ENGLISH STRUCTURAL ERRORS IN COMPLEX SENTENCE WITH NOUN CLAUSE MADE BY THE FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT IN UNIVERSITY OF MUHAMMADIYAH MALANG

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ABSTRACT
Complex sentence mastery is important to expand the students’ writing ability. Besides, the use of complex sentence is more effective than the use of simple and compound ones. However, many students often face difficulties and tend to make errors in constructing English complex sentences. The main objective of this study is to figure out the types of errors, find out the dominant errors, and analyze the causes of errors in constructing complex sentences with noun clauses made by the fourth semester students of English Department in University of Muhammadiyah Malang.

This study used descriptive research design which combined quantitative and qualitative approaches. Quantitative was used to describe the types of errors and find out the dominant errors by using numbers in presenting the data. Qualitative design was used to know the causes of errors by using questionnaire and interview. The data in this study were obtained from the results of the test (objective, completing, and combining test), questionnaire and interview. Based on the result analysis, it was found that there were grammatical errors which were classified on surface strategy taxonomy, namely: omission, addition, misformation, and misordering. The findings of this study showed that the dominant error made by the students were misformation 330 (69.03 %) followed by misordering 70 (14.65 %), omission 39 (8.16 %), and addition 39 (8.16 %). Based on the questionnaires, the most problems were caused by the material itself. It was supported by the answer of 15 respondents or 37.5 %. The students still made a lot of errors in using the grammar. In this case, the students made errors because they did not understand the concept or the rules in constructing complex sentences with noun clauses. They could not use the right tenses, to be, the clause pattern, and also the appropriate noun clause markers. It means that interlingual errors dominated in this study. Based on the interview, the causes of errors were the students’ personal condition, for example: lack of concentration, tiredness, and mood.