# THE SYNTACTICAL ANALYSIS ON LETTER WRITTEN BY STUDENTS OF SMAN 1 KEDIRI

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**Abstract:** The aims of the research were to investigate the syntactical and the factors influencing the students' syntctical problems in writing letter. This research used content analysis with descriptive qualitative approach. The source of data in this research were the 11th grade students' letter writing. The data were collected once and analyzed using tree diagram analysis then clasified by using data sheet. The finding showed that there were seven syntactical problem that made by the students in letter writing. The first syntactical problem was in noun. from 13 students' letters data it had 3 syntactical errors in noun. the second students' syntactical problem in pronoun. from 13 students' letters data it had 3 syntactical errors in pronoun. The third students' syntactical problem in verb. from 13 students' letter data it had 3 syntactical errors in verb. The fourth students' syntactical problem in determiner. from 13 students'letters data it had 4 syntactical errors in determiner. the fifth students' syntactical problem in preposition. from 13 students' letters data it had 14 syntactical error in preposition. the sixth students' problem in adjective. from 13 students' letter data it had one syntactical error in adjective. the seventh students' problem in tenses marker. from 13 students' letter data it had 4 syntactical errors in tenses marker. Meanwhile, the factors that influence students' syntactical errors were mother tongue interfernce which included in interlingual error. the data of questionnaires showed that the percentage score of interlingual error was 65% meanwhile intralingual error was 56%.
**Keywords:** Syntactical Analysis, Letter

**Abstrak:** Tujuan dari penelitian ini adalah untuk meneliti sintaksis dan faktor yang menyebabkan permasalahan sintaksis oleh siswa-siswa dalam menulis surat. penelitian ini menggunakan analisis isi dengan pendekatan deskriptif kualitatif. sumber data dalam penelitian ini adalah surat siswa kelas 11. pengumpulan data dilkukan sekali dan di analisa menggunakan tree diagram kemudian diklasifikasi menggunakan lembar data. Hasil penelitian menunjukkan bahwa ada tujuh masalah sintaksis yang dilakukan oleh siswa-siswa dalam menulis surat. Pertama masalah sintaksis pada kata benda. dari 13 data surat siswa memiliki 3 sintaksis yang eror pada kata benda. kedua masalah sintaksis pada kata ganti. dari 13 data surat siswa memiliki 3 sintaksis yang eror pada kata ganti. ketiga masalah sintaksis pada kata kerja. dari 13 data surat siswa memiliki 3 sintaksis yang eror pada kata kerja. keempat masalah sintaksis pada penentuan. dari 13 data surat siswa memiliki 4 sintaksis yang eror pada kata penentu. kelima masalah sintaksis pada kata depan. dari 13 data surat siswa memiliki 14 sintaksis yang eror pada kata depan. keenam masalah sintaksis pada kata sifat. dari 13 data surat siswa memiliki 1 sintakksis yang eror pada kata sifat. ketujuh masalah sintaksis pada penanda tenses. dari 13 data surat siswa memiliki 4 sintaksis eror pada penanda tenses. Sementara itu, faktor yang menyebabkan eror sintaksis oleh siswa adalah gangguan dari bahasa pertama yang dimana termasuk dalam eror interlingual. Data angket menunjukkan

bahwa prsentase skor dari eror interlingual adalah 65%, sementara itu intralingual eror adalah 56%.

**Kata kunci: Sintaksis, Analisis Sintaksis, Surat**

## INTRODUCTION

The syntactical analysis is dealing with the English written form that commonly analyze by using tree diagram analysis. The analysis of English written text purposed to check how the words are arranged to show the connection of meaning within a sentence by the writers (Robert, 2004). The syntactical analysis is important to conduct because of demand of the era on how the generations are demanding to be good in English.

The current situation shows that the students written still lack of understanding about the English grammatical and sentence form. Some error are occur on the written product that produce by the students. The error that found is related with the written skill that known as the hardest skill to expert especially as EFL, because in writing the authors have to be good at all aspect of English skills (Richard and Renandya, 2002)

Analyzing students' letter written took based on the phenomenon that researcher found during the observation. Then, the researcher interested to conduct the research to find out the students' errors factors. Some factors that influence English foreign language students to make error is coming from the interference of the students mother tongue. The factors that influence the students can be different from each students on how there are two factors that cause the errors, that are Inter-lingual and Intra-lingual (Richards, 1971).

Students' Letter written was the object of the analysis after the researcher considered with the lesson that delivered toward them. Senior high school students got sufficient knowledge to write a letter in good structure. Based on the syllabus that used during the Teaching Assistance, the lesson material that gave was about tenses and the text that used in certain tenses, for the example simple past in legends and folklore. Then Personal letter lesson is one of lesson that had given in senior high school students.

The Syntactical analysis has been conducted in some grade of students, but mostly was conducted in collages students and there some error that occur. The result of the study was, there were ten syntactical errors made by undergraduate students in writing their thesis abstract. First, syntactical error was students' problem in noun. From 33 data of students' thesis abstract it had 20 syntactical errors in noun, 8 syntactical errors in noun phrase and 132 syntactical errors in verb. The factors that influence students' syntactical errors were mother tongue interference and ineffective traits of learning (Lia Oktisa 2019).

The analysis that conducted in collages students was a great to do since the research can help the students in improving their writing skill. Meanwhile, the current research analyzed the high school students writing which purposed to find out the factors that cause students' lack moreover the errors. Furthermore, the current research can help the teacher to solve the high school problem in learning English specifically in writing.

## RESEARCH METHOD

This study used content analysis with qualitative approach. Content analysis is a technique that enables researchers to study human behavior in an indirect way, through an analysis of their communications. It was just what its name implies: the analysis of the usually, but not necessarily, written contents of a communication, such as Textbooks, essays, newspapers, novels, magazine articles, cookbooks, songs, political speeches, advertisements, pictures in fact, the contents of virtually any type of communication can be analyzed (Fraenkel, Wallen, & Hyun, 2012:478).

The main subjects of this research were the 11th grade students' and the source of the data were all the words, phrases and clause in students' paragraph. The primary data used in this research took from the SMAN 1 Kediri students' letter written. In collecting the research data, the researcher used questionnaire to found out the students error factors. According to Genesee and Upshur (1996:128) questionnaire can be used to collect information about input factors that might influence instructional planning. The questionnaire was in the form of a Likert Scale. Ary et al (2002:224) stated that a Likert Scale assesses attitudes toward a topic by presenting a set of statements about the topic and asking respondents to indicate whether that strongly agree, agree, fair, disagree, and strongly disagree. The data analysis in this study were using tree diagram analysis and percentage strength of questionnaires response.

## RESULT AND DISCUSSION

During the data collection process, the researcher got a class of student that consists of 17 students. After collecting the data, the researcher read all of the students' letters to pick the written product with the criteria that made and discussed in the subject of the research chapter 3. Based on the criteria that made, the researcher decided to analyze 13 letters because one of the students did not collect it. Meanwhile three letters are not eligible to analyze because the letters were copying and cannot be understood. From 13 letters that has been analyzed, the researcher found some syntactical errors that made by the XI grade students of SMAN 1 Kediri, Such as the students' syntactical errors in Noun, Pronoun, Verb, Preposition, Determiner, Phrase and tenses marker.

This study discussed about the syntactical errors that made by students in senior high school level. The background of study was students' syntactical errors in letter written by Students of SMAN 1 Kediri. When the students asked to produce their written product, they still faced many problems in writing. It was begun with the syntactical form error and grammatical error. Syntax related into how a word, phrase, and sentence are structured in order to create meaning. Therefore, syntactic problems were all problems that faced by the writers in structuring sentences, especially how they structure words to be phrase, then, complete sentence that create meaning in form of letter. The main point of this research was finding what kinds of errors that made and what are the factor that caused the error. After completing the research by doing data collection and data analysis, the result of the research covered some types of errors found in the students' letter.

The first syntactical errors in noun, the researcher found that there are 3 errors in noun. It is defined into plural noun errors and noun phrase errors. It means that the students' problem in noun was not really problematic because the data showed that only 3 errors from 13 data that analyzed. The second errors were in pronoun. The researcher found 3 errors in this part, although the errors only two in this case, but pronouns are the basic of English which mostly used especially Subject of pronoun, those two errors. The third errors were in verb. the researcher found three errors in students' letters. from

those errors, the student miss position of verb and omitting the verb. The Fourth error that researcher found was the errors in article as the determiner. From 13 data that analyzed, the researcher found four errors that made by the students. The used of determiner in students written product only around article a, an, the, that, this etcetera. Adjective error is the sixth error that found but this error is not as many as others syntactical errors. It might be caused because the form of adjective is not really complicated as verb or preposition, the adjective lesson only closed with adverb which not obligated in the form of sentence. The Seventh syntactical errors were in tenses marker. The data showed there are five errors that found. In this context the students' error caused by the students' mother tongue it showed from the error in tenses maker, the students are interference when the translate to the target language.

The percentage of questionnaires showed that the students highly interference with the inter-lingual, which is included Transfer Error, mother tongue interference and literal Translation. The factors that influence this situation can be: the first, mother tongue interference. Language transfer is a major error which refers to the effect of the mother tongue toward learning of the target language. The existence of Tenses, plural and singular, end verb agreements made the students face many difficulties when they translate to the target language. It can be proofed by the error that students made in Plural verbs error, plural noun, and the tenses which is not used in Indonesian Language.

Based on the data analysis and the discussion in the previous chapter, it found that there were 7 kinds of syntactical errors in 13 students' letters. Those were, syntactical error in noun (3), syntactical error in pronoun (3), syntactical errors in verb (3), syntactical errors in preposition (14), syntactical errors in adjective (1), syntactical errors in Tenses marker (3), and the last syntactical errors in determiners (4). Then, the factors that influence this situation were 65% from the students' mother tongue. Interference and ineffective traits of learning such as the faulty of rules and unawareness of rules that cover over generalization, ignorance of rule restrictions, in complete application of rules, false concept of hypnotized and technology interference.

**CONCLUSION**

This research aims on showing the problems that faced by the high school foreign language students. The result of the research is can helpful for the teacher, to find out the solution and bring the fresh teaching method especially in tenses marker. The students also need more speaking practice, to make the students have good basic of English. For the next researcher, analyzing senior high school students' syntactical errors was necessary need, because it can give new insight about the EFL students' sentence quality. Finally, the researcher hopes this thesis can be used as reference for those who are interested in studying syntactical study.

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