**THE SYNTACTIC ERRORS OF THE UNIVERSITY STUDENTS'
ESSAYS**
(*A Descriptive Study at the Fourth Semester Students of English Department
Unismuh Makassar*)

A Thesis

*Submitted to the Faculty of Teacher Training and Education
Muhammadiyah University of Makassar in Part Fulfillment
Of the Requirement for the Degree of
Education of English Department*

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR

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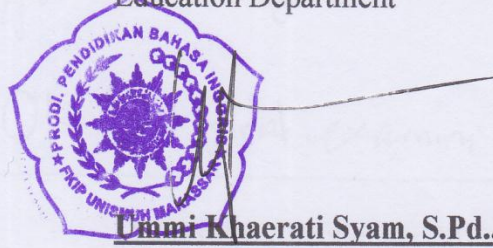Makassar,   Februari 2018

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Yuliana

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CHAPTER I

INTRODUCTION

A. Background

Despite of having learnt for many years, English learners tend to think of difficulties when they encounter with term 'English Language'. Thus, English learning and teaching has been a mayor issue for those students who study English. This case attracted the researchers attention in cracking the difficulty faced by students. The requirements needed to communicate in using English as a part of communication is good construction of each sentence to enable the partner of speaking to crack the main purposes of the utterances.

Language is a basic need for society, it is comprised a crucial part used to communicate in social activities, from government to the work place or even school to the home. These activities count for complex sentences to set ideas in the form sequences of words. The students ability to to combine words into a complex sentences to reflect the students competence in using English. To evaluate this skill, therefore, teachers are used to examine the students piece of writing to know how often the students commit many errors in their sentences.

As a part of linguistics, syntax deals with the rule of construction of a good sentences. In this case, it refers to the aspect of how words put together in a good order. By getting through the fundamental theory of syntax, it enables the human being to utter the complex ides, messages in their mind in a complex sentence.

Furthermore, syntax has to do with putting together to build phrases, putting phrases to build clauses or bigger phrases, putting together clauses to form sentences. In general, human are able to communicate by using single words and many form of gestures, particularly when dealing with other members of similar social groups. Yet, complex message for quite complex situation requires more than just single words, thus every human being are demanded to have high skill to construct proper phrase and clauses.

In response to above requirement, many students of non-native English tend to construct grammatical sentences in writing incorrectly. This might occur as a result of lack understanding the syntactic pattern particularly in writing. The continuously complex process of uttering thought is not a simple process if the language is a foreign language. The writers are more frequently interfered by their native language during the process in writing English as foreign language. Moreover if it refers to syntactic term. However, the analysis of syntactical errors has been extensively studied in recent years.

As previously investigated by Basri D, Ampa and Junaid (2013), syntax was very essential to be understood by the students in learning language. The study was conducted to identify the kinds and manners of syntactic errors regarding to English phrases through students' descriptive writing. The English phrases deal with two terms (categories and functions). The category itself included noun phrase, verb phrases, adjective phrase, adverb phrase, and prepositional phrase. While the functions determined as subject, predicate, object, complement, and adjunt. The research found that the native Indonesian-speaking

students. Makassar committed 16 kinds of syntactic errors. As in the syntax, phrases were the main problems in learning English as the result of different string in words from Indonesian native language. The finding also shown that there are 18 manners of syntactic error occurred. In conclusion, phrases were the main problems faced by English learners in learning English. Another similar study conducted by Zughoul in Ngangbam(2016) showed that error in noun phrase, verb phrase were frequently conduted by the learners. The most frequent noun phrase errors were in the use of article, ordinals, and quantifiers.

Furthermore, Al-badawi (2012) in his study *'An Analysis of Phonetic, Morphological and Syntactic Errors in English'* identified common phonetic, morphological and syntactic error committed by native Arabic-speaking learners of English through speaking task. Regarding to syntactic errors, the errors tend to arise from native interference on language learning structure as the result of different pattern of both languages. The large number of syntactical errors found in the term of subject-verb agreement, noun phrases, and prepositional phrases. Similarly with the investigation conducted by Zawahreh in Ngangbam (2012) stated that there were three types of most predominant errors among tenth grade students in Ajloun school. Those are the lack of agreement between subject and the main verb, insertation of preposition, omission of main verb, using present instead of past and lexical items.

Kusumawardhani (2013) conducted a research which entitled "*Morphological and Syntactical Errors towards student's English Narrative Composition at Grade XI SMA Negeri 8 Tangerang"* stated that syntax is related

to term "grammar" which concerns on phrase, clause and sentences. by investigating students' English writing composition, the study reported that errors that are commonly made by the learners involved error of omission, error of selection, error of addition and error of ordering.

Gedion (2016) examined the English syntactic errors occurred in the Malaysian ESL learners' written composition by taking 50 students of multilingual students. The subject of the research are asked to write in the classroom within 45 minutes. The finding showed that the syntactic errors were due to the interference of the learners' mother tongue involved lack of grammatical knowledge, lack of vocabulary, repetitioon bad sentence formations and developmental errors.

The previous researches have concerned on the investigation of syntactic errors made by university students' writing in wide area of syntactic items while this study concerns only in the term of phrases. The purpose of the present study is to investigate syntactical errors focuses on the usage of phrases (noun phrase, verb phrases, adjective phrases, adverb phrases and prepositional phrases) of the students essays at English Department Unismuh Makassar. Specially, the study will examine: (a) the usage of phrases in students' essays; (b) the identification of errors in phrases; (c) the analysis of errors in phrases.

B. Problem Statements

English language learners at the university level are demanded for achieving in writing English essays but mostly English students ignored some

syntactic error during the process of writing. Thus, the writer formulated the research questions as follows:

1. What syntactic errors are found in the students' essays of the fourth semester of English Department at Muhammadiyah University of Makassar?

2. What are the sources of errors made by the fourth semester students of English Department at Muhammadiyah University of Makassar in writing essays?

C. Objectives of Study

Responding with the statement of problems, the objectives of the study werr stated to find out:

1. The syntactic errors in the students essays of the fourth semester of English Department at Muhammadiyah University of Makassr in writting essays.

2. The sources of errors made by the fourth semester students of English Department at Muhammadiyah University of Makassar in writing essays.

3. Significance of Study

This study is expected to be useful for teachers, students and also the researchers who read the result of the study.

1. The result of this study is hopefully useful in for the teacher in teaching English syntax. It is hoped that information about the students

error will be used by the teacher as a based in giving enforcement in teaching especially on the students difficulties in constructing their grammatical sentences.

2. The researcher expects that the students able to construct grammatical sentences after getting information about the kinds and the sources of error that always commit.

3. This study expected to inform the next researcher as the refference in doing research in English syntax.

4. Scope of Study

This study focused on carrying out the syntactic error in their essays with respect the construction of phrases, includes noun phrases, verb phrases, adjective phrases, adverb phrases and prepositional phrases commences with the theory stated by Miller (2002: 1) regarding to the formation of phrases.

The above construction was analysed based on the surface strategy taxonomy (Dulay, Burt, and Krashen, 1982: 150) that consists of errors of omission, addition, misformation, and misordering.

The research also focused on analyzing the source of errors made by students that is categorized into four main items; overgeneralization, ignorance of rule restriction, incomplete application of rule, false concept hypothesized, (Ellis:1994: 59).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Pertinent Ideas

1. The concept of Syntax

The researcher aims to provide some theory related to the topic presented, starting with the phrase constructions and its formation. It is quite important to understand that the syntax complexity is one of the most difficult element for those who study English as a foreign language.

Syntax, although may look quite different in English. In English Language certain word The term 'Syntax' derives from Greek '*sun*' and '*tattein*'. *Sun* means 'with' while *tattein* has meaning as 'placing'. From those words defined the meaning of syntax as placing the words together into a group of words or sentences. As stated by Thomas (1993: 3) that all languages have classes only can be set up in certain position and that is why the expert saying that the construction of words out of the rule called ungrammatical. Further, Radford (2004: 7) defined syntax as the study of how to construct phrases and sentences from words. The component part of syntax is constituent. Constituents defined as any syntactical unit combined with another unit to form a construction.

1. Phrases

According to Miller (2002: 1) phrase is the grouping words that bring together heads and their modifiers. Certain word classes can be put as head either as modifier. Word classes and phrases are linked very close, a composition of

words are named after the word classes act as a head of phrase. A head is term which every member of a phrases is concerned. In such a phrase *full of stars* everything in this phrase is concerned in one word of adjective *full,* therefore this phrase named adjective phrase. Likewise the phrase of *might have told*, everything in this phrase is associated with the word class of verb *told,* therefore this phrase stated as verb phrase.

Carnie (2001: 32) grouped phrases into five divisions those are noun phrases, verb phrases, adjective phrases, adverb phrases, and prepositional phrase. These phrases are distinguished based on head as center of the phrase. The clause *"The pain will build my memories"*. *The pain* and *my memories* are noun phrase. The first of those noun phrase is NP functions as a subject, and the second NP has function as an object. The head of NP is a noun and it distinguishes one phrase from another phrase. The words such as *the* and *my* come before noun itself, classified as determiner to determine the noun, and it includes as a member of modifier.

$$N = \pm \text{Det:art/pos/num/demon} \pm \text{Mod}_2\text{:Adj/n} + \text{H:n} \pm \text{Mod}_3\text{:RA/Clause}$$

In identifying noun phrases in sentences there are several aspects to be recognized. Firstly, NP can be inserted in position indicates by adding appropriate element to form a complete sentence functions as subject or object. The existence of NP in front of the verb determines the inflection of the verb. For instance *my father is a teacher,* leave from this clause *my father* functions as the subject of the clause and take a role to determine the inflection of the verb. We consider as incorrect clause whenever we put *are* as the verb since the consideration that *are*

only cope with plural subject while *my father* is a singular. Secondly, most of NPs are able to be replaced with pronouns such as *he, it, them* etc.

   Will build in the sentence above is a predicate. Consists of modal and verb to form verb phrase where the verb has function as the center of phrase (Ba'dulu , 2008: 42). *Will* is a modal, while *build* is bare infinitive as a lexical verb. In syntax itself, verb class has two frames based on the occupation in sentences. Transitive verb is those verb put direct object right after the verb. For instance, *I clean the room. Cleab* is the transitive verb accompanied by *the room* as its direct object. Furthermore intransitive verb are those verbs take indirect object, adjective and adverb right after the verb itself. For example, *i run, she is beautiful, I am here. Run* is one of verb puts no direct object after the verb, while *Is* linking verb takes adjective (beautiful) as complement, and *here is* one of adverb gives indication of the position whereas called as adverb of place. This phrase construction is generated from the following formula:

$V= \pm\ Mod_1:aux1 \pm Mod_2:aux_2 \pm Mod_3:aux_3 +H:v$

   Similarly with other phrases, adjective phrase takes adjective as the head of the phrase modified by adverb to form adjective phrase Aps minimally consist of an adjective. It can appears at a distance from NP they describe or occur in the NP. The syntactic frame of Aps modified by determiner as premodifier placed before adjective, in many cases APs has function as object complement precede by linking verb such as be, seem, look, feel and etc. The another syntactic construction of Aps is modified by adverb. For instance *quite calm to walk,* the phrase *quite calm* indicate the existence of adjective phrase, those noticeable from

the head of the phrase filled by adjective *calm* and modified by intensifier *quite* represents the usage of adverb in modifying adjective. For further Ba'dulu (2008: 48) formulated a formula to construct Aps as follow:

Adj=±Int:int+ H:adj

An adjective phrase consists of intensifier slot filled by intensifier followed by an adjective as the head of the phrase.

Adverb of phrases is a word group takes adverb as the head of the phrase that can be precedes by the intensifier. According to Delfito (2006:83) in traditional grammar, the view has to be improved in two aspects. Firstly, adverb modifies not only verb but adverbs are words that modify the other words in sentences (usually adjectives, verbs, or other adverbs). The construction of adverb phrase consist of intensifier slot filled by intensifier while the head slot filled by a verb. Secondly, not all adverbs can be interpreted as predicate operators. For instances, temporal adverbs of frequecy such *often* has been interpreted as unselective operators. This kind of phrase can be formulated to generate adverb phrases as follow:

Adv= ± Int:int + H : adv

Despite the surface of Aps and Advs construction are similar, these two phrases have different structure and function. The identification of this difference occurs in these two phrases *the big beautiful girl(1)* and *the very beautiful girl(2)*. The first phrase leads us to an example of NP whereas a noun *girl* modified by two Aps, thus the second phrase modified by only one adjective. The word *very* modifies *beautiful* to form an adjective phrase.

Apart from the other kinds of the other phrases which have slot for the head of each phrase, prepositional phrase has no head instead of having its own basic construction. The formula for this phrase as follow:

Prep=Rel:rel + Axis/n/N

The prepositional phrases consist of relater (Rel) filled by preposition and axis is filled by noun or noun phrase. We often found preposition in a short word, but it is also prepositions which consist of several word such as, *in spite of, because of, in case of,* then there is a preposition like *concerning* that come from verb words. Carnie (2002: 38) stated that in traditionally preposition called particles that has no noun as the object.

In the living room there was a girl near the fireplace. The function of PP are seen in the example, thus it is not that very difficult to identify the existence of PP in the sentences as its function as direction and times. But for some beginner there several PP seems ambiguity that quite difficult to differentiate whether it is an NP or PP. It might be arose since the consideration that PP is less importance compare with the existence of the NP and preposition itself takes noun as the object of preposition that quite similar with noun phrases which takes noun as the head of the phrase.

2. Errors

The concept of intention plays an essential role when defining an error since "an error arises only when there was no intention committed (James,1998: 77). Error mostly defined as the same meaning with mistake while this term have crucial distinction, error refers to the process when the learners are able to make

self-correction after uttering incorrect expression. In contrast, mistake arises when the learner are not able to make self- correctness.

The study of Errors Analysis is the part of investigation of the process of language learning. It provides us with a picture of the linguistic development of learner and may give us indications as to the learning process.

a. Error Analysis

According Corder in Ellis (1994: 46) in analyzing errors, the steps are divided into five steps include collecting sample of learner. These steps will be the main focus in analyzing sentences formed of the research. There are some steps in conducting an error analysisas written as follows:

1. Collecting a sample of learner language

2. Identifying the error

3. Describing the error

4. Explaining the error

5. Evaluating/correcting the error.

Furtherer, In analyzing the data, Gass and Selinker (2008: 103) provide the following items are the steps to conduct an error analysis research:

1. Identify errors

The error made by the students in their essays will be identified in this stage. Therefore, it was necessary to know how to identify them. The Identification depended upon what target point of the study.

2. Classify errors

In the classification of error from the data found, the researcher classified the kinds of error occured. They are divided into four categories; omission, addition, misformation and misordering.

3. Quantify errors

To quantify the error of the students committed in their essay, the error is counted and present in percentage rate.

4. Analyze sources

This step was accounted for estabilshing the sources of error. The researcher focused on analyzing the source of error. The source of error is classified into two different form intralingual and interlaingual.

b. Source of Error

There are two main kinds of error that cover an error analysis framework; Interlingual and Interlingual Error.

Interlingual is the kinds of error for language learners caused by learner during the process of transferring language. Brown (2007: 263) stated that interlingual transfer as those items that are characterized to the Native language.

Intralingual language is the negative transfer from native language to the target language. It is known as the result of the learner's mean to produce language based on their own hypothesis related to the target language system he is learning. As stated by Brown (2007: 264) that "Intralingual errors are those that are due to the language being learned, independent of the Native language"

According to Richard in Ellis (1994: 59) errors in intralingual often subdivided into four groups, as follow:

1. Overgeneralization

   This occurs when the learners use the same term or element of sentences in different pattern or structure of a sentence.

2. Ignorance of rule restrictions.

   The students often tend to make errors because they fail to observe the construction rule of the structure.

3. Incomplete application of rule

   The students make error because they ignore the pattern and fail to substitute the certain element of a sentence.

4. False concepts hypothesized.

   False concept hypnotized when the learners are unable to understand the rule distinction in the target language.

c. Kinds of errors

Mostly finding errors arose in many learner when the utterences are produced in the rule of new language. Commonly error can be classified according to 3 main divisions according to a surface taxonomy of errors introduced by Dulay, Burt, and Kreshen, (1982: 150).

1. Omission

   Omission errors are characterized by the absence of an item that must appear in the well-formed phrases or sentence. Any morpheme or word in a sentence is a potential candidate for omission. However, between

content words and function words, the letters are more frequently omitted by language learners.

Example:

I begging (I am begging)

2. Addition

Addition errors are opposite of omission. They are characterized by the presence of an item, which does not appear in well-formed utterance.

Example:

She is walks on the hometown (she walks on the hometown)

3. Error of misformation

Misformation is characterized by the use of the wrong form of the morpheme or even structure.

Example:

I have a banana and so is Lia

4. Errors of misordering.

Misordering is characterized by the incorrect placement of one or more elements in phrase or sentence. The errors may be made by learners when they have acquired certain simple patterns.

Example:

She has eye beautiful (She has beautiful eye)

3. Essay

Accroding to Harsyaf (2009:3) Writing is the process of transforming thought into language. This process involves the consideration of content of the writing and the way to arrange the ideas by using appropriate language such as grammar and vocabulary. Furtherer, Regarding to writing as means of communication, Dvorak in Harsyaf (2009:3) stated that writing refers to all various activities that involves transferring thought through papers that focuses primarily on the conventions of language form.

As a part of writing, essay is a piece of writing that usually comes from the author's personal point of view. Mostly essays are non-fictional but often subjective. According to Oshima and Hogue (2007), essay has three main parts as follows :

 a. The introductory paragraph

 b. Body paragraph

 c. The concluding paragraph

Longer academic essay nowadays are mostly discursive. This type of essay sometimes begins with a short summary related to what have been told in the previous written study that is known as literature review. Longer essays might contain an introduction which contain words and phrases tightly defined the title of the essay.

Substantial fact, quotations and the supporting material are required by most academic institutions and will be referenced in a biblography at the end of the text. These requirements allow the reader to grasp the fact and quotation supported the essay's argument. The academic essay represents the students

ability in presenting their thoughts in good other and representing their intellectual capability. There some types of academic essays as follows:

a. Descriptive essays

This type of essays is proposed to present a vivid description of person, location, object, or event an event. It gives the detail information related to the object of the essay that enable the readers to imagine the object as if they really see it in real.

b. Narrative essays

Narrative essays provide a course of event or even person in past tense. Even some of narrative essays are not chronological, they follow the series of experience and reflection. This kind of essay mostly identify point of the narrator.

c. Compare and contrast essays

The aim of a compare and contrast essay is to develop the relationship between two or more things. Generally, the aim is to show that the main differences or similarities are inadequate, and that closer examination reveals their unobvious, yet significant, relations or differences.
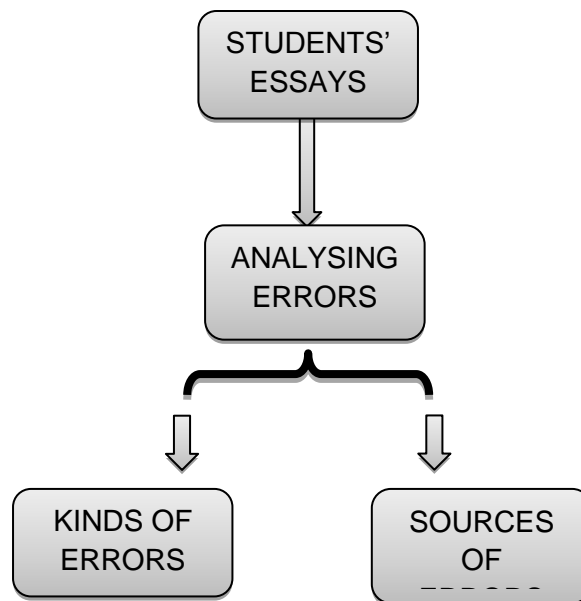
d. Persuasive essays

Persuasive essay, the writer tries to persuade the reader to accept an idea or agree with an opinion. The writer convinces the reader that her or his point of view is a reasonable. The persuasive essay is written in a style that can attach the reader's attention, and the writer's opinion should be backed up by some strong supporting details.

e. Argumentative essays

Argumentative essays are most often used to address controversial issues serious issue over which there is some evident disagreement. An argument is a position combined with its supporting reasons. Since Argumentative essays are mostly understood as the type of essays that address controversial issues and provides. This kind of papers provides claim along with supporting details to proof that the claim is true.

B. Conceptual Framework

The conceptual framework of this study was illustrated in the following diagram.

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```
        ┌─────────────┐
        │  STUDENTS'  │
        │   ESSAYS    │
        └─────────────┘
               │
               ▼
        ┌─────────────┐
        │  ANALYSING  │
        │   ERRORS    │
        └─────────────┘
           ╱       ╲
          ▼         ▼
   ┌──────────┐  ┌──────────┐
   │ KINDS OF │  │ SOURCES  │
   │  ERRORS  │  │   OF     │
   └──────────┘  └──────────┘
```

Figure 2.1 Conceptual Framework

This figure gave a brief description regarding to this research's conceptual framework that was conducted by using essay writing as the specific subject. The sentence constructions in students' essays were analyzed to find out the kinds of

errors and the sources of errors in the term of syntax as the output of the research. There were five kinds of phrases examined, include noun phrases, verb phrases, adjective phrases, adverb phrases, and prepositional phrase.

CHAPTER III

RESEARCH METHOD

A. Research Method

This research applied descriptive research method that was aimed to analyze the syntactical error in the students' essays. The researcher predicted a set of syntactic error to be identified that used qualitative research in order to achieve its objectives.

Thus, the writer analyzed the syntactic error that occurred in the students' essays with reading deeply to find out the error and counted them. Finally, the errors were classified according to the kinds of errors that the students mostly committed and the data will be interpreted descriptively.

B. Research Variable and Indicators

Variables of this research were the kinds and sources of syntactic errors that were focused on the phrases category (noun phrases, verb phrases, adjective phrases, adverb phrases and prepositional phrases) in students' essay made by the even semester students of English Department at Makassar Muhammadiyah University. The features of the phrases were used as the indicators include all kinds of modifiers in constructing the phrases. It was important to examine the sentences and clauses that is built by phrases in students' essays because each phrase has its own function in the construction of sentences and clause.

C. Object of Research

The object of this reasearch was the fourth semester students of English Department in Muhammadiyah University of makassar at the year of 2016. The class consists of ten classes: A, B, C, D, E, F, G, H, I, and J. The total number of the even semster student of English Department in Muhammadiyah University of Makassar are 319 students.

The research used purposive sampling technique by taking two classes. In each of two classes the researcher chose randomly 15 students from each classes. Thus, there were 30 students who took apart in this research.

D. Research Instrument

In doing research, the researcher employed the students' essays that took from the lecturer's document who taught related subject to the object of this research. Hence, the researcher read repeatedly the students' essays of the fourth semester students of English department to find out the kinds and the sources of errors occured.

E. Data Collection

Essay writing was used to observe the students proficiency in writing particularly in using syntax. In conducting the research, the data were taken from the lecturer document which were in the four different essays.

The writer used qualitative research in her study which the method is conveyed in descriptive analysis way to describe and to interpret the result of qualitative data.

F. Data Analysis

The steps of the data analysis were conducted according to the method Gass and Selinker (2008) . The steps of analyzing will be described as follows:

1. **Identification of errors**

   The error made by the students in their essays will be identified in this stage. Therefore, it was necessary to know how to identify them. The Identification depended upon what target point of the study.

2. **Classification of errors**

   In the classification of error from the data found, the researcher classified the kinds of error occured. They are omission, misformation and misordering, (Dulay, Burt and Krasen, 1982: 150).

3. **Quantification of errors**

   To quantify the error of the students committed in their essay, the ressearcher used percentage formula stated by Sudijono (1997: 4):

   $$P = \frac{F}{N} \times 100$$

   P = Percentage of errors

   F = Frequency of errors

N = Total number of errors

4. Analyzing sources of Error

This step was accounted for establishing the sources of error. The researcher focused on analyzing the source of error in term of intralingual errors of the students which is divided into four groups according based on subdivision classified by Richard in Ellis (1994: 59).

a. Overgeneralization

b. Ignorance of rule restrictions

c. Incomplete application of rule

d. False concepts hypothesized

CHAPTER IV

FINDINGS AND DISCUSSION

After conducting the research, the research along with its analysis will be adressed in this chapter.

A. Research Findings

The objective of the study was aimed to identify the kinds and sources of syntactic errors in the students' essays of the fourth semester of English Department at Muhammadiyah University of Makassar in writing essays. The result of the objective is presented on the research findings below.

1. The Kinds of Syntactic Errors In Students' Essays

There were four kinds of error committed by the students in their essays, they are omission, addition, misformatioan and misordering. Omission is the kind of error that occurred as the lack of certain element of a phrase, addition occurred because of the existance of unnecessary word that is added to the phrase construction, misformation is an error occurred because of the misselection of the certain unit in phrase, and misordering is known as the error occured due to the wrong arrangement of words in forming phrases.

The result of the data analysis in of syntactic error committed by the students is presented in the following table.

Table 4.1 Kinds of Syntactic Errors

Kinds of Errors	Phrases Categories					Percentage
	Noun phrase	**Adverb phrase**	**Verb phrase**	**Adjective phrase**	**Prepositional phrase**	
Omission	2	-	12	-	-	14.8 %
Addition	3	-	5	-	-	8.55%
Misformation	25	1	15	1	10	42%
Misordering	20	-	-	-		21.20%
Total					94	100%

From the data presentation above, this section clarifies the finding to answer the research questions. They are the kinds of the dominant error which occurred in the students essays. The more detail of the data findings are provided below.

Fest is omission. There are about 14 omission errors or about 14.9% from the total number of errors that found in the students essays. This errors are repeatedly come from the absence of the certain unit in constructing phrase for the kinds of phrase construction. They are Noun phrase and Verb Phrase. the detail description will be presented as below:

a. Omission in noun phrase. Students committed 2 errors in forming noun phrase in their essays. This kind of error can be found in this the following example:

Incorrect   : a mountain is a place that have _many challenge_[*] (Appendix 1)
correct   : a mountain is a place that have _many challenges_

In the given example the student use the determiner *many* and followed by singular noun by omitting the certain element of the phrase. Therefore this error in phrase constriction is categorized omission.

b. Omission in verb phrase which the number of errors are about 12 times. The students tend to ommit the auxialry that should be presented in verb phrase. The following phrase construction is the exmple:

Incorrect : This dish *common consumed* with White Rice and fish bolu
    (banding) burn.* (appendix 2)
Correct : This dish *is commonly consumed* with White Rice and fish bolu
    (banding) burn.

In this verb phrase, the student omitted auxiliary that is supposed to be put before the ordinary verb *consumed.*

Second is addition. It is found about 8 times of appearance or about 8.5% from the students' essays. This error is find from five categories of phrase construction. They are noun phrase and verb phrase but prepositional phrase, adjective phrase and adverb phrase is not listed in the following items since there were no addition error in phrase construction belongs to those phrases construction.

a. Addition in noun phrase which found 3 times in the students essays. This kind of error is the exsistance of element that is not supposed to be presented for instances:

Incorrect : *a complete facilities* [*](appendix 3)
Correct : *complete facilities*

The student comitted additipn by adding the earticle *a.*

b. Addition in verb phrase. There were 5 addition error that were found in students essays. They tend add certain element of verb phrase in constructing verb phrase.

Incorrect : I *will **to** tell* you about the differences and similiarties between the legend of Malin Kundang and Batu Menangis.* (appendix 4)

Correct : I *will tell* you about the differences and similiarties between the legend of Malin Kundang and Batu Menangis.

The students made error in forming the given verb phrase by adding to after auxialiary (will)

Third is misformation. The researcher found about 52 times of appearance or 55.3% in percentage. Thus, it stands for the most dominant of error that occurred. This error happens in different contstrcution of phrases that is classified as follow:

a. Misformation in noun phrase. It is found that just 25 time of apperance of omission error in noun phrase constrcution. As the example,

Incorrect : There are *several thing the differences* and similiarities between the legend of Malin Kundang and Batu Menangis.* (appendix 4)

Correct : There are *several things the differences* and similiarities between the legend of Malin Kundang and Batu Menangis.

This phrase is categorized as misformation becaused the student misselceted the unit in forming noun phrase.

b. Misformation in adjective phrase, in this kind of error there was only one 1 incorrect form of adjective phrase.

Incorrect : *intelectuals responsible* (appendix 5)

Correct : *intelectual**ly** responsible*

In the above phrase, the student put modifier by using adjective, while the proper construction adjective is the head (adjective) modified by adverb.

c. Misformation in verb phrase, the students tend to choose incorrect form of auxialary in forming phrasal verb. There were 15 errors found. One of them the example is:

Incorrect : the first reason *Is change* your routine (appendix 6)
Correct   :   the first reason *is **to** change* your routine

The given phrase showed that the student conducted misformation error by selecting improper element of the phrase.

d. Misformation adverb phrase, in the similar case with adjective phrase, among 94 total number of errors. misformation belongs to the construction of adverb phrase is just 1. This kind of phrase error is written as the following example:

Incorrect : *More Comfortable heard* (appendix 7)
Correct   : *More Comfortab**ly** heard*

The students committed misformation in forming adverb phrase in the given example by selecting adjective as the head of the verb while it supposed to be adverb.

e. Misformation in prepositional phrase, there were 10 numbers in prepositional phrase belong to misformation error. As the example:

Incorrect : SMK are focused to work in company *after finish* SMK students just have 30% until 40% to slip away from university selection. (appendix 8)

Correct : SMK are focused to work in company *after finishing* SMK students just have 30% until 40% to slip away from university selection.

The students made error in forming prepositional phrase by selecting bare verb right after the prepostion.

The fourth is misorder. This kind of phrase is found rarely with 20 times of appearance or about 21.20% in percentage. Among six kinds of phrasal construction this kind of error is only found in noun phrase. For instance:

Incorrect : so he chose to sell d*ange black* by adding a sense of cheese (appendix 2)
Correct : so he chose to sell *black* d*ange* by adding a sense of cheese.

In forming noun phrase modifier should come before the head, contrast with the given phrase where the students put modifier after head of phrase. Therefore the students committed misordering.

2. Sources of Syntactic Errors

The second objective of this study was to know the sources of errors made by the fourth semester students of English Department at Muhammadiyah University of Makassar in their essays. After dealing with the data collection along with the analyzing, there were syntactic errors commited by the students which caused by overgeneralization, ignorance of rule restriction, incomplete application of rule and false concept hypothesized. Overgeneralization is the use of certain structure that is overgeneralized in the target language, ignorance of the rule retrictions is the application of rule to context where it supposed not to be

applied, incomplete application of rule deal with the failure to produce a correct cosntstruction based on the standard rule, and false concept hypotized is the fault to comprehend the disnstinction in the target language. The description of the students' error along with the example is presented as follows:

Table 4.2. Sources of Errors in Syntax

Sources of errors	Kinds of Error	Frequency	Percentage
Overgeneralization	Misformation	6	6.4%
False concept hyphotesized	Misordering	20	21.3%
Incomplete appliction of rule	Omission	14	14.9%
Ignorance of rule restriction	Addition Misformation	8 46] 5	57.4 %
Total		94	100 %

Based on the error identified, the researcher found 94 errors belong to four sources of errors. Certain kinds of error is not just caused by from one source. It is possible to be caused by more than one sources. The following section will provide the detail description.

The first is overgeneralization. The researcher found 6 times of appearance or about 6.4% errors are considered as overgeneralization. This source of error commonly causes misformation. In this case, students tend

to generalize the use of certain unit in forming phrase construction. For example:

Incorreect : if the students _don't able_ to speak English will be difficult for them to connect with other people out there.* (appensix 9)
Correct : if the students **_are not able_** to speak English will be difficult for them to connect with other people out there

The second is false concept hypothesized. n accordance to the error identification, there are 20 errors or 21.3% belonged to false concept hypothesized. Most of the students have not understood well about the rule of constructing phrase particularly the correct position of modifier and its head. This made them tend to commit misordering errors in their essays. For instance:

Correct : South Sulawesi is a **_province famous_** for its Bugis, Toraja, and Mandar ethnic.* (appendix 12)
Incorrect : South Sulawesi _is a famous province_ for its Bugis, Toraja, and Mandar ethnic.

The third is incomplete rule of restriction. In this type of error source, there were 14 or 14.9 % errors considered as incomplete application of rule that caused omission. The incomplete element of phrase in forming certain phrase lead students to omit the unit that supposed to be presented in the construction of phrase. As the example:

Incorrect : there are _many kind_ of mountain that have different track.*(appendix 1)
Correct : there are _many kinds_ of mountain that have different track.

The second is ignorance of rule restriction. The were about 54 errors or about 57.4% considered as ignorance of rule restriction. This source of error causes two kinds of error. They are addition and misformation error. There were 8 numbers of addition caused by ignorance of the rule restriction. The example is written follow:

Incorrect : *Will be walk** (appendix 1)
Correct   : *Will walk*

The reasearcher also found that here are 46 numbers of misformation caused by igoracance of rule retrction as the students tend to ignore the correct rule of constructing phrases. For instance:

Incorrect : The second reason *is examine* your life's path.* (appensix 6)
Correct : The first reason *is **to** change* your routine.

B. Discussion

This section discusses about the error which is analyzed previously in the findings to answer the research questions, and relate them with the current theories. This study found that students committed error in the term of syntax in their essay writing which belongs to four kinds of error; omission, addition, misformation and misordering and the source of error which was classified into four sources of error, those are overgeneralization, false concept hypothesized, incomplete application of rule, and ignorance of rule restriction .

The kinds of error that found in the students' writing are classified based on the taxonomy into four main group, they are omission, addition, misformation, and misorder. Then, based on data findings, the dominant error in the students' essay are misformation. The first error is omission, which means as an absence of a unit in the sentence. In data findings, this error is found differently by the absence of certain element in constructing phrases. It occurred repeatedly when the students omit an article, pronoun, auxiliary, preposition, and verb. In the result, this kind of error is found about 12 times from the students' essays. For instance, the phrase in the sentences "Insurance also *provided* by the government"

(appendix 10) is not grammatically coherence since verb phrase is not complete due to the omission of auxiliary "is". The proper phrase supposed to be "insurance *is also provided* by the government". This kind of error is commonly caused by the incomplete application of rule. In the given example the students omitted the presence of auxiliary. Some students are not dable to understand well how to put the auxilary verb in forming a verb phrase,in many cases they just focused on the verb form. The rest, the smost of students still confused about the structure of the phrase, especially when it comes to arranging the auxialary in forming verb phrase. As the result, they omitted the present of auxiliary. So, it ended up with incomplete application of rule.

The next error is addition, which means as the addition of unnecessary word. In total, there are 6 addition errors which found in the students' essay. From the data findings, the students often add the auxiliary in the verbal phrase. It make the sentence has two past marker (double markings). Then, the students also add an unnecessary word in their phrases (simple addition) such as preposition, verb, adverb, etc. For instance, "I *will to tell* you about the differences and similiarties between the legend of Malin Kundang and Batu Menangis." (appendix 4) supposed to be "I *will tell* you about the differences and similarties between the legend of Malin Kundang and Batu Menangis.". Therefore, in the given example, the student added unnecessary unit of phrase. This type of error is commonly caused by the ignorance of rule restriction as the students as the students fail to restrict of using word or phrase that supposed not to be appear on the phrase. As in the given example, the auxiliary *will* should be followed by bare infinitive. This

is the rule in applying the auxiliary *will,* however, most of the students still confuse how to apply auxiliary in forming verb phrase that ends up with ignoring the rule restriction.

The third error is misformation which is defined as the misselection of word in well-formed sentence. Relate to this, the students often make error in putting a word in a phrase, they choose wrong pronoun, preposition, article, etc. in many cases they also were unable to choose the appropriate element of phrase. Therefore, the misformation errors are found 52 times. Because of that, the misfomation error become the dominant error rather than the three errors. This kind of error is caused by the overgeneralization and ignorance of the rule restriction. The students generalize the function of modifier and to use it in forming phrase which belongs to the overgeneralization source and the students also tend to ignore the application of the rule in forming phrases. As an exampe, "We can know the information *from other* then we can re-share it". This phrase supposed to be *from others* due to the rule of forming prepositional phrase that the object of preposition itself are noun and pronoun. This example is caused by ignorance of the rule restriction. The students tend to ignored the application of the rule in forming phrases as they put determiner after preposition without noun after this slot. Another example is "if the students *don't able* to speak English will be difficult for them to connect with other people out there" (appendix 9) supposed to be if the students *are not able* to speak English will be difficult for them to connect with other people out there". From the given example it can be seen that the students generalize the function of "don't" to indicate the negation.

The last error is misorder which is defined as the wrong placement of the word in the sentence. This error are found about 20 times in the student' essays. It is found when the students place the word like subject, adverb, verb, etc. in the wrong order. As the example of it is "a *province famous*"(appendix 12). It is supposed to be "a *famous province*". This phrase was not correct since the understanding of noun phrase construction is Adjective (modifier) comes before noun (head). Similiarly to "The custom clothing for men'. This noun phrase has improper ordering of elements to build a noun phrase. The position of modifier (clothing) comes before the head of the noun phrase. Errors on this phrase is caused by the false concept hypothesized. The students usually fail to identify and comprehend of putting modifier and head in the correct position of phrase constructions.

In conclusion, the most dominant error committed by the students in forming phrases was omission which is caused by incomplete application of rule. Therefore, it is expected that the lecture give more attention to overcome the most dominant obstacle in the term of syntax.

CHAPTER V

CONCLUSION AND SUGGESTION

After conducting the research, dealing with the analysis, and providing the result, the conclusion and suggestion of this research is presented in his chapter.

A. Conclusion

The analysis of the data presented previously in chapter IV provides an picture of some conclusion in reference with syntactic errors in writing essays conducted by the fourth semester students at Muhammadiyah University of Makassar.

1. The syntactic errors found are omission, addition, misformation and misordering. The students committed a total of 94 errors which dominated by misformation errors within 52 times appearances or 55.3% from the total number of errors. Further, error in building miordering construction stood as the second position of the most dominant appearances with about 20 times of appearance or about 21.20 % of the total errors. Error in addition and omission in phrase phrase construction occupied the third and the fourth position of the most dominant appearances. With 14 numbers of appearance or about 14.8% in percentage and addition appeared 8 times or 8.5% from the total number of errors.

2. The sources of errors are overgeneralization, false concept hypothesized, incomplete application of rule, and ignorance of rule restriction. The total number of the sources of errors are 94 where ignorance is the most dominant sources of error with 54 times of appearances or 57.4% from the total number of sources of errors. Furthermore, false concept hypotized occupied the second place of the most dominant sources of error with 20 times of appearances or 21.2% from the total number of sources of errors. Incomplete application of rule and overgeneralization took the third and the fourth place of the most dominant appearances. . Incomplete application of rule occured 14 times or 14.9% and incomplete rule of overgeneralization appears 6 times or 6.4% from the total number of source of error.

B. Suggestions

Taking the result of the research as the main consideration, the researcher would like to give some suggestions to the English teacher and English learners, particularly in the term of syntax as follow:

1. In accordance with the findings, it can be seen that students still tend to face difficulties in constructing grammatical sentences, thus they should pay more attention in the study of syntax particularly in forming phrases.

2. The teachers should give more excercise regarding to apply syntax not only focus on providing and explaining the theory of syntax itself. This consideration is supported by the data showed that the students tend to

have some difficulties in constructing grammatical construction of sentences.

3. This research is lack of explanation regarding to the phsycological aspect that causes the students to commit syntactical error. The researcher expect that, the future researcher who takes the same field can provide extended description towards the psycological aspect of students in making erros in their essays.

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APPENDIXES

The Kinds Of Island Destination Interested By Tourism In Makassar

Makassar city is the capital of **south sulawesi** province which has varioust attractions that are in great demand by touris and became destination for vocation. One of them is island,island ia makassar has its own attraction with beauty of reef and its surroundings. Kinds of interest island for destination by tourism in makassar are kayangan island,samalona island,and kodi ngareng keke island.

The firs is kayangan island.kayangan island is islandwith round shape and the location is near to makassar city.the beach has white sand and the panorama of the island is so beautiful and exotic.in the kayangan island has **a complete facilities**,such as resort,guesthouses,entertainment stage,restaurant,playground,sport area and fishing spot. The island also offers a beutiful and exotic scenery. **The blue water and some shallow water many parts of island** give incredible gradation.

Another place is samalona island. Smalona island is a amazing small island. The sand and the water make the island look beautiful. The beauty of the island has made it the main **tourist destination** of most tourists visiting south sulawesi. Especially,**the tourists attraction** such as devirse marine tropical fish,coral reefs and many diving areas managed well. This attracts more tourists to visit the island.

The last is kodi ngareng keke island. Kodingareng keke is one of several uninhabited island. The sand to beach on the island is fine white and smooth,while the sea water is sparking blue and clear. The coral reefs are also natural and it is suitable for doing diving and snorkeling. A great time to visitthis island is around june until september or when it is not the rainy season. This island is an uninhabited island,so it is better to bring our own food and drink while visiting this island.

A place that is a tourist destination for a tour is the island. The island has **a veriety of amazing view** and a complete facilities. The blocking is not far away and the price is very affordable **to there**. We can see the beaty in the morning or at night,not only that we can also see the panorama contained of the islands.

Differences Rhythmic Music and Melodic Music

Music is a **sound arranged** in such a way that it contains rhythms, songs, and harmony primarily from sounds produced from instruments that can produce rhythm **Although music is a kind of intuition phenomenon, to create, improve and present it is an art form.**

The difference between rhythmic and melodic music lies in the presence or absence of a tone. If the rhythmic musical instrument does not have a tone, while melodic there is a tone. This rhythmic instrument has no tone. Although there is no tone, rhythmic musical instruments are very useful. Its function is to regulate the rhythm of the music so that **the song becomes more comfortable heard**. This rhythmic musical instrument is often used for musical accompaniment and timer track regulator.

Rhythmic and melodic music difference lies in the instrument used, How to play a rhythmic instrument can be hit by hand, with tools, or can also be shaken. How to play a melodic instrument is diverse, picked, blown, swiped, sucked and pressed**. Depending what musical instrument is played**. There are several examples of rhythmic instruments that are often used to accompany a song like, drums, drums, tambourine. Melodic instruments **often used** such as, harmonica, violin, guitar.

The difference of rhythmic and melodic instrument lies in its function, the melodic instrument is a musical instrument that has a **rhythm or pitched**, usually a melodic instrument function for the tone control of a music or song. Well, if this melodic instrument has a tone and rhythm. In a song there is a notation, like do re mi fa sol la si do. This melodic instrument can play the tones, from nand do to si. Rhythmic instruments usually serve to unite the tempo of a song.

Students 2

The Benefits of Climbing Mountain

Climbing mountain is one of the activities that become favorite spot by many people, among students, employees and entrepreneurs. In Indonesia, there are **many kind** of montains that have different track, ranging from easy track to hard track that need special skill to climb, climbing montain have some benefits for us, especially for our physical and mentality, In my opinion there are some benefits of climbing mountain **to** ourselves.

The first benefit of climbing mountain is for our physical. Especially for our heart and lungs. When we climbing mountain, we **will be walk** so far and need more energy. **It will be exercise our heart to work harder.** So that our heart become healthy than before. A health heart can reduce risk of heart attack and stroke. And than climbing mountain will make our lungs optimize oxygen supply and blood circulation.

The second benefits is for our mentality a mountain is a place that have **many challenge,** and sometimes happened something that we don't figure out before the unexpected situation will create our mentheaality to be strong and we have know that a strong physical is useless without good mentality.

You can also take advantage of climbing activities as one of the media in finding relaxation and entertainment. For those of you who are tired of city life that gives a lot of pressure, then you can get your relaxation and entertainment through climbing activities. Some people consider climbing is a hobby and a purpose of life. So by climbing the various mountains that exist, this will greatly satisfy their needs for hobbies and life purpose. With the achievement of satisfaction, then the quality of one's life will be better.

So climbing mountain have many benefits for our body and our mental. The benefitts that we get when we climbing the mountain will be usefull in your activity everyday. Sometimes when we feel tired with our activity in the campus or job we must go to refreshing. so that climbing the mountain is one of a good choice.

The Differences and Similarities between the Legend of
Maling Kundang and Batu Menangis

Legend story of Maling Kundang and Batu Menangis are a similiar story be told about a child who is disobedient to his parents and ends in a curse by his parents. A story that comes from the island of Kalimantan and Sumatera have seized much of the attention of the people of Indonesia because of his legend. This story has many messages that can be learned and made as a lesson for us all here I will to tell about the differences and similarities between the legend of Maling Kundang and Batu Menangis.

There are **several thing the differences and similarities** between the legend of malin kundang and batu menangis. The different story of malin kundang and batu menangis. In the story of malin kundang the main character is a man his name is malin kundang, malin kundang has a character of a tempramental, no matter to her parents and is more concerned with the money in the appeal of his mother. While in the story batu menangis .the main character ias a girl named sulastri. Sulastri has properties that are almost the same with the character of malin kundang the perfedius to his parents and is more concerned with money than his mother.

The legend of malin kundang and batu menangis has some similarities include;both of the legend of this same theme about the iniquity of a child against her biological mother. The reason namely bcause of the shame of having a mother. Who is old and poor.figures malin in the legend of malin kundang and a figure of a girl on legend of the batu menangis together is the figure of a child who comes from a family of an impoverished rebellious to his mother. They do not recognize his mother in front of people because of the shame of having a mother who is old and poor.

From both of **these story** we can take some of the lessons that we should always be grateful to god. And we should always love our parents and we should not imitate the behavoior and malin kundang. and the girl in the story of batu menangis of tears so the second story comes for the island of sumatera and kalimantan. Some of the people say that it is a myth.

Students 11

<u>Service System in Awal Bros and Pelamonia Hospitals</u>

Some people have entered the hospital. Trough Awal Bros and Pelamonia Hospitals. Awal Bros Hospital offers health services that are fast, precise, friendly and quality supported by professional staff. While Pelamonia Hospital aims to organize and implement all types of treatment and treatment activities of patients based on techniques and knowledge of general and specialist medicine according to its level. Although the aims is similar, there are also many differences from both of service system in Awal Bros and Pelamonia Hospitals.

Facilities and medical centers in hospitals Awal Bros and Pelamonia have some similarities. Awal Bros Hospital is supported by 24 Hour Emergency Room, Inpatient, Outpatient, Medical Check Up, Pharmacy, Laboratory, Radiology as well as various other technology tools to help facilitate medical action. And also Pelamonia hospital provides emergency, medical / specialist, medical support, medical, medical, inpatient, outpatient and pharmaceutical services.

The existing medical center in Pelamonia hospital is General Doctor, Specialist Doctor, Dentist, Pharmacist, Bachelor of Public Health, Paramedic of Nursing and Paramedic of Non Nursing. While the Awal Bros Medical Center is equipped by specialist and subspecialist doctors such as Surgery, Children, Obstetrics and Gynecology, Internal Diseases, Eyes, ENT, Nerves, Skin, Allergy and Immunology, and Nutrition.

Awal Bros Hospital Providing PRIMA services (Professional, Friendly, Integrity, Hearing and Assertive) is supported by modern facilities for customer satisfaction. And provide fast, precise, friendly and quality health services supported by professional staff. As well as applying the highest standard of health services by a dedicated, innovative and trusted team to ensure patient safety. While the main task of Pelamonia hospital is to provide health services,

EXAMPLE OF SYNTACTIC ERRORS OF THE STUDENTS' ESSAYS

No.	Error Recognition	Phrase classification	Kinds of Errors	Sources of errors	Evaluation
1.	there are **many kind** of montains that have different track, ranging from easy track to hard track that need special skill to climb, climbing montain have some benefits for us, especially for our physical and mentality, In my opinion there are some benefits of climbing mountain to ourselves **(Students 2)**	Noun phrase	Omission	Incomplete Application of Rule	there are **many** kinds of montains that have different track, ranging from easy track to hard track that need special skill to climb, climbing montain have some benefits for us, especially for our physical and mentality, In my opinion there are some benefits of climbing mountain to ourselves
2.	we **will be walk** so far and need more energy **(Students 2)**	Verb phrase	Addition	False Concepts Hypothesized	, we **will walk** so far and need more energy
3.	**will be excercise** our heart **(Students 2)**	Verb phrase	Addition	False Concepts Hypothesized	**will excercise** our heart
4.	a country **is said to be develepoved or developed one of them is by** *looking* at te succes development by the country concerned **(Students 16)**	Noun phrase	Misformation	Ignorance of Rule Restriction	-
5.	The second benefits is for our mentality a mountain is a place that have **many challenge** **(Students 2)**	Noun phrase	omission	Incomplete Application of Rule	The second benefits is for our mentality a mountain is a place that have **many challenges**
6.	While the **classified develoving** country **(Students 16)**	Noun phrase	Misformation	Ignorance of Rule Restriction	While the **classification of develoving country**

7.	While the **classified develoving country** **(Students 16)**	Noun phrase	Misformation	Ignorance of Rule Restriction	While the **classification of develoving country**
8.	The first benefit of honey **is can help** to blood formation **(Students 5)**	Verb phrase	Addition	False Concepts Hypothesized 1	The first benefit of honey **can help** to blood formation
9.	Social media is an online media which can facilitate its users to particapate and share **infromations** (**Students 19)**	Noun phrase	Addition	False Concepts Hypothesized	Social media is an online media which can facilitate its users to particapate and share **information**.
10..	We can know the information from **other** then we can re-share it **(Students 19)**	Noun phrase	Omission	Incomplete Application of Rule	We can know the information from **others** then we can re-share it
12.	We have **to expecting** new knowledge **(Students 23)**	Verb phrase	Misformation	Ignorance of Rule Restriction	We have to expect new knowledge
13.	Inteclectuals responsible **(Students 23)**	Adjective phrase	Misformation	Ignorance of Rule Restriction	**Inteclectually** responsible
14.	South Sulawesi is a **province famous** for its bugis, toraja, and mandar ethnic (**Students 24)**	Noun phrase	Misordering	False Concepts Hypothesized	South Sulawesi is a famous province for its bugis, toraja, and mandar ethnic
15.	The **custom cothing** for men is called chest balla **(Students 24)**	Noun phrase	Misordering	False Concepts Hypothesized	The **cothing custom** for men is called chest balla

No.		Type of Phrase			
16.	Nowadays drugs can easily be found anywhere eveen more **urabn environment** (students 21)	Prepositional phrase	omission	Incomplete Application of Rule	Nowadays drugs can easily be found anywhere eveen more **in urabn environment**
17.	Everyone who able to speak English can find a job in much kinds of institution like Bank, foreign company, tour guide and **others institution** students 8)	Noun phrase	misformation	Ignorance of Rule Restriction	Everyone who able to speak English can find a job in many kinds of institution like Bank, foreign company, tour guide and **others institution**
18.	Everyone who able to speak English can find a job in **much kinds** of institution like Bank, foreign company, tour guide and others institution students 8)	Prepositional phrase	misformation	Ignorance of Rule Restriction	Everyone who able to speak English can find a job in **many kinds** of institution such as Bank, foreign company, tour guide and others institution
19.	From both of **these story** we can take some of the lessons that we should always be grateful to god. (Students 4)	Noun phrase	Misformation	Ignorance of rule restriction	From both of **these stories** we can take some of the lessons that we should always be grateful to god.
20.	if the students **don't able** to speak English will be difficult for them to connect with other people out there (students 8)	Verb phrae	misformation	Overgeneralization	if the students **are not able** to speak English will be difficult for them to connect with other people out there
21	The first benefit of honey **is** can help **to** blood formation (students 5)	Verb phrase	Addition	Ignorance of rule restriction	The first benefit of honey **is** can help **for** blood formation
22.	Most of them less educated making illegal parking as their work (Students15)	Noun phrase	Misformation		-
23.	There are several thing the	Noun phrase	Addition	Ignorance	There are **several**

	differences and similiarties between the legend of malin kundang and batu menangis **(students 4)**			of Rule Restriction	**differences** and similiarties between the legend of malin kundang and batu menangis
24.	There are **several thing** **(students 4)**	Noun phrase	Omission	Incomplete Application of Rule	There are **several things**
25.	Malin kundang has a **character of temperamental** students 4)	Noun phrase	misordering	False Concepts Hypothesized	Malin kundang has a **tempramental character**
26.	I **will to tell** you about the differences and imiliarties between the legend of alin kundang and batu menangis. **(students 4)**	Verb phrase	Addition	Ignorance of Rule Restriction	I **will tell** you about the differences and imiliarties between the legend of alin kundang and batu menangis.
27.	video game is more easily to play because so **many application** in android **(Students14)**	Noun phrase	Omission	Incomplete Application of Rule	video game is more easily to play because so **many applications** in android
28.	The next a same in purpose. SMA (Senior high school) and SMK (Vocation high school) have a **same** purpose **(students 14)**	Noun phrase	Misformation		The next a same in purpose. SMA (Senior high school) and SMK (Vocation high school) have **the** same purpose.
29.	SMK are focused to work in company **after finish** SMK studets just have 30% until 40% to slip away from university selection **(Students14)**	Verb phrase	addition	Ignorance of Rule Restriction	SMK focuses to work in company **after finishing** SMK studets just have 30% until 40% to slip away from university selection

30.	not all material in SMK (Vocation high school) **are support** their students to enter in university (**Students14)**	Verb phrase	addition	Ignorance of Rule Restriction	not all material in SMK (Vocation high school) **are support** their students to enter in university
31.	the first reason **Is change** your routine (**students 7)**	Noun phrase	omission	Incomplete Application of Rule	the first reason **Is to change** your routine
32.	the second reason **is examine** your life's path (**students 7)**	Noun phrase	omission	Incomplete Application of Rule	the second reason **Is examine** your life's path
33.	the third reason **is imporve** your relationship (**students 7)**	Noun phrase	omission	Incomplete Application of Rule	the third reason **is to imporve** your relationship
34.	we can continue into university that **given us** high salary from the company (**students 14)**	Verb phrase	Addition		we can continue into university that **gives** high salary from the company
35.	insurance also **provided by the government** (**students 20)**	Verb phrase	omission	Incomplete Application of Rule	Insurance **is also provided by the government**
36.	**you will be found** an acceleration (**students 20)**	Verb phrase	Misformation	Ignorance of Rule Restriction	you find an accelaration
37.	we **may found** a couple of below average students and above average students find	Verb phrase	Misformation	Ignorance of Rule Restriction	we may find a couple of below average students and above average

	(students 20)				students
38.	an accelerated class which **is separate** the students **(students 20)**	Verb phrase	Addition	Overgeneraliazation	an accelerated class which separates the students
39.	an accelerated class which is separate the students **(students 20)**	Verb phrase	Omission	Incomplete Application of Rule	an accelerated class which separates the students
40.	they are still being **place** **(students 20)**	Verb phrase	Omission	Incomplete Application of Rule	they are still being placed
41	In addition **to being** useful in filling in leisure time **(students 6)**	Noun phrase	Addition	Ignorance of rule restriction	In addition **to be** useful in filling in leisure time (students 6)
42.	clothes traditional (**students 24)**	Noun phrase	Misordering	False Concepts Hypothesized	Traditional clothes
43.	Some reason **(Students 29)**	Noun phrase	Omission	Incomplete Application of Rule	Some reasons
44.	**Three reason** of God conceal of the human dead are **(Students 29)**	Noun phrase	Omission	Incomplete Application of Rule	**Three reasons** of God conceal of the human dead are
45.	apart one **comes the other** **(Students 29)**	Noun phrase	Omission	Incomplete Application of Rule	The others

47.	first sell dange is "puang H. Bora by store name her to dange is" Sabah ". **(Students 26)**	Prepositional phrase	Misfortmation	Ignorance of Rule Restriction	
48	**common** consumed with **(Students 26)**	Adverb phrase	Omission	Incomplete Application of Rule	Commonly consumed with
49.	water many parts of island (**Students 12**)	Preositional phrase	Omission	Incomplete Application of Rule	Water **in** many parts of island
50.	**a** complete facilities (**Students 12**)	Noun phrase	addition	Ignorance of Rule Restriction	complete facilities
51.	to traveler **(Students 26)**	Prepositional phrase	Misformation	Overgeneralization	**For** traveler
52.	one of the person who segeri **(Students 26)**	Verb phrase	omission	Incomplete Application of Rule	-
53	What we do will **have an impact** for ourselves **(students7)**	Noun phrase	Addition	Ignorance of rule restriction	What we do will **have impact** for ourselves
54.	foods **can get** (**Students 26**)	Verb phrase	Misformation	Overgeneralization	ods can **be gotten**
55.	**Indonesia East**	Noun phrase	Misordering	False Concepts	**East Indonesia**

				Hypothesized	
56.	**shrimp fermented well** (**Students 26**)	Noun phrase	Misordering	False Concepts Hypothesized	well **fermented shrimp**
57.	**food this** (**Students 26**)	Noun phrase	Misordering	False Concepts Hypothesized	**food this**
58.	**city pangkep** (**Students 26**)	Noun phrase	Misordering	False Concepts Hypothesized	**pangkep city**
59.	**society pangkep** (**Students 26**)	Noun phrase	Misordering	False Concepts Hypothesized	**Pangkep society**
60.	he sells dange White (**dange White** (**Students 26**)	Noun phrase	Misordering	False Concepts Hypothesized	he sells dange White (**White dange**)

CURRICULUM VITAE

Yuliana was born in Gowa on September 4th 1995. She is the third child from the marriage of her parents Mansur and Maryam. She has one brother and one sister. She started her study at SD Neg. 181 Kaluarang in 2001. After that, she continued her study at SMP Neg. 1 Sinjai Barat and graduated in 2010. After graduating from junior high school, she continued his three-year study to senior high school at SMA Neg. 1 Sinjai Barat, and graduated in 2013. At the same year, she was accepted as a student in Muhammadiyah Univeristy of Makassar for the study program of English Education.