SYNTACTIC ERRORS ANALYSIS IN THE CASUAL CONVERSATION COMMITED BY TWO SENIOR HIGH STUDENTS

Anjar Setiawan  
State University of Semarang  
Indonesia  
anjar17english@gmail.com

Abstract
Syntactic structures are the base of English grammar. This study was aimed to analyze the syntactic errors in the casual conversation committed by two senior high students of MAN 2 Semarang. The researcher used qualitative approach to analyze and interpret the meaning of casual conversation. Furthermore, the data collection had been transcribed and analyzed based on the areas of syntactic errors analysis. The findings of the study showed that all areas of syntactic errors happened during the conversation, included auxiliaries, tenses, article, preposition, and conjunction. Both speakers also had a relatively weak vocabulary and their sentences which were sometimes incomprehensible by the interlocutor.

Keywords: syntactic errors, analysis, casual conversation

Introduction
Conversation is highly interactive in a collaborative conversational style which both the speaker and listener will give constant feedback to each other (Richard, 2008: 23). It means that when people are engaged conversation, they will learn how to have social interaction. Conversation is more than just exchange any information, because people do communication that lead them to interpret each other’s utterances as contributing to conversation. In this study, the learners are found to create mistakes and errors. Furthermore, this study is focused to analyze the student’s syntactic errors on their casual conversation. Error analysis is the first approach to the study of second language acquisition that includes an internal focus on learners’ creative ability to construct the language (Saville-Troike, 2006:38 cited in Al-Badawi (2012: 536). Thus, the learners’ ability to arrange the utterances is really important to know their communication capability. While, syntactic structures are the basis of the English language grammar and the students should be thorough with making error free syntactic structures while constructing sentences.

In this study, the researcher will analyze the syntactic error in casual conversation. Hence, it is expected to help to find the continuing syntactic growth in the service of more effective discourse, especially spoken. Investigating the syntax errors may help to reduce the speaking errors which demonstrated by senior high learners.

Research Question
How did the students commit the syntactic errors in their casual conversation?

Research Objectives
This study was aimed to analyze the syntactic errors in casual conversation committed by two senior high students.

Methodology
The researcher applied the qualitative approach to analyze and interpret the
meaning of casual conversation. In this study, the researcher arranged the procedures in analysing the obtained data. First, he collected the data by recording the casual conversation from two senior high students of MAN 2 Semarang. Next, he made the transcription to identify, describe, explain, classify, and evaluate the errors, these aims to make the analysis easier. After analyzing the amount of the result, he interpreted the meaning of the finding. The last, he concluded the analysis based on research findings.

**Finding and Discussion**

After analyzing the data, the researchers found that the learners/interlocutors made syntactic errors in English language to a large extent in almost all the major areas of syntax of English grammar.

1. **Concord in using auxiliaries**
   The interlocutors were making many errors in using correct form of concord in primary auxiliaries such as do, arrive, want, are, must, whom, where, and place. Both interlocutors did not use any auxiliaries ‘do’ which followed by verb.

2. **Errors in Using Articles**
   In this area, the investigator analysed that both speakers did not use any articles whereas it was really important to deliver the message. They missed the article ‘a’ to refer to one subject/object.

3. **Errors in Using Correct Form of Tense**
   In using the tenses, both speakers used the wrong sentences to express their meaning. They used ‘did’ to show the present expression. It seemed that they did not know when to use ‘did or do’ contextually.

4. **Errors in Using Conjunctions**
   One speaker were making mistakes in using conjunction especially in coordinating conjunction of ‘or’ which should be ‘and’. She was wrong in using the conjunction to connect to the other clause.

5. **Errors in Using Preposition**
   Prepositional errors had also been identified by investigator. There was one wrong preposition that used by one speaker. He used ‘in’ to connect ‘there’, which it should be without any added preposition.

**Conclusions**

The results of the study showed that all areas of syntactic errors happened during the conversation, included auxiliaries, tenses, article, preposition, and conjunction. Both speakers also had a relatively weak vocabulary and their sentences which were sometimes incomprehensible such that they interfered with the parallel form of words from their first language to target language. They also committed the errors in applying sentence structure rules. Therefore, it could be concluded that they had problems in acquiring the grammatical rules in English.

**Table 1. Percentage of Syntactic Errors**

<table>
<thead>
<tr>
<th>No</th>
<th>Areas of syntactic errors</th>
<th>Interlocutor 1</th>
<th>Interlocutor 2</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Concord in using auxiliaries</td>
<td>5</td>
<td>6</td>
<td>11</td>
<td>55%</td>
</tr>
<tr>
<td>2</td>
<td>Errors in using articles</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>3</td>
<td>Errors in using correct form of tense</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>Errors in using conjunctions</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>5</td>
<td>Errors in using preposition</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>SUM</td>
<td></td>
<td>8</td>
<td>12</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>
References