

ERROR ANALYSIS OF SENTENCE STRUCTURE IN WRITING PERSONAL  
LETTER MADE BY KALASAN 1 SENIOR HIGH SCHOOL STUDENTS  
CLASS XI IPS 1 IN THE ACADEMIC YEAR OF 2015/2016

A Thesis

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**ABSTRACT**

This study deals with the error analysis of the sentence structure which is found in the students' personal letter in SMA N 1 Kalasan. The main objective of this study is investigating the sentences, through the structure of the sentences.

The type of the research is descriptive qualitative. The technique that is used in this study is by explaining the result of the data. The data itself are collected from the written of personal letters of the students of SMA N 1 Kalasan, Yogyakarta. The data were collected from 30 students of the class XI IPS 1. The personal letters that written by the students are analyzed one by one. The error sentences are counted to gain the percentage of the errors. Based on the result, the data are reviewed to obtain the truth of the data. To analyze the data, Corder error analysis method as mentioned in the Vasquez (2008) has been used. The steps to conduct the research are collecting the samples of the learner language, identification of errors, descriptions of the errors, explanation of the errors, and evaluation of the errors.

The result shows that there are 100 error sentences. All error sentences consist of four types of sentences. They are simple sentences, compound sentences, complex sentences, compound-complex sentences. The error simple sentences are 74 sentences. This means that the percentage of the simple sentences error are 74%. The runner up of the error sentences is error of the complex sentences. There are 15 error sentences for complex sentences. This makes the percentage of the error complex sentences is 15%. The other sentence type called compound sentences has 8 error sentences. The percentage of the error compound sentences is 8%. Then the last type of the sentences, compound-complex sentences, makes 3 error sentences. This means compound-complex sentences has 3% error sentences. All of the error can be found as the subject, subject attribute, predicator, object, object attribute, adverbial, coordinator, or subordinator.

Keywords: personal letter, sentence structure, error analysis

## CHAPTER I

### INTRODUCTION

#### A. **Background of the Study**

Writing is a part of language skills. That drives to Writing is part of communication, since language is used to communicate to other. Some people express their feeling, idea, invention, and belief into written. Some people even picture every event, deed, speculations, or even a mere thing into writing. However, the way of expressing them, as stated on Biber, et al. (2002), will influence the choice of what to express and how to express the idea. It means that different kind of texts needs a specific writing grammar. It is because a particular written text has its own unique structure. For example, we use Simple Present Tense to talk about our daily activities; however we have to use Simple Past Tense to retell a story and past event. Different rule apply for other types of writing.

Many kinds of texts are used in writing English. It is known as Genres of Written Language. Many experts have different classification in breaking the genre of writing. One of the experts called Brown and Abeywickrama (2010) divided the genre of written into Academic Writing, Job-related Writing, and Personal Writing. The Academic Writing includes papers and general subject reports, essays,

compositions, academically focus journals, short-answer test responds, and technical reports, theses, and dissertations. Moreover, phone messages, letters and emails, memos, job evaluations, job reports, schedules, labels, signs, advertisements, announcements, and manuals are counted as Job-related Writing. As well as the example of Personal Writings are personal letters and emails, greeting cards, invitations, notes, calendar entries, shopping lists, reminders, medical report, diaries, personal journals, fictions, short stories, and poetry. Looking at the arrangement above, each of the category classified based on the function. As the result, writing a letter is part of Personal Writing.

According to *Bahasa Inggris* (2014) text book, Personal Letters are the letters written to people we know such as friends, parents, siblings, cousins. Letters are not only written to inform but also to strengthen the bond between the people writing to each other. Based on Kurniawan (2014), personal letters are used for communicating to salute another party, inquire about friends, or give news. This means the writer is able to write anything freely. It can be talk about past event, daily activity, or even the future plan. This makes the personal letter has no limit in regard to its' contains. Along this way personal letter is enchanting to discuss.

The main point in writing a sentence is the completeness of it. This is also considering the context and the structure if the sentence to be counted as a complete sentence. However, the grammar itself is more

essential than the context in the sentence. It drives me to concern only the grammar of the sentence. Furthermore, a complete sentence must have at least a subject and a verb, both of them will be the main part of this study. Therefore this study concerns about the subject-verb agreement through the appropriate tense in the sentence. This leads to talk about the issue of the students' ability in writing. It is also show how English educations implement to the students writing skill.

## **B. Identification of the Problem**

Learning a language, especially English, means that we have to learn the grammar as well. Grammar is an essential part of the language. Without a correct grammar, a sentence is counted as an incomplete one. In learning English, learners are used to face the grammar issue. Even beginners have to learn how to use grammar correctly for a sentence. This means that learning grammar is a basic material to be learned in studying a language.

Based on the module used by the student *Mandiri Practice Your English Competence SMP Kelas VII*, it is clear that grade 7 students already learn about Descriptive Text (Zaida, 2013). This means that the learners have to use for Simple Present Tense and Adjectives to describe a thing. They use general sentence to identify and describe the object. Still on the same book, there are many dialogues become the complement

of the units. Many of them use direct speech of same tenses. Thus learners have to use with the specific grammatical structure.

According to Zaida (2013) in the different book, *Mandiri Practice Your English Competence SMP Kelas IX*, students in grade 9 already learn about Letters and Emails, Narrative text, as well as Report. This means the students have to learn various tenses this year. Narrative text absolutely uses Past Tense to tell the story. The report itself consists of general classification, definition, and also description. As mention above, description usually use Present Tense. This is also applied to state definition and general classification. Therefore report is written in Present Tense sentences. In addition, Letter and Email might be written in any tenses. Writer able to write the sentence consider the time allocated. Thus tenses use can be Present, Past, and Future. The writer might use Progressive Tense to describe her activity occur, and use the Perfect Tense to give the idea that one thing happens before another time or event. These tenses and their meanings are validated by Azar (1999).

Indonesian students face the topic of Letter again in their 11<sup>th</sup> grade. This time, they breakdown thoroughly and identify deeply the Letter. According to the teacher book, *Bahasa Inggris: Buku Guru* (2014), as the building block, the students have to identify the parts of personal letter.

Those standards mentioned above indicate the task to be completed by the students. Therefore the students already learn how to write the sentences correctly. Especially simple sentences using Simple Present Tense, Simple Past Tense, and also Simple Future Tense, they already mastered the structure well. From a simple and small thing, it can be indicate how the implementation of the students learned on the previous lesson is. How much they get will be revealed in the current product, in this case is their written. That is why by collecting the students' written, we analyze their sentences. The result of this study will show the capability of the students writing.

### **C. Limitation of the Problem**

The study is limited to the grammar error founded in the students' personal letter writing. There are 30 students of SMA 1 Kalasan as the sample of the study. Each of the students made one personal letter, so there are 30 personal letters gathered. From the 30 personal letters, it is found that there are 190 sentences analyzed. This study analyzes the sentences structures, especially the mistakes of the tenses level. This will be divided to the error cases of simple sentences, compound sentences, complex sentences, and compound-complex sentences. Error cases will carry out the function of the sentences (subject, predicate, object, attributes, and adverbial) and the connectors to be analyzed. In addition, all sentences error cases will evaluate the incorrect cases in the category for sentences structures.

**D. Formulation of the Problem**

Based on the problem above, we are able to formulate two main questions. The first question is what grammatical error cases that occurred belong to students' personal letter writings are. As well as the other question is how the percentages of those grammatical errors are. Those questions are answered by analyzing the data.

**E. Objective of the Problem**

The reason conducting this study is to find the students mistakes in writing a personal letter. The data are analyzed to identify the students' ability of writing, in form of the sentence. This study is focus on the sentences level. This will roots for the sentences types.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **A. Writing**

##### **1. Definition of Writing**

Writing is one of the language learning activities. It is count as part of the macro-skill of the language. Writing is the productive skill in the written mode (Aydoğan, 2014). Based on this expert, writing is very complex at the beginning. It is because writing is not only illustration symbol as written, but also represent the idea, feeling, plan, or faith of its writer. Thus the writer has to prepare well to start for writing itself. In addition, writing is the way to communicate between the writer and the readers.

##### **2. Purpose of Writing**

Cox (1962) divided the purpose of writing into four categories. They are to express idea, to provide information, to persuade readers, as well as to create literary work.

- a. To express idea
- b. To provide information
- c. To persuade readers
- d. To create literary work

As mention above, there are many kinds of purposes in writing a text. Those purposes categories are divided into the functions of writing a text.

### **3. Process of Writing**

Different text has different standard to write it. It is also implied that different expert has criterion to write a text. McCimmon (1984) divide three stages of the writing process. They are planning, drafting, and revising.

- a. Planning
- b. Drafting
- c. Revising

Those steps in writing seem simple to create in mind. However, the fact proofs that the writer has to do those stages several times to get the best written text.

### **4. Types of Writing**

Brown and Abeywickrama (2010) divided the Genre of Written Language into Academic Writing, Job-related Writing, and Personal Writing. The examples of Academic Writing are papers and general subject reports, essays, journals, test responses, technical reports, theses, and dissertations. Furthermore formal massages, letters and e-mails, memos, job evaluations, project reports, schedules, labels, signs,

advertisements, and announcements are part of the Job-related Writing. In addition, Personal Writing can be made into informal letters and e-mails or message, greeting cards, invitations, notes, calendar entries, shopping lists, reminders, forms, questionnaires, medical reports, diaries, personal journals, and fictions. These experts also divide the Types of Writing Performance into four categories. They are imitative, intensive, responsive, and extensive. These are some classifications in Writing.

## **B. Grammar**

### **1. Definition of Grammar**

Based on Halliday and Matthiessen (2014), the description of grammar is considered as the level of organization in language to which both the sound system and the writing system are related. This means that grammar relate both the speaking and the written text, even though writing itself in not the illustration of verbal communication. Ali (2007) in his book, Fundamentals of English Grammar, stated that Grammar will explain how to speak, read, write, and also make an English sentence correctly. Even every language skill will carry out the grammar to be formed. Therefore Grammar itself must be coherent, comprehensive, and richly dimensioned. As the result,

Halliday and Matthiessen described grammar as a system with its own complexes.

Halliday (1994) in his previous book, *An Introduction to Functional Grammar*, clearly stated that grammar consist of syntax, vocabulary, and also morphology. Even though many people consider syntax as the replacer of grammar, the actual point is syntax becomes part of the grammar itself. It is parallel with the other expert that states grammar includes the study of syntax, clause and phrase structure, as well as the speech part classification (Andrews, et al., 2006). These experts also agree that syntax is part of grammar. There are many parts as grammar units, instead of syntax. Therefore syntax is not the grammar itself.

## **2. Grammatical Features**

There are some grammatical features mentioned above such as syntax, vocabulary, morphology, clause, and phrase. These features are a small part of grammar. There are many other features not mentioned that also related to grammar. Andrews and friends define *syntax* as a border to be in charge of the word order contained by a sentence. Moreover Halliday and Matthiessen (2014) use *clause* in term of grammar for sentence or sub-sentence. They also mention that a clause is not a word,

but rather a phrase or word group. Furthermore, Andrews, et al. (2006) mention that noun, verb, predicate, and clause are part of the classification of *part of speech*. According to Brown, et al. (1984), the part of speech is divided into nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. These are perfectly similar as The Eight Part of Speech that mentioned by Ali (2007). Therefore Halliday and Matthiessen (2014), in Halliday's introduction to functional grammar, stated that some grammarians rather call a text as specimen. It is because a text might contain numerous grammatical features.

Furthermore, Verspoor and Sauter (2000) did not use *part of speech* as the technical term of grammar. These experts rather use *function of sentence* or *words function* to call the technical term of grammar. Even some words have same meanings and functions as the parts of speech, but Verspoor and Sauter make it clear that they are different. For example subject and object might be the word of same nouns. Thus makes me prefer to use Verspoor and Sauter *function of sentence* as the standard for this study. The table 1 shows the roles and functions of sentence constituents with their abbreviations based on Verspoor and Sauter.

Table 1. Roles and functions of sentence constituents

<b>Roles</b>	<b>Functions</b>	<b>Abbreviations</b>
first participant	Subject	S
process	Predicator	P
something about the first participant	subject attribute	SA
a second participant	direct object	DO
something about the second participant	object attribute	OA
a third participant	indirect object benefactive object	IO BO
the setting	adverbial	A

### 3. Grammar Usage

There are certain rules of English usage in writing a text so that the text is delivered well for the readers. Brown, Nilson, Shaw, and Weldon (1984), divide the grammar usage into four rules. The first rule is the writer has to make sure to use the correct verb. Every sentence has its own tense which makes the sentence uses certain verb on it. The writer is claimed to use

verbs correctly to make sentences. The second rule is the subject-verb agreement. A subject and its verb must agree in number. Use the singular verb form for singular subject, and so for the plural ones. The third rule is the correct use of pronoun. This rule includes the agreement of pronoun antecedents, pronoun case, and correct pronoun reference.

## **C. Sentence**

### **1. Definition of Sentence**

Based on *English Sentence Analysis* book, Verspoor & Sauter (2000) stated that a sentence is a group of words that in the written text it starts with a capital letter and ends with a full stop, question mark or exclamation mark.” This means that a sentence has minimal two or more words to be called a complete sentence. However, this expert also added that a complete sentence must consist at least a subject and predicate for grammatical perception. Furthermore, this book also told that a subject with a predicate that express a complete episode or situation is called a clause. This means that a complete sentence includes a clause.

Another language expert agreed with Verspoor and Sauter is Ali. In his book, *Fundamentals of English Grammar*, Ali (2007) stated that a sentence is a group of words that has at

least a subject and predicate along with it has to have a perfect or complete sense. This means that a sentence not only has a complete grammatically structure, but also have a meaning. It is clear that there is importance message in the sentence that can be delivered to the receiver. Ali also added that a sentence only being call as it, if this has the whole thought of the creator. Ali stated that a sentence without a complete thought or a clear meaning is not able to be called as a sentence.

The other experts that agreed with Ali are Brown, Nilson, Shaw, and Weldon. Based on these experts, the definition of a sentence is a group of words that express a complete thought (Brown, et al., 1984). This means that a sentence express an idea of the creator. This is also indicate that a sentence communicate the first person as the creator to other communicator. There are some reasons people do communicate to another party. According to Verspoor & Sauter (2000), the function of communication are informing something, getting information, getting someone to do something, and expressing feeling. These reasons might be shown into a sentence to express the sense. Brown, Nilson, Shaw, and Weldon also added the purpose of a sentence is to describe an action or state a condition of the person, a place, a thing, or an idea.

## **2. Sentence Type**

Different experts have different classifications of sentences. As for Brown, et al. (1984) classified sentences based on the purpose. This delivers sentences into four categories. The categories are declarative sentences, interrogative sentences, imperative sentences, and exclamatory sentences. Each category has its own function. A sentence which is a statement is counted as declarative sentences. Another sentence that gives an order or makes a request is called as imperative sentences. In the end of this sentence usually added with a period or exclamation point. On the other hand, a sentence ends with a question mark and this is asking a question is called as interrogative sentences. As well as the exclamatory sentences is that shows a strong feeling. This is always end with exclamation point.

Ali (2007) divided sentence based on the pattern of the predicate. They are verbal sentences and non-verbal sentences. The verbal sentences have a predicate of verb. For example speaks, write, sing, etc. on the other hand, non-verbal sentences are sentences with primary auxiliary verbs. These primary auxiliary verbs usually helped by *to be*. The non-verbal sentences can be used for nominal sentences and adjectival sentences. Consequently, after *to be* are able to be added with nouns or adjectives words.

Those classifications are different to the other experts. According to Verspoor and Sauter (2000), sentences are divided to their complexity. Sentences are structured into 4 categories. They are simple sentences, compound sentences, complex sentences, and compound-complex sentences.

**a. Simple sentences**

The first type of sentences is simple sentences. Simple sentence consists of one main clause only. This means that a simple sentence at least only has one subject with one predicator. Nevertheless, simple sentence does not mean to be very short. The sentence can be followed by other word functions such as object, attribute, and adverbial.

**b. Compound sentences**

Different by simple sentence that has only one main clause, compound sentence consists of two or more clauses. A compound sentence has two or more independent clauses, which is they may stand on their own. Compound sentences have a specific arrangement. One of the compound sentence features is that the clauses have a fix order. Therefore the clauses cannot be moved without changing their meaning. The clauses

in the compound sentence are connected by coordinate conjunctions or correlative conjunctions. We use term *coordinators* to refer both conjunctions. The coordinators used in the compound sentence are listed in the table 2.

**Table 2. Coordinators**

Coordinate conjunctions	Correlative conjunctions
And	both ... and
But	not only ... but also
Or	either ... or
Nor	neither ... nor
For	
So	
Yet	

The other way to make a compound sentence is using *semi-colon* (;) between the main clauses. Using a *semi-colon* for compound sentence is usually followed by *therefore*, *besides*, or *similarly*. These three words are called as *Conjunctive Adverbs*. Other

conjunctive adverbs are *moreover*, *however*, and *otherwise*. These are some ways to make a compound sentence.

**c. Complex sentences**

Another expert called that complex sentence has only one main clause with one or more subordinate clauses. However, Verspoor and Sauter (2000) clearly stated that a complex sentence is a sentence that contains at least one full dependent clause with its own subject and predicate. A dependent clause itself is a clause that starts with a subordinator.

**Table 3. Subordinators**

After	in order that	when
Although	now that	whenever
As	Once	where
as if	rather than	whereas
as though	Since	wherever
Because	so that	whether
Before	That	which(ever)
even though	Though	while
How	Unless	who

however much	Until	who(m)(ever)
If	what(ever)	whose

Based on the definition of the complex sentences, it is clear that clauses may function as constituents of other clauses or sentences. It makes the complex sentence only needs one dependent clause.

**d. Compound-complex sentences**

The last type of sentences is compound-complex sentences. It can be a compound sentences with complex parts, otherwise a complex sentence with compound parts. Compound-complex sentences usually connected by conjunction *and*. Compound sentences with complex parts can be consisting of two main clauses, which every clause has its own dependent clause. However, some other case, there is only one main clause with two dependent clause on it. These patterns mentioned above are considered as compound-complex sentences.

**D. Personal Letter**

**1. Definition of Personal Letter**

As mention above, Brown and Abeywickrama (2010) divide the genre of written language into Academic Writing, Job-related Writing, and Personal Writing. As well as we know that there is formal and informal message, letter, and e-mail in the writing. The informal message, letter, and e-mail cannot be used in the Academic nor Job-related Writing. Which means it is included to Personal Writing. Personal Letter is kind of informal one. Therefore Personal Letter is part of the Personal Writing.

Based on the students' text book, *Bahasa Inggris* (2014), Personal Letters are described as the letters that are written to people who known by the writer, such as friends, family, relatives, etc. Both the addresser and the addressee can be anyone. There is no border to determine the letter is from whom to whom. Personal letter is permitted to be written by anyone for someone else with vague thoughts. This means on the personal letter, the writer able to write any topic with no perimeter. The letter can be talk about previous event, daily activity, or even the future plan. This makes the personal letter has no limit for its' writer, receiver, and contain.

Personal Letters are not only written to inform, but also to strengthen the bond between two people writing to each other. It means that Personal Letter also written to connecting two parties. This is equal as Kurniawan (2014) statement, Personal

Letters are used for communicating to greet the reader, inquire about friends, or giving news.

## **2. Kind of Personal Letter**

There are some types of personal letter. They are divided based on the function of the letter.

- a. Apologies
- b. Gratitude
- c. Personal reference
- d. Congratulation
- e. Invitations
- f. Condolences

The student English textbook (Bahasa Inggris, 2014) adds the functions of personal letter to deliver good news, deliver bad news, give advice, and ask for help.

## **3. Structure of Personal Letter**

There are several arrangements in organizing a personal letter. The student textbook of English (Bahasa Inggris, 2014) divide the structure of the personal letter into nine parts.

- a. Date
- b. Address
- c. Salutation and Name of Recipient

- d. Introduction
- e. Body
- f. Closure
- g. Complimentary Close
- h. Signature or initial of the writer
- i. Postscript P.S.

#### **4. Language Use in Personal Letter**

To make a good letter, the writer has to focus on the sentence structure and the language style. The accuracy of grammar is important to make a good text. The sentence also has to be complete. The writer is permitted to use slang words and constructions. In the personal letter, the sender is allowed to use personal pronouns. It is better to use active voice. Language use may be personal like first and second person pronouns. In writer is able to use person's name to address the reader. It is useful to make the language style to be warm. The language used can be as the conversational style to make it more natural. This also makes the sentences also vary in length. The language in personal letter indicates the writer's personality. It is because the language chosen in the letter is the writer style. All these statements are mention by Bly (in Bahasa Inggris, 2014).

#### **E. Theoretical Framework**

There are many research related to sentence error in the previous period. Many experts become known because of this study. However, this study about sentence never been brought to an end as long as the language is exist. Even every stage has its own difficulties, as well as different area has their own troubles to face. It is also applicable for each learner. Different learner has different problem in learning a language. Thus facts make a sentence has no limit to be uncovered.

In this study, I will use Verspoor and Sauter sentences type to analyze the students' sentences written on the personal letter. It is because these four types of sentences are the complete one to analyze. This study not only investigates the functions of the sentences, but also the right structure of the sentences.

## CHAPTER 3

### RESEARCH DESIGN

#### A. Research Design

Viewing the type of information sought, this research type is qualitative research. It is because even though the result reveals how many percentage of sentence error that is made by students however the result is described in-depth. The percentage of the data becomes the helper to read the data. Furthermore, the research has natural setting as the direct source of the data, descriptive research, concern to the process, and also analyze the data inductively. Those characteristics are equal to the description of qualitative research based on Bogdan and Biklen as stated on Sugiyono (2015). Some expert such as Sugiyono (2016) describes it as *rating-scale*. It is because the data is collected in numbers, then the result is described. Therefore this research is concluded as descriptive qualitative research.

#### B. Population and Sample

The data were collected when I was doing a field study in SMA Negeri 1 Kalasan last semester. They were gathered from the 30 students of SMA Negeri 1 Kalasan who were in the class of XI IPS 3. This class consists of 19 female students and 11 male students. There are 190 data that is recorded into the sentences collected from the whole class. The

samples already got training for the topic of Personal Letter before the trial test. The data is part of the students' trial test on the topic of Personal Letter.

### **C. Data Collecting Techniques**

The research design of this study is concluded as descriptive qualitative. For that reason, the technique of collecting the data is by explaining the result of the data. The data are collected from the students' personal letter that wrote as the students' task. Based on the letters, the sentence errors that found in the written are calculated and measured to get the result of the percentage as the first step. Then after that, based on the result of the calculation, the data are described in detail. This is how the data are collected.

### **D. Data Analysis Techniques**

To analyze the data, error analysis method of Corder as mentioned in Vásquez (2008) has been used.

#### **1. Error Analysis by Corder**

Referring to the steps of error analysis method above, the data will be analyzed as follows:

##### **a. Collecting of the Samples of Learner Language**

The first step of this study is collecting of the samples of the learner language. As mention above that the data are composed as the students Personal Letters which are part of the students' trial test. Furthermore the sentences written on the letter will be analyzed one by one to identify the error sentences. Moreover I have listed the data to the single sentences. It will be breakdown one by one through the next steps of analyzing the data.

**b. Identifications of Errors**

In order to define the error of each sentences type, I have to divide the correct sentences to the incorrect ones first. It is to make the error analysis easier. All the data are listed in a single sentence as mention in the first step above. The incorrect sentences are listed in a table. The incorrect sentences table is the one that will be used to analyze the grammar error.

Based on the data collected, I have already identified four types of error analysis according to the kind of the sentences. These are focused to the error for simple sentences, compound sentences, complex sentences, and compound-complex sentences. It is

divided to make easier on spotlighting the grammar errors. Therefore I only classified the data into four categories. All of the categories are relevant to the research goal, which is finding the grammar error in the level of sentences analysis.

Every incorrect sentence will be marked and coded. The codes contain of letters and numbers. The first letter means the type of the sentence. Followed by the first letter, there is the first number. The first number indicates the order of the sentence. Then there is the second letter after the first number. The second letter points to the type of the error. In addition, the last sign is the second number. The second number identifies the order of the error type. The labels are obstructed by slash line. Those labels will make the error analyzing uncomplicated, since the sentence is clear what mistakes do the sentence belong to.

**c. Description of errors**

Once the correct sentences and the incorrect ones have been divided, the incorrect sentence is the next target to be concern. There are so many type of error found in the incorrect sentences. However, I only

focus to categorize the mistake in order of the sentences types. There are four categories for the sentences types. They are simple sentences, compound sentence, complex sentences, as well as the last category is compound-complex sentences.

However, the others part of grammar called word functions such as subject, predicator, object, attribute and adverbial will also be analyzed for a brief. All of them will be mentioned whenever they are in the error cases. This means that this study does not only identify what types of the error sentences, but also mention the part of the error case. The error cases are also shown on the table of the findings.

**d. Explanation of errors**

The step of Explanation of the Errors will clarify every case found compare to the whole error data collected. Therefore, it is called to be the calculation of the errors found. This part is crucial in order to know how frequent these errors have been made by the students of class XI IPS 1 in Kalasan Senior High School. The calculation of the error

analysis is advantageous to recognize the frequent of the cases compare to the whole errors sentences.

**e. Evaluation of errors**

The last step to examine the data is by evaluating the errors itself. The evaluation will be comparing the result data towards the whole data collected. All the results are shown in the step of evaluation of errors. It will be shown whether the result is good or not, after evaluating the error analysis. According to the result of the calculation on the data of the error frequency, it will be lead to a conclusion. In order to make the conclusion easier, the results of the calculation have to be recorded on the table.

## CHAPTER 4

### RESEARCH FINDINGS AND DISCUSSIONS

#### A. Findings of The Data

The data was collected when I did my Field Study (PPL) in SMA 1 Kalasan. The field study itself was released on September 14<sup>th</sup>, 2015 and finished on October 17<sup>th</sup>, 2015. It was collected as part of the students' trial test, from the chapter of Personal Letter. Even though the data is collected from a test, nevertheless it is counted as non-test one. It is because the data is the essay of personal letter writing. There are 30 personal letters were collected. From all 30 personal letters, I found 185 sentences that become the raw data. Not all the sentences found are able to be analyzed. Only the incorrect sentences are identified as the main data. Those incorrect sentences are analyzed using Corder analysis method. The tool of the data itself is provided into a List.

#### B. Analysis of the Data

There are total 30 personal letters collected from the students test. There are five steps to analyze the collected data. The first stage is the data are divided into the correct sentences and incorrect sentences. Then the incorrect sentences one are analyzed through their sentence types. They are simple sentences, compound sentences, complex sentences, and compound-complex sentences. The sentences analyses are

focused only for the grammar errors sentences. The analysis includes the technical function of the sentences. This means that the errors of the sentences include the error in subject, predicator, object, attribute, and adverbial are also analyzed.

## **1. Collecting of The Sample**

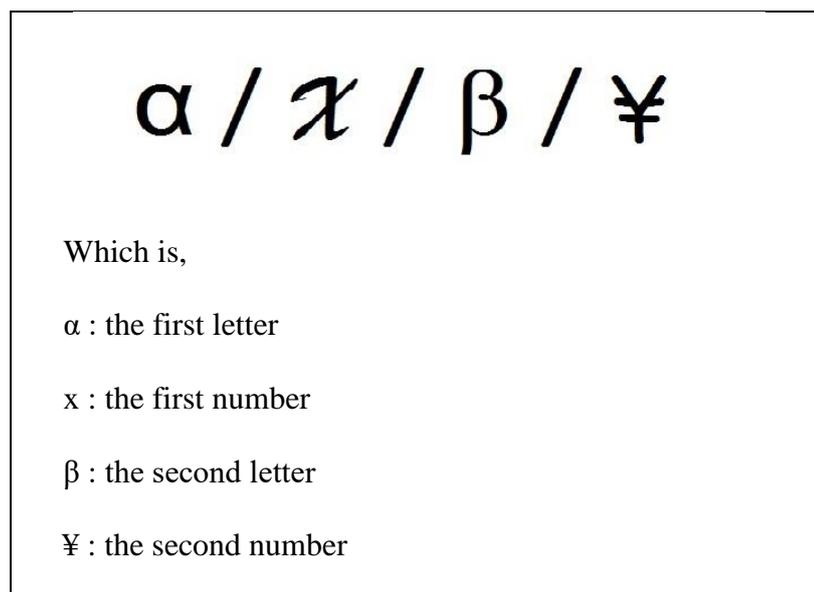
The first step of the research is making a list of the data collected. From the 30 personal letters of the data collected, I listed every sentence into a single data. There are 185 sentences gathered. These sentences are listed one by one to make the analysis easier. All of them can be written in the present, past, and future tenses. As the result, there are 85 correct sentences and 100 incorrect sentences. Along with the aim of the research is focus on the error sentences, only the error sentences are recorded in the table.

## **2. Identification of the error**

The second step of the research was identifying the problems. The findings of the problems were developed from the observation and the brief investigation. In this step, I had already coded all the incorrect sentences. As agreed before, that the code contains some letters and numbers. The picture 4.1 shows how to write the code on the data.

Based on the picture above, the first letter indicates the type of the sentence. Followed by the first letter, there is the first number. The first number shows the order of the sentence. This order is based on the list of the table. Then there is the second letter after the first number. The second letter points to the type of the error. In addition, the last sign in the code is the second number. The second number identifies the order of the error type. This means that a code consists of two letters and two numbers. Along with all of the labels are obstructed by slash line.

**Picture 4.1. Coding the data**



Based on the Appendix 1, there are 100 error sentences. Thus error sentences are divided to simple sentences, compound sentences, complex sentences, and compound-complex sentences. The simple sentences list is provided on the Appendix

2. The table of compound sentences can be seen in Appendix 3. Furthermore, Appendix 4 presents the list of complex sentences. In addition to find the sentence of compound-complex sentence is added to Appendix 5.

**Table 4.1 The code in the data**

<b>Function</b>	<b>Code</b>
Simple sentence	SS
Compound sentence	CD
Complex sentence	CX
Compound-complex sentence	CC
Subject	S
Subject attribute	SA
Predicator	P
Object	O
Object attribute	OA
Adverbial	A
Coordinator Subordinator	DN

### **3. Description of the error**

As already known from all 190 sentences collected, there are 100 sentences with errors. All of incorrect sentences consist of 74 error simple sentences, 8 error compound

sentences, 15 error complex sentences, and 3 error compound-complex sentences. Each of the sentences consists of at least one case. There are 81 cases of simple sentences, 15 cases of compound sentences, 22 cases of complex sentences, as well as 6 cases for compound-complex sentences. As the result, there are 124 error cases from the students writing completely. Based on the cases found, this means that some sentences have multiple error cases of each.

Following the listed to the single sentences, I identified the error sentences. The incorrect simple sentences consist of various error cases. There are 81 error cases, which means in a sentence can be found one or more than one case. The error cases themselves that found in the sentences include the errors of subject, predicator, object, object attribute, and adverbial.

#### **4. Explanation of the error**

To know how frequent the errors were made by the student, I have evaluated the data. To evaluate the data, I have to compare each part of the errors to the total error cases. This calculation needs a formula to compare the data. Therefore formula to calculate the frequency of the errors is shown on the Picture 4.1.

Picture 4.1. The Formula to Calculate the Data

$$P = \frac{n1}{\sum N} \times 100\%$$

Which is **P** on the picture is the symbol of the percentage in the error. This means the result of the calculation of comparing the every case to the total cases. This is counted per categorize, such as the percentage of the total error of simple sentences, compound sentences, complex sentences, or compound-complex sentences. As well as **n1** represent the number of the errors. How many sentences for simple sentences, compound sentences, complex sentences, and compound-complex sentences are compared to the total of the incorrect sentences. In addition,  $\sum N$  is the total of the error sentences in this research. I have used the formula above to calculate the Data Summary; consequently the result is shown on the Table 4.1.

**Table 4.1. The Data Summary of Error Sentences**

Evidence	Errors sentences (n1)	Incorrect sentences ( $\sum N$ )	Errors Percentage (P)
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Simple sentence	74 sentences	100 sentences	74%
Compound sentence	8 sentences	100 sentences	8%
Complex sentence	15 sentences	100 sentences	15%
Compound-complex sentence	3 sentences	100 sentences	3%

## 5. Evaluation of the error

Based on the result of the data summary gathered, the incorrect sentences are 100 sentences. However, the error cases are 124 from all those incorrect sentences. The error cases include subject, predicator, object, attribute, adverbial, and conjunction errors. The percentage of the incorrect simple sentences is 74%. This result is the comparison of the 74 incorrect simple sentences to the total 100 incorrect sentences. In addition, the percentage of compound sentences errors is 8%. This result is counted by comparing 8 error sentences of compound sentences to the total incorrect sentences, that is 100 sentences. Moreover, the total 15 complex sentences compares to 100 incorrect sentences makes this type of sentence has 15% for the percentage. As the result, 3% remain is the percentage of

the error for compound-complex sentences. This means there are 3 incorrect compound-complex sentences. Based on the result, we can conclude that almost three fourth of the entire data are incorrect of simple sentences. Furthermore, this is a fact that most of the students have difficulties in writing the simple sentences.

The first type of the sentences to be analyzed is the simple sentences. Based on the data gathered, the incorrect simple sentences are 74 sentences. This makes the percentage of the error simple sentences are 74% compare to the total incorrect sentences. This is quite high number of error sentences. The data shows that there are 4 cases of error subject in the simple sentences category. The four of them are in the different sentences. The four of those subject cases are categories as error because the sentences do not have any subject. "Because I got a good mark in the middle test." (SS/52/S/4). The reason for this sentence is incorrect because in English grammar, the word "because" is not allowed to be put as the first word of the sentence. It will be accepted if the word "because" is followed by a comma after a phrase that is following "because", and there is another main clause after that comma. Therefore this sentence needs subject and predicate to make it a full sentence. The

correct sentence is “It is because I got a good mark in the middle test”.

Another mistake that makes a simple sentence becomes error is the incorrect predicate. According to the data, there are 22 error cases because of error predicator. Most of the sentences do not have any predicator. For example “You must profesional of teaching.” (SS/37/P/6). This sentence is wrong, because there is no predicator here. “Professional” is considered as a noun. It is the object of this sentence. The other case because of predicator is some sentences have incorrect predicator. For example “I will teaching to Prambanan high school next week.” (SS/43/P/8). The verb with “will” needs to be added a root word of verb to make it usable in the sentence. In the other hand, it does not need -ing to make this sentence complete. The sentence “I will teach to Prambanan high school next week” is already correct to express future tense. These are some example of the error predicator in the simple sentences. Many other simple sentences with incorrect predicator are found in this study.

The other incorrect of simple sentences is made of error object. There are 15 simple sentences with incorrect object. “This is my experience not to forget.” (SS/42/O/8) is one of the

examples of error object. This sentence has unpleasant arrangement of object. This sentence can be change to “This is my unforgettable experience.” The other mistakes are because of typo and incorrect sign. Even though there are some errors of object, there is no object error because the omission of the object.

Following the object, there is an error because of object attribute. This object attribute issues on the simple sentences of the data are quite great in quantities. There are 33 error cases because of the object attribute error. For example in the sentence “I hope you fine” (SS/27/OA/19), there is no verb after “you”. The word “fine is considered as adjective, so it needs a verb to make the sentence complete. The verb here is counted as the object attribute. It is because this verb is following the object. The right sentence of the example above is “I hope you are fine”. Many sentences are without verb in the position of the object found in this study.

The last case of the simple sentences is about the adverbial. There are 7 sentences with error adverbial are found in this study. The example of error adverbial is “In here I’m fine.” (SS/24/A/3). The arrangement of the adverbial should be write in the end of the sentence. The correct sentence for that is

“I’m fine here.” Most of the adverbial error cases are the wrong structure of the arrangement.

From 100 incorrect sentences, there are 8 error sentences of compound sentence. This makes error compound sentences turn into 8% of the overall error sentences. This result is counted from 8 error sentences which are compared to the total 100 error sentences. Even though this is not a large number, it has important contribution of the study. From the 8 error sentences, there are 15 error cases found. The error cases consist of error in subject, predicate, object, and subject attribute. There is no case for other sentence functions in the incorrect compound sentences. The errors of the subject are 2 cases. The example of error subject is found in the sentence “And the other teacher is friendly, so you can adaptation with other easily.” (CD/6/S/2). The subject of the sentence above is “the other teacher”. *Other* must be followed by plural noun. Therefore this sentence is incorrect, because the subject is singular. The article for single third party is “another”. Therefore the right sentence should be “Another teacher is friendly, so you can adapt with other easily.” The word “And” in the beginning previously is also omitted. It is because in English structure, the word “and” does not allowed to be put as the first word of the sentence. However, the word “and” is able to be

replaced by another conjunction such as *in addition*, *plus*, *as well as*, and many more.

The other case of error compound sentences is the mistake of predicator. “But I think the school is have many tree so its looked more green and fresh” (CD/5/P/4). This is the example of error predicator of compound sentences. The sentence above does not need to be as the predicate. The words “is have” should be replace to “have”. However, because of the subject is a singular noun, root word “have” should be replaced to “has”. Then the right sentence is “I think the school has many trees so it looks more green and fresh.” Another incorrect predicate is the wrong verb for the sentence. For example “You always teaching with a cheerful and I think you can’t angry but you can teaching seriously.” (CD/8/P/9, CD/8/P/11). The first verb of the sentence above is *teaching*. The context of the sentence is regular activity, so the sentence must be in simple present tense. The word “teaching” does not suit for simple present tense. It has to be changed to “teach”. The third verb which is also “teaching” word is the same case of the first verb. In this sentence, there is also another error of verb. It is “can’t angry” part. *Can* is categorized as modal. After modal, there should be root verb. To make the right sentence, this must be added a verb. The word “get” might complete the sentence. As

the result, the right sentence is “You always teach cheerfully and I think you can’t get angry, but you can teach seriously.” These are the incorrect sentences because of error predicator. Despite the fact that in one sentence, there are able to be more than one error cases.

Still analyzing the compound sentence, there is another error case. It is the mistake of object. The error object found in the compound sentence is only one. The sentence “But I think the school is have many tree so its looked more green and fresh.” (CD/5/O/1) is the example. “many tree” is the object of the sentence. *Many* is used to describe that there are more than one noun. In addition, the noun following the word *many* should be added –s or –es. Therefore the right words are using “many trees” for that sentence. The error object of compound sentence is only one, so this is found in one sentence.

The last case of the error compound sentence is the incorrect subject attribute. There is one error subject attribute in the compound sentence category. The sentence contains error subject attribute is “You always teaching with a cheerful and I think you can’t angry but you can teaching seriously.” (CD/8/SA/1). The words “with a cheerful” must be replaced to “cheerfully”. The word *cheerful* is counted as subject attribute.

It is because *cheerful* explains the subject. That makes this sentence incorrect for the subject attribute.

The third type of the sentences is complex sentences. The data shows that there are 15 incorrect sentences of complex sentences. Based on the data, there are 22 cases from that 15 error complex sentences. The mistakes are caused in the part of subject, predicate, object, attribute, and also the subordinators.

There is only one mistake that is made because of the error subject in the complex sentences. The incorrect sentence is “Thank’s for your kindness that wants to be our teacher.” (CX/10/S/1). There is no subject in this sentence. Therefore this sentence needs a subject. The sentence can be changed to “I thank you for your kindness that wants to be our teacher.” to make it right. Whenever a sentence do not consist a subject or predicate, it cannot be called as a complete sentence. Therefore this sentence has to be added a subject.

The other mistakes of complex sentence are made because of the incorrect predicators. There are 11 error complex sentences contain error predicators. Some students wrote incorrect verb or to be as the predicate. For example in the sentence “Congratulation for you, because now, you is a new teacher in Kalasan High.” (CX/4/P/3) has an error of the

predicate. The to be for *you* is *are*. However, the data shows that the students wrote *is* instead of *are*. This makes that sentence is incorrect.

Other than the mistakes mentioned, there is error in the part of the object of the complex sentence. There are 4 error cases for the error object. The four of them are in the different sentences. One of the examples is “By the way I receive news good that Miss Omi be a teacher in Kalasan High.” (CX/3/O/2). The object of this sentence is “news good”, which is incorrect because of the word arrangement. The correct words order is “good news”. This evidence indicates that there are errors for object part in the complex sentences.

Another incorrect complex sentence is made by adverbial error. The article of the adverb of the sentence is the main point to be blamed. “Well, I promise to give you good advice if we meet in classroom.” (CX/9/A/1) is the example of the error in adverbial case of complex sentence. “in classroom” seems to be all right at a glance. However, the article before the noun should be added in this case. The right form is “in the classroom”. Even though it is a mere thing, it is still counted as incorrect sentence.

Complex sentences are connected by the connector. The connector for complex sentences is called as subordinator. This study also found some incorrect complex sentences because of the error subordinator. There are 5 cases of error subordinator for complex sentences. The example is “I’m heard, it is your first experience of teaching in a school.” (CX/7/DN/2). There is no subordinator in the sentence above. Therefore it must be added with *that* as the subordinator. The subordinator is needed to connect those two clauses.

The last type of the sentence is compound-complex sentences. Some compound sentences have complex part. Another complex sentence has compound part. There are 3 incorrect sentences found for compound-complex sentences. From the 3 of them, there are 6 error cases found. Moreover, all of 6 error cases are in the part of the predicator. The example of error predicator of compound-complex sentences is “I am very happy with you because you very friendly with your students, and I hope you become my teacher ever.” (CC/1/P/1). Based on the sentence mentioned, there is one omitted verb that is as the predicate. Subject *you* is not able to be followed by adjectival. Therefore that sentence should be changed to “I am very happy with you because you are very friendly with your students, and I

hope you become my teacher ever.” There is at least a predicate after the subject to make a complete sentence.

In the end, I can conclude that there are four type of incorrect sentences based on the data collected. They are incorrect sentences of simple sentences, compound sentences, complex sentences, and compound-complex sentences. The mistakes of it makes simple sentence has 74% percentage. Followed by the second sentence type, that is compound sentence has 8% as the error percentage. As well as the percentage of the complex sentence is 15%. In addition, the compound-complex sentence has 3% of the percentage. As the result, the incorrect simple sentence is the dominant error sentences. This result is counted by comparing the error sentences per type of sentences to the total incorrect sentences.

## CHAPTER 5

### CONCLUSION

#### A. Conclusion

Grammar is one of the essential subjects in learning English language. This is the main part that rules the language itself. Therefore in learning English, the learners have to handle the grammar itself. However, many English learners still lack using the grammar into their sentences. The main problem of the grammar usage is the subject-verb agreement. Many of them make a fuss to the verb while making the written sentences. This fact drives me to conduct a study related to grammar error analysis.

The aim of conducting this research is to know what grammatical error cases that occurred belong to students' personal letter writings are. As well as the other question is how the percentages of those grammatical errors are. Those questions are answered by analyzing the data. Therefore this research counts the data to gain the result. Based on the result, the grammar errors are categorized to four types. There are error of the simple sentences, error of the compound sentences, error of the complex sentences, and error of the compound-complex sentences. These categories are divided based on the sentences types.

The dominant percentage of error sentence is the simple sentences. The simple sentences have 74% percentage. This result is comparing the error simple sentences to the whole error sentences. This number is quite high for intermediate learners. Looking back the learners' study background, they have already learned the simple tenses, continuous tenses, and the others. This makes the result worse when it shows that verb error case is the biggest contribution of the incorrect issue. Furthermore present tense has the frequent error case in the students' writing.

As mentioned above that this research is focus to find the truth of the grammar error on the students' personal letters writing. This can be figure out based on how many percentages of the simple sentences error appear. Based on the result shows that simple sentence has 74 sentences that make the percentage is 74%. This is the result of dividing the total 74 incorrect simple sentences to the total 100 of error sentences. This numbers is quite high for comparing the overall incorrect sentences. This result also indicates that simple sentences error turns into the dominant mistake in the students' writing.