

MILIK PERPUSTAKAAN
STAIN ZAWIYAH COT KALA LANGSA

STUDENTS' ERRORS IN ANALYZING SENTENCE BY USING
FUNCTIONAL GRAMMAR ON THE FIFTH SEMESTER
STUDENTS AT STAIN ZAWIYAH
COT KALA LANGSA

THESIS

Submitted By :

NOVALIA RIZKANISA

The Student of English Department
Tarbiyah Faculty
Student No : 140900386



STATE COLLEGE OF ISLAMIC STUDIES
ZAWIYAH COT KALA LANGSA
2013 M / 1434 H

MILIK PERPUSTAKAAN
STAIN ZAWIYAH COT KALA LANGSA

STUDENTS' ERRORS IN ANALYZING SENTENCE BY USING
FUNCTIONAL GRAMMAR ON THE FIFTH SEMESTER
STUDENTS AT STAIN ZAWIYAH
COT KALA LANGSA

THESIS

Submitted By :

NOVALIA RIZKANISA

The Student of English Department
Tarbiyah Faculty
Student No : 140900386



STATE COLLEGE OF ISLAMIC STUDIES
ZAWIYAH COT KALA LANGSA
2013 M / 1434 H

THESIS

Submitted to the Tarbiyah Faculty of Sekolah Tinggi Agama Islam
Negeri Zawiyah Cot Kala Langsa as a Partial Fulfillment of the
Requirements for Sarjana Degree S – 1 in Teacher Education

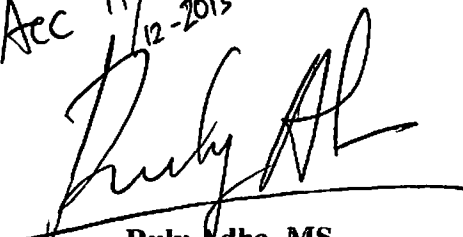
By

NOVALIA RIZKANISA

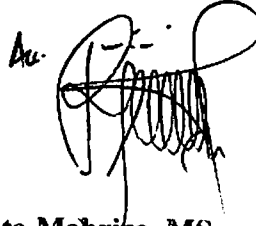
The Students of English Department
Tarbiyah Faculty
Student No : 140900386

Approved By :

Main Supervisor

Aec 17/12-2013

Ruly Adha, MS

Co. Supervisor

Au.

Rita Mahriza, MS

**It has been defended in Sidang Munaqasyah in front of the Council
Of Examiners for Thesis and has been Accepted as a Partial
Fulfillment of Requirements for Sarjana Degree S - 1
in Teacher Education of Tarbiyah Faculty**

On

**Wednesday, February 5th 2014 M
Rabi'ul Akhir 5th 1935 H**

**In
Langsa**

The Council of Examiner

Chairman



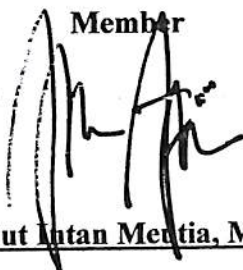
Ruly Adha, MS

Secretary



Rita Mahriza, MS

Member



Cut Intan Meutia, MA

Member



Zakia Izzati, M.Pd

Certified by :

**The Head of Sekolah Tinggi Agama Islam Negeri (STAIN)
Zawiyah Cot Kala Langsa**



Dr. Zulkarnaini, MA

NIP. 19670511 199002 1 001

"And if all the trees on earth turned into pens and all of the oceans become ink. Allah's words will never be finished. Allah is almighty".

(Surah Luqman: 27)

Alhamdulillah

This message has been completed

But it is not the end of my journey, but the beginning of a journey.

There is no the purest love beside my father and my mother love

**Your prayers are attended pleasure to me. Your words always
guide my way**

Your hugs and struggle blessed my life

Your prayers always hold me to get the brightest future

Now, I have finished my study

I present this thesis to the most exalted person

Mom, Dad and My sisters

**Thanks for the love; I hope this thesis will recovery your
responsibility, even if only for a moment**

I will not ever forget your kindness

For all of my friends

Thank you May our friendship become forever

With you, I can see beautiful colors in my life. It is joy and sorrow

Success is not a pleasure. It is not a point of pride

Only a struggle is in reaching success.

ACKNOWLEDGEMENT



Praise be upon to Allah SWT; The Lord of the Universe, that under Allah's blessing and great guidance, and also to Muhammad SAW who had brought us to the knowledge world. Because of them, the researcher is eventually able to complete this thesis as one of the requirements for Sarjana Degree in Teacher Education at English Department *Sekolah Tinggi Agama Islam Negeri Zawiyah Cot Kala Langsa*.

In accomplishing this thesis, the researcher deservedly would like to acknowledge her deepest appreciation to the following persons who have helped and supported her to finish this thesis:

1. The researcher's beloved parents. Ir. Zulkifli Sainan and Ir. Ulfi Marina thanks for their love, pray, support, and motivation either morally or materially.
2. The researcher's sisters. Zulfira Dwitanisa and Nabila Triadinda thanks for their pray and motivation.
3. Ruly Adha, MS, as the main supervisor who has given his charm ideas, suggestion and many other things which were useful in completing this thesis.

4. Rita Mahriza, MS, as the co supervisor who has given her correction, beneficial opinion and encouragement in the process of writing this thesis.
5. Dra. Hj. Purnamawati, M.Pd as the head of Tarbiyah Faculty.
6. Cut Intan Meutia, MA as the Chair of English Department and the academic advisor. Thanks for the effort to transfer the experience and knowledge to the researcher.
7. All of English Department lecturers who had taught during the study in STAIN Zawiyah Cot Kala Langsa.
8. All of her friends and classmates are in English Department. Especially, Riska, Aina, Lili, Lidiya, Sari who help the researcher in writing this thesis. Thanks for the nice relationship and enjoyable class. Muhammad Khairul Amin, S.Pd.I thanks for support and motivation. The last is Jasri Irawan, S.Pd thanks for peer correction and motivation.
9. All of the students in Syntax class, as the researcher's research place.

May this thesis and knowledge that the researcher got will be useful in future for herself and people. Finally, the researcher hopes the readers could contribute developmental criticism and suggestion to improve this thesis.

May Allah SWT bless us forever. Amin Ya Rabbal 'Alamin.

Langsa, 26 December 2013

The Researcher
Novalia Rizkanisa

ABSTRACT

Functional grammar is one of theory that comes from Modern grammar. Michael Alexander Kirkwood Halliday pioneered functional grammar. He define that language is based on its function. The research was about the students' errors in analyzing sentence by using Functional Grammar. Students often made errors in learning foreign language. Error is a fault which is made by the learner and he or she is unable to make correction. This study was carried out in STAIN Zawiyah Cot Kala Langsa. This study was quantitative descriptive. The population was the fifth semester of English Department students. The sample was four classes that are unit 1, 3, 4 and 6, which was taken based on purposive sampling technique. The purpose of this research is to know the types of errors, the most dominant errors and the factors of the errors that students make in analyzing sentence. In order to obtain the data needed, the researcher conducted test and questionnaire. Furthermore, to process the data, the percentage formula was taken to find out the result of this research. The results of this research was the fifth semester students found difficulties in analyzing sentence by using functional grammar. It proved that they made various kinds of errors. The students made errors in determining finite and predicator, determining attribution, determining mental process, determining identification, determining verbal process, determining theme, determining circumstance, and determining complement. The hypothesis that students' of fifth semester do several errors is accepted. Based on the percentage the students have most dominant error in determining attribution relational process. It reached 80.46 percent. Besides, the error factor was made by the students resulted that most of them have limited understanding about functional grammar, and they do not understand deeply about basic grammar. Based on the research, the researcher recommends that the lecturer needs to give explanation clearly about functional grammar.

Key words: Students' error, functional Grammar

TABLE OF CONTENT

Acknowledgment	i
Abstract	iii
Table of Content	iv
List of Table	vi
List of Figure	vii
List of Appendixes	viii
CHAPTER I INTRODUCTION	
A. The Background of The Study.....	1
B. The Research Question.....	5
C. The Purpose of The Study	5
D. The Significance of The Study	5
E. Hypothesis	6
F. Terminology	7
G. The Limitation of The Study	9
CHAPTER II REVIEW THE LITERATURE	
A. Linguistic.....	10
B. Syntax	10
C. Functional Grammar.....	13
1.Experiential Function	15
2.Interpersonal Function.....	21
3.Textual Function.....	23
4.Multivariate Analysis	25
D. Definition of Error	26
CHAPTER III RESEARCH METHODOLOGY	
A. Place and Time	29
B. Population and Sampling.....	30
C. Technique of Collecting Data and Instrument.....	32
D. Technique of Data Analysis	33

CHAPTER IV FINDING AND DISCUSSION

A. Finding of The Research.....	36
1. Test Result	36
2. The Questionnaire Interpretation.....	47
B. Discussion.....	52

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	55
B. Suggestion	56

BIBLIOGRAPHY	57
---------------------------	-----------

LIST OF TABLE

Table 1	The Result of Students' Test.....	36
Table 2	Amount Score of Test Result	39
Table 3	Table of Criteria Scoring.....	40
Table 4	The Proportions for Each Type of Errors.....	45
Table 5	The Coding of the error.....	46

LIST OF FIGURE

Figure 1	.....	46
Figure 2	.....	48
Figure 3	.....	48
Figure 4	.....	49
Figure 5	.....	50

LIST OF APPENDIXES

1. **Surat Keterangan Penunjukan Dosen Pembimbing**
2. **Surat Izin Penelitian**
3. **Surat Keterangan Telah Melakukan Penelitian**
4. **Surat Pernyataan Karya Sendiri**
5. **Lembar Test dan Kuisisioner Mahasiswa**
6. **Biography**
7. **Photo Copy TOEFL Certificate**
8. **Photo Copy Kartu Bimbingan Skripsi**

CHAPTER I

INTRODUCTION

A. The Background of the Study

English is a language that is used by everyone in speaking countries or in international events among countries around the world. In Indonesia, English is a foreign language. Learning a foreign language is a very hard work and it takes commitment of time and effort. In fact, English is very close to our life.

English becomes international language that is used to communicate among countries in the world. Because of that, we can make fast relationship among all countries in the world in every field. It can be education, technology, financial, business, sharing culture, etc. From that reason, people from various non - English speaking countries including Indonesia have to learn English proficiency. Having proficiency in English, people will be able to face world changing easily. Therefore, the number of people who learn English is increasing in this era.

In English Education, there are four important skills in English that have to do, namely listening, reading, speaking and writing. Listening and reading is commonly known as receptive skills. While, speaking and writing is productive skills. Beside those skills, English also have some components that make to learn

English is more complete and support to acquire those skills. They are vocabulary, translation, pronunciation and grammar.

As a foreign language, English must have a certain different system from that of Indonesia, since it is known that every language has its own system. English grammar is certainly different from Indonesian grammar. They do not have everything in common about the system and the rule in constructing them. In Indonesia, a verb appear in the same form in all times or conditions. By adding adverb of time in sentence construction, it is enough for us to construct a sentence. It does not matter, if the verb is in past, present or future. Clearly, in Indonesia, there is no changing of a verb form caused by changing verb.

The description of grammar of language needs to show what they are for and how they are used. Grammar is often used to refer to the complete set of rules needed to produce all the regular patterns in a given language. Furthermore, grammar, for instance is rules for forming words and sentences. It helps learner to know how to construct a good sentence.

In another definition, grammar is structural properties of the language except sound structure (phonology), but the structure of words, phrases, sentences, texts, etc.¹ Grammar is essential to teach because it makes the students easier to master and comprehend English. Grammar is one of the basic components in English. To make a good sentence, the students use grammar in order to their sentences is good, so everyone who reads their sentences understands what the

¹ Paul R. Kroeger, *Analizing Grammar An Introduction* (New York: Cambridge University Press, 2005), 5.

sentences talk about. After the students learned about making a good sentence with grammar, they also have to know how to analyze the sentence. To analyze the sentence, the students have to learn about syntax.

Syntax is one of branch linguistic, which studies about the structure of the sentence. Other branches are Phonology, which studies about sound. Morphology, which studies about the internal structure of the word. The last is semantic which studies about meaning in the sentence. They analyze language from internal side.

Syntax is taught in fifth semester in *Sekolah Tinggi Agama Islam Negeri Zawiyah Cot kala Langsa*. Syntax is different with grammar. In grammar, the students only have to make the sentence correctly. Whereas in syntax, the students have to analyze the text correctly. In syntax, there are theories of language, namely Traditional Grammar and Modern Grammar. In this research, the researcher focuses on Modern grammar.

Modern grammar is based on function and descriptive. Modern grammar divided into three groups. They are Structuralist, Transformational grammar, and Functional grammar. In this research, the researcher will be focus on functional grammar to analyze the sentence. Functional grammar was pioneered by Michael Alexander Kirkwood Halliday. A functional grammar can be called as Natural grammar because everything can be explained by reference how the language is

used.² So, he said that language based its function. The students analyze the sentence to know what the function of the sentence is.

The students have been taught about grammar before they learn syntax. The students cannot take Syntax lesson, if they do not pass the Grammar lesson. Nevertheless, the students who passed Grammar lesson still make mistake when they analyze the sentence using common grammar. One of the mistakes is when they find sentence, such as I have much money. The students will analyze “have” as the auxiliary. In fact, “have” is pure verb. “Have” is come from “Has” that is used to indicate the third person singular. If they just indicate, “have” as auxiliary, they will indicate, “have” as Finite in Functional Grammar. It is such an error. Based on the sentence above, “have” indicate Finite and Predicator.

From that example, we can see the students still make mistake in analyzing sentence using basic or common grammar. If they still make mistake in analyzing sentences using basic or common grammar, how they can analyze sentence using the functional grammar. Analyzing sentence by using functional grammar can be work, if the students have proficiency in basic grammar first.

Based on the fact above, there is possibility to the students to make other errors in analyzing sentence by using functional grammar. Therefore, the researcher wants to make a study of students’ errors in analyzing sentence by using functional grammar.

² M.A.K. Halliday, *An Introduction to Functional Grammar* (China : Foreign Language Teaching and Research Press, 1994), 39.

Based on the description above, the researcher interested to conduct research entitled **“THE STUDENTS’ ERRORS IN ANALYZING SENTENCE BY USING FUNCTIONAL GRAMMAR TO THE FIFTH SEMESTERS OF ENGLISH DEPARTMENT STUDENTS IN STAIN ZAWIYAH COTKALA LANGSA”**

B. The Research Question

Based on the background above the researcher state the problems as follows:

1. What are the types and dominant errors that are made by the students?
2. What are the factors that cause the student error in analyzing sentence by using functional grammar?

C. The Purpose of Study

The purposes of study in this research are:

1. To find out the types and dominant error which are made by the students.
2. To find out the factors that cause the student error in analyzing sentence by using functional grammar.

D. The Significance of the Research

The researcher do hope that this research can be useful for :

1. The readers, to provide information to those who want to know or analyze the mistake that students do and face when analyze the sentence.
2. The lecturers, to be useful in dealing with students’ errors.

3. The lecturers, to be useful by lecturers as the reference to know the mistake that student do.
4. The students, to be beneficial for students to analyze better in analyzing sentence.
5. The students, to increase English department students competence in mastering grammar and syntax and to make self-correction.
6. The researcher, to be useful for the researcher to avoid doing the errors in analyzing sentence using functional grammar.

E. Hypothesis

Based on terminology, hypothesis is drawn for two words, namely “*Hypo*” that means “Under” and “*Thesa*” that means “Truth”. Hence, hypothesis can be defined as provisional answer toward the research problem.³ The hypothesis shows the researcher’s expectation about the relationship between variables within the question.⁴ The researcher assumed that hypothesis converts the general idea into a provisional answer for what to look for.

In this research, the researcher draws some hypothesis as follows.

1. It is assumed that the fifth semester of English Department students do several errors in analyzing sentence by using Functional grammar. One of them is error in determining Finite and Predicator.

³ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2002),71.

⁴ Donald Ary, *Introduction to Research in Education* (California: Wadsworth Cengage Learning, 2006), 81.

2. The factors that cause students error in analyzing sentence by using Functional Grammar is they still have limited understanding in basic grammar. Then, they feel difficult to remember each parts of Functional Grammar.

F. Terminology

To avoid misunderstanding, the writer will explain briefly about some terms. They are as follows.

1. Error is something in part of learning that cannot be avoided or put to other side by everyone. It is a sign of learning failure that could not be tolerate. If the students do not realize when they made something errors, they will leave it without any correction to the errors. There are different levels of errors in language. It can be including to phonology, orthography, lexicon, grammar, and discourse. Error may be occurred either in spoken or written language.

Occurring errors in written language, one of that case is in the grammatical side. Errors occur because the English learners as a foreign language do not master the English grammar yet. Students' errors are the mistake of student when they do something without any realize. In this research, the researcher wants to know the errors that students made when they analyze the sentence using three analyses in functional grammar. It is commonly known as multivariate analysis.

2. Functional grammar is one of theory that comes from Modern grammar. Michael Alexander Kirkwood Halliday pioneered functional grammar. He define that language is based on its function. He believes that the meaning of language is depending on its used and grammar is a theory of experience.

To analyze the sentence using functional grammar, there are three analyses that can be used. Those analyses are commonly known as the metafunction. The metafunction consists of experiential function, interpersonal function, and textual function. The first is experiential function, which is construing model of experience. The second is interpersonal function, which is enacting social relationship. The third is textual function, which is creating relevance to context.⁵ It is how to organize the experience.

3. Sentence is the largest unit that is described in grammar.⁶ A group of words has minimal one subject and one predicate / verb. Sentence is also commonly known as clause. There are some types of sentence, such as simple sentence and multiple sentences.

Simple sentence is a sentence without containing another clause. It just contains with one subject and one predicate. Besides multiple

⁵Halliday. *An Introduction to Functional Grammar*, 36.

⁶ Sidney Greenbaum, *An Introduction to English Grammar* (England: Pearson Longman, 2002), 13.

sentences is consist of compound sentence, complex sentence, and compound – complex sentence.

The first is compound sentence which is sentence containing of two or more main clause. It is normally linked by conjunction, such as “and, or, but”. The second is complex sentence, which is sentence containing of one main clause and one subordinate clause. It is linked by conjunction, such as “before, after, when”. The last is compound – complex sentence, which is the mixing of compound and complex sentence.

G. The Limitation of Study

This study focuses on discovering errors which are encountered by the students in analyzing sentence by using multivariate analysis in Functional Grammar. Based on explaining of sentences above, the researcher is only focused on simple sentence that will be analyzed by the students. Using of simple sentence is easier to analyze by the students.

In addition, the factors that they are faced in analyzing sentences by using functional grammar are also investigated. This research is wanted to know why the students do errors in analyzing sentences. It focuses on the fifth semesters students in STAIN Zawiyah Cotkala Langsa because they are studying this material in fifth semesters. Even, they will study about this material again in Discourse analysis at the seventh semester.