



Syntax Errors in English Writing

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Abstract

This paper discusses syntactic errors in English writing which are caused by inaccuracy in rules, principles, and processes that govern the structure of sentences. The aims of this paper are to know the syntactic errors in English writing. The method in conducting this paper, the author uses a descriptive method to analyse data. It is used to describe syntactic errors made by English students writing.

Introduction

In written form, some language components are included such as syntax. According to Noam Chomsky syntax is the study of the principles and processes by which sentences are built in a particular language. This is a part of linguistics that studies the rules or relationships that govern the way words become form phrases, or phrases become sentence forms. In general, there are four skills in English, namely listening, speaking, reading and writing as quoted by Sari 2013: 1). Writing as part of language skills listen, read, speak. According Lei, (2008) writing is a process that people do can explore and find their thoughts and ideas in written form. In addition, the writing system is a written system of symbols representing a language sound, syllable, or word (Denny et al., 2014; Odilovna 2018; Treiman & Kessler, 2022). From the above statement, it can be concluded that writing is a very important subject because we are not only Manage sharing ideas from the brain but need to pay attention to the rules of language itself. It's not easy to choose words and combine them into a good paragraph (Wang et al., 2020; Lewis et al., 2019; Brown et al., 2020). In addition, we must pay attention to grammatical sentences. In addition, we must pay attention to grammatical sentences. That is, it naturally, if students find writing difficult because they have to pay attention many things like; ideas, concepts, vocabulary, and grammar. If you don't pay attention to these things, it will cause many errors, one of which is syntax errors (Muthiah 2021; Ratnaningsih & Azizah, 2019). Syntax errors are errors in the use of language, common syntactic errors are incomplete sentence structure, subject verb agreement errors, improper use of conjunctions, prepositions, articles, etc.

Methods

Collection of student language samples: errors analysis first procedure is to collect a sample of student's language. The sample size can be very large, specific or incidental. A large sample is a collection examples of using the language of a large number of learners to compile a comprehensive list of errors, representative of the entire population. A typical sample consists of a sample of language use collected from a number of students. Incidental sample is one

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sample of language use produced by a student. Error identification: The second step is to identify the fault. At this stage, the most crucial question what needs to be answered is 'What is an error?' (Richards, 2015) distinguishes the 'error of competence' 'Errors in performance' and put forward the argument that errors Analysis should investigate errors only. Description of error: The third step is description of the error, "one of the main purposes of describing error is that this procedure reveals which errors are the same and which are different, and this is necessary a step in placing them into categories. Explanation of errors: The fourth stage is an attempt to explain errors based on their causes and sources error. By identifying these sources, it is hoped that new findings will emerge that can help teachers in taking them. Another step is to understand how the cognitive and affective processes of learners are related to the linguistic system and formulate an integrated understanding of the second language learning process (Swain, 2013). He broadly categorized the source of the error into: 'interlingual transfer', 'intralingual transfer', 'context learning ', and' communication strategies'. Evaluation of errors: Finally, the fifth stage which involves evaluating errors, influences learners who make mistakes. The results of the final step should be motivated pedagogically - to create better teaching and learning materials that will help teachers improve the quality of their teaching, and so students can learn more effectively.

Result and Discussion

Syntax is the study of the principles and processes that make up sentences in language. According to Chomsky, the term syntax has been defined by many linguists, namely: Crystal Campbell (2014) defines syntax as the study of the rules that govern the way words are combined to form sentences in a language. Ellis (2015) states that syntax is a subdivision of grammar which deals with the structure of word groups. The study of syntax includes phrases, clauses and sentences. They are explained as follow prepositional phrase (PP), noun phrase (NP), verb phrase (VP), adjectival phrase, adverbial phrase.

Clause according clause is a full predication that contains a subject and a predicate with a finite verb (Yusuf, 2017). Clauses are usually classified into two types, dependent and independent clauses. An independent clause is complete sentence. Usually, independent clause can stand alone as a complete simple sentence, for example: Dila lives in Makassar. For example, a dependent clause, adverbial clause, adjective clause, nominal function, adjectival function, adverbial clause function, noun clause.

Sentences, in general, English sentences can be classified into clause structures, the number and types of clauses in sentences with finite verbs. A simple sentence consists of one independent clause without being dependent clause. A complex sentence consists of one independent clause and at least one dependent clause. Compound sentences consist of several independent clauses without dependent clauses. These clauses are combined using conjunctions, punctuation, or both. A compound–complex sentence (or vice versa) consists of multiple independent clauses, at least one of which has at least one dependent clause.

Error according to Norrish (Ferris 2011) error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong. According to, errors are defined as the flawed side of learners" speech or writing, which deviates from come selected norm of mature language performance (Lahuerta 2020; Snell & Cushing, 2022; Sanz & Torres, 2018). Cause of Error, Norrish classifies the causes of errors into three types, namely carelessness, first language disorders, and translation (Ratmo et al, 2017; Azizah et al., 2022; Sitorus 2021).

Types of Errors, Politzer and Ramirez (1973) introduce their error types based on the following linguistic categories: 1) Morphology is divided into Indefinite article incorrect, possessive case

incorrect, third person singular verb incorrect, simple past tense incorrect, syntax. 2) Noun Phrase divided into Determiners, Nominalization, Number, Use of pronouns and Use of prepositions. 3) Verb Phrase divided into Omission of verb, Use of progressive tense and Agreement of subject and verb. 4) Verb and verb construction divided into Embedding, Omission to in identical subject construction, Omission to in verb and verb construction, Attachment of past markers to dependent verbs, Word Order, Repetition of the object and Adjectival modifiers placed after noun. 5) Some Transformations divided into Negative transformation, Question transformation, there transformation and Subordinate clause transformation.

Conclusion

Syntax errors include noun phrases, determiners, nominalization, numbers, use of pronouns, use of prepositions, errors in verb phrases which include omission of verbs, use of progressive tenses, subject and verb agreement, errors in verb and verb construction, word order, and some mistakes in transformation involve negative transformation, passive transformation. There are Types of Syntax Errors following the Politzer and Ramirez (1973) model as a guideline for classifying errors into the following types: 1) Noun Phrase, including determiner, number, pronouns, and preposition; 2) Verbs, including omission of the main verb, omission of the main verb, omission of the main verb, the addition of the verb, the error of the verb after the auxiliary modal, the error of the form of the verb after the preposition, and the agreement of the subject verb; 3) Verb and verb constructions, including Attachment of the past marker, and Mis formation of verbs in verb construction Word order Transformations, including negative transformations, and passive transformations.

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