculation of percentage for each category of syntactic errors occur in every writing activity the students did is:

- 1) The error frequency of verb and verb construction was 40%;
- 2) The error frequency of conjunction was 34%;
- 3) The error frequency of determiner was 9,56% or 10%;
- 4) The error frequency of fragment was 6,22% or 6%;
- 5) The error frequency of pronoun was 2,87% or 3%;
- 6) The error frequency of unidentified was 2,39% or 2%;
- 7) The error frequency of preposition was 1,91% or 2%.
- 8) the error frequency of verb phrase was 1,43% or 1,5%;
- 9) the error frequency of number, negative, and passive transformation was 1%.

CHAPTER V

CONCLUSION AND SUGGESTION

6.1 Conclusion

In writing a paragraph containing a simple sentence, compound sentence, complex sentence, compound complex sentence, the students' attempt to do the best could have been considered maximal. They had tried as good as possible to create the good writing. The problem was they sometimes faced the main problem relating to subject verb agreement and conjunction usage. In subject verb agreement, the students did not understand to implement the knowledge of subject verb agreement practically. Whether they had not or have not mastered the theory yet, principally the students were confused to make well structured sentence. When starting a new sentence or completing the previous sentence because it was a compound sentence, complex sentence, or compound complex sentence, the students got difficulties whether the subject was singular or plural. Finally, when the subject was not well and clearly identified, the use of predicate was not right.

Based on the experience of researchers as long as teaching and giving practice in the class or writing I, students generally had and have understood the subject verb agreement use. When they practiced, the students had done well although in several cases there were still any problems in practice. Based on the short description about the students' activity in the class of writing I, it could be concluded that the students had weakness in subject verb agreement because they seldom practiced. Actually they had known the fault, but the students were not consciuos of the fault.

That case also occurred to the conjunction use. The misuse of conjunction happened because the students did not practice very much. The next error that the students underwent in writing a paragraph was determiner and fragment. Generally, the students could not differentiate when they should use determiner or not in a sentence. Although they had the knowledge about it, they were not able to use it in a sentence or sentences. This was the problem that caused the student misuse. This also was to fragment. The students wanted to make a sentence or sentences, but they did not have the concept what should be written first. It meant that it was a simple sentence or the like, they students did not think of it. It seemed that they wrote anything from their minds although being not well conceptualized and structured. When anything to be written was not well conceptualized, it bore the uncomplete sentence or fragment.

6.2 Suggestion

It is necessary that in teaching writing I, students need to practice alot. Teaching and learning writing do not not only know the theory of writing, but also how the students make the practice to write all of the time. Learning to write does not come from the theory, but from the practice. The students often practice to write, it will make them to be more artful to write. The students are very intensive and extensive to write, it will make them to have the well established framework in writing. Writing talks about skill and skill itself should be dug so that the skill can appear. Writing relates to the activity on how to structurize the ideas to be a sentence, whether it is a simple sentence, compound sentence, complex sentence, and compound complex sentence.

Writing is the same as skill, so the skill of writing should be trained to be perfect or good in writing skill. Writing needs the continuous activity routinely, so the students should have the ordered time to write. That is why, teaching writing is not based on the teacher's center, but students' center. It means that students should have much and more time to activate their mind and creativity. So that the error does not happen to the students, the teacher must be able to habitulize the students in writing activity. The errors the students undergo so far do not come because they do not have the theory and or knowledge, but because they are not accustomed to write.

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