AN ANALYSIS OF SYNTAX ERRORS IN TEXT ASKING PERMISSION AND GIVING INSTRUCTION CLASS VIII

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Abstract

The purpose of this study was to describe the syntactic errors in the text asking permission and instruction of class VIII students of SMPN 177 Jakarta as well as the possibility of student errors. This type of research is descriptive-qualitative with data collection techniques using the results of students' answers to quizzes and observations during learning. The results showed that the errors found by the students were: (1) several students had relatively the same error opportunities in distinguishing the texts asking permission and giving instruction. Then in speaking the conversation in the placement of words that are not in accordance with the text asking permission and instruction; (2) the most dominant syntactic error is the student's error in writing the text sentence asking permission and giving instruction, meaning that the sentence which should be the text asking permission is misinterpreted in the instruction text, of course, there is an error in the message conveyed by the reader.

Abstrak

Tujuan penelitian ini adalah untuk mendeskripsikan kesalahan sintaksis pada teks permintaan izin dan instruksi siswa kelas VIII SMPN 177 Jakarta serta kemungkinan kesalahan siswa. Jenis penelitian ini adalah deskriptif kualitatif dengan teknik pengumpulan data menggunakan hasil jawaban kuis dan observasi siswa selama pembelajaran. Hasil penelitian menunjukkan bahwa kesalahan yang ditemukan siswa adalah: (1) beberapa siswa memiliki peluang kesalahan yang relatif sama dalam membedakan teks meminta izin dan memberi petunjuk. Kemudian dalam percakapan berbicara penempatan kata-kata yang tidak sesuai dengan teks meminta izin dan instruksi; (2) Kesalahan sintaksis yang paling dominan adalah kesalahan siswa dalam menulis teks kalimat meminta izin dan memberi petunjuk, artinya kalimat yang seharusnya teks minta izin disalahartikan dalam teks pelajaran, tentunya ada kesalahan dalam pesan yang ingin disampaikan oleh pembaca.

INTRODUCTION

Syntax comes from the English word 'syntax' which means to investigate all relationships between words, groups of words, phrases in the basic unit of syntax Verhaar (2016). English Learning in Schools is generally a difficult lesson for them to understand because it is a lesson where it is very possible to make errors in writing, talking to students. Mistakes that are often experienced by students of SMP Negeri 177 Jakarta bias is caused by several factors, including students do not understand the meaning of the sentences they use between the text asking permission or giving instruction, students are often switched between the texts.

An expert David Crystal identifies error analysis as a form of technique for clarifying, and interpreting errors systematically based on linguistic theory in a discourse. David Crystal, 2008. *A dictionary of linguistics and phonetics*. The difficulty experienced by students of SMP Negeri 177 Jakarta is writing skills, because in the process of writing is not only required basic competencies such as grammar and vocabulary but also involves various aspects of language such as pronounsition, spelling, and so on. Writing is a skill that can be used to express ideas and opinions. Therefore, students' writing skills can be seen from the idea of texting asking permission and instruction syntactically and correctly.

The difficulty of writing students in grade VIII SMPN 177 Jakarta in writing is still found in the difficulty of distinguishing between text asking permission and giving instruction. The mistake of writing a grade VIII student at SMP Negeri 177 Jakarta is a syntactic aspect, as the following student sentences appear. *Please turn off fan please*.

The above sentence indicates an error. That is, the sentence should be giving instruction but students write for the sentence asking permission. The second mistake is the student uses the sentence please 2 times and the sentence does not use the sentence. Here students answer sentences with the correct formula which is Polite Instruction which means politely ordered sentences. It is not the student's fault in writing the text giving instruction but it is the placement of the text that causes the error. Based on the explanation, sentence 1 can be corrected into *please turn off the fan.*

Errors in text placement, addition, and grammatical omission as above, on the one hand, indicate the students' lack of understanding of English writing and allow and create obstacles in the writing of other English texts. Grammar that covers the syntax aspect is the basic thing that every language user must master and this is expected to realize the importance of grammar. This is according to Gorys Keraf's statement that "Syntax is a grammatical part that learns the basics and processes of forming sentences in a language". The error is a problem that demands an effort to solve or improve aspects that is the aspect of accuracy is quite important in writing skills.

As said by Bailey (2006: 119), "accuracy is one aspect of the total fabric of good writing". In other words, learning to write English must pay attention to the accuracy or accuracy of every component in the language and every aspect of writing. Problem-solving or improving students' writing skills, among others, can be started by analyzing language errors. From the results of quiz answers given by students and discussions through class groups, it was found that there was a correction of displacement between the text

requesting permission and giving instructions. As reported by language learning experts, in general, seeing language error analysis is an important step that teachers must take.

Through quiz analysis, various aspects of placement between the text of the request for permission and the provision of instructions which are areas of misplacement and the alleged cause can be identified and corrected are explained. This analysis model is an error that can be used to identify errors in student syntax. (Hughey et al. 1983) assert that "semantic and syntactic rules govern the processing of spoken and written discourse." Syntax is a branch of linguistic knowledge about sentence structure and its parts or the science of sentence structure Setyawati (2010: 75). This problem is caused by several studies that have been conducted and this shows that students' understanding and mastery of language structures, especially phrases, clauses, and sentences in written language are not completely correct.

Therefore, the main cause of language errors lies in the people who speak the language, not the language used. Related research has also been carried out by Sumarni, Muhammad Darwis, and Inriati Lewa (2019) entitled Morpho-Syntax Error Analysis in an exposition essay. The results showed that Morpho-Syntax can play a role in understanding the structure of written language, especially phrases and clauses. What the previous research has in common is that they both studied syntactic errors in aspects of the English text. It's just that the previous research specifically studied morpho-syntactic errors in exposition, whereas this study only examined syntactic errors in texts that asked permission and gave instructions.

The researcher chose 2 types of text as the object of research, namely the text asking permission and giving directions. The reason the two texts were chosen as the object of research is that they can see that students' writing is easier to learn. In this research, the researcher will specifically limit the discussion about syntactic errors in the text by asking permission and giving instructions. Researchers limit the research problem to syntactic errors in the text of asking and giving instructions. This limitation of the problem aims to limit the scope of research to be carried out so that it is more focused and focused.

Therefore, in accordance with the existing problem limitations, the purpose of this study is to describe the syntactic errors in the text of the permission request and the provision of instructions contained in the English learning material. Therefore, the importance of this syntax is that most of the writing on the text that asks permission and giving instructions is still not suitable for grammatical writing. Therefore, on this occasion, the researcher will try to discuss what syntactic errors are found in students' writing in the reference text asking for permission and giving instructions.

RESEARCH METHOD

This research is a descriptive-qualitative research that aims to describe or reduce syntactic errors in the text of asking permission and giving instruction of students through quiz by grade VIII students of SMP Negeri 177 Jakarta. The system is applied to develop a syntax that must have formulation of various symptoms in the form of words, phrases, clauses, and similarities and differences in the state of a language. Data Source Data research is sourced from quiz material ask. In total, there were 216

students in grade VIII, then only 95 students who did quiz, along with data of students working in each 8F class of 20 students, 8I 17 students, 8H 13 students, 8E 19 students, 8D 13 students, and 8G 13 students. Which comes from 6 classes, namely class 8E to grade 8I.

The fact that 95 student data is not entirely available for review. The number of answers collected that were studied as data sources was based on considerations, namely (1) students who got syntax errors in writing text asking permission and giving instruction. (2) students who are correct in understanding the placement of text sentences asking permission and giving instruction. (3) students who do not answer the text question. Research data sources are collected through quiz and observation. Learning observations are made during the online learning process and students are actively asking about materials they do not yet understand. Quiz essay to find syntax errors in student answers. To analyze the data, the authors sulked that rod ellis experts had a way of identifying errors into several stages. The first step is done by looking at a list of all the student's answer errors regardless of whether the answer is a form of error or just a mistake.

In the second phase, the researchers looked at the types of syntax errors in the text asking permission and giving instruction one by one and saw if the errors were continuously found in some students or not. If the answer is no, then the form error can be categorized as a form error error. Tarigan provided measures that were the result of modifications to error analysis measures by (Ellis 2012) and (Shidar 1985). This step can be explained as follows: (1) collecting data in the form of syntax errors made by students.

(2) can identify and classify errors based on the category of placement between the text asking permission and giving instruction. (3) make a level of error based on the frequent occurrence of the error.

Misplacement between questioning and giving instruction sentences, this error occurs because students still misinterpret both texts. When giving instruction to tell someone, the student incorrectly answered with asking permission which means to ask permission, and there are other errors. Here is an example of the errors found in the quiz answers of 8G grader.

× *My I open book please.*

☐ *May I open the book, please!*

The first data error shows an error in the use of the word in English rules, the sentence does not use a verb but uses the formula 'May', and the addition of the word 'The' to the sentence is used when you want to say something certain. All data in this study is the result of quiz answers of students of SMP Negeri 177 Jakarta, quiz about Come to my birthday, please concern inviting material, giving instruction, and asking permission and prohibiton. The many errors encountered are students misplaced between texts where sentences for asking permission and giving instruction, and grammatical which are still many errors.

× *you're in the honor of the flag.*

√ *you're in the honor of the flag, please!*

The error sentence above the student writes that the sentence is not included in the text asking permission because the sentence does not give that ask permission, the sentence above is more suitable for sentences including giving instruction sentences to honor the flag and the addition of the word 'please'.

Tabel analisis kesalahan sintaksis.

Table 1.

Syntax error	Examples of errors	Correction form	Cause of error
Discovery in the number of quiz answers.	<u>Go straight</u> to the super market.	<u>Please</u>, go to the super market	The use of the sentence tells the wrong and does not fit the formula.
	<u>Lets</u> read <u>a</u> book.	<u>please</u>, read <u>the</u> book	Errors in using additional words that match the sentences 'a' and 'the'.

Example of a syntax error analysis table. The data table above is the number of error answers in the text asking permission and giving instruction.

Table 2.

Types of Errors	Examples of errors
1. Grammatical use in writing.	× John open the door now. √ John please opens the door.
2. The use of formulas is still a lot of wrong in the text giving instruction and asking permission. For command sentences should use 'please' When telling someone to be more polite and according to the formula of giving instruction.	 × It's a mess clean your room! √ Please clean your room!
3. Writing errors in English are still much less precise. The sentence above is a sentence to ask permission, an error in the use of English to ask permission should use 'May'.	× *Excuse me, I want go to bedroom?* √ *May I go to bedroom?*

Researchers also found data that many students did not answer questions to create sentences giving instruction and giving instruction, but also many students who already understood to write the sentence. Analysis of syntax errors based on descriptive qualitative. Syntax is also an analysis of contractions that only include free sentence forms. Researchers also found data that many students did not answer questions to create sentences giving instruction and giving instruction, but also many students who already understood to write the sentence. Analysis of syntax errors based on descriptive qualitative. Syntax is also an analysis of contractions that only include free sentence forms.

Errors that affect the element of the sentence can still be understood by the reader or listener. There are often errors of removal, addition, or replacement, as well as syntax incorrect verbs. Such errors are not so disturbing in the process of interpreting and the message the author wants to convey through his sentences to the reader. Basically sentences explain that each language has its own system for tying relationships between words or groups of words into sentence motion.

RESULT AND DISCUSSION
Result

In this study, student syntax errors in the text of asking permission and giving instruction were only a few students who experienced such difficulties. The number of data sources taken to research in data collection, with each student's answer class between syntax errors and students who already understand text writing asking permission and giving instruction. Data sources can be reported as follows (1) 30 student syntax errors in text sentence placement asking permission and giving instruction. (2) 50 in students who can write the correct sentence between the text asking permission and giving instruction. (3) 15 in students who do not answer the question.

Thus, the data sources that can be reviewed and used in the research amounted to 95 quiz answers of students of SMP Negeri 177 Jakarta for asking permission and giving instruction texts. Through the results of the study and found syntax errors in the text asking permission and giving instruction. Like the following. Table 3 Asking permission and giving instruction errors in quiz students grade VIII.

Tabel 3.

Teks	jenis kesalahan sintaksis	%
Asking permission	10	26%
Giving instruction	20	52%
Not answer	15	39%

Table 3 shows that there were 95 student quiz answers, errors found in text answers asking permission 10 errors and giving instruction 20 errors and 15 students did not answer the question. It is thus concluded that syntax errors are most dominant in the text of giving instruction. Syntax errors in both texts include errors in the placement between the sentence asking permission and giving instruction, then errors in grammatical and not matching formulas in English. Errors in formula usage when writing text are also an error for writers and readers, as they will be misinterpreted and in accordance with English rules and politeness when talking to the interlocute. Like the following example, the wrong sentence.

1. _Excuse me_, mam _I want_ to go to the bathroom.

From the sentence above we can see here he did not ask permission politely or 'politely', why should be polite because he asked permission to his mother who is an older person, then an error in the use of 'want' that does not fit the formula in the text asking permission. In order to be a polite form and according to the formula, the sentence should be corrected into

Example sentence corrected to '_May I go to the bathroom, mam?_'.

The same error is seen in the answers of students who do not understand the formula between asking permission and giving instruction text. The same error is seen in the answers of students who do not understand the formula between asking permission and givinginstruction text.

2. _The teacher gives me permission to go out._

In the 2nd sentence above shows an error that does not match the formula of writing the correct asking permission, where the contents of the sentence gives nothing in the formula that goes into the asking permission text. As already explained that for asking permission formula using may+subject+verb base, but the above

sentence does not include all formulas therefore this is an error in writing English grammar.

Examples of correct sentences as follows _May_ I go out _Mr / Mrs_?. Here we can see to give ask we can use the formula may, then teacher can be changed to Mr / Mrs to be more specific in writing the correct sentence. The next mistake is the placement of the same sentence, as students answer the formula in 2 sentence texts, as we already know that each formula between asking permission and giving instruction. An error occurred because students use the asking permission formula also for giving instruction, as the following example.

3. *May I borrow your book. --> asking permission.*

    × *May I leave the room. --> giving instruction.*

    √ *please, leave the room.*

The 3rd error in the above sentence is the use of the same formula, where the formula for giving instruction is verb base +object, such as the sentence that has been corrected above using 'please'. as for asking permission i.e. may+subject+verb base. But there are students who are wrong with both text formulas.

4.
    × _Would you like_ *to turn on the fan? It's hot.*
    √ *It's hot _please_ turn on the fan.*

In the 4th error in the sentence above is an error in writing the text giving instruction correctly and according to the formula, the use of the formula would you like can only be used for inviting text, while for instruction

must use the sentence 'please' to sound more polite to tell it.

5. *I'll give permission of you don't do it again.*

    In the 5th error above there is that the student incorrectly wrote the sentence for asking permission. From the sentence above, it appears that the student does not use the asking permission formula and is wrong in Writing English, it should be in the sentence you don't do it again is the sentence giving instruction that is he told not to do it again. The sentence is corrected to Please, you don't do it again.Sorry, maam.

6. _May i ask my group to help me to do._

    The error of the 6th sentence occurs misplaced sentences and also the use of formulas. Students write the above sentence as a form of text giving instruction, and there is an error in the use of May that should be for asking permission and also an error at the beginning of the sentence that is not the form of instruction sentence / order. Sentence corrected to May I ask my group to help me do it? and become a question permission sentence instead of a giving instruction sentence.

7. _Please_ *let me go to play.*

    The error of the 7th sentence occurs in the formula used for the asking permission sentence, the above sentence does not use the formula may+subject+verb base. The use of please for the above sentence is not for asking permission used to create sentences, but to use may to ask permission according to the formula and also more polite. The next error is that the subject for the above sentence also does not exist, and makes the sentence wrong. Sentence corrected to May I go to play, please.

8. You _had_ to do this.

Error sentence 8 in the sentence above is the use of the limit does not need to be used and also does not use the formula for the sentence given is a sentence giving instruction that should use please in the sentence, then corrected to Please, you do this work! In English the sentence written must be detailed and correct in order for the reader to understand the author's intentions.

9. _Turn left, Turn left on the supermarket._

The error of the 9th sentence above is a sentence written by ambiguous students, not clear because the sentence giving instruction is not in accordance with the formula and grammatical in English writing. Students create their own sentences with words that they think are command sentences but will be blamed if the sentence does not match the formula, as the formula of giving instruction is verb 1+object, the above sentence does not contain the verb 1 that should be. The correct sentence is Please, turn left at the supermarket!

10. _Can I go with Mary tonight?_

The 10th sentence error is the use of a formula that is not correct, namely in Can who should use May to be more appropriate for this question permission sentence. Then the sentence is corrected to May I go with Mary tonight?.

11. _Excuse me mom, i'm going to the bathroom._

Error sentence 11 is the use of Excuse that does not fit the formula for the sentence asking permission, should use May only because the formula already includes the purpose of the sentence that is asking permission. Sentence corrected to May I go to the bathroom mom?. Syntax errors in English

often occur, grammatical errors, formula errors in English. Such mistakes in general, mistakes that are difficult for students to overcome because of various language, writing, so that the teacher provides material that is easy for students to understand so that students do not have difficulty in placing text between asking permission and giving instruction.

Discussion

Theoretically, syntactic errors can see that the use of syntactic constructs can be errors in the use of phrases and the misuse of sentences in the text asking permission and giving instruction for eighth-grade students of SMP Negeri 177 Jakarta. This is related to the theory according to Setyawati (2010: 75) that errors at the syntactic level include errors in the field of phrases and errors in the field of sentences. Therefore, using syntactic error analysis in students' writing on the text asking permission, and giving instruction are very functional in writing with good grammatical writing rules. Based on the results of the research above, it can be reported that there are still many errors in the writing of students syntactically in the text asking permission and giving instruction. Based on the results of previous research conducted by Sumarni, Muhammad Darwis, and Inriati Lewa (2019), these results are consistent with this.

The sample from previous research studies was high school students and the researchers used junior high school students. The reason the researcher only wanted to analyze the students' writing on the text asking permission and giving instruction. They have difficulty in writing good and correct English. This can be analyzed by looking at the syntactic errors in the text

asking permission and giving instruction, which indicates that they have not been able to write English properly and correctly.

CONCLUSION

English Learning in Schools is generally a difficult lesson for them to understand because it is a lesson where it is very possible to make errors in writing, talking to students. Mistakes that are often experienced by students of SMP Negeri 177 Jakarta bias is caused by several factors, including students do not understand the meaning of the sentences they use between the text asking permission or giving instruction, students are often switched between the texts. Errors in text placement, addition, and removal of grammatical as above, on the one hand, indicate the students' lack of understanding of English and allow and create obstacles in following the next material learning. Misplacement between questioning and giving instruction sentences, this error occurs because students still misinterpret both texts. Researchers also found data that many students did not answer questions to create sentences giving instruction and giving instruction, but also many students who already understood to writ the sentence. Suggestions to the English teacher hopefully through this syntax analysis the teacher can

see how the students' English writing can be taught more deeply for writing sentences according to good and correct grammar.

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