

SKRIPSI

**IDENTIFICATION OF STUDENTS' SYNTACTIC
FOSSILIZATION AT THE SECOND YEAR
STUDENTS AT MTS DDI LERO
KAB. PINRANG**



By

IHSAN
Reg. Num. 12.1300.040

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY STATE
ISLAMIC INSTITUTE
(IAIN) PAREPARE**

2019

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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of
Parepare in Partial Fullfilment of the Requirements for the Degree of Sarjana
Pendidikan (S.Pd)

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Skripsi

As partial Fulfillment of the Requirements for the Degree of

Sarjana Pendidikan Islam (S.Pd)

English Program

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PAREPARE

to

**ENGLISH EDUCATION PROGRAM
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(IAIN) PAREPARE**

2019

ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of Student : Ihsan
Title of Skripsi : Identification of Students' Syntactic
Fossilization at the Second Year Students at MTs
DDI Lero Kab. Pinrang
Student Reg. Number : 12.1300.040
Faculty : Tarbiyah
Study Program : English Education Program
By Virtue of Consultant : SK. Ketua STAIN Parepare
Sti/19/PP.00.9/1409/2015

Has been legalized by Consultants

Consultant : Hj. Nurhamdah, S.Ag, M.Pd (.....)
NIP : 19731116 199603 2 007
Co-Consultant : Dra. Hj. Nanning, M.Pd (.....)
NIP : 19680523 200003 2 005

Approved by:

Tarbiyah Faculty



[Signature]
D. H. Saepudin, S.Ag., M.Pd.
NIP: 19721216 199903 1 001

SKRIPSI
IDENTIFICATION OF STUDENTS' SYNTACTIC FOSSILIZATION
AT THE SECOND YEAR STUDENTS AT
MTS DDI LERO KAB. PINRANG

Submitted by

IHSAN

Reg. Num. 12.1300.040

Had been examined on August 22nd, 2019 and had been declared that it fulfilled the requirements

Approved by

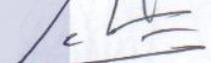
Consultant Commissions

Consultant : Hj. Nurhamdah, S.Ag.,M.Pd.

NIP : 19731116 199803 2 007

Co-Consultant : Dra. Hj. Nanning, M.Pd.

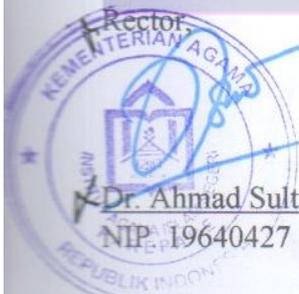
NIP : 19680523 200003 2 005


(.....)

(.....)

PAREPARE

State Islamic Institute Parepare

Tarbiyah Faculty



Rector
Dr. Ahmad Sultra Rustan, M.Si
NIP. 19640427 198703 1 002



Dean
Dr. H. Saepudin, S.Ag.,M.Pd.
NIP. 19721216 199903 1 001

ENDORSEMENT OF THE EXAMINER COMMISSIONS

Title of Skripsi : Identification of Students' Syntactic
Fossilization at the Second Year Students at MTs
DDI Lero Kab. Pinrang

Name of Student : Ihsan
Student Reg. Number : 12.1300.040
Faculty : Tarbiyah
Study Program : English Education Program
By Virtue of Consultant : SK. Ketua STAIN Parepare
Sti/19/PP.00.9/1409/2015

Date of Graduation : August 22nd, 2019

Approved by Examiner Commissions

Mujahidah, M.Pd.	(Chairman)	(.....)
Dr. Ahdar, M.Pd.I	(Secretary)	(.....)
Hj. Nurhamdah, S.Ag., M.Pd.	(Member)	(.....)
Dra. Hj. Nanning, M.Pd.	(Member)	(.....)

Cognizant of:

State Islamic Institute Parepare
Rector,



Dr. Ahmad Sultra Rustan, M.Si
NIP. 19640427 198703 1 002

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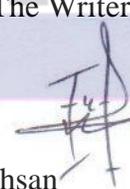
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Parepare, August 22nd, 2019

The Writer


Ihsan

Reg. Num. 12.1300.040

DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The writer who signed the declaration below:

Name : Ihsan
Student Reg. Number : 12.1300.040
Place and Date of Birth : Ujung Lero, November 21, 1993
Faculty : Tarbiyah
Study Program : English Education Program
Title of Skripsi : Identification of Students' Syntactic

Fossilization at the Second Year

Students at MTs DDI Lero Kab. Pinrang

Stated this skripsi was his own writing and if it can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

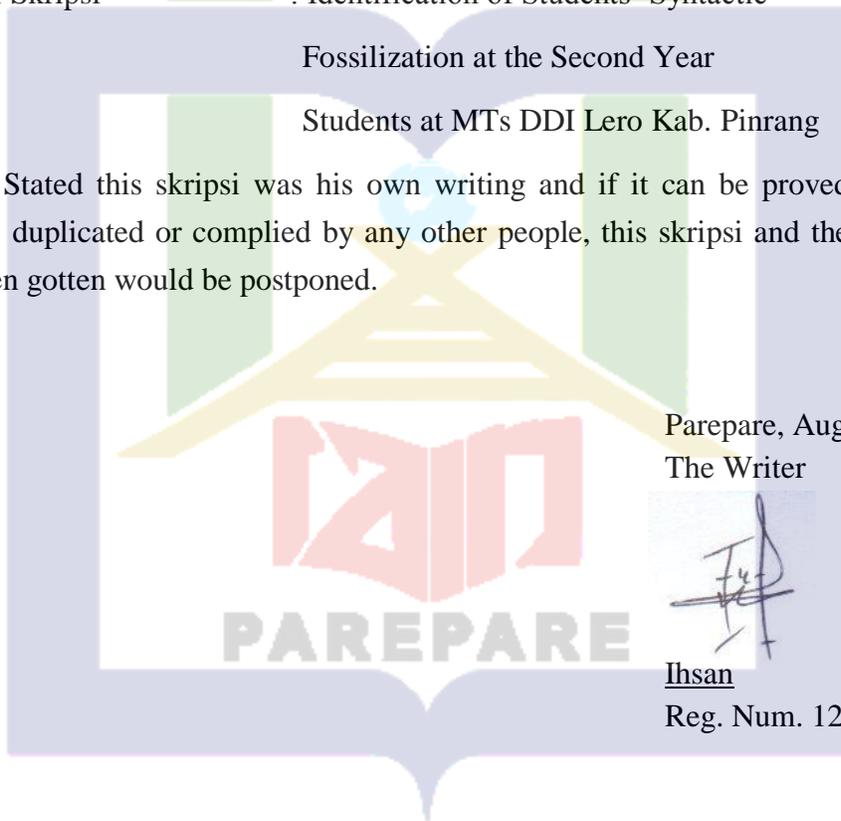
Parepare, August 22, 2019

The Writer



Ihsan

Reg. Num. 12.1300.040



Abstract

Ihsan. 2017. *Identification of Students' Syntactic Fossilization at the Second Year Students at MTs DDI Lero kab. Pinrang* (Supervised by Nurhamdah and Nanning)

Most of students in our country live in the multilingual society. This will influence the students and can appear an interference caused by the system or syntactic structure of Indonesian language. It is probably true to say that most learners of a foreign or second language fail to achieve their aim of native-speaker-like proficiency due to an inability to permanently correct persistent errors. This condition has become known as fossilization.

The objectives of the research are identifying the syntactic fossilization of the second year students at MTs DDI Lero and to know the reason fossilization errors occur. The method used was descriptive. The population and sample was the second year students of MTs DDI Lero. The instrument used was writing free composition entitled "about myself" of about 150 to 200 words that focused on present tense.

The data analysis shows that the errors frequency collected from first data (free composition 1) and second data (free composition 2) were compared and the result revealed that grammar instruction was capable of reducing 44% of the learners' errors, from 747 error cases in first data (free composition 1) to 326 error cases in second data (free composition 2). The learners' grammatical errors appeared to be so dynamic. They once appeared then due the pedagogical intervention, some were destabilized and others were stabilized. 54% errors were stabilized; the stabilized errors can fossilize, if the learners stop learning or lack of motivation in learning.

Keyword: Fossilization, grammar, interlanguage.

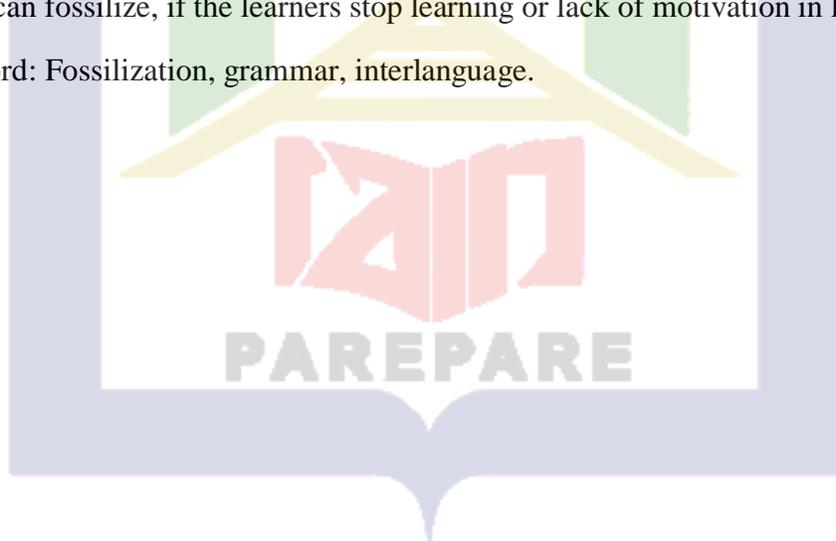
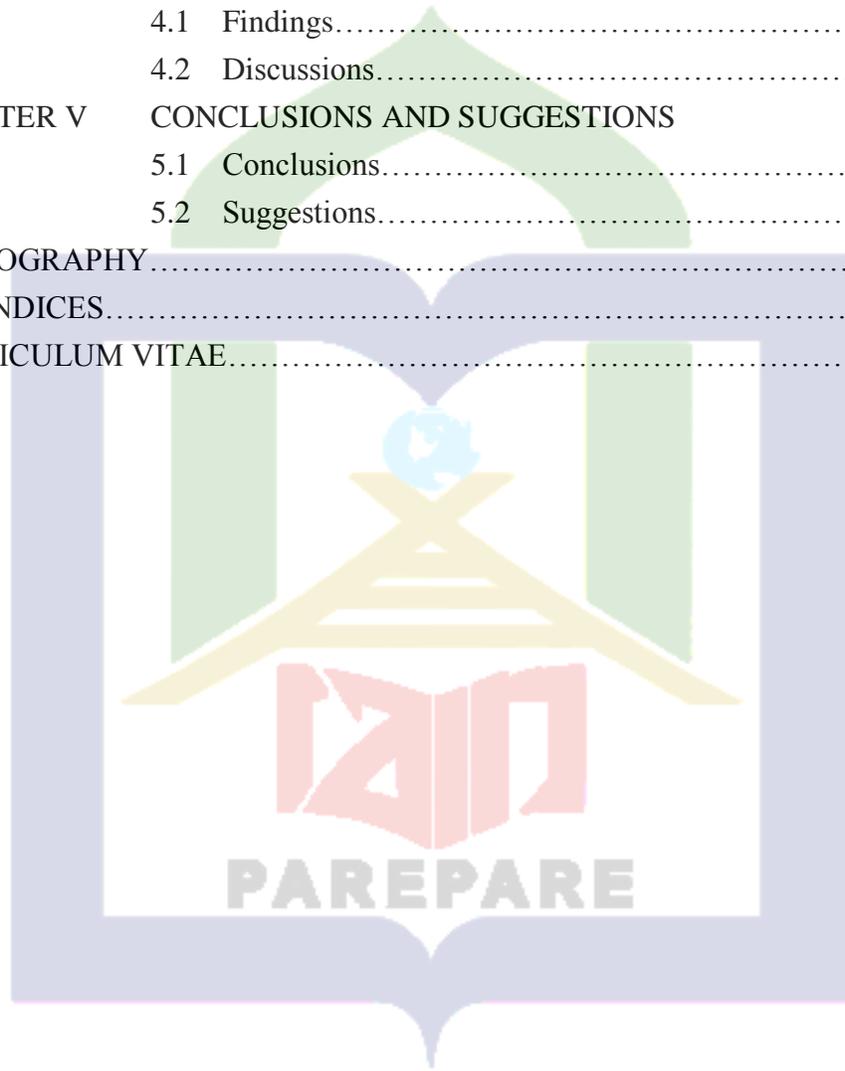


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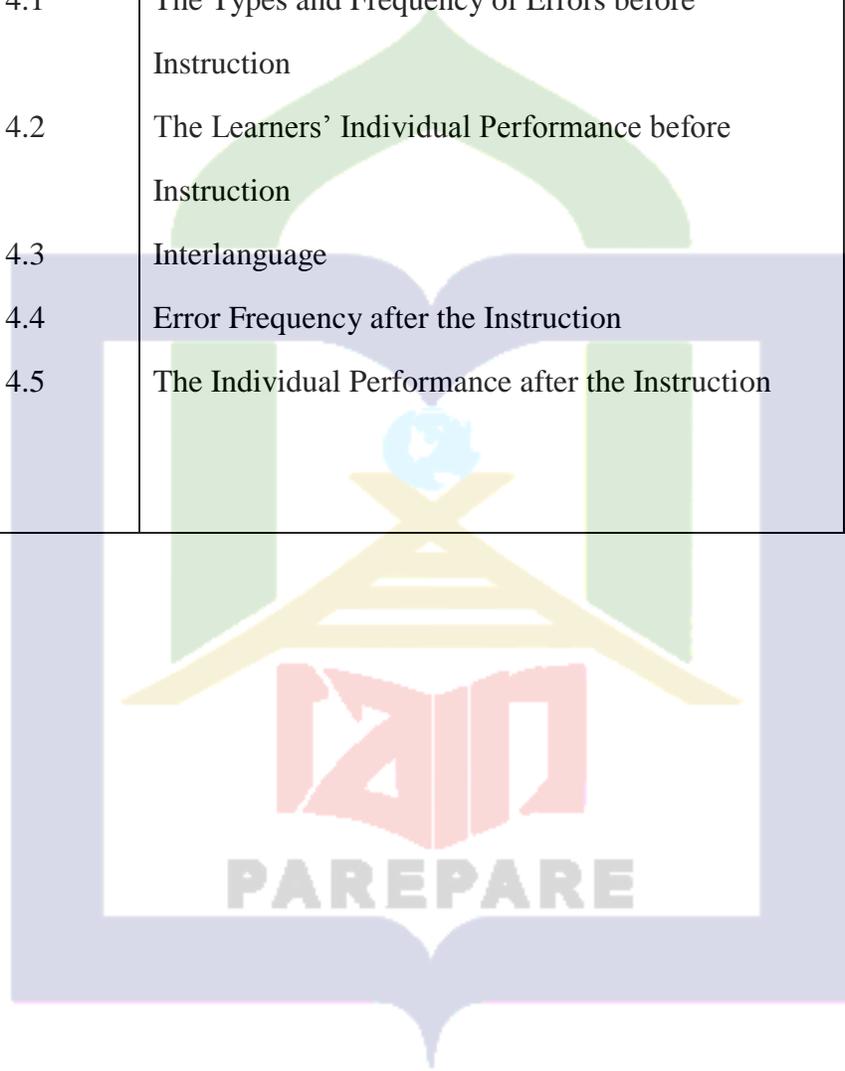
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CHAPTER I

INTRODUCTION

1.1 Background

Most of students in our country live in the multilingual society. This condition will influence the students in learning a foreign language. This influence can appear an interference caused by the system or syntactic structure of Indonesian language. The influence is very clear from the habit of the students to make ungrammatical English sentences. They sometimes make English sentence based on the structural pattern of Indonesian.

It is probably true to say that most learners of a foreign or second language fail to achieve their aim of native-speaker-like proficiency due to an inability to permanently correct persistent errors. This condition has become known as fossilization.¹

Indonesian learners in learning English have problems in constructing grammatical sentence in order to be understood by others, communication in English need to be done effectively by using well-constructed sentences. Their target language always contains errors. In general, such errors are considered as an inevitable sign of human weaknesses, for example, as a consequence of lack of attention, poor memory, or incomplete knowledge of the language on the part of the learners, or inadequacy of the teachers' teaching.

¹Paul Butler-Tanaka, "Fossilization: A Chronic Condition or is Consciousness-Raising the Cure?", A Dissertation Submitted to the Faculty of Arts of the University of Birmingham for the Degree Master of Arts in Teaching English as a Foreign or Second Language (TEFL/TESL), 2011, p. i.

Errors are inevitable in any learning situation which requires creativity such as in learning a foreign language. Current literatures view errors not just as deviations but rather as a source for studying the process/strategies used by the learner in learning the target language. They are evidence about the nature of the process and of the rules used by the learner at a certain stage in learning course.²

Identification of grammatical errors is important because a grammar of a particular language will take the familiar form of a set of rules or principles which tell you how to ‘speak’, ‘write’ and ‘understand’ the language: more precisely, a grammar will comprise a set of rules or principles which specify how to form, pronounce, and interpret phrases and sentences in the language concerned.

Grammatical errors fossilization should be treated with adequate attention, as it may impede the development of language skills to a higher level as well as the effectiveness of communication. Therefore, typical grammatical errors (for instance, which tenses cause special difficulties) should be found out and treated actively till disappearance. Students in general have their own typical grammatical errors which tend to fossilize, however, teachers shouldn’t rely only others’ research concerning error types, but also analyze their students’ mistakes, which can happen unique enough. This is the motivation of the researcher to choose the topic under the title: “Identification of the Students’ Syntactic Fossilization at the Second Year of MTs DDI Lero”.

The researcher chooses MTs DDI Lero because MTs DDI Lero has national standard about education, so all the students can be said to know about basic in

²Endang Fauziati, “Interlanguage and Error Fossilization: A Study of Indonesian Students learning English as a Foreign Language,” *Indonesian Journal of Applied Linguistics* 1, no. 1, 2011), p. 26.

English pattern, and some of the students' errors in MTs DDI Lero such as related to the basic verb and syntax. Those are done by the second year students of MTs DDI Lero that can become fossilized. The students did the mistake differently each other's.

1.2 Problem Statement

Based on the background above the researcher formulates the question:

- 1.2.1 What are students' syntactic fossilization rates at MTs DDI Lero?
- 1.2.2 Why does syntactic fossilization occur?

1.3 Objective of the Research

Based on the problem statement above, objective of the research are:

- 1.3.1 To identify the syntactic fossilization of the second year students at MTs DDI Lero.
- 1.3.2 To know the reason fossilization errors occur.

1.4 Significant of the Research

It is expected in this research can get useful information for the students and the teacher, especially students at MTs DDI Lero especially the second year students that they always conducted the errors, so that the students can repair their errors by themselves to improving their ability. For English teacher, Students in general have their own typical grammatical errors which tend to fossilize, however, teachers shouldn't rely only others' research concerning error types, but also analyze their students' mistakes, which can happen unique enough.

CHAPTER II

REVIEW RELATED LITERATURE

2.1 The Previous Related Findings

Some researchers have carried out research related to students' fossilization and what they found is shown in the following:

Endang Fauziati, there are three conclusions from her research. Firstly, grammatical errors are dynamic not static (fossilized). Secondly, grammar instruction contributes to the error destabilization since it provides the learners with input, feedback, grammar explanation, and the opportunity for the learners to practice. Thirdly, stabilized grammatical errors are de-stabilizable, meaning that they are learnable at post puberty.³

Wahyuni in her research "The Interference of Indonesian Syntactic Structure in English Sentences Made by the First Year Students of SMP Negeri 2 Pinrang (Case Study of Bilingual Class)" states that there are two conclusions:

1. The first year of SMP Negeri 2 Pinrang still have problems in learning English. They are still made many errors in forming English sentences as a result of interferences of Indonesian.
2. There are three main causes for the students to making errors in forming English sentences as a result of interference of Indonesian:
3. They consider that the easiness to make English sentences based on the Indonesian pattern.

³Endang Fauziati, "Interlanguage and Error Fossilization: A Study of Indonesian Students learning English as a Foreign Language" (*Indonesian Journal of Applied Linguistics* 1, no. 1, 2011), p. 38-39.

4. They have not master of English structure well.
5. They are lack of practicing the structure of English in communication.
6. They want if the teacher can explain about English structure clearly.

The research findings above, shows that there are many problems in learning the grammar especially for Indonesian learners. They are still made many errors in forming English sentences as a result of interferences of Indonesian, and if the errors repeated the fossilization will occur.

Based on the previous research findings above, these researchers had the same focus are finding errors that the students made and analyzed it to find out whether the errors included fossilization or not.

2.2 Some Pertinent Ideas

2.2.1 The Definition of Syntax and Sentence

2.2.1.1 Syntax

According to Oxford Advanced Learner Dictionary, syntax is the result of grammar or the arrangement of words into phrases into sentence.

In every language, certain patterns of words are permissible and meaningful and other are not. Ben Crane states, syntax is the way words are put together to form phrases and sentences⁴. To study syntax is to study the pattern and relationship of words, phrases and clauses.

In *Ilmu Bahasa Indonesia- "SINTAKSIS"*, basically, syntax derives from Netherlands that is *syntaxis*. In English to be used *syntax*, syntax is the part of or branch from the linguistics that stated about reading, sentence, clause, and phrase.⁵

⁴Ben Crane and Co, *an Introduction to Linguistics* (Toronto: Brown and Company)

⁵M Ramlan, *Ilmu Bahasa Indonesia (SINTAKSIS)* (Yogyakarta: CV "Karyono", 2001)

According to Noel Burton-Robert, syntax is traditionally the name given to the study of the form, position and grouping of the elements that go to make up sentences.⁶

From all the definitions, we can conclude that syntax is study of the interrelationships of words in sentence. In other words, we can say that syntax is concerned with sentence structure.

Syntax is the arrangement of words in a sentence, which is mostly the same between English and Indonesian in simple phrases, but begins to differ in questions and adjective phrases. English question, for example, start with a question word followed by the subject. In Indonesian, question start with the subject. Meanwhile, adjective phrases in the two languages are in opposite order. In English, the subject comes before the noun, but in Indonesian, the noun is mentioned first.

Bahasa Indonesia is relatively easy to learn because of its simple grammar rules, particularly with regards to verb tenses – or the lack of it. Unlike Indonesian, English has 16 different tenses it may take time to master all of them, but it is not impossible.

Once more, Bahasa Indonesia keeps it simple in the way it describes an object of which there is more than one: merely repeat the work, as in *buku-buku* or *anak-anak*; or add a plural determiner, such as *banyak lukisan*, *para penonton*, and *sejumlah tokoh*.

⁶Noel Burton-Roberts, *Analyzing Sentence an Introduction to English Syntax* (London and New York: Longman, 1986)

English plural forms are a bit more complicated. Firstly, they are divided into two categories: regular and irregular nouns. The former simply gains an –s or –es, like books, paintings, potatoes and glasses – that’s the easy part.

Various things can happen to irregular plural nouns, from changes that are slight (knife-knives, wolf-wolves, woman-women) and more complicated (child-children, person-people, mouse-mice, foot-feet), to changes that are rather odd (cactus-cacti, phenomenon-phenomena). And then there are those that stay the same, such as sheep, deer species and offspring.⁷

2.2.1.2 Sentence

Wikipedia, sentence is a textual unit consisting of one or more words that are grammatically linked.⁸ Cambridge Dictionary, sentence is a group of words, usually containing a verb that expresses a thought in the form of a statement, question, instruction, or exclamation and starts with a capital letter when written.⁹

According to Ann Hogue, a sentence is a group of words that contains at least one subject and one verb and expresses a complete thought.¹⁰

Alice Maclin, sentence is a group of words that says something in a fixed structure of grammar and punctuation. Every declarative sentence must have a subject and finite verb.¹¹

⁷<https://www.britishcouncilfoundation.id/en/english/articles/language-main-differences>. (January 30, 2018)

⁸“Sentence”, *Wikipedia the Free Encyclopedia*. [https://en.wikipedia.org/wiki/Sentence_\(linguistics\)](https://en.wikipedia.org/wiki/Sentence_(linguistics)) (November 23, 2017)

⁹Cambridge Dictionary, “Meaning of Sentence,” *official site of Cambridge Dictionary*. <http://dictionary.cambridge.org/dictionary/english/sentence> (November 23, 2017)

¹⁰Ann Hogue, *First Steps in Academic writing* (Longman)

¹¹Alice Maclin, *Reference Guide to English (A Hand book of English as a Second Language)* (Washington DC: The Office of English language Program, 2001)

In order to communicate we use words in an acceptable and meaningful order. These groups of words are called sentences.¹²

Longman Active Study Dictionary, sentence is in grammar, a group of words that expresses a complete idea and usually contains a subject and a verb. a sentence begins with a capital letter and ends with a full stop.¹³

As a correlation of this definition, we can conclude that sentence is built from the group of words that contains of subject and predicate where a group of words is not said a sentence if it is only made from sense.

There are three general types of sentences: simple, compound, and complex.

2.2.1.2.1 Simple Sentence

A simple sentence has the most basic elements that make it a sentence: a subject, a verb, and a completed thought.

Examples of simple sentences include the following:

1. Joe waited for the train.
“Joe” = subject, “waited” = verb
2. The train was late.
“The train” = subject, “was” = verb
3. Mary and Samantha took the bus.
“Mary and Samantha” = subject, “took” = verb
4. I looked for Mary and Samantha at the bus station.
“I” = subject, “looked” = verb

¹²G S Mudambadithaya, *English Grammar and Composition* (Bangalore: Vikas Publishing House PVT LTD, 1997), p. 1.

¹³“Sentence,” *Longman Active Study Dictionary New Edition* (England: Longman, 1998).

5. Mary and Samantha arrived at the bus station early but waited until noon for the bus.

“Mary and Samantha” = subject, “arrived” and “waited” = verb

The use of compound subjects, compound verbs, prepositional phrase (such as “at the bus station”), and other elements help lengthen simple sentences, simple sentences often are short.

A simple sentence can also be referred to as an independent clause. It is referred to as “independent” because, while it might be part of a compound or complex sentence, it can also stand by itself as a complete sentence.

2.2.1.2.2 Compound Sentence

A compound sentence refers to a sentence made up of two independent clauses (or complete sentences) connected to one another with a coordinating conjunction. Coordinating conjunctions are easy to remember if you think of the words “**FAN BOYS**”.

1. **F**or
2. **A**nd
3. **N**or
4. **B**ut
5. **O**r
6. **Y**et
7. **S**o

Examples of compound sentences include the following:

1. Joe waited for the train, **but** the train was late.

2. I looked for Mary and Samantha arrived at the bus station, **but** they left station before noon and left on bus before I arrived.
3. Mary and Samantha arrived at the bus station before noon, **and** they left on the bus before I arrived.
4. Mary and Samantha left on the bus before I arrived, **so** I did not see them at the bus station.

Coordinating conjunctions are useful for connecting sentences, but compound sentences often are overused. While coordinating conjunctions can indicate some type of relationship between the two independent clauses in the sentence, they sometimes do not indicate much of a relationship. The word “and” for example, only adds one independent clause to another, without indicating how the two parts of a sentence are logically related. Too many compound sentences that use “and” can weaken writing.

Clearer and more specific relationships can be established through the use of complex sentences.

2.2.1.2.3 Complex Sentences

A complex sentence is made up of an independent clause and one or more dependent clause connected to it. A dependent clause is similar to an independent clause, or complete sentence, but it lacks one of the elements that would make it a complete sentence.

Examples of dependent clauses include the following:

1. Because Mary and Samantha arrived at the bus station before noon
2. While he waited at the train station
3. After they left on the bus

Dependent clauses such as those above cannot stand alone as a sentence, but they can be added to an independent clause to form a complex sentence.

Dependent clauses begin with subordinating conjunctions. Below are some of the most common subordinating conjunctions:

1. After
2. Although
3. As
4. Because
5. Before
6. Even though
7. If
8. Since
9. Though
10. Unless
11. Until
12. When
13. Whenever
14. Whereas
15. While

A complex sentence joins an independent clause with one or more dependent clauses.

The dependent clauses can go first in the sentence, followed by the independent clause, as in the following:

1. Because Mary and Samantha arrived at the bus before noon, I did not see them at the bus station.
2. While he waited at the train station, Joe realized that the train was late.
3. After they left on the bus, Mary and Samantha realized that Joe was waiting at the train station.

Conversely, the independent clauses can go first in the sentence, followed by the dependent clause, as in the following:

1. I did not see them at the station because Mary and Samantha arrived at the bus station before noon.
2. Joe realized that the train was late while he waited at the train station.
3. Mary and Samantha realized that Joe was waiting at the train station after they left in the bus.

Complex sentences are often more effective than compound sentences because a complex sentence indicates clearer and more specific relationships between the main parts of the sentence. The word “before,” for instance, tells reader that one thing occurs before another. A word such as “although” conveys a more complex relationship than a word such as “and” conveys.¹⁴

2.2.2 Syntactic Structure

According to Chomsky¹⁵, syntactic structure is determined exclusively by operation of segmentation and classification. Syntactic structure relevant with the

¹⁴Illinois Valley Community College (IVCC), “English Composition 1,” *official site of IVCC*. <http://www2.ivcc.edu/rambo/eng1001/sentences.htm> (January 24, 2017).

¹⁵https://en.wikipedia.org/wiki/Syntactic_Structures (January 24, 2017)

study of sentence forms. How the sentence arrangement, it is of course always referred to the rules of the sentences that build up. In other words, the sentences must be paid attention, to the grammatical system.

Analysis of syntactic structure in modern grammar has contributed to an understanding of how such structures are used to build up sentence both interpretations the structural and transformational offer insight in the way complex structure are used in sentence. A consideration of this syntactic structure which function as grammatical shapes for predication takes us into large are of communication, we need to broaden our analysis to include not only those aspects that make for correct sentences but those make for effective sentences.¹⁶

2.2.3 Parts of Speech

2.2.3.1 Noun

A noun is a word or word group that *names* a person, a place, an idea, or a thing (*object, activity, quality, condition*).

A noun may be either *proper* or *common*. A noun said to be proper if it names a particular person, place or thing: *Jane, Detroit, age of reason*. It is common if it names something or someone in a more general way: *girl, city, and era*.

Further, a noun may be either *concrete* or *abstract*. A noun is concrete if it names something that can literally seen, felt, taste, and so on: *dog, table, meat*. It is abstract if it names something which exists only as an idea or concept in the mind: *idea, loyalty, happiness, fear, and mortality*.

Examples: *The pencil was lying on the desk.*

¹⁶Wahyuni, "The Interference of Indonesian Syntactic Structure in English Made by the First Year Students of SMP Negeri 2 Pinrang" (Unpublished SKRIPSI STAIN Parepare: Parepare, 2010), p. 15-16.

Driving at the top *speed*, *Dave* won the *race*.

Tom lived in *Chicago* during the *great depression*.

Honesty is said to be the best *policy*.

Word groups, as well shall see shortly, may substitute for single words which name. When that happens, the entire word group is said to function as a noun (or nominal).

2.2.3.2 Pronoun

A pronoun is a word that functions as a noun substitute. Generally speaking, a pronoun may be used only when it is very clear which noun it is substituting for. When the noun for which it substitutes has not been used first, or when the noun to which a pronoun refers is ambiguous, these are cases of faulty pronoun reference. Traditional schools grammars generally sub classify pronouns as follows:

Personal: forms of *I*, *you*, *he*, *she*, *it*, *we*, and *they*

Examples: *I* am hungry. *I* like *him*. *She* is *them*.

Relative: *who*, *whom*, *whose*, *which*, *that*, *where* (meaning “in which”)

Examples: He is the boy *who* met me. The place *where* he lives is Italy. The book *which* I lost was his.

Demonstrative: *this*, *that*, *these*, *those*.

Examples: *This* is what I want. I like *this* better than *those*.

Note: many traditional grammarians recognized demonstrative pronouns as “elliptical” constructions. That is, they explained the words *this*, *that*, *these* *those* in constructions like those in the examples below as articles (like *a*, *an*, *the*) followed by “implied” (omitted) nouns.

Examples: *These* are my books. *This* is silly. I like *that*.

Interrogative: who, which, what

Examples: *Who* is coming? *What* did he tell you?

Indefinite: each, everyone, anybody, any, either, neither, some

Examples: I don't want *any*. *Everyone* does his own work.

Intensive: myself, yourself, himself, ourselves, themselves

Examples: He did the work *himself*. I *myself* will do it.

Reflexive: myself, yourself, himself, ourselves, themselves

Examples: He hurt *himself*. We are helping *ourselves*.

2.2.3.3 Verb

A verb is a word or word group that expresses action, condition, or state of being. The verb may be a single word or it may be preceded by one or more auxiliary words and followed by one or more particles. Every sentence must contain a verb, for the verb is the word (or word group) that conveys what is said about the subject (a noun or nominal). The verb function is referred to as *predication*.

A verb will be either *active* or *passive*. It is active if the subject does something or merely exists: "John *threw* the ball. Mary *is* my friend." It is passive if the subject is the receiver of the action (is "acted upon"): "The ball *was thrown* by John. Her father *was fired*"

A verb has *tense* to indicate time: present, past, future.

A verb may also indicate aspect: progressive and perfect.

A verb is either *intransitive* (it requires a no words to complete its meaning); *transitive* (it requires a *direct* object as a completer); or *linking* (it links the subject to a nominal to an adjective in the predicate).

Examples: Intransitive: The game *began*.

She had been crying.

Transitive: Jay *may win* the contest.

We *think* John handsome.

Linking: Mary *is* pretty.

His name *is* John.

Note: Verb characteristics are mentioned here in only the most general way.

2.2.3.4 Adjective

An adjective is a word or word group that tells a characteristic or quality of a noun or pronoun. Adjective tell such things as which? What kind of? Characterized how? How many? Whose?

Examples: *Brave* men sometimes cry.

Jane is *tall*.

Everyone considers Jean *incompetent*.

The *hungry, weary* men trudged on.

The adjective is said to modify the noun or pronoun which is characterizes or qualifies.

2.2.3.5 Adjunct in A Compound Noun

Traditional school grammars generally called a word like “stone” in the expression “stone wall” an adjective. Modern grammars identify such an attributive word as an *adjunct* (in the case of “stone,” a *noun adjunct*). Any word which joins with another word to form a compound word is thus an adjunct. Nouns, pronouns, verbs, and adjectives may all be used as adjuncts in compound nouns. The resulting compound word is written variously: sometimes as a hyphenated word, sometimes as a single word, sometimes as two separate words. Regardless of the written form,

however, most grammarians now consider the adjunct part of the noun itself rather than a separately functioning adjective.

Some examples of compound nouns (with adjunct italicized) follow:

<i>Baseball</i>	<i>bread</i> stick	<i>he</i> -man	<i>cry</i> baby
<i>Lighthouse</i>	<i>tennis</i> court	<i>mixing</i> bowl	<i>black</i> bird
<i>Bookcase</i>	<i>income</i> tax	<i>driving</i> range	<i>gold</i> bug

2.2.3.6 Adverb

An adverb is a word or word group that modifies (characterizes) a verb, an adjective, or another adverb.

Adverb as verb modifier: when the adverb functions as a verb modifier, it tells when, where, why, how, and so on. We therefore speak about adverbs of time, of place, of manner, and the like.

Examples: He goes to the movies *often*.
 John stopped *there*.
 He drives *poorly*.

Adverb as adjective modifier: when the adverb functions as an adjective modifier, it tells how much, how little, to what extent, and so on. In other words, the adverb immediately precedes and qualifies the meaning of the adjective which it modifies.

Examples: John is *very* happy.
 The review was *sharply* critical.
 The survivors were *barely* alive.

Adverb as adverb modifier: when the adverb functions as an adverb modifier, it qualifies the meaning of the adverb which immediately follows it.

Examples: He drives *too* fast.
 The baby cries *quite* often.
 She tires *very* quickly.

2.2.3.7 Preposition

A preposition is a word or word group that functions to show a meaning relationship between its object (the nominal which normally follows the preposition) and some other word or words in the sentence. Prepositions ordinarily indicate relationships of time, space, direction, agency, or association.

Examples: *After* lunch he took a nap.
 The book is *on* the shelf.
 She gave the book *to* me.
 She signed the letter *with* a pencil.

The preposition usually initiates a word group which, together with the preposition itself, is called a *prepositional phrase*. Sometimes, however, this usual or “normal” word order is changed, so that one frequently encounters English sentences (questions, in particular) which end in preposition. (“Which table should I put the book on?”) This is the kind of sentence which used to be the bane of traditional “purists”. Fettered by believe that English grammar ought to confirm to the rules of Latin grammar, they insisted that such sentences, were simply not “good English.” Many a school teacher convinced that it was “bad” English to end a sentence with a preposition, worked feverishly to train pupils to “correct” such a sentence to the “proper” form: “On which table should I put the book?”

2.2.3.8 Conjunction

A conjunction is word or word group that connects two sentence components. Conjunctions can be sub classified according to the types of sentence components they connect:

Coordinating conjunction: A coordinating conjunction connects two grammatically equivalent constructions. The most common coordinating conjunctions are the word *and, but, or, nor, for, so, yet, and still*.

Examples: Mary *and* Tim are late.

She is hard *but* fair.

He should try harder *or* give up altogether.

Correlative conjunctions: Like the coordinating conjunction, correlative conjunctions connect two grammatically equivalent constructions. The difference is that correlative conjunctions occur in pairs: *either . . . or, neither . . . nor, not . . . but, not only . . . but also, both . . . and*, and so on.

In an English sentence, the construction which follows the second unit of the pair should be stated in the same form as that which follows the first unit.

Examples: I lost *not* one *but* two hats.

Either you work *or* you fail.

That animal is *neither* fish *nor* fowl.

Both Jill *and* Jim are late.

Comparative conjunctions: Because they are very similar to the correlative conjunctions, comparative conjunctions are not classified separately in most traditional school grammars. As you will note from the examples, they also occurs in pairs.

Examples: Mary is *as* smart *as* Joan. (as “Joan is smart”)
 She is *taller than* John. (than “John is tall”)

Note in this examples, the constructions which follows the last comparative conjunction is an “elliptical” sentence.

Subordinating conjunctions: a subordinating conjunction connects two grammatically *unequivalent* constructions-specifically, an independent clause and dependent clause. Notice that it is the very presence of the subordinating conjunction which makes the following clause dependent (i.e., it cannot stand alone as complete sentence).

Examples: *until* I quit school, I worked very hard.
 He slept late *because* he stayed up too late.
If she practices hard, she will probably succeed.

2.2.3.9 Interjection

An interjection is a word or word group that “interrupts.” According to traditional grammar, the interjection is grammatically independent of the rest of the sentence, and is not a vital sentence component; if the interjection is deleted a well-formed sentence still remains.

Examples: *Well*, I am finally finished with the test.
 He was, *alas*, late again.
Heavenly days, he doesn’t even know what he is doing.¹⁷

¹⁷Lyda E. Lapalombara, *An Introduction to Grammar: Traditional, Structural, Transformational* (Cambridge: Winthrop Publisher, Inc, 1976), p. 23-28.

2.2.4 Identifying the Grammatical Errors

2.2.4.1 Articles

An article is a word that combines with a noun to indicate the type of being named by the noun. Articles specify the grammatical definiteness of the noun, in some languages extending to volume or numerical scope. The articles in the English language are **the**, **a**, and **an**.¹⁸

In English, knowing when to use ‘**a**’ or ‘**the**’ can be difficult. Fortunately, there are rules to help us, but we need to know what type of noun we are using.

1. When you have a single countable English noun, you must always have an article or possessive before it. We cannot say “please pass me pen” or “please pass me **the** pen”.
2. Nouns in English can also be uncountable. Uncountable nouns can be concepts, such as ‘life’, ‘happiness’ and so on, or materials and substances, such as ‘coffee’, or ‘wood’ uncountable nouns don’t use ‘**a**’ or ‘**an**’. This is because you can’t count them. For example, advice is an uncountable noun. You can’t say “he gave me an advice”, but you can say “he gave me **some** advice”, or “he gave me **a piece of** advice”. Some nouns can be both countable and uncountable. For example, we say “coffee” meaning the product, but we say “**a** coffee” when asking for one cup of coffee.
3. The article “**the**” is called a definite article. You can use ‘**the**’ to make general things specific. You can use ‘**the**’ with any type of noun – plural or singular, countable or uncountable. “Please pass me **a** pen” – any pen. “Please pass me

¹⁸“Article”, *Wikipedia the Free Encyclopedia*.
[https://en.wikipedia.org/wiki/Article_\(grammar\)](https://en.wikipedia.org/wiki/Article_(grammar)) (January 24, 2017)

the pen” – the one that we can both see. “Children grow up quickly” – children in general. “**The** children I know grow up quickly” – not all children, just the one I know. “Poetry can be beautiful” poetry in general. “**The** poetry of Hopkins is beautiful” – I’m only talking about the poetry Hopkins wrote.

The articles “**a**” and “**an**” are called indefinite articles. They are used to refer to a general object, not a specific one. The article “**an**” is used before a word which starts with a vowel sound, for example: an apple, an airplane, an object. The article “**a**” is used before a word which starts with a consonant sound, for example: a book, a knife, a pencil.

2.2.4.2 Subject Verb Agreement

The subject and verb must agree in number: both must be singular, or both must be plural. Problems often occur in the present tense because one must add an **-s** or **-es** at the end of the verb when the subject or the entity performing the action is a singular third person: **he, she, it**, or words for which these pronouns could substitute.

Notice the difference between singular and plural forms in the following examples.

Table 2.1: Examples of Subject Verb Agreement

Singular	Plural
The student sings (he or she sings)	The children sing (they sing)
The bird does migrate (it does)	The birds do migrate (they do)
1. Most likely, the verb will agree with the first noun	
The Supreme Court decides the appropriate penalty.	
Subject: Supreme Court	Verb: decides

The committee members were satisfied with the decision		
Subject: Members	Verb: were satisfied	
2. Occasionally, a sentence has the subject after the verb instead of before		
There was a well – known writer the meeting.		
Subject: a well – known a writer	Verb: was	
3. Subject with a modifying phrase (MP), a phrase that start with a preposition, a gerund, or a relative pronoun and that modifies the meaning of noun/subject		
The group of students is going on a field trip.		
Subject: the group	MP: of students	Verb: is
4. If the subject are joined by <u>and</u>, they are consider <u>plural</u>		
The quarterback and the coach are having a conference		
Subject: The quarterback and the coach	Verb: are having	
5. Indefinite pronouns (everybody, everyone, anyone, each, someone, somebody) are consider singular and need singular verbs although they convey plural meaning.		
Everyone in the committee is welcome to express his/her ideas		
Subject: everyone	Verb: is	
6. A few subjects look plural but are really singular		
The news of the discovery is spreading.		
Subject: news	Verb: is	

Source: Literacy Education Online

Basically, in order to find out of our subject and verb agree, we need to identify the subject and the verb of the sentence. The researcher has to pay attention

in reading the theses sentence in order to discover the grammatical errors, especially in the subject verb agreement part.

2.2.4.3 Verb Tenses

As we know that there are relatively many English verb tenses. Verbs in English come in many forms that are used to show differences in meaning. The table below helped the researcher in identifying the verb tense errors in analyzing the students' free composition.

Table 2.2: The Use of Verb Tenses

Categories	Types	Examples
Person	1 st Person	I go, We go
	2 nd Person	You go You go
	3 rd Person	She goes They go
Number	Singular	He was written
	Plural	They have written
Tense	Present	I eat
	Past	I ate
	Future	I will eat
Aspect	Simple	I study everyday
	Progressive	I am studying
	Perfect	I have studied for years
	Present – progressive	I Have been studying for hours

Source: White Smoke English Verb Category

The table above only the general rules in analyzing the verb tense errors, but it helped the researcher in identifying the verb tense errors. Furthermore, during the process of collecting data the researcher used grammar books and dictionaries for the more complicated verb tense sentences.

2.2.4.4 Morpheme

Morphemes are the linguistics terms for the most elemental unit of grammatical form. It means that morphemes are the minimal units of linguistics form and meaning and how they make up word. For example, the English of *cats*, *working*, *shorten* and *boyishness*. Most of these words can be divided up into identifiable parts, each of which has some kinds of independent parts, each of which has some kind of independent status, as evidenced by the fact that it occurs in other words. A single word may be composed of one or more morphemes.¹⁹

There are two types of morphemes: free and bound morpheme.

- a. Free Morphemes are individual elements that can stand alone within a sentence, such as: cat, laugh, look, and box. They are essentially what most of us call words.
- b. Bound morphemes are meaning bearing units of language, such as prefixes and suffixes. That are attached to unbound morphemes, they cannot stand alone. “Their attachment modifies the unbound morphemes in such things as number or syntactic category. For example,

Adding the bound morpheme (s) to the unbound morpheme (cat) changes the noun’s number the addition of the (ed) to (augh) changes tense.

¹⁹Susi Herti Afriani, *An Introduction to Linguistics*, Second Edition (Yogyakarta: Penerbit Ombak, 2015), p. 1

Similarly, the addition of (er) to (run) changes the verb to a noun.”²⁰

2.2.4.5 Diction

Hornby as in Oxford Advanced Learner’s Dictionary of Current English Diction is choice and use of words; style or manner of speaking and writing. Moreover, Gorys Keraf declared that there are three primary conclusion as to diction. Firstly, diction includes a sense about which word in conveying a thought, how to agglomerate the right words and use the right expressions, and what the best style used in a situation. Secondly, diction is the ability in groping the right form in adaptability of situation and ethics being achieved by society or hearer. Thirdly, the right and suitable word choice is only achieved by having a large number of vocabularies.²¹

There are two kinds of diction: formal diction and informal diction. Formal diction is a choice of word which shows a dignity or seriousness to the other people. To show more respectfully to someone, the people will use formal word choice and it is usually used in formal situation such as, educational or business. While, Informal diction is a word choice applied in non-formal or non-official situation. It is suitable when a person with close friends or family.

²⁰Leany Nani Harsa, *Introduction to Words and Morphemes*. <http://repository.ut.ac.id/4243/1/BING4316-M1.pdf> (July 26, 2019), p. 32

²¹The Distinct Types of Diction Used by the EFL Teachers in the Classroom Interaction, *International Journal of Science and Research (IJSR)*, Faculty of Language and Education, State of University of Makassar, Indonesia. (July 10, 2019)

2.2.5 Interlanguage

An interlanguage is an idiolect that has been developed by a learner of a second language which preserves some features of their first language, and can also overgeneralize some second language writing and speaking rules. These two characteristics of an interlanguage result in the system's unique linguistic organization.

An interlanguage is idiosyncratically based on the learners' experiences with the second learner. It can "fossilize", or cease developing, in any of its developmental stages.²²

An interlanguage is a term that came to refer to a dynamic and evolving linguistic system that the learner constructed from target-language input through the use of innate learning strategies and heuristics.²³

Interlanguage can be variable across different contexts; for example, it may be more accurate, complex and fluent in one domain than in another.

To study the psychological processes involved in one can compare the interlanguage utterances of the learner with two things:

1. Utterances in the native language to convey the same message produced by the learner.
2. Utterances in the target language to convey the same message, produced by a native speaker of that language.

An interlanguage can fossilize, or cease developing, in any of its developmental stages. Fossilization is the process of 'freezing' of the transition

²²<https://en.wikipedia.org/wiki/Interlanguage>, (December 11, 2017)

²³Jack C. R. *The Context of Language Teaching* (Melbourne: Cambridge University Press, 1985). p. 63.

between the first language and second language, and is regarded as the final stage of interlanguage development. It can occur even in motivated learners who are continuously exposed to their second language or have adequate learning support. Reasons for this phenomenon may be due to complacency or inability to overcome the obstacles to acquiring native proficiency in the second language.²⁴

2.2.6 Fossilization

2.2.6.1 Notion of Fossilization

Selinker first put forward the notion of fossilization in the paper *Interlanguage* in 1972. He noted that 95% of second language learners failed to reach the same level of first language competence from his observation. This kind of phenomenon is defined by Selinker as fossilization. Fossilization, a mechanism...underlies surface linguistic material which speakers will tend to keep in their interlanguage productive performance, no matter what the age of the learner or the amount of instruction he receives in the target language.

Selinker and Lamendella redefined fossilization as a permanent cessation of interlanguage learning before the learner has attained target language norms at all levels of linguistic structure and in all discourse domains in spite of the learner's positive ability, opportunity, and motivation to learn and acculturate into target society.²⁵

According to Lowther, Fossilization, as presented in much of the literature, is understood to be the inability of a person to attain native-like ability in the target language.

²⁴<https://en.wikipedia.org/wiki/Interlanguage> (December 11, 2017)

²⁵Xueping Wei, "Implication of Interlanguage in Second Language Acquisition," *Graduate School of Foreign Language, Beijing Language and Culture University* 1, no. 1, 2008, p. 127

2.2.6.2 Classification of Fossilization

2.2.6.2.1 Individual Fossilization and Group Fossilization

Individual fossilization consists of two types: error reappearance, and language competence fossilization. Error reappearance refers to inappropriate interlanguage structures that are thought to have been corrected but continue to appear regularly. Language competence fossilization refers to the plateau in the development of second language learners' phonological, grammatical, lexical and pragmatic competence.

If fossilized language competence becomes pervasive in a community, group fossilization comes into being. Such pervasion often leads to a new dialect. Indian and Singapore English are good cases in point.

2.2.6.2.2 Temporary Fossilization and Permanent Fossilization

Temporary fossilization, also called stabilization, indicates that fossilized interlanguage consists of learning plateaus.

Permanent fossilization takes place as a result of social, psychological and interactive variables. Researchers that temporarily arrested interlanguage development can be susceptible to de-fossilization. It has also been referred to by Sims as soft fossilization or jellification.

2.2.6.3 Types of Fossilization

2.2.6.3.1 Phonological Fossilization

Phonology is a branch of linguistics concerned with the systematic organization of sounds in languages.²⁶

²⁶Phonology, <https://en.wikipedia.org/wiki/Phonology>, Wikipedia (December 11, 2018)

Phonology has been defined as the study of sound systems, that is, the study of how speech sounds *structure* and *function* in languages.²⁷

Phonological fossilization refers to the repetition of phonological errors which result from the incorrect acquisition of pronunciation of second language, usually affected by first language.

2.2.6.3.2 Morphological Fossilization

According Fromkin and Rodman, morphology is the study of word formation and the internal structure of words, and of the rules by which words are formed.

Robins stated that morphology is the study of the grammatical structure of words.²⁸

A morpheme can be defined as a minimal unit having more or less constant meaning and more or less constant form. Morphemes have two form are free and bound morpheme.²⁹

1. Free morphemes are those that can stand alone as words. Free morpheme divided into two parts:

Lexical morphemes are that having meaning by themselves (more accurately, they have sense).

Functional morphemes, morphemes that can stand alone but not yet clear what content will be delivered

2. Bound morphemes can occur only in combination – they are parts of a word. Bound morpheme divided into two parts:

²⁷larry M. Himan, *Phonology Theory and Analysis* (California: University of Southern California, 1975). P.2

²⁸Muhammad Amin Rasyid and La Passa, *Morphology to syntax* (Ujung Pandang: Berkah, 1988). P.1

²⁹Ling morphology.pdf (December 12, 2018)

Inflectional morphemes, morphemes are bound / affixed to other morphemes only to identify grammar, not to produce new words or form words with grammar (lexeme) that are different from the previous word.

Derivational morphemes, morphemes which if bound / affixed to another morpheme will form a new morpheme / word or to form a word with grammar (lexeme) that is different from the previous word.

English has got a variety of changes in morphology and therefore has various grammatical morphemes. The most common problems lay in two aspects, inflectional morpheme and article.

2.2.6.3.3 Syntactic Fossilization

Many languages spoken around the world shares similarities in syntax, grammar or even vocabulary because they share the same origins, such as Dutch and German, Indonesian and Malaysian, or French and Spanish.

English and Indonesian, however, are worlds apart, having West Germanic and Austronesian roots, respectively. Given the vastly different rules separating the two, it can be quite challenging for a native speaker of Indonesian to learn the ins and outs of the more complex English language.

Syntax is the arrangement of words in a sentence, which is mostly the same between English and Indonesian in simple phrases, but begins to differ in questions and adjective phrases. English question, for example, start with a question word followed by the subject. In Indonesian, question start with the subject. Meanwhile, adjective phrases in the two languages are in opposite order. In English, the subject comes before the noun, but in Indonesian, the noun is mentioned first.

Bahasa Indonesia is relatively easy to learn because of its simple grammar rules, particularly with regards to verb tenses – or the lack of it. Unlike Indonesian, English has 16 different tenses it may take time to master all of them, but it is not impossible.

Once more, Bahasa Indonesia keeps it simple in the way it describes an object of which there is more than one: merely repeat the work, as in *buku-buku* or *anak-anak*; or add a plural determiner, such as *banyak lukisan*, *para penonton*, and *sejumlah tokoh*.

English plural forms are a bit more complicated. Firstly, they are divided into two categories: regular and irregular nouns. The former simply gains an –s or –es, like books, paintings, potatoes and glasses – that’s the easy part.

Various things can happen to irregular plural nouns, from changes that are slight (knife-knives, wolf-wolves, woman-women) and more complicated (child-children, person-people, mouse-mice, foot-feet), to changes that are rather odd (cactus-cacti, phenomenon-phenomena). And then there are those that stay the same, such as sheep, deer species and offspring.³⁰

Different languages have their own syntactic rules. The most typical manifestation of syntactic fossilization among Indonesian students is presented in tense. Indonesian does not have obvious tense differentiation, whereas English has present tense and past tense in the general that can be further divided into sixteen categories. Not to mention complicated marker system for past tense and participle tense, it often takes time for Indonesian students to decide the right kind of tense. In

³⁰<https://www.britishcouncilfoundation.id/en/english/articles/language-main-differences>. (January 30, 2018)

the situation that they cannot make clear distinction, they have to turn to their instinct for help from time to time and thus fossilization occurs.

Syntax is the study of sentences and their structure, and the constructions within sentences. Syntax tells us what goes where in a sentence. So, the researcher just focuses on 8 types of syntactic errors are diction, be, verb, bound morpheme (-s), grammatical error, preposition, article, pronoun, and conjunction. These errors are the common errors in making a sentence, and it will fossilize if these errors are persistent.

2.2.6.3.4 Semantic Fossilization

Semantics is the study of meaning. We know that language is used to express meanings which can be understood by others. But meaning exists in our minds and we can express what is in our minds through the spoken and written forms of language (as well as through gestures, action etc.)³¹

Semantic fossilization refers to the use of language forms that exist in target language but do not represent the meanings second language learners intended to express in the context.

2.2.6.3.5 Pragmatic Fossilization

Pragmatics is the study of context-dependent aspects of meaning which are systematically abstracted away from in the construction of logical form.³²

Due to the close relationship between pragmatics and semantics fossilization in the two aspects in interrelated and overlapping. A pragmatic deviance is also termed “pragmatic failure” by Thomas. In her view, pragmatic failure takes place in

³¹Karim Nazari Bagha, “A Short Introduction to Semantics” *Journal of Language Teaching and Research*, vol. 2, no. 6, 2011. P. 1411

³²Laurence R. Horn and Gregory Ward, “Pragmatics” Yale University and Northwestern University. (December 12, 2018)

the cross-cultural communication and refers to the “inability to understand what is meant by what is said”. Inappropriate language use results in misunderstanding, embarrassment, and even insult.³³

2.2.5.4 Cause of Fossilization

Fossilization has paid much attention to by many researchers in the field of applied linguistics, because it is an inevitable topic in the study of second language acquisition and of course to the foreign language too. Alexandra Nodzaze states some causes of fossilization in her journal there are nine causes are:³⁴

1. Native language interference.
2. Lack of correction.
3. The connection between interlanguage and errors.
4. Method of instruction (too much based on the native language).
5. Errors that comes from previous stages of learning (especially older students).
6. Affective, cultural, cognitive, and environmental perspectives of a language.
7. Lack of motivation to correct oneself.
8. Lack of strategies.

³³Xueping Wei, “Implication of Interlanguage in Second Language Acquisition”, *Graduate School of Foreign Language, Beijing Language and Culture University* 1, no. 1, 2008, p. 127-128

³⁴Alexandra Nodzaze, “Dealing with Fossilized Errors while Teaching Grammar” (February 21, 2017)

CHAPTER III

METHOD OF RESEARCH

3.1 Research Design

The method that the researcher used in this research is descriptive. It was aim at describing or identification the students' syntactic fossilization produced by the second year students at MTs DDI Lero.

3.2 Location and Duration

3.2.1 Location

The location of research is Pinrang and choose MTs DDI Lero, the researcher choose that because MTs DDI Lero. The students in this school had learnt about grammar. Even, the students have minor in their school.

3.2.2 Duration

The duration of this research is about 2 month. The researcher at that time does observing and testing the students also interviewing the teacher in order to collecting some data.

3.3 Variable of the Research

This research consisted on one variable which is students' syntactic fossilization.

3.4 Population and Sample

3.4.1 Population

According to Ary and co, that cited by Sukardi “population is members of well-defined class of people, events or objects”³⁵. Populations of the research are the second year students of MTs DDI Lero. It divides into 4 classes. Each class consisted of at least 30 students. The total of population was 121 students.

Table 3.1: Population data of the second year MTs DDI Lero

No	Class	Male	Female	Total
1	VIII.1	11	19	30
2	VIII.2	12	18	30
3	VIII.3	12	18	30
4	VIII.4	15	16	31
Total		50	71	121

Source: MTs DDI Lero Kec. Suppa Kab. Pinrang.

3.4.2 Sample

Sample is a representative part of a single item from a larger whole or group especially when presented for inspection or shown as evidence of quality³⁶. The researcher applied cluster sampling technique by taking the sample of population. The second year students of MTs DDI Lero consist 5 groups or classes includes

³⁵Sukardi, *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya* (Jakarta: PT Bumi Aksara, 2003), p. 53.

³⁶Merriam-Webster, “Sample”, *Official Site of Merriam Webster*, <https://www.merriam-webster.com/dictionary/sample> (May 19, 2017)

VIII.1 class, VIII.2 class, VIII.3 class, VIII.4 class, the researcher would take one of the group that can represent another classes/groups. So, researcher chooses VIII.2 class as sample because this class represent another classes.

3.5 Instrument of the Research

In collecting the data, researcher observation mean to know what actually happen in the field. This study was initiated by assigning the research subjects to write free composition entitled “about myself” of about 150 to 200 words. To get a similar result, however, they were given pointers to tell about such as their study, parents, and daily activities. Then, researcher interviewed the teacher to identify the factors are caused the students’ grammar errors fossilization in writing.

3.6 Procedure of Collecting Data

This instrument is designed to measure the errors that the students at MTs DDI lero are made. In data collecting, the students are asked to write a free composition. In applying the treatment, the researcher ask the teacher to conduct a classroom remediation (grammar instruction). It was expected that pedagogical intervention could give beneficial effect to their grammatical errors; in a sense that their errors could be eliminated. The instruction lasted for three meetings in two weeks. Then, the teacher returned their (free composition 1) and asked them to rewrite it to produce (free composition 2), and analyzed it qualitatively, then interview the teacher to identify the factors.

3.7 Technique of Data Analysis

Technique data analysis was related data is obtained through the test that is given to the students. The errors were analyzed by using steps of errors based on Corder as cited by Ellis: (1) Collection of samples. (2) Identification of errors. (3) Classification of errors. (4) Explanation of errors. (5) Evaluation of errors.³⁷



³⁷Risti Yani Rahmawati, *Error Analysis on the Use of Simple Present Tense In Paper Assignment of Writing Subject Made by the Fourth Semester Students of English Department at STAIN Salatiga in the Academic Year of 2011/2012* (Published Skripsi STAIN Salatiga: Salatiga, 2012) p. 18-20.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter contains the finding and discussion of the research. The finding presented in this part consists of the data obtained of the test in order to see the students' syntactic fossilization. The grammatical material is being taught to the second year students of MTs DDI Lero to find out their errors. The discussion deals with the description and interpretation of the finding of the research.

4.1 Findings

To get the data of students' errors the researcher gave the students a free composition entitled "about myself" that focused in simple present tense. The researcher found and analyzed the errors that were made by the students in writing a free composition. Then, researcher classifies the errors that have been identified as follows.

4.1.1 The types of errors that students are made:

4.1.1.1 Diction

1. Wrong choice of words cause of mother tongue
 - My house is *nearby* sea (my house is close to the sea)
 - Head school (headmaster)
 - *My age thirty years* (I am thirteen years old)
2. Incorrect select word class.
 - *My feeling* to be doctor (I want to be a doctor)
 - I student with energetic *for to* pull up achievement.
 - I live *road* palancoi

3. Wrong spelling

- My mather (mother)
- I am *fourten year* old (I am fourteen years old)
- *Boilet rece* (boiled rice)

4. Wrong choice of words similarities.

- I *fry* day play to football (I play football every day)
- My favorit foods *friend* rice.
- My base freend Pahita, Risma, Dewi etc.

5. Use of mother tongue.

- I live at *jalan* Labora (street)
- My favorit teacher name *ibu* Tati, S.Pd
- I live at *jalan* Muh. Noor *nomor* 42.

4.1.1.2 To be

1. Removal of to be as predicate.

- My favorite teacher is Padliani (My favorite teacher is Padliani)
- My favorite color is blue (my favorite color is blue)
- My hobby is football (my hobby is football)

2. Addition of to be at present tense form

- I *am* go to school (I go to school)
- I *am* wake up (I wake up)
- I *am* wear

3. Wrong choice of to be.

- My best friends *is* Warkia, Lindah, Suhana, etc. (my best friends are ...)
- My brothers' name *is* Alif and Ahmad (are)

4. Removal of to be in adjective clause.
 - My hobbie takraw. (my hobbie is takraw)

5. To be double.
 - I am I have family five.
 - I *am is child to first*.
 - I *am is* an child.

4.1.1.3 Verb

1. To infinitive used on present tense
 - I fry day paly *to* football

4.1.1.4 Bound morpheme (-s)

1. Removal (-s) as a plural
 - I am fourteen *year* old. (years)
 - My favorit *food* is baupiapi, jepa. (my favorite foods are baupiapi and jepa)
2. Removal (-s) as possessive
 - My *mother* name is Nuraeni (My mother's name is Nuraeni)
 - My *father* name is Supriadi. (my father's name is Supriadi)
 - My *father* job is fisherman. (father's)
3. addition (-s) to third person plural
 - My *fathers* is has fisherman. (father)

4.1.1.5 Grammatical structure

1. Misordering
 - My *name is school* MTs DDI Lero (my school name is MTs DDI)
 - *Sit in class two* (still in second grade)

- *I am I have family five*
- *Child first is I (I am the first child)*
- *My name teacher favorit ibu Tati (my favorite teacher's name is Miss Tati)*
- *I am still in the sit class two*
- *My name is head school Abdurrahim.*
- *Wash clotes school and slep*
- *I fry day play o football and badminton.*
- *My name is teacher favorit Sartika S.Pd*
- *Lunch new go sleep*
- *I standant with energetic for to pull up achievement*

4.1.1.6 Preposition

1. Wrong choice of preposition

- I live *at* jl. Muh. Noor. (I live on)
- My school is *in* jal. Nonde. (my school is on)
- I study *in* the home. (I study at the home)

2. Addition

- My school is *in at* jl. Nonde.

3. Omission

- My house is *front* hospital. (my house is at the front of hospital)

4.1.1.7 Article

1. Removal of article

- My father's job is fisherman. (my father's job is a fisherman)
- My feeling to be teacher. (I want to be a teacher)

- My house is front hospital. (my house is in the front of hospital)

2. Wrong choice of article

- I am is *an* child.

3. Addition article

- I study in *the* home. (I study at home)

4.1.1.8 Pronoun

1. Wrong choice of pronoun

- I and brother help mother clean my house. (Me and my brother help mother to clean our house)

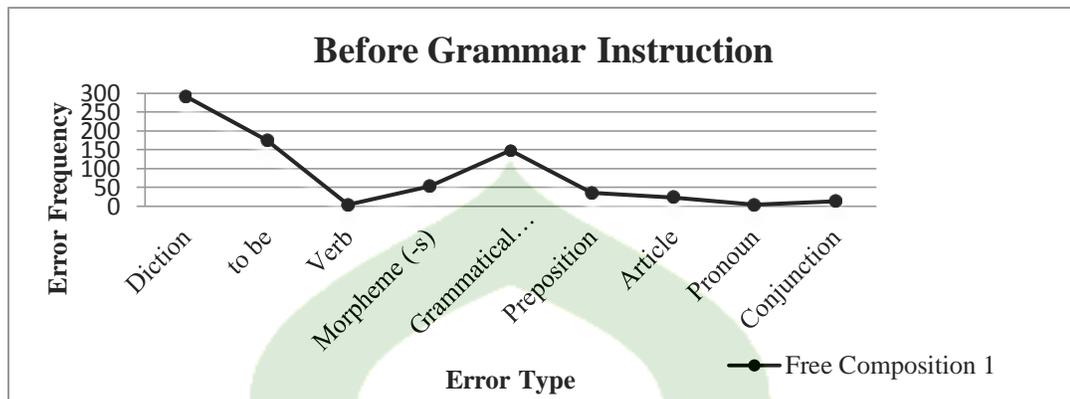
4.1.1.9 Conjunction

1. Removal of conjunction

- My favorit films boruto samurai. (my favorite films are boruto and samurai)
- My hobbyes foot ball volley ball. (my hobbies are football and volleyball)

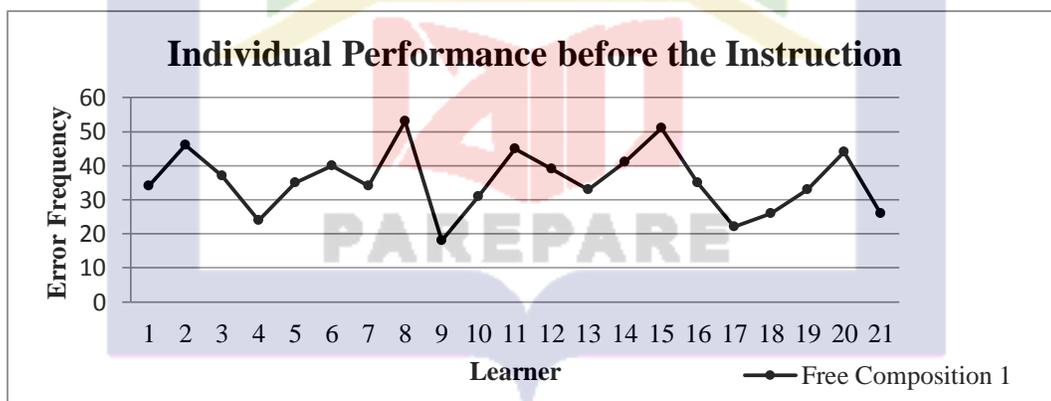
The results of English Analysis on the learners' (sample 1) indicates that the learners made a significant number (747 cases) errors in making free composition in simple present tense, which could be classified into: Diction (292 cases), to be (175 cases), verb (4 cases), bound morpheme (-s) (53 cases), grammatical structure (148 cases), preposition (35 cases), article (23 cases), pronoun (4 cases), and conjunction (13 cases).

Chart 4.1: The types and frequency of errors before instruction



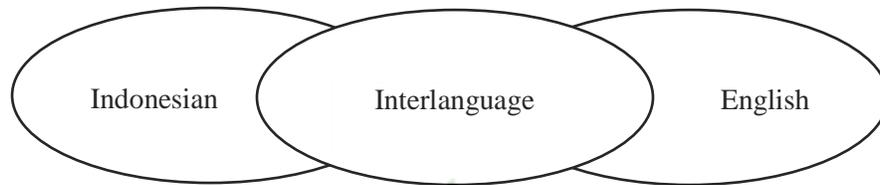
Each of the learners contributed different number of errors. The highest number (54 cases) was made by student No 18 and the lowest number (17 cases) was made the learners No 19. Thus, each learner made 36 errors in average in his/her composition one, as illustrated in the chart below.

Chart 4.2: The Learners' Individual Performance before Instruction



Based on these, the researcher can draw a conclusion that the learners' English is considered as interlanguage. Their language system is neither that of English nor Indonesian; it contains the elements of both. Their interlanguage is idiosyncratic in nature; it is distinct from both languages, as seen in the chart below.

Chart 4.3: Interlanguage



Their interlanguage system proved to be systematic. The sentences they produced, though grammatically unacceptable, are not just a random collection of entities. They appeared to obey certain linguistic constraints such as in sentences below.

1. My *name school* is Madrasah Tsanawiyah Ujung Lero
2. My *feeling to be* nurse.
3. I *am still in the sit* class 2.
4. I *fry day play to* football and badminton.

This study supports the theory that interlanguage is systematic. As was proven by researchers in the 1992,³⁸

“In language learning, learner’s errors are caused by several different processes. These include: borrowing patterns from the mother tongue, extending patterns from the target language, expressing meanings using the words and grammar.” Richards and Jack C

It means that the students’ errors are caused by the native language rules is Indonesian structure. On the one hand, the students’ interlanguage structures were interfered by their native languages in the following sentences:

IL: My favorit teacher name is Ihsan and Padilah.

L1: *Guru favorit saya namanya adalah Ihsan dan Padilah.*

IL: Child first is I

L1: *Anak pertama adalah saya.*

³⁸<http://duermueller.tripod.com/interlanguage.html> (December 1,2017)

According to errors above, shows that the learners make errors are easily infiltrated by both native language and target language linguistic rules.

The third property is fossilization. With regards to this aspect, the researcher conducted a classroom remediation (grammar instruction) on the nine types of error mentioned above. It was expected that the pedagogical intervention could give beneficial effect to their grammatical errors; in a sense that their errors could be eliminated. The instruction lasted for three meetings in two weeks. Then, the researcher returned their free composition 1 and asked them to rewrite it to produce free composition 2. Then, researcher classifies the errors that have been identified as follows.

4.1.2 The types of errors that they are made:

a. Diction

1. Wrong choice of words cause of mother tongue
 - My school in *road* nonde. (my school is at nonde street)
 - Time front. (future)
2. Wrong spelling
 - *Wreeting* (writing)
 - *Shild.* (child)
 - *Grande.* (grade)
 - *Year.* (years)
 - *Fourten.* (fourteen)
 - *Brithday.* (birthday)
 - *Chage.* (change)

3. Wrong choice of words similarities.
 - I have *there* hobbies are... (I have three hobbies are...)
 4. Use of mother tongue.
 - My school at *jalan* Andi Palancoi. (Andi Palancoi street)
 - I want to be a *pelayaran*. (sailor)
 - My school is in *jalan* Nonde street.
 - I want to help child to I am seni budaya.
- b. To be
1. Removal of be as predicate.
 - I have hobbies reading and wreeting. (I have hobbies are reading and writing)
 - My birthday September 01. (my birthday is on September 01)
 - My school in road Nonde. (my school is in road Nonde)
 - My mother Murni. (My mother's name is Murni)
 - My father Hamid. (My father's name is Hamid)
- c. Bound morpheme (-s)
1. Removal (-s) as a plural
 - I have a lot of *friend*. (I have a lot of friends)
 2. Removal (-s) as possessive
 3. Addition (-s) to third person plural
- d. Grammatical structure
1. Misordering
 - I am *I* Yambas. (I am Yambas)

- I my family my fahers Rafa and mather is kaddasia. (in my family, my father's name is Rafa and my mother's name is Kaddasia.)
- Name's complete I am Rosminah. (my full name is Rosminah)
- My birthday I am 17 august. (my birthday is on august 17)
- I have desire in time front I want to be doctor. In the future, I want to be a doctor.
- I am student class two in school MTs. (I am the second grade student of Islamic junior high school)
- I want to help child to I am seni budaya.
- I am cool thir hobbys to singing.

2. Removal predicate

- *School* is an Islamic school. (my school is an Islamic school)

e. Preposition

1. Removal preposition

- My birthday September 01. (my birthday is on September 01)

f. Article

1. Removal article

- I want to be teacher. (I want to be a teacher)
- I want to be doctor. (I want to be a doctor)
- I am student class two. (I am a student class two)
- I want to be comic artist. (I want to be a comic artist)

2. Wrong choice article

- I have *an* sister Hamriani. (I have a sister her name is Hamriani)
- I have *an* two older sister. (I have two older sister)

g. Conjunction

1. Removal conjunction

- I have three hobbies are football, table tennis swimming. (I have three hobbies are football, table tennis and swimming)

The error frequency collected from (free composition 1) and (free composition 2) were compared and the result revealed that grammar instruction was capable of reducing 44% of the learners' errors, from 747 error cases in S1 to 326 error cases in S2. The chart below illustrates the decrease of the error frequency after the instruction.

Chart 4.4: Error Frequency after the Instruction

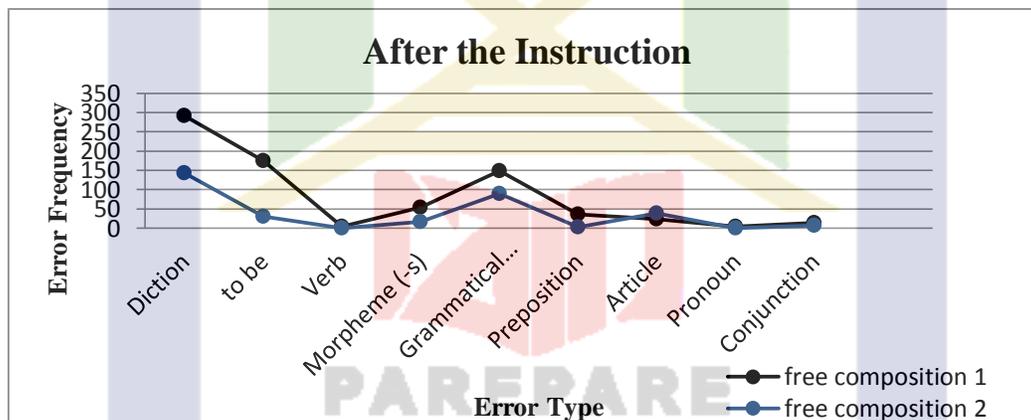
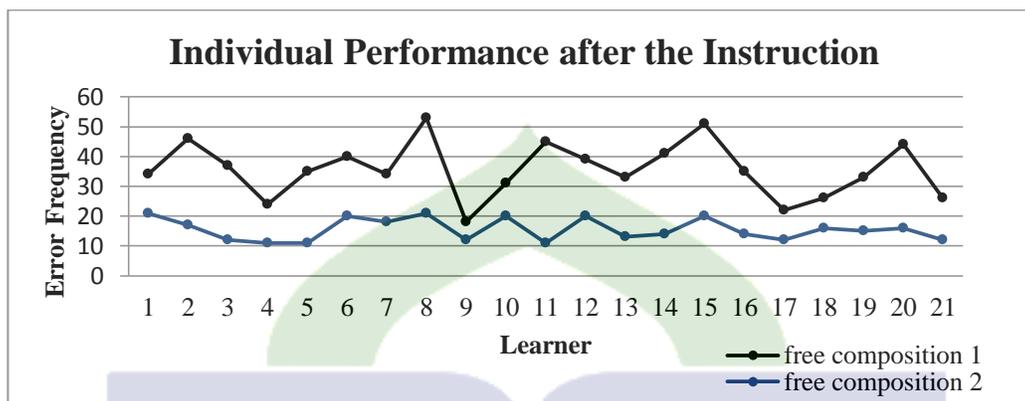


Chart 4.5: The Individual Performance after the Instruction



This outcome supports the previous studies on the effect instruction on second language acquisition by White, Spada and Lightbown, claiming that second learners gained benefit from instruction provided by the teacher.³⁹ It contributed to the students' interlanguage development. However, the result also indicates that their errors were not eradicated entirely. The present study shows that the grammar instruction could eliminate 44% of the errors; there still exist 421 (56%) persistent (stabilized) errors.

The qualitative analysis shows that these stabilized errors were the results of the learners' learning strategies. At least there three are cognitive mechanism matched with the data, namely: native language transfer as shown in sentences below:

IL : I live at jalan A. Palancoi

NL: saya tinggal di jalan A. Palancoi

IL : name complete I am Rosminah

NL: nama lengkap saya adalah Rosminah

³⁹Massoud Rahimpour and Asghar Salimi, "The Impact of Explicit Instruction on Foreign Language Learners' Performance," *Procedia Social and Behavioral Sciences*. 2010

Selection as shown in the following sentences:

- a. My school in road Nonde
- b. My house is nearby sea
- c. My mothers name Hasniah occupation mother house ladder

Misspelled as shown in the sentences below:

- a. My hobbyes is fotball
- b. My favorit food is meat ball
- c. My brith day is 11 august

The above sentences illustrate how they activated interlingual unit with the three cognitive processes in their attempt to produce English of which their knowledge was still quite limited. The result of the interview indicates that in expressing their ideas in English, most of the learners relied to linguistic knowledge they already had or acquired. Different languages have their own syntactic rules. The most typical manifestation of syntactic fossilization among Indonesian students is presented in tense. Indonesian does not have obvious tense differentiation, whereas English has present tense and past tense in the general that can be further divided into sixteen categories.

The factors that made the fossilization occur are learners as constructing their own grammatical systems. These systems are learner-driven rather than teacher-driven – the learner progresses through employing a number of different strategies, some of which are based upon her/his desire to communicate, and some of which may be rooted in the universal grammar. These are appropriate to Chen Huiyuan in her discussion, the fossilization is due to: first language interference, lack of correction, the connection between interlanguage and errors, method of instruction (too much

based on the native language), errors that come from previous stages of learning, affective, cultural, cognitive and environmental perspectives of a language, lack of motivation to correct oneself, lack strategies, lack of learners autonomy – reliance on correction by teacher.⁴⁰

4.2 Discussions

In this part, the researcher discusses the result above finding according to the scope of this research. The discussion is intended to describe the students' syntactic fossilization rates and the reason syntactic fossilization occurs.

Before giving the teacher giving treatment to the students, the students are confronted with a lot of grammatical problems in their attempt to express the intended meaning in English. To cope with these, they often relied on the linguistic knowledge they already knew either from their native language or the target language. They make 747 errors in making free composition one.

In applying the treatment, the researcher ask the teacher to conduct a classroom remediation (grammar instruction). It was expected that pedagogical intervention could give beneficial effect to their grammatical errors; in a sense that their errors could be eliminated. The instruction lasted for three meetings in two weeks. Then, the teacher returned their (free composition 1) and asked them to rewrite it to produce (free composition 2). The error frequency collected from (free composition 1) and (free composition 2) were compared and the result revealed that grammar instruction was capable of reducing 44% of the learners' errors, from 747 error cases in free composition 1 to 326 error cases in free composition 2.

⁴⁰Alexandra Nodzaze, "Dealing with Fossilized Errors while Teaching Grammar" (February 21, 2017)

The data analysis shows that the learners' grammatical errors appeared to be so dynamic. They once appeared then due the pedagogical intervention, some were destabilized and others were stabilized. 54% errors were stabilized; the stabilized errors can fossilize, if the learners stop learning or lack of motivation in learning, as said,

“Fossilization is a permanent cessation of interlanguage learning before the learner has attained target language norms at all levels of linguistic structure and in all discourse domains in spite of the learners' positive ability, opportunity, and motivation to learn and acculturate into target society.” by Selinker and Lamendella.⁴¹



⁴¹Xueping Wei, “Implication of Interlanguage in Second Language Acquisition,” *Graduate School of Foreign Language, Beijing Language and Culture University* 1, no. 1, 2008, p. 127

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

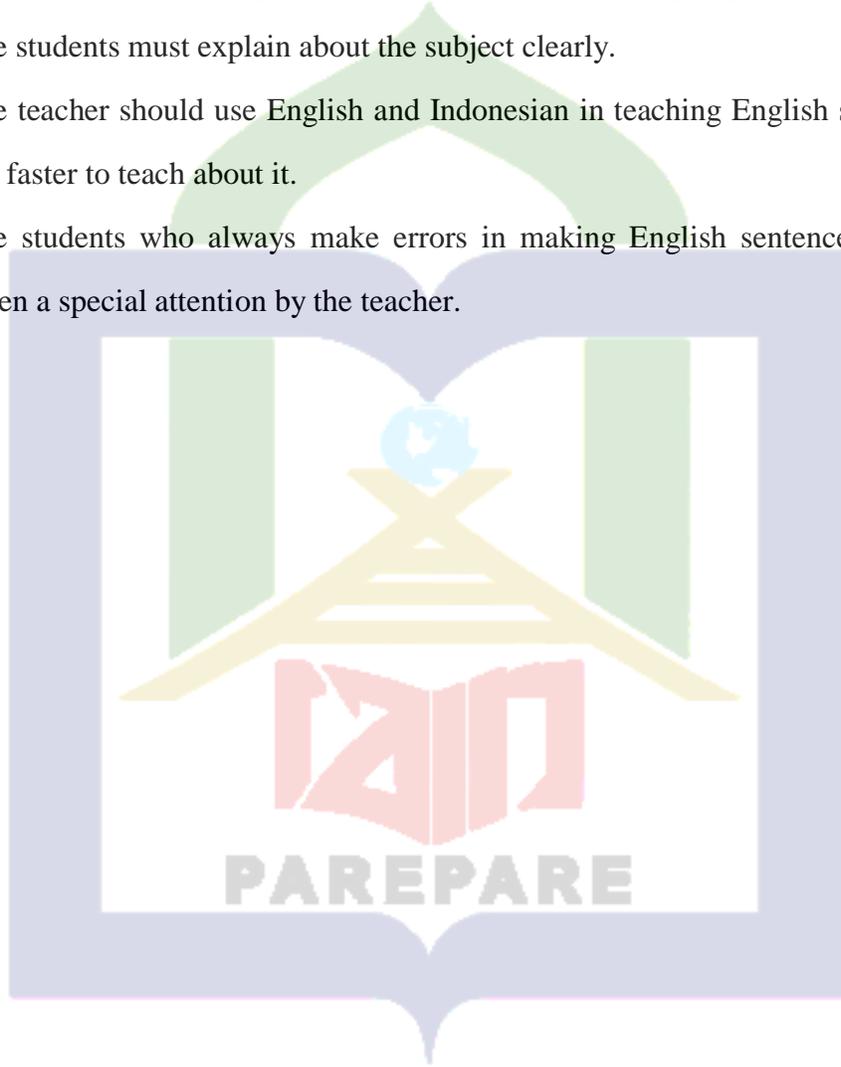
Relating to the research finding and discussion in the previous chapter and having preceded the data analysis, the conclusions are classified into the following statement:

1. The second year students at MTs DDI Lero as the samples of this research were still made some errors and it is a syntactic fossilization. The first data (free composition 1) shows that the students' errors are 747 cases and reduced 44% to 326 cases in second data (free composition 2); it shows that the students' syntactic fossilization rate is 56%. But this is just a temporary fossilization; it can reduce by pedagogical intervention.
2. The fossilization occurs because:
 - a. Native language interference, this interference makes them unable to form correct grammatical English sentences.
 - b. They have not master of English structure well.
 - c. They are lack of practicing the English structure.
 - d. The connection between interlanguage and errors.
 - e. Method of instruction (too much based on the native language).
 - f. Lack of motivation to correct oneself.
 - g. Lack of strategies.

5.2 Suggestions

In relation to the conclusion above, the researcher would like to suggest the following points:

1. The students should improve their motivation in learning English.
2. The students must explain about the subject clearly.
3. The teacher should use English and Indonesian in teaching English structure and not faster to teach about it.
4. The students who always make errors in making English sentences should be given a special attention by the teacher.



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APPENDICES



nama: Rismah Schana
KLS = VIII B
mapel: BHS. Inggris

I am Rismah name's complete
iam Rismah iam student class
two in school mts iam thir teen
year my birthdaly iam 21 ~~or~~ july.
2004 iam coll thir hobbys to cook,
riding, volly ball, reading.

now at iam a student in mts
school ~~iam~~ my school in road nonde
in school i have desire in time frout
want to be doctor because I
want take care patient.

in my family, iam the fourth
child, i have an older brother named
mustamin and want older sister
named tasmia and ~~one brother~~
~~sister~~ for younger brother named
Daffa Alafik my ~~elder~~ mother's
name is Reismi. she is from UJ. Lero
and my father is from UJ. Lero, and
his name is takdir we live in
Labora street.

Aripuddin

Nasrah

No. _____

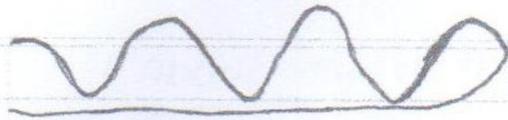
Date: _____

I am Aripuddin my full name is Aripuddin I am a second grade student of Islamic junior high school. I am fourteen years old. My birth day is on August 11 twenty first. I have three hobbies are foot ball, swimming, and badminton.

Now, I am a student at junior high school my school is in Jln. Nonda street my school is an Islamic school. In the school I have a lot of friend. In the future, I want to be a English teacher - I want to help child to learn English.

In my family my father is abdur kadir bangson and mother is bangson my younger brother named Ikram and my younger sister named Rini and Aural. My grand mother is from ada and grand father is from sunu.

My Name is Aripuddin, I am fourteen years old I live at pengapahan street, and I have three hobbies are reading a book, watching tv, and swimming. I start at 7:00 am and finish at around 1 pm after arriving home, I change my uniform and ready to pray dzhur, after that I have wash.



I am 1 YAMBAS MY Ful Name is YAMBAS
I am a second grade student of IS Lamlek
Junior I school. I am fourteen years old. my
birth day is on December 4 twenty
tri I have these hobbies are, ~~Foot~~
Foot ball, table tennis, swimming.

Now I am a student at Junior high
school. MY school is in Palan coi street
MY school is an Islamic school. In
the school I have alot of friends. In
the future. I want to be a teacher.
I want to help child to learn English.

I my family MY father's, Rasa and
mother is Kaddasia. and mother is
waddu.

My name is Yambas I am fourteen
years old. I live at Pahlawan street
and I

PAREPARE

"About myself"

No. _____

Date: _____

My name is Suhana. I am fourteen (14) years old. I live at Jln. Pin my hobbies reading. My favorite color is blue. My favorite foods gado-gado and meat ball. My feelings teacher and doctor. My favorite films adalah yang tertukar and jodoh wasiat karok.

I am school in the Mrs DDI Ujung-Lero. I am still in the 8th class 2. My favorite study is speaking English. My favorite teacher Padihiani. My best friends Warkia, Nurul, Dewi, Indah, Rahita, Rismah, Nurhawa, Rosminah, Hafna, Liana, and Filina.

My father name is Taharun, My Mother's name is Maryam. My younger sister name is Ferti. Oldest sister Anni, and name is Al-Na Wira & younger sisters. My father's job is fisherman. My mother's job is URT.

I am wake up at 06.30 am. I am both at 07.00 am. I am wear am 07.19 - 07.30 am. I am go to school for write in the library at 09.00 am. I am go home at 10.00 am. I am study in the home at 10.00 - 11.30 am. I am

02

NAME: Nack Arifuddin

Arifuddin

My name is Arifuddin. I am fourteen (14)
year old I live at 76 pahleoran my house is
front hospital. my hobby yes foot ball Volly ball.

My name school is Madrasah Tsanawiyah
Ujung Lera. And my school is in at 76 nandor

My mother is konippo bangsan Admy
father is Herlang pattiana m. basor hair yes, has no
my teacher's name is my. padila my name is teacher
favorit sartika opa ...

My mother's is konippo bangsan and my
father is to pattiana miltosor parro my father is has
fisherman. and my father is has ada, and my
gram father is sonu

My favorit food is cen dok gagos
Manu Labu my favorit sport is Takraw and
my favorit is ballat rece

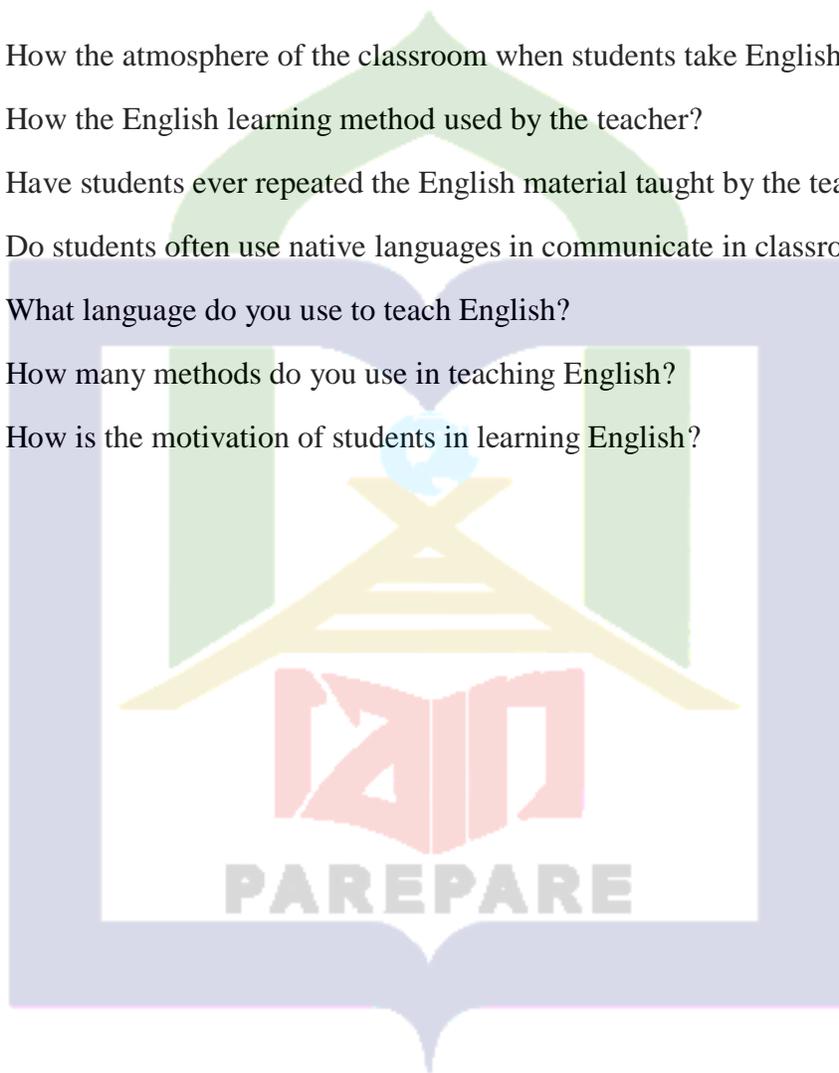
PAREPARE

INTERVIEW GUIDE

Name : Fadillah, S.Pd

Occupation : Teacher

1. How the atmosphere of the classroom when students take English learning?
2. How the English learning method used by the teacher?
3. Have students ever repeated the English material taught by the teacher?
4. Do students often use native languages in communicate in classroom?
5. What language do you use to teach English?
6. How many methods do you use in teaching English?
7. How is the motivation of students in learning English?





KEMENTERIAN AGAMA REPUBLIK INDONESIA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE
Alamat : JL. Amal Bhakti No. 08 Soreang Kota Parepare ☎ (0421)21307 📠 (0421) 24404
Website : www.stainparepare.ac.id Email: email.stainparepare.ac.id

nomor : B 2413 /Sti.08/PP.00.9/09/2017

inspirasi : -

jenis : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. PINRANG
di
KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE :

Nama : IHSAN
Tempat/Tgl. Lahir : UJUNG LERO, 21 Nopember 1993
NIM : 12.1300.040
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : XI (Sebelas)
Alamat : JL. ANDI PALANCOI, DESA LERO, KEC. SUPPA, KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah **KAB. PINRANG** dalam rangka penyusunan skripsi yang berjudul :

"IDENTIFICATION OF STUDENTS' SYNTACTIC FOSSILIZATION AT MTS DDI LERO"

Pelaksanaan penelitian ini direncanakan pada bulan **September** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

22 September 2017

Ah Ketua

Wakil Ketua Bidang Akademik dan Pengembangan Lembaga (APL)



Muh. Djunaidi



PEMERINTAH KABUPATEN PINRANG
SEKRETARIAT DAERAH

Jln. Bintang No. 01 Telp (0421) 923 056 – 922 914 – 923 213
PINRANG

Pinrang, 22 September 2017

Kepada

Nomor : 070 /3640/ Kemasy.

Yth Kepala MTS DDI Lero

Lamp. : -

di-

Perihal : **Rekomendasi Penelitian.**

Tempat.

Berdasarkan Surat Ketua Sekolah Tinggi Agama Islam Negeri Parepare Nomor :B-2413/Sti.08/PP.00.9/09/2017 tanggal 22 September 2017 Perihal Izin Melaksanakan Penelitian, untuk maksud tersebut disampaikan kepada Saudara bahwa :

Nama : IHSAN
Nim : 12.1300.040
Jenis Kelamin : Laki-laki
Pekerjaan/Prog Study : Mahasiswa/Bahasa Inggris
Alamat : Ujung Lero
Telephone : 085398915441

Bermaksud mengadakan Penelitian di Daerah / Instansi Saudara dalam rangka Penyusunan Skripsi dengan judul "*IDENTIFICATION OF STUDENTS' SYNTACTIC FOSSILIZATION AT MTS DDI LERO*" yang pelaksanaannya pada tanggal 23 September s/d 22 Oktober 2017.

Sehubungan dengan hal tersebut di atas, pada prinsipnya kami menyetujui untuk memberikan rekomendasi penelitian dengan ketentuan bahwa :

1. Sebelum dan sesudah melakukan Penelitian kepada yang bersangkutan melapor kepada Bupati Pinrang melalui Kepala Bagian Administrasi Kemasyarakatan SETDA Kabupaten Pinrang.
2. Penelitian tidak menyimpang dari Ketentuan Perundang-Undangan yang berlaku.
3. Mentaati semua Ketentuan Perundang-Undangan yang berlaku dan mengindahkan Adat Istiadat Daerah setempat.
4. Menyerahkan 2 (Dua) rangkap Laporan Hasil Penelitian Kepada Bupati Pinrang melalui Kepala Bagian Administrasi Kemasyarakatan SETDA Kabupaten Pinrang.
5. Surat rekomendasi ini akan dicabut dan dinyatakan tidak berlaku apabila yang bersangkutan tidak mentaati Ketentuan Perundang- Undangan yang berlaku.

Demikian rekomendasi ini disampaikan kepada Saudara untuk diketahui dan pelaksanaan sebagaimana mestinya.

An. SEKRETARIS DAERAH
Asisten Pemerintahan dan Kesra


Drs. RISMAN LAUPE
Pangkat : Pembina Utama Muda
Nip : 19590305 199202 1 001

Tembusan:

1. Bupati Pinrang sebagai laporan di Pinrang;
2. Dandim 1404 Pinrang di Pinrang;
3. Kapolres Pinrang di Pinrang;
4. Kepala Dinas Dikbud Kab.Pinrang di Pinrang;
5. Kepala Badan Kesbang dan Politik Kab.Pinrang di Pinrang;
6. Kepala Kantor Kementerian Agama Kab.Pinrang di Pinrang;
7. Ketua STAIN Parepare di Parepare;
8. Camat Suwaa di Maelennan;



**PEMERINTAH KABUPATEN PINRANG
SEKRETARIAT DAERAH
MTs DDI LERO SUPPA**

Alamat : Jalan Nonde Desa Lero Kecamatan Suppa Kupos.91272

SURAT KETERANGAN PENELITIAN

Nomor : MTs.21.01.16/ 302/ VIII /2019

Yang bertanda tangan dibawah ini, Kepala MTs DDI Lero Kecamatan Suppa menerangkan bahwa :

Nama : **Ihsan**
NIM : 12.1300.040
Pekerjaan : Mahasiswa
Jurusan : Tarbiyah / Pendidikan Bahasa Inggris
Alamat : Ujung Lero

Benar telah melaksanakan Penelitian pada MTs DDI Lero Suppa pada tanggal 25 September sampai 25 Oktober 2017, dengan judul penelitian "**Identification of students syntactic fossilization at the second year students at MTs. DDI Lero**".

Demikian Surat Keterangan ini dibuat dengan sesungguhnya dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ujung Lero, 15 Agustus 2019

Kepala MTs DDI Lero Kecamatan Suppa



ABDURRAHIM, S.Pd.I.,M.A
NIP : 197911102007101002

DOCUMENTATION





CURRICULUM VITAE



The researcher was born on November 21st, 1993 in Ujung Lero. He is the fifth child from six siblings; he has four sisters and one brother. His father's name is Abdul Azis and his mother's name is Nurbiah. His educational background began 2001 in MI DDI Ujung lero and graduated on 2006. He continued his study at MTs DDI Ujung Lero and graduated on 2009. He registered in senior high school SMA Negeri 1 Suppa and graduated on 2012. He continued his education at State Islamic College (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) Parepare and has gotten S1 degree in English Program of Tarbiyah Faculty on 2019. With the title of his skripsi "Identification of Students Syntactic Fossilization at MTs DDI Ujung Lero".

