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**AN ANALYSIS OF SENTENCE ERRORS IN ENGLISH STUDENTS' WRITING
BLOGS OF SYEKH NURJATI STATE INSTITUTE FOR ISLAMIC STUDIES
CIREBON**

A THESIS

Submitted to English Language Teaching Department,
Tarbiyah and Teacher Training Faculty, Syekh Nurjati State Islamic Institute Cirebon
In Partial Fulfillment of The Requirements of Undergraduate Degree



By

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Hasan Sobri: *An Analysis of Sentence Errors in English Students' Writing Blogs of Syekh Nurjati State Institute for Islamic Studies Cirebon.*

ABSTRACT

The writer was conducted based on the background of the problem that the internetphenomenoncannot be separated in learning activity recently. Furthermore, it was involved in the method of teaching and learning. In English students' writing in their writing 4 course, a blog becomes a good alternative publishing to share their writing and it also able to make students' interest to make writing. However, a blog as a form of internetpublishing and it has been established as communication tools that used by millions of users for variety purposes. As matter of fact, a student must be undertaken to keep the grammarin their writing.From the discourse above, the writer was decided as a topic in this research.

This thesis had some aims that wanted to achieve in analyzing sentence errors in English students' writing blogs of Syekh Nurjati State Institute for Islamic Studies Cirebon. The writer wants to find out ;how (1) types of the sentence errors, (2) the existence of subject predicate agreement type that becomes dominant error and (3) the possible corrections for identified errors in English students' writing blogs at 4th semester student of IAIN Syekh Nurjati Cirebon.

The used research method is file research of document analysis. The data is taken by downloading 4 blogs were produced by English students at 4th semester student of IAIN Syekh Nurjati Cirebon.These blogs are <http://craftmastera.blogspot.com>. <http://2012pbic.blogspot.com>, <http://pbidsucces.blogspot.com>and <http://repressoclass.blogspot.com>. The writer started to download the data fileonthe 2 September at 08:30 a.m. Then the writer codes the English student's writing script in student A to H form and categorizing based on common sentence errors. After that, the writer counts the occurrence, and then gives descriptions based on the analysis.

The result of the research shows that there are three important facts found in this research. The first, the occurrences types sentence errors; inserts are dominated by responded form with 49% from total 69 of subject predicate agreement, 19% from total 27 of sentence fragment, 16% from total 22 of run-on sentence, 5% from total 7 of placement modifier, 8% from total 1 ofcombining sentence, 2% from total 3 of word order and, 1% from total 12 of parallelism.

The second, the occurrences of subject predicate agreement types become dominant errors in the English students' writing blogs includes are 98% from total 60 of intervening prepositional phrases and 2% from total 1of agreement with linking verb. The third, the possible corrections for identified errors are focused on word formation before a sentence formed. The formulaofsubject and verb also become a primary code that students have to follow in order to create a proper sentence.

Analyzing of English students' writing blogs at 4th semester student of IAIN Syekh Nurjati Cirebon becomes main focus to know the measure of students' understanding the important of using a proper grammar in making sentences, thus, some rules that must be followed by these students.

Key words: analysis, writing, blog, sentence errors



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RATIFICATION

This thesis entitled "AN ANALYSIS OF SENTENCE ERRORS IN ENGLISH STUDENTS' WRITING BLOGS OF SYEKH NURJATI STATE INSTITUTE FOR ISLAMIC STUDIES CIREBON" written by Hasan Sobri, student number 1410130211 has been examined on 22nd June 2015. It has been accepted by the board of examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, Syekh Nurjati State Islamic Institute Cirebon.

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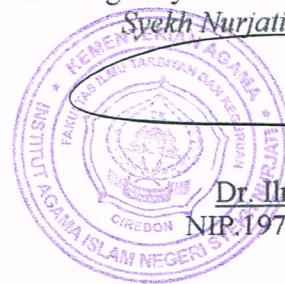
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CHAPTER I

INTRODUCTION

This chapter represents an introduction of the study. It tells about the research background in an analysis of sentence errors in English students' writing blogs of Syekh Nurjati state institute for islamic studies in Cirebon. A sentence structure in the English students' writing to be main notice in the research, and some theories related by the writer that are presented as the theoretical foundation. The methodology of the research will be explained as guide to conduct to the writer's way in the research.

A. Introduction

1.1 Research Background

The role of the language has been widely explained by a lot of students, and one of these is to develop a bridging tool to connect people. As Yule (2006:3) states that language as source for thinking that able to product a sound (as human sounds) who has capacity to speech. Language is a crucial instrument to build a way of communication. Henry Tarigan (1990:1) added that a language described person's way of thinking. Language acts as an effective way, to create understanding among people.

Nowadays, the phenomenon of language cannot be avoided anymore, especially for English position which is being an international language in this world and being a bridge to involve a global phenomenon. Generally, the global phenomena faced by people to handle all aspects, such us business, science, technology, laws and commercial technology. The people demanded to involve directly in the modernization and how to be English mastery. It is given wide implicate to the all people become a modern societies. This matter also perceived by some countries in asian pacific that has faced a free trade lately. It caused one of issues that impacted by global phenomenon, such us MEA (ASEAN Economic Community) that has been declared in ASEAN community. This event gives a fresh breeze for many people who have English qualify to make a cooperation in the people outside.

In the same condition, the existance of internet can not be separated in learning activity. It is started by rising of computer was involved in the methods of teaching and learning. The involving of the computer in the learning activity quickly becoming one of the learning tools in language classes (Nadzrah, 2007). More recently, There are many



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features that was provided in the internet. This matter can be sense by student to surf in everytimes as much as they want. For instance, Blog is internet publishing and used by millions of users for variety purposes. It can be help to many people, furthermore for students and a writer who collect their material or to share articles and materials in the weblog. According to Lea in Carter, et al adds that one of learning that can be help to the lecture or teacher and student is online learning. It implicates in students' knowledge construction, challenging the boundaries of what counts as academic writing (2009:10). In this case, the Blog is used by English students at ^{4th} semester to collect their writing materials in the class.

As a matter of fact, Language can be conveyed by some manners. There are through spoken or writing language. The spoken language is some sounds that found and produced from speakers using their speech organ. Meanwhile, the written language is the symbol conveyed by letters that form a word, phrase, clause and sentence until construct a meaning.

Genuinely, in the language have special systems or rules from words until sentence that able to be structured in written system. The system is grammatically structured. Transformational Grammar of Noam Chomsky said that texts have a structure, there are some arrangements of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings (Ken Hyland ,2009:8). According to Singh (2010:7) stated that grammar likes obligation that fundamental principles of the grammar. Grammar means the simple way somebody speaks and writes that can not be avoided (S.Kane, 2000:14).

Some of English students are noting least get difficulties to their grammar. They will find some grammatical mistakes when they want to establish communication and convey their mind with some one else by writing especially. Eventually, they are just able to speak and write casually or even without a proper grammar.

That condition as the gate for the writer to takes on the English students' writing on the blogs. As we know that writing is the final step of developing language skill after people learned the three steps before, listening, speaking and reading. Automatically, it becomes a difficult area for every student who are not skillfully able in those three areas. Goddard (2004:8) discovered that an impossible thing when the people can produce writing without reading before. It implicates parallel step both of them.



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The writing is people's effort to develop their knowledge or their experience. Harmer (112:2010) revealed that the description of writing likes using a tool that can help to make reinforcement of students to develop their knowledge or experience. It caused that there is a *kinaesthetic* activity that do interference of visual, auditory and kinesthetic. It just not enough to the writing activities, but the writing activities that need to be considered also; how the delivery of words and sentence usage. Because writing is not only led to the idea, but also the idea of thinking that connects with readers through his sentence.

Looking the importance of writing activity, the writer faced a phenomenon of English students' writing blogs in IAIN Syekh Nurjati Cirebon are uploaded their writing on some blogs. Sometimes, we know that the function of blog as a form of internet publishing and it has been established as communication tools that used by millions of users for variety purposes. These case, the writer going to make sure to the students' writing blogs that their writing can be paper reference to all reader who are visiting their blogs by good sentences. It remembering to the writer texts are equally valid as objects for analysis (Bloor, 2004:5). That phenomenon in the college environment will be interesting to discussed in this research depend on the usage.

Considering that, it is time for students to see the importance of writing as a parameter of their intellectual competency. It can not be denied, the Tarbiyah faculty of English course in IAIN Syekh Nurjati Cirebon applies writing learning process becomes crucial step to students learn research method before. There are some students who have made some personal writing sites and blogs as part of the task accomplishment. Literally, all students have not all been taught by their lecturers when they were in the 1st semester, such as creating a good sentence in their written English when they studied at junior high school. Biggs and Eggenschwiler (2001:75) stated that the standard definition of sentence is presenting subject and predicate altogether as a complete thought.

College students would certainly be more advanced and developed in the process of constructing the words or sentences and the other resources. According to Mike Sharples in *How We Write* (2003:105) an adult writer or composer has to concern to revise his writing, even though by the cycle of revision in small chunks, paragraph by paragraph or sentence by sentence. However, this premise will have some down bringing particularly if they are not yet mastered the words.



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This matter is used as a sign for writer of why the writer would discuss the phenomenon of English writing blogs written by English students at the 4th semester of IAIN Syekh Nurjati Cirebon. Furthermore, in the future, students will be faced with a period which is the final value of the writing that the written is not only a factor of communicative language but also there are some rules that underlie of the writers' thought.

In the condition, the writer looks to the students at 4th semester have interest in their blogs writing. More than that, the condition has many interesting to be analyzed in the scope of grammar in their writing, such as in the common sentence error. There are, run-on sentences, sentence fragment, subject-predicate agreement, word order, placement modifier, combining sentence and parallelism was occurred based on the real English students' blogs writing.

1.2 The Identification of The Problem

The identification of the problem is needed to give clarification about the problem that is investigated. The writer arranged the identification of the problem refer to the background above are:

- a) Writing is one of process to get know the intelligence one.
- b) Not all composers take a notice to their sentence structure in their writing.
- c) Revising in the writing is needed to all students to get to be better in their writing.
- d) Writing Blogs which are written by English student at 4st semester are natural, unscripted and some reactions to the condition.
- e) In the writing, there are phenomena that happen from time to time such as subject predicate agreement, run-on sentence, sentence fragment, placement modifier, word order, combining sentence and parallelism.

1.3 The Main Problem

The main problem that is investigated in this research is the sentence common error in English students' writing Blogs. There is phenomena that occur from time to time in their writing process which is uploaded in the Blogs such as, run-on sentence, sentence fragment, subject-predicate agreement, placement modifier,



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1.4 Delimitation of The Problem

In this research, the writer border or make limit the research as the title, "An Analysis of Sentence Errors In English Students' Writing Blogs at 4th Semester in IAIN Syekh Nurjati Cirebon". The writer makes specify the object in order to avoid a large contain in this research, the writer will limit the area of the research on analyzing of the sentence errors. Based on the book CliffsQuickReview Writing : Grammar, Usage and Style (Biggs and Eggenschwiler 2000:67) stated that there are seven of common sentence errors are; 1) run-on sentence, 2) sentence fragments, 3) subject- predicate agreement, 4) placement of modifiers, 5) parallel structure, 6) combining sentence, and 7) varying word order in sentence. Whereas, in the book writer's choice-Grammar and Composition Grade 10 stated there are eleven of common errors in writing that almost same with the book of Biggs and Eggenschwiller, . And there are many others sources that talk about kinds of the sentences errors.

Among the sevent and eleven types above, the writer focused only into some types of course; after the writer found the dominant or most common errors that occurred in English students' writing and as a form of proof of the theory that there has been about the most common sentence errors are often faced in students' writing. It in order to due to the limited number of writer in the sources and data. It depends the condition on English students' writing; in order to the writer able to find out the specific problem in writing which is faced by English student. The area that is not covered in the analysis of the sentence errors are content and tenses that is too complex and not enough space to cover in this research. Therefore, the researcher focused only on the two basics of the common sentence errors.

The object that will be analyzed by the writer is English students' writing Blogs at the 4th semester in IAIN Syekh Nurjati Cirebon. The writer takes some papers assignments which are uploaded by English students at 4th semester that was collected on the Blogs by group of the class; than the writer takes some their writing which has same topic that the writer will be analyzed. It is as represent



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1.5 The Questions of The Research

Based on the background above, the writer that mentioned in accordance with the research of “Analysis of Sentence Errors in English Students’ Writing blogs at 4th Semester student of IAIN Syekh Nurjati Cirebon.

The writer try to bring up some questions that is being reference to focus in this research, there are;

1. What are the types of the sentence errors in English students’ writing blogs at 4th semester students of IAIN Syekh Nur Jati Cirebon?
2. What are the types of subject predicate agreement in the English students’ writing Blogs at 4th semester student of IAIN Syekh Nurjati Cirebon?
3. What are the possible corrections for identified errors?

1.6 The Aims of the Research

Depend on the question research above; the researcher aims in this research are;

1. To find out the types of the sentence errors in English students’ writing blogs at the 4th semester student of IAIN Syekh Nurjati Cirebon.
2. To find out the types of subject predicate agreement that becomes dominant error in the English students’ writing blogs at the 4th semester student of IAIN Syekh Nurjati Cirebon.
3. To find out the possible correction for identified errors.

1.7 The Significance of the Research

The writer efforts to make this research becomes significance. The writer adopted some theories in this research. It is efforts of the research to synergy with the standard of the research steps. Such us, the writer used grammar theory in this research focus on writing, the cause sentence error is part of English grammar (Schatz,2002:4).

The reality in writing class sometimes make difficult situation for student. It implicates to the language processing that involves other skills area (Goddard. 2004:8).



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Furthermore, the English learning is not as 1st language but a target language and actually it prone to error in the learning process. The students can not separate to the influence of mother tongue.

B. Theoretical Foundation

1.2.1 Blog

The development of internet is can not be avoid anymore entirely. Absolutely, it has been supposed by many people that can be help in their some activities, such as a blog is an abbreviation from web log. It is a web application form as writing that uploaded on public web. Firstly, it is started by PyraLab and it was legality on 2002 by Google.Com. The blog as an internet publishing and it has been established as communication tools that used by millions of users for variety purposes. Campbell (2003) suggested that blogs can be used by teacher and student make as a forum for student to express opinions, co-produce ideas and able to share an interesting information in English as a second language (ESL).

1.2.2 Writing

There are several ways people communicate with each others. Sometimes, a student through speech and writing. When they come to the academic will be faced some issues to respond it in the form of discussion or written activity. According to Zemach and Islam (2011) Writing is an rational activity of thinking exercise with specific control based techniques have limitations there in (S.Kane.2000). Writing culture has become a form of matter that is inseparably connected with the academic world. Leech and Svartvik (1994:11) states that in writing, the composer gets more time to plan his message and gets more time to revise it, if he want it. This matter adds the function of writing is necessary for many students to know; how to express their feeling to respond whatever they have known. Harmer (2010:112) revealed that the description of writing likes using a tool that can be help to the student to know the measure of students developed. Writing has many kinds, such as novels, poems, short stories, scripts, letters, essays, reports, reviews with characteristic owned by them, which is delivered thinking one thought to another (Grenville, 2001:3).



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
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 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
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1.2.3 Sentence

When someone says something to another, or puts on writing and make a combination of words is called a sentence (Nesfield, 1954:01). At least, a sentence contain two particles are subject and predicate. According to Oxford Dictionary (1995), sentence is a set of complete words, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses. A sentence is group of words at least needs two words are a subject (a noun or pronoun) and a predicate (a verb) (Oshima & Hogue, 2006:163).

According to Zemach and Islam (2006:88) stated that a complete sentence must have a subject and a predicate.

a. Subject

According to Nesfield (1954:02) stated that some words that convey what we speak about. Generally, subject usually comes before the verb. It shows a person, thing or idea of a sentence that is being dicussed or described (Oxford Dictionary, 1995).

b. Predicate

It talks more about what the subject does (Zemach and Islam,2006:88). It follows the subject condition. Predicate is a part of a statement that talk about something that has connect with a subject (Oxford Dictionary, 1995). In other term, predicate is called by mention. It has verb or auxilary verb that has related with the subject (Fika, et al.,1991).

In other side, these are subject and predicate in one name becomes clause. According to Bloor in a *Hallidayan approach*, stated that the clause is the main unit structure that has been concerned as far as english discussion (2004:7). It is a group of words that include a subject and a verb (Oshima and Hogue, 2006:162). All at once, it is as major unit of grammar and it able to stands alone as complete sentence.

Clause

Howard Zinn is a trully historian

Subject verb
Howard Zinn described Columbus's story

subject verb



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The clauses can be divided into independent and dependent clauses.

a. Independent clause

An independent contains a subject and a verb and it able to make a sentence it self (Schatz, 101:2002).

Subject Verb

The story finished

b. Dependent clause

A dependent clause modifies an independent clause and it can not stand alone as a complete sentence (Leech, 2006:17). It does not express a complete thought and it is not a sentence by it self. The dependent clause begins with a subordinator (Schatz, 102:2002).

Subordinator subject verb

.....When the story finished.....

Subordinator subject verb

....Whom the voters elected.....

As for the sentence in English has its own kinds of them, there are simple, compound, complex and compound-complex (Oshima and Hogue, 2006:164). There are make effective and variety in the writing (Schaum, 103: 1999).

a) Simple Sentence

A simple sentence is one that has only one independent clause.

subject verb

• **My sister read** the magazine.

b) Compound Sentence

A compound sentence is two or more clause joined together (Oshima and Hogue, 2006:165). It linked by coordination, conjunctive adverb and semicolon (Leench, 2006:24). The definition of compound sentence based on the meaning above, that the compound sentence is two or more clause joined together that linked by coordination, conjunctive adverb and semicolon.

a. With a coordinator

Zinn have described about Columbus's journey, **so** he want many people know the journey.

b. With a conjunctive adverb



Zinn have described about Columbus's journey; **therefore**, he want many people know the journey.

- c. With a semicolon

Zinn have described about Columbus's journey; he want many people know the journey.

- c) Complex sentence

A complex sentence consists of a main clause and one or more dependent clause or subordinate clause (Nesfield, 1954:93). In the complex sentence, one idea more important than the others. Furthermore, the complex sentence is one independent and one (more) dependent clauses. It is related by three kinds of dependent clauses: adverb, adjective and noun (Oshima and Hogue, 2006:172).

- a. Complex sentence with adverb clauses

An adverb clause likes an adverb, it tells where, when, why, and how. It begins with a subordinator, such as, when, while, because, although, if, so, or that. It able to come after or before in independent clause.

Dependent Adverb Clause

- Although the people in the united state can be aware about Zinn's opinion,

Independent Clause

they do not really believe about Zinn's opinion.

Independent Clause

Dependent Clause

- The students can give criticism when he had understood what he read.

- b. Complex sentence with adjective clauses

An adjective clause likes an adjective, it talk about a noun or pronoun. It begins with relative pronoun or relative adverb, such as who, whose, which, whom, that, where and when.

Dependent Adjective Clause

- Someone **who is talking** about Columbus's journey is Howard Zinn

- c. Complex sentence with noun clause

A noun clause likes a noun; it begins with Wh-question word, that, whether and if. In independent clause can be a subject or an object.



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Dependent Clause

- The students know **what caused it.**

- d) Compound complex sentence

A compound complex sentence has at least three clauses. It can be combined between independent and dependent. Just keep in mind there is at least one independent clause (Oshima and Hogue, 2006:174).

In the following example, the writer signed to the independent clause is underlined with solid line, than dependent clause with a dotted line.

- Zinn wanted his writing to be part of history after he published his writing; however, he want to goal his desire.

1.2.4 Errors

Accuracy gives effect a problem or fault to the something. It not always easy to apply the accuracy. Errors can be a portal to found the freeland by a composer or a writer. Standard and quality will be a barrier which can lead to a confusion. The confusion caused some errors in the material.

Errors are run outside limits or the rules. These errors are often found it, if it is related by standard. According to Hornby stated errors are a mistake that has done wrongly (Oxford Dictionary, 1995). An error occurs in many aspects, such as fonem, morfem, clause and sentence. Pit corder classified an error into three types, there are pre-sistematic, sistematic and post-sistematic.

1. Pre-systematic

It is an error that occurred before student understand in language system.

2. Systematic

It is an error that occurred after student understand in language system before, but the student still have error and can not explain to analysis their error.

3. Post-systematic

It is an error that the student do in their learning after they know and understand to the language system. In the post-systematic, Pit corder devided more into three categories are interference, intralingual, and development error (1967:24).

a) Interference



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Interference is an error that caused and involved by mother tongue.

b) Intralingual

Intralingual is an error that is caused by target language or second language.

c) Development error

Development error is student's effort to make hypothesis that student was studied.

1.2.5 Errors in Writing

Look at the many functions of writing, there are conversation recording tool and as a reinforcement of the grammatical and lexical language feature as disclosed (Brown, 2003:218). Writing has imperfection, because writing is one of cognitive process that needs such as, planning and outlining, generating ideas, writing several drafts, re-reading text, revising, restructuring and editing (Liach, 2011:43).

The writing errors effected some reasons that not appropriate with some rules in writing, such as ungrammatical. Furthermore, like Brown said that written is one of a way to apply own grammatical. According to Richard (101: 1990) stated that written is explicit and intended for publication, but at least the reader known the author.

There are many things that can occur errors in writing, it will be happen when the students face on the grammar, these include: choice of article, word order, sentence errors, etc (Coffin, et al. 2003:32).

1.2.6 Errors In Sentence

Many terms that the writer has encountered in the use of error word in the sentence, such as in the book, *Writer's Choice (Grammar and Composition)* by Glencoe or Mc. Graw-Hill are prefer to use, "Troubleshoot" word in the sentence. In the writing academic English book by Hogue and Oshima who are more choosing to use "Problem" word in the sentence. In the writer's review, the writer prefer to use errors word in the sentence. The writer's reason based on the dominant application of the word than the others. In the using of errors word, the writer adopted from some references, there are *English Grammar For The Utterly Confused* by Rozakis, and it integrated the book of *CliffsQuickReview Writing : Grammar, Usage and Style* by Biggs and Eggenschwiler.

There are many kinds of errors in sentences but the writer focused only into some types of course; after the writer find the dominant sentence errors occurred in English



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students' writing and it also due to the limited number of writer in the sources and data.

The kinds of sentences errors that the writer choosed based on some references which used by the writer to analysis the possibility of sentence errors in English students' writing, there are R-O (run on sentence) or comma splices, sentence fragments, subject –predicate agreement, placement modifiers, parallelism, combining sentence and word order.

a) R-O (Run on sentences) or comma splices

R-O stands of run-on sentence. It is a sentence that contains independent clauses without a proper punctuation joined in it (Eggenschwiler and Biggs, 2001:67). In another side, run-on sentence is two or more independent clauses that are run together without involving a punctuation (period, semicolon or comma) (Olson, 2009:32). It same was revealed by Rozakis that Run-on sentences is there are two sentences that run together (83:2003). The run-on sentence identified, it is a sentence which two or more independent clause that have been writen one after another without a punctuation (Oshima and Hogue, 2006:188). Run-on sentence is called also a comma splice; it looks at an independent clause standing alone should end in a period, question mark, and exclamation point.

- I really surprised and amaze, I read the book and article about Columbus's expedition.(no)

This is a run-on sentence. A comma alone cannot join independent clauses.

- I really surprised and amaze, when I read the book and article about Columbus's expedition. (yes)

The two independent clauses are correctly joined with a subordinate conjunction when preceded by a comma.

Comma splices is one of run on sentence type. It is occurred in a comma join in two independent clauses without involving a conjunction. According to Olson state that comma splice is special type of run on sentence that exist in a comma that used in semicolon place to join in two independent clauses without a conjunction (2009:33).



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- Zinn tells Columbus expedition, he tried to created a new history.
(no)

The solution of comma splice can be corrected by putting on semicolon or adding a conjunction after the comma.

- Zinn tells Columbus's expedition; he tried to created a new history.
(yes) by putting semicolon
- Zinn tells Columbus's expedition, and he tried to created a new history. (yes) by adding a conjunction after the comma

b) Sentence fragment

Every sentences at least contain one main or one independent clause that can be said as complete sentence. This reality does not happen in the sentence fragment, so this is known as incomplete sentence. According to Oshima and Hogue stated that sentence fragment is part of sentence. It does not a complete sentence, because it does not a main clause or independent clause (2006:183). Looking to the sentence, that it must have an independent clause. Sentence is group of words that contain a subject and a predicate; if the stand of the sentence without one of them, it is called a sentence fragment (Schatz, 2002:114). There are four kinds of sentence fragment, that are fragment lacks a subject, fragment lacks a complete verb, fragment lacks a subordinate clause and fragment lacks both a subject and a verb.

1. Fragment lacks a subject

It part of the sentence fragment that happened on a subject; to recover this kind, the writer has to add a subject.

- Howard Zinn is a Historian. Describe a great issues of Cristopher Columbus's journey (no).

The solution is add a subject to the fragment to make it complete sentence

- Howard Zinn is a Historian. He describe a great issues of Cristopher Columbus's journey (yes).

2. Fragment lacks a complete verb



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It part of the sentence fragment that happened on a complete verb. If there was miss part of the complete sentence.

- A lot of people are disagreement about Zinn's statement. The american respect (no).

The solution is add a complete verb or a helping verb to make the sentence complete.

- A lot of people are disagreement about Zinn's statement. The american respect with the Columbus's expedition (yes).

3. Fragment that is a subordinate clause

It part of the sentence fragment that was problem subordinate in used.

- Howard Zinn succeeds to be Historian. Because he is persistent (no).

The solution is combine the fragment with another sentence or eliminating the subordinate conjunction and adding a subject or other words.

- Howard Zinn succeeds to be Historian because he is persistent, *or*
- Howard Zinn succeed to be Historian. He is persistent.

4. Fragment lacks both a subject and a verb

It part of the sentence fragment that happened in a subject and a verb.

- Student left and moved his observation. Before the end of the story (no)

The solution is combine the fragment with another sentence.

- Student left and moved his observation before the end of the story (yes)

c) Subject- predicate agreement (SPA)

The standard of word order in an English sentence is subject-verb. Both of them have to relate each other. For example, when the subject is singular pronoun, the predicate has to singular verb too. This is similar to Glencoe's statement, subject- predicate agreement is part of sentence that one of them separated or unrelated each other (2005:393).

- He just focus in one aspect except describe all reality in history it self.(SPA)



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The subject that is separated from the verb, make the verb agree with the subject

- He just focuses in one aspect except describe all realities in history itself .

d) Placement modifiers (PM)

A good writing is writing that is easy to understand for the reader. Choice of word is very important in the sentence formation. Therefore, selecting a word in the sentence should really be considered to look at the appropriate word in the placement. On the other side, an inappropriate word placement in a sentence will affect the meaning given. It is an uncommon situation, if the inappropriate placement of this word will be changed to the appropriate placement of the word. And this step is known as placement modifiers. According to Biggs and Eggenschwiler state that placement modifiers is an attempt to rearrange or rewrite the sentence to be a clear sentence (2001:75).

- The new story is coming, Zinn explores his ideas. (PM)

The solution is move on the misplaced phrase as done as possible to words or words it modifies.

- Zinn explores his ideas a new story is coming.

e) Parallelism

Parallelism as a rhetorical device that is used in literature, speeches, advertising copy and popular song (Biggs and Eggenschwiler, 2001:78). It should have the same kind, such as noun with noun, gerund with gerund and etc. This is confirmed also by Hogue and Oshima state that parallelism as a list or comparison that follows the same grammatical pattern, such as if the first item is noun, the next item is noun also. If the first item uses -ing word, make all the others -ing word and if it is an adverb clause and make all the others adverb clause (2006:179).

- Howard Zinn said that Columbus is a vicious people that killer and mutilator. (not parallel)



If the sentence above will change into the parallel structure or parallelism, it can be modified by adding a comma in a sentence that has the same type.

- Howard Zinn said that Columbus are vicious people, killer and mutilator. (parallel)

f) Combining sentence (CS)

This is step a writer to uses as possible in the sentence process, in order to the writing make attract to the reader. Biggs and Eggenschwiler give definiton to the combining sentence is more emphasis, how to find out the reader's interest to the writing is (2001:83). In other site, the combining sentence as a step to change the sentence to be more simple to be easily understood.

- There are two basic points that can be concluded from Zinn's writing.

The sentence above is too using waste sentence in adj.clause. It can be changed by rearrange the sentence to be more simple before.

- Two basic points that can be concluded of Zinn's writing

g) Varying word order in sentence (WO)

The varying word order is a shape variation of the simple form in the sentence into another form without changing the meaning of the sentence (Biggs and Eggenschwiler, 2001:84). Eventually, there many variations of the sentence that able to used by the writer in the sentence arrangement.

- Do not be afraid and competent to communicate, Howard Zinn is a great historian . *instead of*
- Howard Zinn, do not be afraid and competence to communicate, is a great historian.



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C. Methodology of The Research

1.3.1 The Objective of The Research

The objective of my research is to know and to analysis of sentence errors in English students' writing Blogs at 4th semester student of IAIN Syekh Nurjati Cirebon.

1.3.2 The Approach of The Research

The approach of the research is file research of document analysis. The writer to be key in this research. According to Glessner and Strauss (1967) in Introduction to Research Education (Ary, et al; 462) stated that the writer approachs pay attention of the instruments needed to develop theory that faced in the field.

The writer has specified design of file research of document analysis in qualitative research in the file research to be content or document analysis. The writer focuses on his research emphasis of the students' writing. According to (Ary, et al; 464) stated document analysis is research way to find and identify specific characteristic in the material and unless has some purposes of content analysis or document analysis, such us analyze types of errors English students' writing blogs.

Absolutely, file research of the content analysis as the process of summarizing and reporting written data (Cohen, et al.2007: 475). The mention of the characteristic above, given the similarity of file research in qualitative research design and the research of that own writer.

1.3.3 The Place and Time of The Research

The place of the writer is taken from English students' writing Blogs at 4th semester student of IAIN Syekh Nurjati Cirebon. The writer takes the file of English students' writing blogs through internet downloading that it was collected in each group classes. The file is devided into 4 groups based on the total of English student class at 4th semester of IAIN Syekh Nurjati Cirebon.



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The writer finished the research about 4 months, it begins on September, 02 and the end on December 29, 2014.

1.3.4 The Source and Types of Data

The source and types of data, the writer divided into two sources data. There are primary source and secondary source. The primary source data is as the source data is file form that was downloaded by the writer from 4 students' blog, <http://craftmastera.blogspot.com>, <http://2012pbic.blogspot.com>, <http://pbidsucces.blogspot.com> and <http://repressoclass.blogspot.com>. The file of data is English students' writing blogs at 4th semester student of IAIN Syekh Nurjati Cirebon that the writer are going to be analyzed and discussed in this research. The writer takes 8 pages from their writing file from total 4 classes and devide their writing file into some categories, student A to H.

The secondary source data is the second the writer's step when the writer found the difficult position to get the primary source data. This can be done by the writer through the main source of the information that is main book which is used by the writer such as : CliffsQuickReview Writing : Grammar, Usage and Style .Biggs and Eggenschwiler (2001), Grammar Rules, Schatz. (2002). writing for assessment, Goddard. (2004), and the other related sources that support data for the writer.

1.3.5 The Instrument of The Research

The main instrument of the writer is the writer self. The condition is clear that the writer becomes a key instrument in his research. According to Ary et al state that the writer is the primary instrument for gathering and analyzing the data (2010:424). The writer will begin act to the research object and take the some ways, such as starting by observe, analyze until the writer find out the characteristic of the material in English student's writing blogs, and finding some references related to the research.



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1.3.6 Technique of Collecting Data

In the collecting of data, the writer chooses the file research of study document. The writer takes the file of English students' writing blogs through internet downloading that it was collected in each group classes. The file is devided into 4 groups based on the total of English student class at 4th semester of IAIN Syekh Nurjati Cirebon. The document is English students' writing blogs that will analyzed by the writer. It same condition that mentioned by (Ary, et al;464) stated that content analysis is same with the document analysis. it has criteria and purpose of the analysis that able to draw conclusion to be specified variables.

The matter gives remain the technic of collecting data needs a sample to be field or object in the research. The writer ask for consideration and permission in advance to determine the sample to be studied. The writer takes English students' writing by 8 pages with the same theme of the total amounting 147 sheets. It based on the total presence of the number of students in the respecting existing class (Suharsimi Arikunto, 1998:120).

1.3.7 The Technique of Analyzing Data

The writer trough the technique of analyzing data adopted by descriptive analysis techniques. Analyzing the data same as classify content and interpret meaning of words according to the context, it can be expected becomes available research (Ary, et al;465).

The writer is conducted by some steps. First, the writer downloads the English students' writing file data that was collected into 4 groups in internet. Then, the writer make classifies and categories based on the support theory. Finally, the researcher analyzing and discussing the English students' writing.

A unit (a sample of texts) are the first step in the content analysis. The unit of analysis are words, sentence, etc; review the texts and code them in order to show categories, and then counts and logs the occurrences of words, code, categories and statistical analysis is applied; leading to an interpretation of the result (Cohen et al, 2012:478). The technique of analyzing data of this research as follow:



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1. Sample of texts

The sample of text for the research is taken from English students' writing Blogs. There are 147 pages of English students' writing Blogs that has been uploaded by English student at 4st semester student of IAIN Syekh Nurjati Cirebon. The amount of sheets is decided by the writer as the researcher. The writer was downloaded on the English students' writing file for 8 pages that was collected in defferent classes. It based on the amount of English students who learned in the writing course that taught by Mr. Lala Bumela, M.pd.

2. Unit of analysis and categories

The writer will analyze sentence in the English students' writing Blogs. The analyzing will collective into some categories before. The categories are : R-O (run on sentence) and sentence fragment. This writer's step adopted by Fraenkle et al (2002:480) state that the researcher or the writer make categories first before any analysis.

The R-O (run on sentence) is one of sentence errors that most dominant discovered by readers and conducted by an writer. This type has another term called a comma splice. This is includes several issues related to punctuation and provide easy alternative for readers with punctuation in it. there are several kinds problem in this section, such as two main clause separated only by a comma, two main clauses with no punctuation between them, two main clauses with no comma before the coordinating conjunction. Whereas in the sentence fragment has several types, such as fragment that lacks a subject, fragment that lack a complete verb, fragment that is a subordinate clause, fragment that lacks a subject and a verb.

3. Review the text to code

Reading is the main concern in the writing before; 3rd position to be a place on the reading position after the process of listening, speaking and producing writing before. According to Lidinsky and Greene state that reading is the first step in the writing process (2012:99). It is intended as suggested by Hammersley and Atkinson that cited in Cohen at al (2007:478) state that to concern the data in order to read and read more until there is nothing unfamiliar data or not understood by writer.



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The writer attempt to simplify it as simple as possible the results of data that have been studied by writer in the form of code, as well as run on sentence as (R-O), sentence fragment as (SF), subject-predicate agreemant as (SPA), placement modifier as (PM), parallelism, combining sentence as (CS) and word order (WO).

4. Counts and logs the occurrence

The writer's step try to adopt the cohen's way. Look at the sequences that have been previously described above, the writer take to the next step which is a count the frequency of each sentence (2007:480). The writer will show the precentage of how much the sentence errors that have been made English students' writing blogs at 4st semester student of IAIN Syekh Nurjati Cirebon.

5. Interpretation

An opinion will be recognized when it is coupled with the opinion of some theories that support it. In this section, as Louis Cohen has another purpose to bring it into his theory about interpretation step. It is intended that the world of knowledge can developed.

D. The Literature Review

The writing language is discussed in the following books; Biggs and Eggenschwiler (2001) in Writing: Grammar, Usage and Style, Goddard (2004) in Writing for Assessment, and Singh (2010), Grammar Rules, Schatz. (2002). The discussion about the grammar of writing is also discussed in those books by clear explanation or briefly. Furthermore, the writer has outlined some previous studies related to the topic as follows.

Herliana's research (2011) was about "An Analysis of Students' Errors in Writing Focused on Tenses at the Second Grade Student of SMP Cindrawasih 1 Cipete. This research conducted to analyze of students' writing error that just only focused on tenses. This study is categorized as descriptive analysis, because it is intended to describe the objective condition the students' writing in tenses by analyzing the errors. It is a clear defferent with the writer's research that the data in Herliana's research is document analysis than the writer's research used the file research.



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Sainik, Paramvir Chandra (2013) analyzed “Error Analysis of Sentences in Indonesian Composition of Students in Jawaharlal Nehru University, New Delhi India. The main of the research explain about a hole sentence errors that student happened. The conclude of the research, the researcher found some errors in diction, conjunction, phrase, preposition, etc. Absolutely it looks analysis grammatical errors. The data was collected through the written test in which the students were asked to make a composition based on the theme determined in the time provided. The type of this research by using descriptive method. The differences of Sainik’s research and the writer’s research are Sainik tries to explore all the possibilities of student errors in their sentences without a barrier, such as he investigated from small particles such as diction, phrase, clause, etc than The writer’s research only focused on sentence errors type that showing also the crucial position of subject and verb. The research study of Sainik is grammatical error, while the writer is file research.

Iduar Hanafi (2012) analyzed errors in the use of Indonesian Spelling in Narrative Essay Revision on the Students in class V Elementary School in the Kecamatan Pulau Laut Utara, Kotabaru, Kalimantan Selatan. This study used a qualitative approach with descriptive research. Located in the Kecamatan Pulau Laut Utara Kotabaru. Research subjects Class V Elementary School in Nine Elementary School, with the object of revision EYD in the essay. The instrument uses a narrative essay test. Data analysis techniques using analytical models category, using analysis of three components: data reduction, data presentation, inference or verification. The problem in this study has not been understood by learners spelling error in SDN Kec. Pulau Laut Utara. This research describes students' spelling errors in usage, capital letters, punctuation the periods, commas, syllabication at the end of the line, prepositions, and causes. Look at this study, strength on the subject research, but weakness in the object research, because the standard of EYD as language always developed according to condition and period. The differences of Iduar’s research and the writer’s research are the background of Iduar’s research is sourced by spoken grammar and it is a case than the writer’s research focus on writing grammar and based on a writing phenomenon.

Mohd Said, Nur Ehsan (2013) analyzed “ Blogging to writing skills: A survey of students’ perception and attitude”, faculty of education, Kebangsaan Malaysia



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university. This study focus on the feedback of using blog. The writer of this research wants to show the implicate and benefit using weblog in the learning process of second language classroom, especially in the writing study. The writer only wants to know the students' perspective to the blog and how the students act are. In this research as first step to acquaint the blog for students and the writer using by descriptive method. The differences of Moh. Said, Nur Ehsan's research and the writer's research is focused on the objective. In their research is to find out the students' perspective on blog as the new stuff in student learning, whereas in the writer's research a blog is functioned to find out some data that able to make a research.

Based on the previous study on above, each of the research has interesting point. As matter of fact, every individual writer have focused studies that distinguish each other, such as Herliana's research focus on students' sentences on junior high school. The research of Herliana, can be said by the writer it appropriate as capabilities that student of junior high school owned. In another sides it also have some weakness for the research that mentioned in the previous study. The opposite of Herliana's research, like Paramvir Chandra's research, the writer found that his research too wide and the focus of study is split; It is because that is not directed at the study will be assessed.

Back to the focus on this research, the writer will analyzed the sentence errors in English students' writing Blogs at 4th semester students of IAIN Syekh Nurjati Cirebon; Where the data is real, natural and authentic. The writer want to analyze the English students' writing relates the sentence common errors.



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CHAPTER V CONCLUSION

This last chapter represents the conclusion from the research about sentence errors in English students writing of Syekh Nurjati state institute for islamic studies Cirebon. There are some important points that described in three points based on discussion in previous chapters as as the answer of research questions i.e. how the types of the sentences errors, types of subject predicate agreement and the possible correction for identified error in English students writing of Syekh Nurjati state institute for islamic studies in Cirebon. Besides, the suggestion and implication also described in this chapter as the reflection of the research. Finally, the result of the research shows that there are three important facts that found by the writer in this research.

5.1 Conclusions

The writer found several facts after conducting his writer and answered in his research question as follow;

1. There are 141 occurrences of sentence errors types in English students' writing blogs. The types of sentence error that occur in the students' writing devided into 7 types, there are SPA (subject predicate agreement) 49% from total 69, SF (sentence fragment) 19% from total 27, R-O (run-on sentence) 16% from total 22, PM (placement modifier) 5% from total 7, CS (combining sentence) 8% from total 11, parallelism 1% from total 2 and WO (word order) 2% from total 3. The all data are in getting the writer produces the subject predicate agreement (SPA) becomes most dominant sentence error in English students' writing blogs at 4th semester student of *Syekh Nurjati* state institute for islamic studies in Cirebon.
2. There are 60 occurrences in the types of subject predicate agreement in English students' writing Blog. There are 7 types in the subject predicate agreement that the writer used, there are IPP (intervening prepositional phrases), ALV (agreement with linking verb), AIS (agreement inverted sentences), ASS (agreement with special subject), ACS (agreement with compound subject), IE (intervening expression), and IPS (indefinite pronouns as subjects). The writer investegated in the subject predicate



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agreement types , but only 2 types that the writer found in their writing, there are IPP (intervening prepositional phrases) 98.2% from total and ALV (agreement with linking verb) 1.8% from total.

3. In the possible correction for identified errors occurred in English students' writing blog. The student sholud to concern in a complex sentence, because the complex sentence is mirthless an error in the sentence. This matter, the writer decides to separate to a short sentence is better than become a complicated sentence. Cohesion in the subject and verb is being main based to know the condition of the subject, such as the position of subject and verb are singular or plural.

5.2 Implications

This research that has been conducted by the writer in analyzing sentence error in English students' writing blog at 4th semester student of *Syekh Nurjati* state institute for islamic studies in Cirebon is too far the name of perfect. There are some points of weaknesses of the research, such as;

1. In English students' writing blogs there are many posts with interesting topics and it can be a source to analysis. In their writing are collected into 4 home pages based on their class there are 4 classes. The writer only takes 1 topic about "*Howard Zinn*" who was written by English student from 4 classes. Intended to make similarity the writer's investigation.
2. The writer only investegates the English student writing blogs was uploaded which is focused on the condition of the sentence that the writer related in the sentence common errors types. The writer is not too concern describing about the sentence structure.
3. English students or English teacher should to know the condition of students' writing, especiall to make sure that there is the different condition in the writen and speaking rules.
4. The writer agrees to the Corder's statement that error becomes an important thing in the second language process as reflection in the cognitif process in the target language.
5. The English students' writing blogs is one of sistem that ruled by a lecture in the writing lesson and it is natural process.



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5.3 Suggestions

Based on the weaknesses above, the writer would suggest for the next writer who wants to conduct the research in the same field to:

1. To get the variety of the data, it is better to find another types were excisted in the students' writing blogs student of IAIN Syekh Nurjati Cirebon.
2. To the next writer who wants to analyze error in the English student's writing blogs is better to analyze based on the clause field.
3. The writer hopes in the research can be a measurement to the all activists learn and reader to look at the position of grammar status in speaking or writing.
4. The English students' writing via weblog is very needed to improve English students' writing skill and giving a motivate to the writer and students. It can be help to teacher to enhance learning in the second language classroom



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