

CHAPTER I

INTRODUCTION

A. The Background of The Study

Language is a system of communication which consists of a set of sounds and written symbols which are used by the people in social life. Especially, English that is very important to be learned because it is one of the most used languages in the world by people to communicate each other. English is the International language that has been learned by the students since they were in the basic level of education. When students learnt English, they are focused on mastering four language skills: Listening, Speaking, Reading, and Writing. Listening and reading are receptive skills and speaking and writing are productive skill. However, the students do not master four skills very well, especially in writing skill. This stands to reason because writing skills is the most complex language skill to master because writing skills involved knowledge of sentence structure, diction, organization of ideas, etc (Jeremy H, 2004:1). Among the basic skills, writing process is the series of actions required to produce a coherent written text.

Writing is language skill that language producing and therefore often referred to as skill (Jeremy H, 2000:16). Writing is one of language skills that is important to express ideas and opinions in good written form such as letter, message, or invitation for communication. However, it is considered to be the most complicated skill because in writing the writer needs some processes: we think out a sentence and combine several other sentences so that they are relevant, we reread what we have written, we should make notes and drafts, and we also need

to modify it for satisfying result. Besides, a good grammar and a good organization are also required in order to be a good writing. As we know, writing is not as easy as we think.

Writing is also very important in academic level since the students' works are mostly in the written form. In this level, this writing is called academic writing. Furthermore, there are some types of writing in academic level. One of them is writing descriptive text. Descriptive text is the text that describes what is around a student like a particular person, place or thing. The students do not think hard because they only develop their ideas about what they want to describe, so they can write the story well.

A good descriptive text must consist of some paragraphs, including introductory paragraph which show identifies phenomenon like person, place or thing, and the last paragraph is conclusion paragraph which show describes parts, qualities, characteristics, etc.

Example of descriptive text is shown below.

Recently, I found myself falling in love with a hijab that I just received as a gift from my best friend who have just returned from Japan. I wear hijab every day and I like it so much but something about this one is just different and it feels so special. I like the design and also the material that it is made of, it is very comfortable to put on.

The material of my favorite hijab is woolpeach. Woolpeach is a fabric made from a mixture of cotton, silk, and an additional mixture of synthetic fibers. The texture is silky. It is very soft and light so when I wear, it my neck does not feel any fatigue. The size is very loose, when I put it on me, it covers my head and also

my body up to my stomach. The appearance is very beautiful because it looks like rainbow but the color is so soft which make it seems cute.

The purposes of an introductory paragraph are to get the reader's attention and to let the readers to know what will be covered in the essay. There are some types of introductory paragraph; one of them is dramatic entrance. In short, writing dramatic entrance introductory is a type of introduction that is very interesting.

It is impossible for someone to learn something without making errors, particularly in learning a language. Errors in learning language may occur in both speaking and writing. In writing, there are many senior high school students make errors in syntactic writing, mainly in SMA Negeri 3Padangsidimpuan.

Based on the researcher's observation at SMA Negeri 3 Padangsidimpuan, problems faced by some writers, particularly students of Senior High School are not only in the organization of writing, but also in the grammar. It can be shown by some students' writing in which we can find many ungrammatical structure in constructing sentences. Therefore, it needs to be given more attention. One way to know the students' problems is by analyzing their writing. Here, there are some ways to analyze their writing. One of them is by analyzing their errors in constructing sentences in their writing. It is shown that 35 students who are observed.

Students' error in constructing sentences could be interpreted as the result of two sources. They are either because of the interference of the students' native language or do their incomplete learning of the target language. Brown (in Indriati, 1994) states that the students' error are usually caused by interference of

the native language and over generalizing a particular item in the target language beyond legitimate bounds. Therefore, it is considered difficult for students to write correctly since the systems of target language are different from their native language systems. In other words, it seems reasonable that students who find difficulties in learning English as target language was made errors.

One of language components which is crucial to be considered is grammatical structure, one division of which is syntax. Syntax is one of grammatical systems that concerns with construction sentence. Matthews (1981:1) defines that syntax is the branch of grammar dealing with the ways in which words, with or without appropriate inflections, are arranged to show connections of meaning within the sentence.

Based on the observation, it is showed that there are some syntactic errors created by the students of SMANegeri 3Padangsidimpuan. Below are data on students that make some syntactic errors:

- a. "Not only is my class clean also very complete"

The example above is one of the syntactic error in writing. The above error is one type of syntactic error, namely Word Order. Word Order is somewhat ambiguous, for it can refer both to the order of words in a phrase, and to the order of multi-word units within a sentence. It should be in the word order that it must match the sequence of the grammar elements or according to the correct arrangement. So, the correct sentence is "**Not only clean, my class is also very complete**". While what is made by the student is a sentence that is not in the sequence of grammar. From that, it can be concluded that the student make a syntactic error in the word order type.

- b. “Although my class not so broad .”

The above sentence is one example of the syntactic error in writing. The sentence is one type of syntactic error, namely Verb Phrase. In verb phrase, there are some basic forms, but this above sentence is included in the singular subjects need singular verbs and plural subjects need plural verbs. It means that each singular subjects must be with singular verbs and plural subjects must be with plural verbs. So, the correct sentence is **“Although my class is not so broad”**. Meanwhile, the student does not make it that way. Therefore, they create a syntactic error in the verb phrase type.

- c. “We have chairs and the table”

This above sentence is an example of the syntactic error in writing. The above error is one type of syntactic error, namely Noun Phrase. In noun phrase, there are five subtypes such as determiners, nominalization, number, use of pronouns, use of preposition. But this sentence is included in the Determiners. In determiners, a noun modifier that expresses the reference of a noun or noun phrase in the context, including quantity, rather than attributes expressed by adjectives. This function is usually performed by articles, quantifiers, etc. So, the correct sentence is **“We have the chairs and the table”**. Meanwhile, the student does not make it that way. From that, it can be concluded that the student make a syntactic error in the noun phrase type.

- d. “My class also very complete”

The example above is one of the syntactic error in writing. The sentence is one type of syntactic error, namely Verb Phrase. In verb phrase, there are some basic forms, but this above sentence is included in the singular subjects need

singular verbs and plural subjects need plural verbs. It means that each singular subjects must be with singular verbs and plural subjects must be with plural verbs. So, the correct sentence is **“My class is also very complete”**. Meanwhile, the student does not make it that way. Therefore, they create a syntactic error in the verb phrase type.

e. “Next to the left of the whiteboard is a large teachers desk and closet”

The example above is one of the syntactic error in writing. The above error is one type of syntactic error, namely Word Order. Word Order is somewhat ambiguous, for it can refer both to the order of words in a phrase, and to the order of multi-word units within a sentence. It should be in the word order that it must match the sequence of the grammar elements or according to the correct arrangement. So, the correct sentence is **“Next to the left of the whiteboard is a teacher’s desk and large closet”**. While what is made by the student is a sentence that is not in the sequence of grammar. From that, it can be concluded that the student make a syntactic error in the word order type.

From the data above, it can be concluded that there were still many students at SMA Negeri 3Padangsidimpuan who made syntactic errors in writing. There were some syntactic errors created by the students of SMA Negeri 3 Padangsidimpuan, they created some errors in Noun Phrase, Verb Phrase, Verb Construction, Word Order and Some Transformation. It is same with Politzer and Ramirez (in Dulay, 1982:148) classification. So, most of them wrote a descriptive text not in accordance with the arrangement of grammar. Therefore, the researcher

was interested in making a study entitled “Syntactic Error in the X Grade Students’ Writing of Descriptive Text at SMANegeri 3 Padangsidimpuan”.

B. The Problem of the Study

Based on the research problem, the formulations of the study are as the following:

1. What types of syntactic errors were found in the descriptive texts written by the students?
2. What is the dominant type of syntactic errors were found in the descriptive texts of the students?

C. The Objectives of the Study

Concerning with the previous problem of the study, the objectives of the study are:

1. To identify the types of syntactic errors found in the descriptive texts of the students.
2. To describe the dominant type of syntactic errors are found in the descriptive texts of the students.

D. The Scope of the Study

This study was limited to the analyze the syntactical error of noun phrase, verb phrase, verb construction, word order, and some transformation. And this study was administered to the 10th grade students of SMANegeri 3Padangsidimpuanacademic year 2018/2019.

E. The Significance of the Study

The finding of this study was generally expected to be able to give a valuable contribution both theoretically and practically.

1. Theoretically

This study was expected to give some valuable contribution to the area of syntax, particularly on how to arrange a word into a sentence, as a beneficial contribution for teaching and learning process of English and Language Department.

2. Practically

It was expected that this study were useful for lecturers, students, and next researchers practically, as follows.

- a. For lecturers, they were expected to know more about the problems faced by students in solving syntax, so that they better understand the parts of the grammar.
- b. For students, it is hoped that they were expected to know for themselves about how their weaknesses compose words in writing so that they can improve their ability in syntax.
- c. Finally, the findings of this study were for the next researchers, they were expected to have references concerning with syntactic errors.