

AN UNDERGRADUATE THESIS

**AN ERROR ANALYSIS OF USING WORD ORDER IN WRITING
RECOUNT TEXT ABILITY AT THE EIGHTH GRADERS
OF MTsN 1 EAST LAMPUNG IN THE ACADEMIC
YEAR OF 2018/2019**

By :

EKA WULANDARI

STUDENT ID : 14121297



Tarbiyah and Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1440 H / 2019 M

**AN ERROR ANALYSIS OF USING WORD ORDER IN WRITING
RECOUNT TEXT ABILITY AT THE EIGHTH GRADERS
OF MTsN 1 EAST LAMPUNG IN THE ACADEMIC
YEAR OF 2018/2019**

Presented as a Partial Fulfilment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Study Department

BY:

EKA WULANDARI

STUDENT ID : 14121297

Tarbiyah and Teacher Training Faculty
English Education Department

Sponsor : Drs. Kuryani Utih, M.Pd

Co-Sponsor : Trisna Dinillah Harya, M.Pd

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H / 2019 M**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

APPROVAL PAGE

Title : AN ERROR ANALYSIS OF USING WORD ORDER IN
WRITING RECOUNT TEXT ABILITY AT THE EIGHTH
GRADERS OF MTsN 1 EAST LAMPUNG IN THE
ACADEMIC YEAR OF 2018/2019

Name : Eka Wulandari
Students Number : 14121297
Faculty : Tarbiyah and Teacher Training
Department : English Education

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of
Metro.

Sponsor

Metro, March 2019

Co-sponsor

Drs. Kuryani Utih, M.Pd
NIP. 19620215 199503 1 001

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004

The Head of English Education Department

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
of Eka Wulandari**

To :
The Honorable the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of Metro

Assalamu'alaikum, Wr. Wb.

We have given guidance and enough improvement to research thesis script which is written by:

Name : Eka Wulandari
Students Number : 14121297
Faculty : Tarbiyah and Teacher Training
Department : English Education
Title : AN ERROR ANALYSIS OF USING WORD ORDER IN
WRITING RECOUNT TEXT ABILITY AT THE EIGHTH
GRADERS OF MTsN 1 EAST LAMPUNG IN THE
ACADEMIC YEAR OF 2018/2019

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb.

Sponsor

Drs. Kuryani Utih, M.Pd
NIP. 19620215 199503 1 001

Metro, March 2019
Co-sponsor

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran :
Perihal : **Mohon dimunaqsyahkan Skripsi
Saudari Eka Wulandari**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamu'alaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Nama : Eka Wulandari
NPM : 14121297
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul Skripsi : AN ERROR ANALYSIS OF USING WORD ORDER IN
WRITING RECOUNT TEXT ABILITY AT THE EIGHTH
GRADERS OF MTsN 1 EAST LAMPUNG IN THE ACADEMIC
YEAR OF 2018/2019

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

Pembimbing I

Drs. Kuryani Utih, M.Pd
NIP. 19620215 199503 1 001

Metro, Maret 2019
Pembimbing II

Trisna Dinillah Harva, M.Pd
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

RATIFICATION PAGE

No. B-1264/n.28.1/D/PP-00-9/05/2019

An Undergraduate thesis entitled: AN ERROR ANALYSIS OF USING WORD ORDER IN WRITING RECOUNT TEXT ABILITY AT THE EIGHTH GRADERS OF MTsN 1 EAST LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019, written by Eka Wulandari, student number 14121297, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thursday, April 25th 2019 at 10.00 - 12.00 p.m.

BOARD OF EXAMINERS:

Chairperson : Drs. Kuryani, M.Pd

Examiner I : Dr. Dedi Irwansyah, M.Hum

Examiner II : Trisna Dinillah Harya, M.Pd

Secretary : Linda Septiana, M.Pd

(.....)
(.....)
(.....)
(.....)

The Dean of Tarbiyah and Teaching Training Faculty,



Dr. Akla, M.Pd.

NIP. 19691008 200003 2 005

**AN ERROR ANALYSIS OF USING WORD ORDER IN WRITING
RECOUNT TEXT ABILITY AT THE EIGHTH GRADERS
OF MTsN 1 EAST LAMPUNG IN THE ACADEMIC
YEAR OF 2018/2019**

ABSTRACT

**BY:
EKA WULANDARI**

The purpose of this research is to analyze the types of error made by students about word order that appears on the students' writing result in making recount text. Beside that, to find the reasons why the students make errors about word order in their writing. This research is conducted on the basis of the result of observation at the eighth graders of MTsN 1 East Lampung. Based on the observation, the problem that the researcher take in this research is in error of using word order.

Therefore, in this research the researcher chose to use the qualitative method with the case study approach. Furthermore, the subject of this study was student at eighth graders of MTsN 1 East Lampung. The researcher took 10 students as her purposive sample. The data were collected through observation, interview, and documentation.

Regarding to the process of researching, the researcher firstly, collected the recount text taken from 10 students' writing result in making recount text of the eighth graders in MTsN 1 East Lampung. Then, the researcher observe them by finding the errors of using word order. In addition, the mistakes were categorized into five types namely omission of subject and verb, omission of object, omission of predicate, misordering in sentence, and misordering in noun phrase distribution. The errors frequently appeared in students' writing result in making recount text is error in object. The total of errors were 60 items, such as omission of subject and verb (20%), omission of object (23%), omission predicate (22%), misordering in sentence (18%), and misordering in noun phrase distribution (17%).

In conclusion, there are still many errors in using word order at the eighth grade student of MTsN 1 East Lampung. Beside that, the dominant factor that caused the error is carelessness in which the students still confuse and do not have motivation to learn English.

Key Words: Word Order and Recount Text

**ANALISIS KESALAHAN PENGGUNAAN SUSUNAN KATA DALAM
KEMAMPUAN MENULIS TEKS RECOUNT PADA SISWA
KELAS VIII MTsN 1 LAMPUNG TIMUR
TAHUN AJARAN 2018/2019**

ABSTRAK

Oleh:

EKA WULANDARI

Tujuan dari penelitian ini adalah untuk menganalisis jenis-jenis kesalahan yang dibuat oleh siswa tentang susunan kata yang muncul pada hasil penulisan siswa dalam membuat teks recount. Disamping itu, untuk menemukan alasan-alasan mengapa siswa membuat kesalahan tentang susunan kata di dalam tulisan mereka. Penelitian ini berdasarkan pada hasil observasi pada siswa kelas delapan di MTsN 1 Lampung Timur. Berdasarkan observasi, permasalahan yang diambil oleh peneliti adalah kesalahan penggunaan susunan kata.

Oleh karena itu, dalam penelitian ini peneliti memilih untuk menggunakan metode kualitatif dengan pendekatan studi kasus. Selanjutnya, subjek penelitian ini adalah siswa kelas VIII MTsN 1 Lampung Timur. Peneliti mengambil 10 siswa sebagai contohnya. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi.

Kronologi penelitian adalah sebagai berikut. Pertama, peneliti mengumpulkan teks recount yang diambil dari hasil penulisan 10 siswa dalam membuat teks recount pada siswa kelas delapan di MTsN 1 Lampung Timur. Kemudian, peneliti menganalisis teks- teks tersebut dengan menemukan kesalahan-kesalahan dalam penggunaan susunan kata. Selanjutnya, kesalahan-kesalahan tersebut dikerucutkan dengan cara mengklasifikasikan kedalam 5 kategori yaitu penghilangan subjek dan kata kerja, penghilangan objek, penghilangan predikat, kesalahan dalam kalimat, dan kesalahan dalam penggunaan prasa benda. Kesalahan yang paling sering muncul pada hasil penulisan siswa dalam membuat teks recount adalah kesalahan dalam objek. Total kesalahan adalah 60 item, seperti penghilangan subjek dan kata kerja (20%), penghilangan objek (23%), penghilangan predikat (22%), kesalahan dalam kalimat (18%), dan kesalahan dalam penggunaan prasa benda (17%).

Kesimpulannya, masih terdapat banyak kesalahan dalam penggunaan susunan kata pada siswa kelas delapan di MTsN 1 Lampung Timur. Selain itu, factor dominan yang menyebabkan kesalahan adalah kecerobohan dimana siswa masih bingung dan tidak memiliki motivasi untuk belajar bahasa Inggris.

Kata kunci: Urutan Kata dan Teks Recount

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : EKA WULANDARI
NPM : 14121297
Faculty : Tarbiyah
Department : English Education Department (TBI)

States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excepted from the bibliographies mentioned.

Metro, April 2019

The Writer



Eka Wulandari
St.ID. 14121297

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : EKA WULANDARI
NPM : 14121297
Fakultas : Tarbiyah
Jurusan : Tadris Bahasa Inggris (TBI)

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, April 2019

Penulis



Eka Wulandari
NPM. 14121297

MOTTO

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا ﴿٧٠﴾

“Who believe! Fear Allah, and (always) say a word directed to the Right.”

(Q.S Al-Ahzab: 70)

“God always takes you on the simplest way.”

(Albert Einstein)

DEDICATION PAGE

This undergraduate thesis would dedicate to the:

1. My parents, Mr. Rukun Setiawan and Mrs. Siti Susanti who always pray and support to be efficacious in my study.
2. My younger brother, Adib Aqilah who always give sweet smile. Thanks for your goodness.
3. My almamater IAIN Metro.

ACKNOWLEDGEMENT

To start with, I would like to extend my gratitude to Allah SWT for blessing, health, and also mercy because I can finally accomplish this undergraduate thesis. *Shalawat* is also sent to Prophet Muhammad SAW who had delivered the truth to human beings in general and Muslim in particular.

In the second place, I would like to thank my parents for financial and spiritual support. My deepest thanks go to Drs. Kuryani Utih, M.Pd and Trisna Dinillah Harya, M.Pd for being patient and efficient during the accomplishment of this undergraduate thesis.

Last but not least, my greatest gratitude also goes to my classmates, my best friends, all people in IAIN Metro who involved directly and indirectly in making this writing. I hope that this writing will become source of good for others.

Metro, April 2019

The Researcher



Eka Wulandari
St.ID. 14121297

TABLE OF CONTENT

COVER	i
TITLE	ii
APPROVAL PAGE	iii
NOTIFICATION LETTER	iv
NOTA DINAS	v
RATIFICATION PAGE	vi
ABSTRACT	vii
STATEMENT OF RESEARCH ORIGINALITY	ix
MOTTO	xi
DEDICATION PAGE	xii
ACKNOWLEDGEMENT	xiii
TABLE OF CONTENT	xiv
LIST OF FIGURES	xvii
LIST OF TABLES	xviii
LIST OF APPENDICES	xix
CHAPTER I INTRODUCTION.....	1
A. Background of the Study	1
B. Research Question	4
C. Objectives and Benefits of the Study	4
D. Prior Research	5
CHAPTER II THEORETICAL REVIEW.....	8
A. Concept of Error Analysis	8
1. Definition of Error Analysis	8

2. Types of Error Analysis	10
3. Differences Between Error and Mistake	13
4. Steps in Error Analysis	14
5. Cause of Error	17
B. Concept of Word Order	18
1. Definition of Word Order.....	18
2. Word Order Error.....	33
C. Concept of Recount Text Writing Ability.....	36
1. Concept of Recount Text	36
a. Definition of Recount Text.....	36
b. Purpose of Recount Text	38
c. Characteristics of Recount Text	38
d. Example of Recount Text	39
2. Concept of Writing Ability	41
a. Definition of Writing Ability	41
b. Types of Writing Recount Text	43
c. Process of Writing	43
d. Characteristics of Good Writing	45
CHAPTER III RESEARCH METHOD.....	47
A. Kind and Characteristics of Research	47
B. Data Resource	48
C. Data Collecting Technique	49
D. Research Approach	50
E. Data Analysis Technique	52
CHAPTER IV RESULT AND DISCUSSION.....	55
A. Description of Research Setting.....	55
B. General Description of Research Data	68
C. Discussion	119

CHAPTER V CONCLUSION AND SUGGESTION	122
A. Conclusion.....	122
B. Suggestion	123
BIBLIOGRAPHY	125
APPENDICES	128
CURRICULUM VITAE.....	185

LIST OF FIGURES

Chart	Page
1. Data analysis process by John W. Creswell model.....	54
2. The organization structure of MTsN 1 East Lampung	60
3. The location sketch of MTsN 1 East Lampung	66
4. Percentage of errors in using word order	71

LIST OF TABLES

Table	Page
1. Students' writing score of recount text	3
2. A surface strategy taxonomy of errors	16
3. Condition of teachers and office in MTsN 1 East Lampung	61
4. The facilities in MTsN 1 East Lampung	64
5. Condition of students in MTsN 1 East Lampung	65
6. Total errors of using word order in recount text	69
7. Types of errors in students' writing recount text	70
8. Brief description of students' errors in recount text	72

LIST OF APPENDICES

1. Syllabus	129
2. Observation Sheet	138
3. Interview Guidance	140
4. Answer Sheet of Writing Recount Text	141
5. Documentation	161
6. Thesis Guidance Letter	167
7. Letter of Pre-survey	168
8. Response Letter of Pre-survey	169
9. Permit of Research	171
10. Response Letter of Research	172
11. Guidance card	175

CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the languages in the world. Nowadays English has become an International language that is used by all countries as the first, the second, or the foreign language. Indonesia is one of the countries that determines English as a foreign language. It has also been a compulsory subject for Indonesian learners from Elementary School up to university.

As a foreign language, learning language is not as easy as learning Indonesian language because it has different structure, pronunciation, and others. So that, nowadays we need learn more about English especially for communicate each other. As we know that today's many companies and large business employ people who can speak English well to increase the quality as a companies that has many competitor.

To solve this situation, the English teaching should be focused on the students' ability to communicate well through spoken and written. The written is most important skills in gaining our daily communication.

Writing is a process of exploration that offers benefits to students and content area teachers alike. As students write to make their ideas clear and comprehensible, they experience the fun of discovery, and so do their teachers.

Learning writing for the students are very important thing. In learning writing students can improve their knowledge about the strategy of writing anything in a good way. In learning writing, students can learn more about kinds of writing and they learn how to put down words on paper as easily and naturally as they speak.

Writing recount text is one of materials in the English curriculum at the eighth graders students of MTsN 1 East Lampung. Writing recount text is one subject that will be discuss, but based on the writer's experience when do pre-research, many students have problem in the writing recount text. Generally, they did not know about the tenses, the generic structure, and the concept of recount text.

There are four skills which are taught in the teaching and learning English. They are listening, speaking, reading, and writing. Writing is the last skill that mentioned on all the texts of language skills but it is not the least, because writing is the basic skill, just as important as speaking, listening, and reading. Moreover, writing is not only for communicating eachothers but also for expressing an idea. In addition, it can be used for remembering something and for thinking critically as well.

It can be concluded that writing is one of important aspects for the students to learn since it is one of the productive skills that is frequently used to convey the idea (to communicate with the other) besides speaking.

In this case, the writer did pre survey in MTsN 1 East Lampung in the recount text. The writer conducted the pre survey among 31 students.

Based on pre survey the writer got the data score of English pre-test students in class VIII A. It can look at the table below:

Table 1

The Authentication Table of the Teacher Archives, Pre-test at the Junior High School of MTsN 1 East Lampung in Batanghari class VIII A

No.	Score	Total of Students	Category	Percentage
1.	81-100	4	Hight	12.9%
2.	61-80	12	Avarage	38.7%
3.	20-60	15	Low	48.4%
Total	31			100%

Source: The Teacher Archives, Taken on the prasurvey at November 29, 2017

Based on the table above, the percentage of students' mastery in recount text that obtains low grade is 48.4%. The result shows that students have difficulty in writing recount text. The writer could identify the problem faced by the students related to language form. One of the most obvious problems is the students' have less in understanding about English word order, language form, structure and grammar mastery.

Based on the problem above, it is found that writing recount text is difficult. The writer assumes that it is caused by less understanding about English word order, language form and students of MTsN 1 East Lampung have less knowledge about structure and grammar mastery. Therefore, the

research focus on analysis of students' error in using word order in writing recount text at the eighth graders of MTsN 1 East Lampung in the academic year 2018/2019 becomes important.

B. Research Question

The research question of this research are:

- a) What kinds of errors in using word order in writing recount text committed by students at the eighth graders of MTsN 1 East Lampung in the academic year of 2018/2019 ?
- b) Why do the students make errors of using word order in writing recount text at the eighth graders of MTsN 1 East Lampung in the academic year of 2018/2019 ?
- c) How do the students prevent the errors of using word order in writing recount text at the eighth graders of MTsN 1 East Lampung in the academic year of 2018/2019 ?

C. Objectives and Benefits of the Study

1. Objectives of the Study

- a) To know the students' error commonly in writing recount text at the eighth graders of MTsN 1 East Lampung in the academic year of 2018/2019.
- b) To know the reason or factor students' doing error in using word order in writing recount text at the eighth graders of MTsN 1 East Lampung in the academic year of 2018/2019.

- c) To describe the students' should be write correctly of using word order in writing recount text at the eighth graders of MTsN 1 East Lampung in the academic year of 2018/2019.

2. Benefits of Study

- a. For the students

This research as a new knowledge to the students increase their writing ability.

- b. For the teachers

This research as a description for teacher about students' problems in writing especially in writing recount text.

- c. For the headmaster

This research as a information about the best way to teach English especially writing recount text.

D. Prior Research

Firstly, in research about undergraduated thesis by Iin Nurrohmah from English Language and Literature Program, Indonesia University of Education Bandung entitled "An Analysis of Students' Recount Text by Using Systemic Functional Grammar". Writing is one of the basic skills which must be mastered by students of English Department in Indonesia University of Education. One of writing texts which must be produced by students is recount text. In a recount text, the students must retell the sequence of events or experiences which they have ever got in the past (Nafisah and Kurniawan,

2007:65). Considering the issues, the research is focused on analyzing recount texts written by the eighth semester students of English Department. Students' recount text were investigated by analyzing *the schematic structures* and *the linguistic features* of the recount texts.¹

Secondly, on the research about undergraduated thesis by Wahyuni, Mochtar Marhum, Muhsin from English Language Teaching Society entitled "Analyzing Errors Made by the Grade VIII Students in SMP 2 Parigi in Writing Recount Text", the objective of this research was to identify and to analyze kinds of grammatical errors made by the eighth grade students in their recount text and also to find out the reasons why the errors occurred. The design of this research was descriptive research design. The population of this research was the eighth grade students of SMP Negeri 2 Parigi and the number of the sample was 28 students.²

The last prior research in undergraduated thesis by Doni Ramli from Teacher Training and Education Faculty Tanjungpura University Pontianak entitled "An Analysis on Students' Errors in Writing Recount Text", the writer conducted research on Tenth Grade Student of SMAN 1 Siantan. The writer wanted to know the students ability in writing recount text by asking

¹In Nurrohmah, "An Analysis of Students' Recount Text by Using Systemic Functional Grammar", (Bandung: English Language and Literature Program, Indonesia University of Education), Passage 2013, 1(2), p. 89.

²Wahyuni, et. al, "Analyzing Errors Made by the Grade VIII Students in SMP 2 Parigi in Writing Recount Text", (Parigi: English Language Teaching Society (ELTS)), Vol. 2 No. 3 2014 – ISSN 2331 – 1841, p. 1.

the students to write their past experiences. Writing recount text is one of writing skills that should be acquired by the students.³

The distinction between and three prior researches above is this research focuses to investigate the grammatical error in some difficulties that students face during writing recount text like sentence pattern, tenses, pronoun, preposition, punctuation and spelling. But, the writer just focuses analysis of the students' errors in using word order in writing recount text at the eighth graders of MTsN 1 East Lampung. The writer used qualitative research and the previous study and this research use interview, documentation, and observation as the instrument of the research. Therefore, the writer proposes a research entitled "An Error Analysis of Using Word Order in Writing Recount Text Ability at the Eighth Graders of MTsN 1 East Lampung in the Academic Year of 2018/2019."

³Doni Ramli, "*An Analysis on Students' Errors in Writing Recount Text*", (Pontianak: Teacher Training and Education Faculty Tanjungpura University), 2013, p. 1.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Error Analysis

1. Definition of Error Analysis

Learning a foreign language is different from learning our mother tongue. That is why it is natural and unavoidable when the students make error in learning a foreign language. Thus, it is impossible that learner never make some errors in language learning activity. Errors in foreign language teaching especially in English are the cases which are difficult to avoid.

Brown (2000:76) stated that error as noticeable deviation from the adult grammar of a native speaker, reflecting the interlingual competence of the learner. Learner of language has different competences of level in learning English and automatically that has involved different cause of error.¹

According to Dulay (1982:138), “Errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance”.² Besides, the making of errors is one part of learning and no one can learn without the making of errors.

¹Brown, H. Douglas, *Principle of Language Learning and Teaching*. (New Jersey: Prentice Hall Inc, 2000), p. 76.

²Heidi Dulay, et. al, *Language Two*, (New York: Oxford University Press, 1982), p. 138.

According to Richards (1985:173) says that error analysis is the study of errors made by the second and foreign language learners.³ Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. Beside that, Crystal also states that error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.⁴

Another concept of error analysis is given by Brown. He defined error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner.⁵

From the explanations above, the writer concludes that error analysis is the study of linguistic that gives a way to teachers about how to correct the students' error in order to improve the effectiveness of their teaching learning.

³C. Jack Richards, *Error Analysis: Perspectives an Second Language Acquisition*, (London: Longman, 1985), p. 173.

⁴Sunardi Hasyim, *Error Analysis in the Teaching of English*, Vol. 4 No. 1, June, 2002, p. 43.

⁵Brown, H. Douglas, *Principle of Language Learning and Teaching*, (San Fransisco: State University, fourth edition, 2000), p. 166.

2. Types of Error Analysis

Many linguists who study the error analysis have a standard that is often called taxonomy. It is useful when to classify the types of any errors that often arise in the second language learner speech and writing. In this context, a linguist, Dulay formulate Surface Taxonomy Strategy in terms of classification error in the sentence.⁶ Errors include :

a. Omission

Omission error is the absence of an item that should appear in a well-formed sentence. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morpheme are omitted more than others. There are two types of morpheme frequently omitted namely content morphemes and grammatical morphemes.

Content morphemes are morphemes that carry the main role of a sentence. It is because they have particular meaning like nouns, verbs, adjectives, and adverbs. For example in this sentence below :

Mary is the president of the new company.

The words *Mary*, *president*, *new*, and *company* are the content morphemes that carry the main meaning of the sentence.

Meanwhile, grammatical morphemes are those little words that play minor role in conveying the meaning of a sentence. They include noun and verb inflections (the *-s* in *birds*, the *-s* in *Mother's*, the *-ed* in *looked*, the *-ing* in *laughing*, etc.); articles (*a*, *the*, etc.); verb auxiliaries

⁶Heidi Dulay, et. al, *Language Two*, (New York: Oxford University Press, 1982), p. 138.

(*is, will, can*, etc.); (*is, was, am*, etc.); and prepositions (*in, on, under*, etc.). For example in the sentence above,

Mary is the president of the new company.

The words *is, the, of, the* are the grammatical morphemes.

Language learners omit grammatical morphemes much more frequently than content morphemes. It is because grammatical morphemes are more complex, for example in using tenses. The learners should be aware of the verb with addition (-ed, -ing, -s) in the end of the verb. Whereas content morphemes are typically made by the learners in the early stage. It happens because the learners have lack vocabulary to be put into sentence.

b. Addition

Addition errors are the opposite of omission. They are characterized by the presence of an item that should not appear in a well-formed sentence. Based on the explanation for this type of error, the subtypes are as follows:

1. Double marking; it is defined as failure to delete certain items which are required in some linguistic construction, but not in others. For example, in most English sentences some semantic features such as tense may be marked syntactically only once. It is said,

Correct : *I **didn't** go last night.*

Incorrect : *I **didn't went** last night.*

2. Regularization; it occurs when a learner uses one role in linguistic item and applies it for another one. For example, *mouses* and *putted* are both regularizations in which the regular plural and past tense markers *-s* and *-ed*, respectively, have been added to items which do not take markers. Other such errors do not take markers. Other such errors observed in learners performance include *deers*, *hitted*, *beated*.
3. Simple addition; if an addition error is not double marking nor a regularization, it is called a simple addition. No particular features characterize simple additions other than those that characterize all addition errors.

c. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. In other words, the error of using one grammatical form in the place of another grammatical form or supplies something although it is incorrect. Three types of misformation which have been frequently reported are as follows:

1. Regularization errors; it happens when regular marker is used in place of an irregular one, as in *runned* for *ran* or *gooses* for *geese*.
2. Archi-forms; it happens when a learner may temporarily select just one of the English demonstrative adjectives *this*, *that*, *these*, and *those*, to do the work. Maden et al. (1978)

report that some learners substituted *does* for *are*, *do* and *is* in a sentence imitation task.

3. Alternating forms; for example, learners use *don't* as well as *no* and *not* to express negation in the first phase of learning negation.

d. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morpheme in a sentence. Misordering errors occur when a sentence which its order is incorrect. The sentence can be right in presented elements but it is wrong in sequence. For example, *what this is?* This sentence can be formed in a simple question, *what is this?*

3. Differences Between Error and Mistake

According to Brown (2000) an error is caused by the competence error.⁷ Meanwhile, a mistake is caused by performance error. To distinguish between error and mistake, they have their own factor. First, the factor of error comes from the learner's competence. The learners can not be self-corrected because they lack knowledge of the rules of the language. Furthermore, the learner made some errors consistently so it is called error as well. Second, the factor of mistake comes from slip of tongue, fatigue, and inattention, it is caused by

⁷Brown, H. Douglas, *Principle of Language Learning and Teaching*. (New Jersey: Prentice Hall Inc, 2000), p. 76.

failing to utilize system correctly. So, an error can not be self-corrected, and a mistake can be self-corrected.

4. Steps in Error Analysis

In analyzing learners' errors, there are some steps which have to be followed. Many linguists have already discussed how to analyze students' errors in their book. Corder in Ellis' book, he suggests five steps in analyzing students' errors.⁸ They are: collection of sample of learner language, identification of errors, description of errors, explanation of errors and evaluation of errors.

a. Collection of Sample of Learner Language

The first step of analyzing errors which suggested by Corder is collecting samples. The startingpoint in this step is the writer should decide what samples of language learner to use for the analysis and how to collect these samples. The writer should decide a number of students which is being sample for the research. Then, they will be given regular examination in order to get the data.

⁸Rod Ellis, *The Study of Second Language Acquisition*, (New York: Oxford University Press, 2008), 2nd Edition, p. 48.

b. Identification of Errors

After the samples have been collected, the errors have to be identified. In identifying the errors, the writer must compare between the sentence produced by students and the correct sentence in the target language. For example:

Correct : *I went to Bandung with my mom yesterday but she **didn't** look enjoy.*

Incorrect : *I went to Bandung with my mom yesterday but she **don't** look enjoy.*

By comparing two sentences, it can be seen that the student produced an error in changing the verb in past sentence.

c. Description of Errors

After identifying errors, the next step is description of errors. In this step, all errors that have been identified, then they will be described and classified into the types of errors. An alternative in classifying the errors is to use a surface strategy taxonomy by Dulay, Burt, and Krashen (1982: 150). Here are the table of examples in describing the errors:

Table 2
A Surface Strategy Taxonomy of Errors

Category	Description	Example
Omission	The absence of an item that must appear in a well-formed sentence.	She sleeping.
Addition	The presence of an item that must not appear in a well-formed sentence.	We didn't went there.
Misformation	The use of the wrong form of the morpheme or structure.	The dog ated the chicken.
Misordering	The incorrect placement of a morpheme or group of morphemes in a sentence.	What daddy is doing ?

Source: Categories and Examples of Errors, Taken from Dulay, Burt, and Krashen 1982)

d. Explanation of Errors

In this step, the writer try to explain why errors occur. The explanation is concerned with determining the source of the errors. As Taylor (1986) points out, the error source may be psycholinguistic, sociolinguistic, epistemic, or may reside in the discourse structure.

e. Evaluation of Errors

In this step, the writer must decide the criteria of errors which will be corrected because some errors can be considered more serious than others. The aim of evaluating errors is to distinguish which errors will be corrected.

5. Cause of Error

The errors made by students are caused by some factor either from the students itself or from the other person. Norrish classifies the causes of error into three types, namely: carelessness, first language interference, and translation.⁹ Those are discussed below:

a. Carelessness

Carelessness is often closely related to lack of motivation. Many teachers will admit that it is not always the students' fault if he loses interests; perhaps the materials and style of presentation do not suit them.

b. First language

Norrish states that language learning is matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called the first language interference.

c. Translation

Translation is one of the causes of errors. It happens because a student translates his first language sentence or idiomatic expression into the target language word by word. This probably the most common cause of error.

⁹Sunardi Hasyim, *Error Analysis in the Teaching of English*, Vol. 4 No. 1, June 2002, p. 47.

B. Concept of Word Order

1. Definition of Word Order

When we create a sentence, it is important to put the word in correct order. In Collins dictionary, word order is the arrangement of words in a phrase, clause or sentence. In many languages, including English, word order plays an important part in determining meaning expressed by user. Word order arranges separate words into sentences in a certain way and indicates where to find the subject, the predicate, and the other parts of the sentence. Word order and context help to identify the meanings of individual words. So, understanding of rules in English syntax becomes an important thing to make a meaningful sentence.

According to Falk, words are defined as the smallest independent meaningful units. They are units, which are potential to be individual members of a certain word class.¹⁰ It means that, words can be defined as the minimal units of language, which have meaning.

So, word order is the arrangement of words comes in phrase, clause, and sentence. English is referred to as an SVO (where S refers to subject, V to verb, and O to object). It is the same with Indonesian that uses SVO.

¹⁰Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.11.

a. Word Order in Declarative Sentence

1) Definition of Declarative Sentence

In English, sentence is construct by some components that consist of subject, verb, object, adverb, and complement. Declarative sentence is a fact or an argument and ends with a full stop. This word can be use to describe any action or speech that makes a statement. In dictionary, declarative sentence is kind of sentence that makes a statement. For example : “He is student.”

To create good sentences, H. Martin and P.C. Wren MA (1995:256) in their book explain about the basic conventions of sentence that consist of :¹¹

- a. The subject usually comes before the verb.

Example: She cries.

- b. The object usually comes after the verb.

Example: They are playing football.

- c. When there is an indirect object and also direct object, the indirect precedes the direct.

Example: She gave me a book.

- d. The pattern of basic word order like:

- Subject + Verb

This pattern is commonly used with intransitive verbs or verbs that require no object. Some examples of intransitive verbs are:

¹¹H. Martin and P.C. Wren MA, *High School English Grammar and Composition*, (New Delhi: S. Chand & Company LTD, 1995), p. 256.

smoke, cry, laugh, pause, begin, come, go, wait, lie, fall, etc.

Example: She laughs.

- Subject + Verb + Object

This pattern is closely related to the concept of transitive verb that requires an object to complete the meaning of a sentence.

Example: They study English.

Certain verbs are frequently followed by two object namely: Indirect Object (IO) and Direct Object (DO). Some examples of the verbs are: bring, get, hand, send, write, make, buy, take, etc.

Example:

1. Subject + Verb + IO (Indirect Object) + DO (Direct Object)
 - He tells me his dream.
 - She gives me a gift.
2. Subject + Verb + DO (Direct Object) + to + IO (Indirect Object)
 - He tells his dream to me.
 - She gives a gift to me.
3. Subject + Verb + DO (Direct Object) + for + IO (Indirect Object)
 - Ani buys a gift for me.
 - Ana gets a glass of pure water for me.

- Subject + Verb + Complement

The verb be (am, is, are, was, etc.) is frequently followed by a complement. The complement functions to complete the meaning of a sentence. The complement may be:

1. An adjective (like in *She is beautiful.*)
2. A noun (like in *Her father is a lecturer.*)
3. A pronoun (possessive) (like in *The book is mine.*)

2) Form of Simple Past Tense

The simple past tense is the most common tense in English. The simple past tense is formed by using the simple past form of the verb. According to Hornby (1975:85), “Simple past tense is to indicate activities or states in the past, without indicating any connection to the present.”¹² Whereas, Azar explained that simple past tense is used to talk about activities or situations that began and ended in the past (yesterday, last night, two days ago).¹³

Simple past tense is classified into two types. They are the simple past in regular verb and the simple past in irregular verb including past tense of the verb be. The formula of each type consists of three parts: affirmative, negative, and interrogative. Firstly, for the regular verb, the past form is made by adding –ED to the verb.¹⁴ The

¹²A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 1975), p. 85.

¹³Betty Scramper Azar, *Fundamental of English Grammar*, (Washington: Longman, 2006), p. 25.

¹⁴Betty Scramper Azar, *Fundamentals of English Grammar: Second Edition*, (New Jersey: Prentice-Hall, 1992), p. 18.

examples are (walked, smiled, worked, and danced). The following is the other pattern to add –ED which slight changes at the end.

a. The simple past tense in using verbal and nominal sentence

- The positive form of Simple Past Tense is:

1. Verbal Sentence

When the predicate is verb. A sentence that starts with the verb and the subject follows. The subject can be a noun, a pronoun, a demonstrative, or a relative clause.

Formula of positive verbal sentence in Simple Past Tense:

(S + Verb II + O/C).

Example: She went to Bandung yesterday.

2. Nominal Sentence

Nominal sentence is a sentence that has predicate not a verb, but can be an adjective, noun or adverb, then the nominal sentence should be inserted auxiliary verb to be like is, am, are, and were the resource persons or was (which is used in the past).

Formula of positive nominal sentence in Simple Past Tense:

(S + Was/Were + Non verb + O/C).

Example: We were in the house last night.

- The negative form of Simple Past Tense:

1. Verbal Sentence:

This will be negative sentence by adding ‘do / does / did / + not’ before verb. Formula of negative verbal sentence in Simple

Past Tense: (S + Did + Not + Verb 1 + O/C).

Example: She didn't go to Bandung yesterday.

2. Nominal Sentence

This will be negative sentences by adding 'not' after to be.

Formula of negative nominal sentence in Simple Past Tense:

(S + Was/Were + not + Non Verb + O/C).

Example: We weren't in the house last night.

- The interrogative form of Simple Past Tense:

1. Verbal Sentence

Interrogative verbal sentences are form by putting 'do / does / did' at the beginning of sentence. Formula of interrogative verbal sentence in Simple Past Tense: (Did + S + Verb 1 + O/C).

Example: Did she go to Bandung yesterday ?

2. Nominal Sentence

Interrogative nominal sentences are form by putting 'to be' at the beginning of sentence. Formula of interrogative nominal sentence in Simple Past Tense: (Were/Was + S + Non Verb + O/C).

Example: Were we in the house last night ?

b. The simple past tense in using regular verb and irregular verb

- The simple past in regular verb

The simple past is used to describe an action that occurred and was completed in the past. The simple past is formed by

adding ***-ed*** to the base form of the verb (the infinitive without **to**).

Example: I played games last night.

According to the examples above, the form is used for all subjects, both singular and plural. All regular verbs take an ***-ed*** ending in the past tense. Moreover, there are some spelling rules of regular verbs. Those are as following:

1. If the simple form of a verb ends in ***-y*** after a consonant, change the ***-y*** to ***i*** and add ***-ed***.

Examples:	Base Form	Simple Past
	Try	Tried
	Carry	Carried
	Dry	Dried

2. If the simple form of a one syllable verb ends in consonant + a vowel + a consonant, double the final consonant and add ***-ed***.

Examples:	Base Form	Simple Past
	Plan	Planned
	Stop	Stopped
	Commit	Committed

3. If the simple form of a two syllable verb end in a consonant + a vowel + a consonant, double the final consonant only if the syllable is stressed.

Examples:	Base Form	Simple Past
	Permit	Permitted

Prefer	Preferred
--------	-----------

Occur	Occurred
-------	----------

4. If the simple form of a verb ends in *-e*, add only *-d*.

Examples:	Base Form	Simple Past
-----------	-----------	-------------

	Tie	Tied
--	-----	------

	Change	Changed
--	--------	---------

5. Add *-ed* to simple form of all other regular verbs.

Examples:	Base Form	Simple Past
-----------	-----------	-------------

	Ask	Asked
--	-----	-------

	Belong	Belonged
--	--------	----------

- Formula of simple past tense:

(+) Subject + Verb 2 + Object + Complement

(-) Subject + Auxiliary Verb (Did) + Not + Verb 1 + Object +
Complement

(?) Auxiliary Verb (Did) + Subject + Verb 1 + Object + Complement

- Forming the WH-Question

In the simple past tense to asking for information in the past we can use WH-Question.

- a. Nominal form

Was/Were + Subject + Verb 1 + Object/Complement ?

Examples:

- Was she go to school yesterday ?

Answer : Yes, she was / No, she was not

- Were they play football last night ?

Answer : Yes, they were / No, they were not.

b. Verbal form

Did + Subject + Verb 1 + Object/Complement ?

Examples:

- Did he go to Bandung last week ?

Answer : Yes, he did/ No, he did not

- Did Tina work hard last night ?

Answer : Yes, she did/ No, she did not

- The simple past in irregular verb

Many verbs have irregular past forms. These do not take an –ed ending in the past form. Then, the verbs that have irregular past tense form follow the same pattern in affirmative, negative, and interrogative as regular verb. Irregular verbs form the past tense by a change in orthography (spelling). Here is the example of irregular verb as following:

1. The simple and the past forms of some verbs are the same.

Examples: Simple Past	Past Tense Form
Cut	Cut
Hit	Hit
Cost	Cost

2. Some verbs have other consonant changes or add a consonant in the past tense.

Examples: Simple Past	Past Tense Form
Dream	Dreamt
Have	Had
Hear	Heard

3. Many verb have vowel changes in the past tense.

Examples: Simple Past	Past Tense Form
Begin	Began
Come	Came
Drink	Drank

4. Many verbs have consonant and vowel changes in the past tense.

Examples: Simple Past	Past Tense Form
Be*	Was/were
Bring	Brought
Buy	Bought

Based on the all explanation above, the writer concludes that the past tense mastery is the students have great skill or knowledge in past tense. Students can understand anything about past tense is used for event or situation that exist.

c. Function of Simple Past Tense

Zumakhsin explain about the use simple past tense:

1. It is used for actions completed in the past at a definite time. It is therefore used:

- a) For a past action when the time is given.

Examples:

- He went to Bandung last month.
- Richard played basket ball last week.

- b) When the time is asked about.

Examples:

- When did you go to Bandung ?
- Did Tono work hard last night ?

- c) When the action clearly took place at definite time event though this time is not mentioned.

Examples:

- I was five minute late for the work.
- My father bought a new car three days ago.

2. The simple past tense is also used for a past habit.

Example:

- I always walked to market.

In addition Thomson and Martinet state that the simple past tense is used for an action whose time is not given out which:

- a) Occupied a period of time now terminated.

Example:

She worked in that hospital for five years.

(But she does not work there now)

- b) Occurred at a moment in a period of time now terminated.

Example:

My sister once saw Queen Diana.¹⁵

d. Use of Simple Past Tense

The simple past tense is a verb form that is used to express:

1. The simple past tense was used for activities or events completed at a specific time in the past (which is either understood or indicated by a time expression).

Example: They went to Bandung last night.

2. The simple past tense was used for two or more completed past activities or events that occurred in sequence rather than in parallel.

Example: I **went** into town at ten, **booked** my summer holiday at the travel agent's, **ate** lunch at Pizza Hut, **saw** Bond at the Odeon cinema, **did** my shopping for the weekend and **arrived** home in time for tea at four.

¹⁵A.J. Thomson and A.V. Martinet, *Practical English Grammar*, (London: Oxford University Press, 1985), p.162.

3. The simple past tense was used with adverbs of frequency to talk about repeated actions or events in the past, *would* and *used to* are also used to talk about past habits and routines.

Example: Ina often only **slept** four hours a night. She **would** go to bed at one in the morning and get up at five to read the newspaper. The first thing, she **used to** check was what they were saying about her.

b. Word Order in Noun Phrase

1) Definition of Noun Phrase

Sara thorne said that noun phrase are phrases where the key word is a noun, we call this the head word.¹⁶ Beside that, noun phrase is a group of words that acts like a noun in a sentence. Whereas, noun phrase is defined as a phrase that consists of a pronoun or noun with any number of associated modifiers, including adjectives (*small, red, lovely*), adjectives phrases, adjectives clause, possessive adjectives (*my, his, her, their*), adverbs (*very, extremely, usually*), articles (*the, a, an*), preposition phrases and other nouns in the possessive case. Noun phrase never stand alone as sentences.

From the definition above, the writer concludes that noun phrase consists of a noun and other related words (usually modifiers and determiners) which modify the noun. It functions like a noun in a

¹⁶Thorne Sara, *Mastering Practical Grammar*, (New York: Palgrave Macmillan, 2012), p. 76.

sentence. A noun phrase consists of a noun as the head word and other words (usually modifiers and determiners) which come after or before the noun. The whole phrase works as a noun in a sentence.

Noun Phrase = noun + modifiers (the modifiers can be after or before noun).

2) Formula of Noun Phrase

There are three parts of noun phrase function formula that consist of the head, pre modifier, and post modifier.

a. The Head

One of the most important components of a noun phrase is the head noun. In English, the head noun becomes the center of attraction of the noun phrase. This part can not be omitted from the phrase, whereas the pre modifier or post modifier can be omitted.

Example: My teacher.

The word “teacher” in the sentence above, show that it is the head of noun phrase.

b. Pre-Modifier

Pre-modifier occur before the head word of a complex noun phrase and can be ordinal or cardinal number, for example *the fifteenth voter*. And be adjective phrase, for example *some chilly night*. Then can be nouns and –ing and –ed participles.

Example: A book on the table.

The word “a” in the sentence above, show that it is the pre-modifier of noun phrase.

c. Post Modifier

Noun phrases are the most complex types of phrases. Not only do they have two possible constituents before the head noun (determiners and premodifier), they also have great many types of post-modifiers. As the following examples show, post modifiers may be realized as phrases, finite clauses, or nonfinite clauses.¹⁷ Post modifiers come after the head word in a noun phrase. They consist of adverb phrases, prepositional phrases and clauses. Post-modifiers give specific information about the noun (e.g. place, possession, identifying features).

Example: The teacher in the classroom

The word “in the classroom” in the sentence above, show that it is the post modifier of noun phrase.

3) Simple Noun Phrases

In a single word noun phrases, only the head word is used and the phrase is describe as a simple noun phrase. Example: (tree, mosque, stone, book, teacher, etc).

If a determiner precedes the head word, the phrase is still described grammatically as a simple noun phrase. It is important to remember that

¹⁷Marjolijn Verspoor & Kim Sauter, *English Sentences Analysis*, (Amsterdam/ Philadelphia: John Benjamin Publishing Company, 2000), p. 125-126.

pronouns can also be the head of a simple noun phrase because they act as a substitute for a noun. They are described as the acting head of a noun phrase.

4) Complex noun phrase

When noun phrases are expanded by the addition of extra words, we describe them as complex noun phrases. These can contain words before the head word (pre-modification), after the head word (post-modification), or both before and after (pre- and post-modification).

Examples:

- The leafy **tree**.
- A handsome **boy**.
- The **girl** with red shirt.

In these examples, the head word of each noun phrase is in bold and the additional information is underlined. Different kinds of words and phrases can be used to expand a noun phrase and it is important to be able to recognize and identify these.

2. Word Order Error

The examples of errors that are found in the students' writing:

a. Sentence Pattern

Subject is the word that tells you who or what performed the action

of the verb.¹⁸ Almost all English sentences contain a subject (S) and a verb (V). The verb may or may not be followed by an object (O). This means that the Subject comes before the Verb, which comes before the Object.

Examples:

- Birds flew. (S + V)
- The baby cried. (S + V)
- The student need a pen. (S + V + O)
- The book is mine. (S + V + C)

Verb is a word or phrase that describes an action, condition or experience. Verb that are not followed by an object are called “intransitive verbs.” Common intransitive verbs: agree, come, cry, live, occur, sleep, stay, walk, go, etc. Verbs that are followed by an object are called “transitive verb.” Common transitive verbs: cut, find, like, make, need, send, use, make, need, send, use, want, etc. Example of transitive: A student studied. Then, example of intransitive: A student studied books.

b. Tense

Tense in English identifies when an event happens or describes a state. The simple past indicates that an activity or situation began and ended at a particular time in the past. We use past tense to describe and

¹⁸Nancy M. Kreml, et. al, *The User's Guide to College Writing: Reading, Analyzing, and Writing*, (United States: Pearson Education, Inc, 2004), 2nd ed, p. 361.

narrate an event or situation that occurred in the past and is over. For example: “They left me alone in the middle of the jungle yesterday”.

c. Pronoun

A pronoun is a word that is used in the place of a noun or noun phrase. Usually when a noun or noun phrase has been used once, a pronoun is used to avoid repetition of the same noun or noun phrase.

Personal pronouns are words such as:

1. First person pronouns, example words that represent or include the speaker or writer.

Singular : I, me, my, mine

Plural : we, us, our, ours

2. Second person pronouns, example words that represent the person or people who is/are being addressed.

Singular : you, your, yours

Plural : you, your, yours

3. Third person pronouns, example words the represent people or things other than the speaker/writer and the listener/reader.

Singular : he, him, his, she, her, it, its.

Plural : they, them, their, theirs.

d. Punctuation and Spelling

1. Punctuation

Punctuation is the use of special marks that you add to writing to separate phrases and sentences, to show that something is a question,

etc. In fact, punctuation is a mixed bag of absolute rules, general conventions and individual options.¹⁹

Punctuation mark used in punctuation, for example: full stops, comma, semicolon, question mark, apostrophe, capitalization, etc.

2. Spelling

Spelling words in English can be difficult for learners because sometimes a word is very similar to a word in their own language but is not spelled the same. For example: spell **success** with only one 's', or **colleague** without an 'a'. Another thing that makes spelling difficult is that some words in English do not sound exactly as they are spelled. In the word **definitely**, for example: the second 'i' sounds more like an 'a'. It is important that students of English learn these differences.

C. Concept of Recount Text Writing Ability

1. Concept of Recount Text

a. Definition of Recount Text

Recount text, basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount text is text function as for telling an incident in the past. It means that the students are expected to be able to write their past experience by learning recount.

¹⁹Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: Oxford University Press, Inc, 2000), p. 379-380

Eventhough recount text had been studied since junior high school, sometimes the students had problems in writing it. Therefore, the researcher investigates students' recount text.

In this point the writer will explain clearly about the definition of recount text. According to Djuharie (2009:171), Recount text is one of the texts that retells us about events, experiences and actions that happens in the past.²⁰ In general the tense that is often used in recount is past tense form.

According to Pardiyono (2007:63), Recount is the text telling the reader what happened.²¹ It retells a past event. It begins by telling the reader who was involved, what happened, where this event took place and when it happened. At an Online *Education Journal*, writing recount is said that it may be a reorientation at the end. It summarizes the event in the order in which they happened (chronological order). Based on the definitions above, it can be inferred thatrecount is written to retell events with the purpose of either informing or entertaining their audience (or both).

From the definition above, the writer concludes that recount text is a text that telling the reader about one story, action some event,

²⁰Otong Setiawan Djuharie, *Teknik dan Panduan Menulis Melalui Eksplorasi Model dan Latihan: Essay Writing (Book 3)*, (Bandung: Penerbit Yrama Widya, 2009), p.171.

²¹Pardiyono, *Pasti Bisa! Teaching Genre-Based Writing*, (Yogyakarta: C.V Andi Offset, 2007), p. 63.

accident, activity or someone experience in a past. The goal is to inform, entertain the audience (listeners or readers), or both. It means that recount text is a text used to tell the writers' experiences or events in the past to the readers. The text is used to inform or entertain the reader.

The research is expected to improve and enrich students' knowledge in writing so that they can write English well.

b. Purpose of Recount Text

Derewianka (2004: 18) states that the purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order).²² So, in this text the writer can describe the experience or chronological order to the readers.

c. Characteristics of Recount Text

1. Generic Structure

A recount text focuses on a sequence of events relating to a particular activity. Consists of three parts: they are the setting or orientation, events, and conclusion.²³

The setting or orientation is the background information answering who, when, where, and why. It is also where you give an outline of what you are writing about, events are where you

²²Derewianka, *Exploring How Texts Work*, (Australia: Primary English Teaching Association, 2004), p. 18.

²³Elsie Nelley at al., *PM Writing (Teachers' Resource Book)*, (Canada: Nelson Education, 2008), p. 7.

write about the things that happened and are identified and described in chronological order and the conclusion expresses a personal opinion regarding the events described. In other words this is where you bring your writing to a close by; saying how things went, saying what you felt about the things that happened and mentioning something which will or may happen later.

2. Language Feature

Language feature is a characteristic of a text, to make it is easily recognized, what tense is used, and so on.

- a. Introducing the participants
- b. Using chronological conjunction, such as: first, second, then, next, etc.
- c. Using action verb, such as: went, arrived, ate, jumped, etc.
- d. The important one is, using simple past tense.

It means that, before make recount text, we must know about language features of recount text, because the kinds of English text have characteristic each other.

d. Example of Recount Text

Example of text:

My Short Holiday In Bandung

Last holiday, I went to Bandung with Asep. We spent our holiday there. We went to Bandung by bus. The bus schedule from Brebes was at 07.00 AM and arrived in Bandung at 11.30 AM.

In the first day, we went to Bandung zoo. The ticket price was only Rp 30.000. The animals collection there were very complete. In the next day, we went to geological museum and talked with the guide about geology. It made us understood about geology. We saw rocks collection there. After that, I went to Bandung bus station because we had to go home to Brebes.

My holiday in Bandung was only two days but it made me happy.

1. Orientation

Last holiday, I went to Bandung with Asep. We spent our holiday there. We went to Bandung by bus. The bus schedule from Brebes was at 07.00 AM and arrived in Bandung at 11.30 AM.

2. Sequence of Events

In the first day, we went to Bandung zoo. The ticket price was only Rp 30.000. The animals collection there were very complete. In the next day, we went to geological museum and talked with the guide about geology. It made us understood about geology. We saw rocks collection there. After that, I went to Bandung bus station because we had to go home to Brebes.

3. Reorientation

My holiday in Bandung was only two days but it made me happy.

2. Concept of Writing Ability

a. Definition of Writing Ability

Writing ability is a useful tool for human being, it is used for written communication and transcribing ideas of their main. Writing ability is one of the important skills in English because it takes a part as important communication tools. People need to learn English writing because it is a process of expressing idea, opinion, experience and information in the form of written language.

There are some definitions about writing ability. According to Brown, writing ability is a process to and up thinking something you can not have started our thinking.²⁴ Meanwhile, Sanggam Siahaan states that writing ability is the written productive language skill. It is a skill to transfer information to a reader or a group of readers. It is realized by writer's ability to apply the rules of the language she or he is writing to transfer the information she or he has in her or his mind.²⁵

Based on above theories can be concluded writing ability is a skill to express feelings, ideas, arguments, willingness, and thoughts in the form of words in sentences.

Such writing ability is commonly about a certain topic in which the writers as first collect the data, and then elaborates the topic

²⁴Brown, H. Douglas, *Teaching by Principle: An Interactive Approach to Language Pedagogy, Second Adition*, (Addison Wesley: Longman, 2001), p.337.

²⁵Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p.2.

based on certain idea in order to answer question, or proves a statement, or describes an object, or exposes a new truth of a certain fact an object, or convinces the readers to believe or disbelieve a statement, or persuades those readers to take a certain course of action related to the believe or disbelieve. It means that writing ability is activities which used by the writer to show information by stages and has purpose which the reader can receive or refuse and believe or disbelieve the writer written.

Etymologically, the word “Ability” in Oxford Learner Dictionary Ability is the mental or physical capacity, power or skill to do something.²⁶ It means that the ability to comprehend the passage is requiring the power of understanding the total meaning of the passage.

Based on the statement above, the writer can infered that writing ability is one of skill to processing ideas and thoughts by using knowledge of structure and vocabulary to combine our ideas as a means communication. Writing ability is very important to help people. It also can help the students to find the information and ideas, so that the students have to master it as their need. In this case, the students are expected to be able to express their ideas, feeling and thoughts in written language.

²⁶A.S. Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1995), p.2.

b. Types of Writing Recount Text

There are three different types of recount:²⁷

1. A personal recount

A personal recount which is the retelling of an activity that the writer or speaker has experienced. This may simply be an oral story, a letter or a diary entry.

2. A factual recount

A factual recount records the details of something that has happened. This can take the form a historical recount, a science experiment, a traffic report or a sport report.

3. An imaginative recount

An imaginative recount takes on an imaginary role and creates imaginary details but places them in a realistic context, for example: “A day in the life of an ant”.

From three kinds of recount text above, generally they have a same characteristic that is to retell past event chronologically.

c. Process of Writing

According to Harmer (2004:5), the writing process divided into four stages: planning, drafting, editing, and final draft. All the stages of writing ability process are explained below²⁸:

²⁷Black Education, *Targeting Text*, (NSW: Green Glaca Press, 1998), p. 4.

²⁸Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004), p.5.

1. Planning

It is the first stage of writing process when the writers plan, try, and decide what they are going to say before starting to write. There are three issues i.e. purpose, audience, and content structure that must be considered in planning to write. Secondly, the audience will influence the shape the shape of the writing, and the choice of language such as formal and informal tone. Thirdly, the content structure of the piece that is, how best to sequence the facts, ideas, or, arguments which are decided to include.

2. Drafting

Draft is the first version of a piece of writing. A number of drafts might be produced on the way to the final version, as the writing process proceeds into editing.

3. Editing (reflecting and revising)

It is the writing process to make the change of draft which is ambiguous or confusing by using general meaning and overall structure such as individual words and grammatical accuracy.

4. Final Version

It is the last stage of the writing ability process when the written text is ready to send to its intended audience.

d. Characteristics of Good Writing

It has been widely known that writing should be well-written. A good academic paper should have several aspects to give a better sense of writing product. Then, Boardman said that there are three characteristic in writing a good or paragraph, namely :²⁹

1. Coherence

A paragraph should consist of coherent sentences that are ordered according to principle. The sentences are made readers understand the paragraph easily. The sentence is put in order so that the reader can understand your idea easily.

2. Cohesion

Cohesion is another characteristic of the good paragraph. The supporting sentences connect to each other in their support of the topic sentence. Cohesive device is the method to connect sentence. Like as reference, substitution, ellipsis, conjunction relation (discourse markers), lexical cohesion.

3. Unity

The final characteristic of a well written paragraph is unity. All the supporting sentences should relate to the topic sentence. Order in text or paragraph is like organization easy, but is smaller in space so it may be

²⁹Natanael Saragih, Roswita Silalahi, and Hilman Pardede. "The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematang Siantar" *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, (Pematang Siantar : Sumatera Utara), vol 19/ February 2014, p.57.

simpler to consider order as direction. Thus order chronological steps to express the idea the written form.

Good writing is much more than just correct writing. It's that responds to the interests and needs of our readers. Good writing has a clearly defined purpose, makes a definite point, supports that the point with specific information and the information is clearly connected and arranged.

CHAPTER III

RESEARCH METHOD

A. Kind and Characteristics of Research

Commonly, there are three types of doing research, they are qualitative research, quantitative research and action research. Yet, in this case the writer is going to use the qualitative research related to the title above. In this study, the writer will apply a qualitative inquiry to sense the data, in which the data collected involves the genre of words or picture rather than numeric. Qualitative is essentially interpretive, it means that the writer eventually will create interpretation of the data.

Carrie Williams explains qualitative research can be described as an effective model that occurs in a natural setting that enables the writer to develop a level of detail from being highly involved in the actual experiences.¹ It can be assumed that by qualitative research, the writer will have more opportunity to do her research in many places she wants.

Based on the explanations above, the writer will conduct this research at MTsN 1 East Lampung. In this research, the writer will investigate and analyze the students' error of using word order in writing recount text at the eighth graders of MTsN 1 East Lampung. The representation will be shown by using informative and detailed data of writing recount text. It aims to encourage students' knowledge and ability about writing recount text.

¹Carrie Williams, "Research Methods" in *Journal of Business & Economic Research*, (Grand Canyon University), Vol. 5, No. 3, March, 2007, p. 67.

B. Data Resource

Basically, data resources are divided into two types. They are primary and secondary data.

1. Primary Data

Primary data was data that have been collected by first-hand observation. It means that the writer would collect the data from verbal or explanation orally, gesture or attitude that will be acted by the writer. The writer would collecting the data of students' writing product of recount text and interview result to the teacher of writing recount text would be obtained by the writer as an object of this research.

2. Secondary Data

Secondary data was data collected by someone else earlier. It means that the writer can look for information from books, articles, English dictionary, journal, and documentation that are related to the research. It is aimed to enrich the primary data. In this case, the writer had chosen students at the eighth graders of MTsN 1 East Lampung as participants. The writer chosen them because they have low ability in the learning process especially in writing recount text. The writer analyzed their writing result in documentation.

C. Data Collecting Technique

In this study, the writer will conduct the research to selected students' error in writing recount text at the eighth graders of MTsN 1 East Lampung as the object of writer.

Therefore, the data would be gained through several techniques as follows :

1. Interview

Interview occurs when the writer asked one or more participants general, open-ended questions and listen their answer. Then, the writer transcribes and types the data into a computer file for analysis. Interviews can be conducted on all subjects by all types of interviewers and they can range from informal incidental sources of data to the primary source of information used in a research study. Perhaps the commonness of the interview is its major downfall.²

In this step, the writer conducted interview to the students at eighth graders of MTsN 1 East Lampung to collect the data about the students' error of using word order in writing recount text.

2. Documentation

Documentation is an instrument to collect some informations in the form of written source or documenter, such as: books, magazines, daily

²Gary anderson, *Fundamentals of Educational Research*, (USA : Falmer Press, 1998), p.202.

notes, etc.³ It can be understood that the documentation is exceedingly helpful to collect data which are needing the research.

Based on the statement above, the writer collected the data through archive of English score from the teacher. Beside that, the writer collected the data from document of English students' writing recount text at the eighth graders of MTsN 1 East Lampung in the academic year 2018/2019.

3. Observation

John W. Creswell explains that "observation", in which the writer takes field notes on the behavior or activities of individuals at the research site.⁴ The writer chooses participant observation. In participant observations, the writer observes what people do, listen to what they say, and participates in their activities. So, in conducting this research, the writer will observe the participants directly in study writing product of recount text at the eighth graders of MTsN 1 East Lampung in the academic year 2018/2019.

D. Research Approach

This research is conducted as case study since the writer intends to explore the use of word order in writing recount text. This approach is also aimed to know more about the problems at the eighth graders of MTsN 1 East Lampung in writing recount text especially when they use the word order

³Donald Ary et, al., *Introduction To Reseachr In Education 8th Edition*, (USA: Wadsworth, Cengage Learning, 2006), p. 442.

⁴ John W. Creswell, *Research design: Qualitative, Quantitative, and Mixed Methods Approache (2ndEd)*, (New Delhi, Sage: Publications, 2003), p. 184.

which are not appropriate with the context of the text. The steps of case study are stated below:

1. Determining focus of the research.

The writer focused on taking the data from the students' worksheet of writing test on middle term examination.

2. Determining the case, collecting and analyzing the data.

After gaining the data, the next step is determining the case then collecting the data to analyze.

3. Preparing research instrument.

The writer made research instrument to case collecting the data, such as: interview, documentation, and observation. To collect the data, the writer used various preparations namely preparing the schedule of collecting the data and research instrument.

4. Collecting the data.

In this research, the writer took the data from the students' score at the eighth graders of MTsN 1 East Lampung.

5. Evaluating and analyzing the data.

Evaluation is necessary to make sure that the data are complete and ready to interpret.

6. Making report

Creating the report is to simplify the data into summary then it will be handed as the requirement of Strata 1 Degree.

E. Data Analysis Technique

In qualitative research analysis process and interpretation data need creative thinking, critical and careful. Data analysis is a process to get pattern or regular form. While interpretation data is a process giving a meaning toward pattern or regularity which be find in research.

The process analysis data can begin with beating whole data, that succeded be gather from source various is interview, observation, and document. And then the next is abstraction. Abstraction is efforts to make summarize from anything data. Creswell mentioned that there are six steps in analyzing data:⁵

1. Organize and prepare the data for analysis.

This involves transcribing interviews, optically scanning material, typing up field notes, or sorting and arranging the data into different types depending on the sources of information.

2. Read through all the data.

A first step is to obtain a general sense of the information and to reflect on its overall meaning. Sometimes qualitative researchers write notes in margins or star recording general thoughts about the data at this stage.

3. Begin detailed analysis with a coding process.

Coding is the process of organizing the material into chunks or segments of text before bringing meaning to information.

⁵John W. Creswell, *Research design: Qualitative, Quantitative, and Mixed Methods Approaches* (2ndEd), (New Delhi, Sage: Publications, 2003), p. 185-189.

4. Use the coding process to generate a description of the setting or people as well as categories or themes for analysis.

Description involves a detailed rendering of information about people, places, or events in a setting. Writer can generate codes for this description.

5. Advance how the description and themes will be represented in the qualitative narrative.

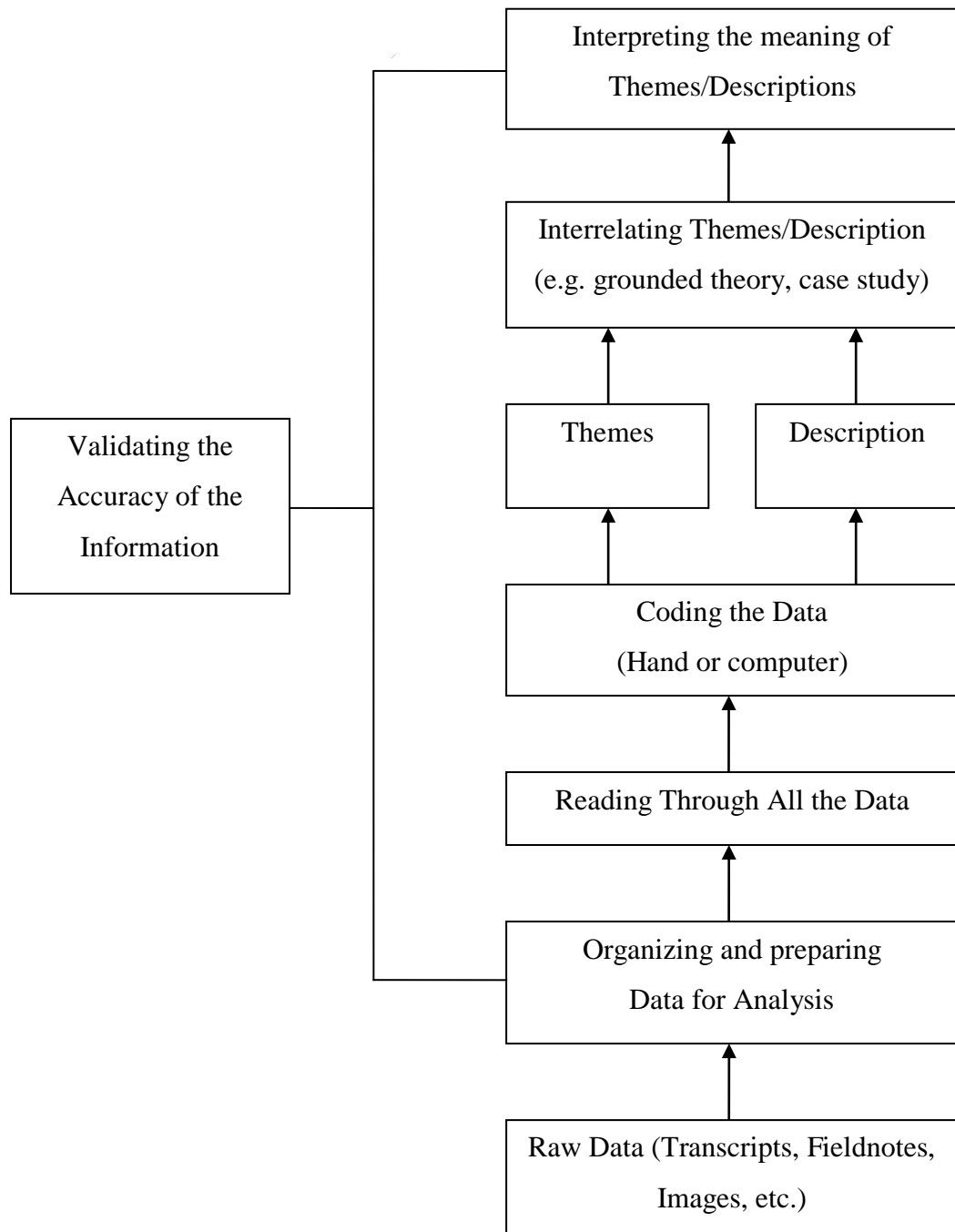
This might be a discussion that mentions a chronology of events, the detailed discussion of several themes (complete with subthemes, specific illustrations, multiple perspectives from individuals, and quotations) or a discussion with interconnecting themes. The writer conveys a chronology of descriptive information about the students' word order knowledge which has been discussed in a table.

6. A final step in data analysis involves making an interpretation or meaning of the data.

The writer made an interpretation by presenting a list of students' word order knowledge in graphic or diagram.

Figure 1

Data Analysis Process by John W. Creswell Model



CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research Setting

1. Description of MTsN 1 East Lampung

a. Brief History of MTsN 1 East Lampung

This research was conducted at MTsN 1 East Lampung, which was located at the Jl. Ki Hajar Dewantara 38B Banjarrejo, district of Batanghari, East Lampung. MTsN 1 East Lampung was established on October 25th, 1993 and has wide about 7.950 m². On October 25th, 1993 became a MTsN Metro with decision based on the Minister of Religion Republic of Indonesia, Number: 244/1993. With issuance of decision letter from the center, MTsN Metro no longer joined to MTsN Poncowati. Because of the expansion in Metro City region, where the MTsN Metro area was located in East Lampung region, MTsN Metro changed to MTsN Metro Batanghari, East Lampung and then in 2015, it changed to MTsN 1 East Lampung.

The location was far from the main street and environment surrounding was peaceful. The leader headmaster of the school was H. Irwin, S.Pd, M.Pd.

The establishment of MTsN 1 East Lampung because of the integration period of several religious schools. Initially MTsN 1 East Lampung was a transfer from teacher training namely the Four-Year Religion Teacher Education. Four-Year Religion Teacher Education is junior high school. Then, from the Four-Year Religion Teacher Education to become a teacher then it must proceed to the Six-Year Religion Teacher Education. This Six-Year Religion Teacher Education is in the same level as Teacher Training High School.

Then, to change the Six-Year Religion Teacher Education into the Three-Year Religion Teacher Education must have a Madrasah Tsanawiyah Negeri. For level II districts of Central Lampung Regency, Madrasah Tsanawiyah Negeri was only one and was domiciled in the Poncowati area. So with all the consideration it was decided to establish the Metro State Madrasah Tsanawiyah.

MTsN 1 East Lampung was originally a private status and joined the Madrasah Aliyah Filial Metro led by Mr. M. Sholeh, BA. Finally, in 1979 the Madrasah Tsanawiyah Metro proposed to the MTsN Poncowati so that it could be used as a far-reaching MTsN Poncowati located in Metro, led by Mr. Syaiful Parjono, BA. Then, the request was approved by the Headmaster of MTsN Poncowati by Drs. Makmur Zakaria. After that, it was named the Filial Metro Public Islamic School, precisely in 1993 by the Headmaster of MTsN Poncowati proposed to the Central Religion

Department through the Lampung Provincial Department of Religion Office.

Viewed from the geographical location, MTsN 1 East Lampung was in the middle between East Lampung Regency and Metro City which was easily accessible by the community. The south is a residents' house, on the north there was MAN 1 East Lampung, on the west there was residential areas, and on the east was rice fields.

The leadership period of MTsN 1 East Lampung was as followed :

- | | |
|----------------------------------|------------------|
| 1. Syaiful Parjono | (1978 – 1980) |
| 2. Maijab, BA | (1980 – 1988) |
| 3. Mulyadi | (1988 – 1998) |
| 4. Drs. Kamaludin | (1998 – 2004) |
| 5. YahyaSulaiman | (2004 – 2005) |
| 6. Drs. Mufasir | (2005 – 2010) |
| 7. M. Nurdin, S.Ag | (2010 – 2015) |
| 8. Hj. Lenny Darnisah, S.Pd, M.M | (2015 – 2018) |
| 9. H. Irwin, S.Pd, M.Pd | (2018 until now) |

b. Profile of MTsN 1 East Lampung

School	: MTsN 1 East Lampung
No. School Statistic / NPSN	: 121118070001/ 10806139
Address	: Jl. Ki Hajar Dewantara 38 B Banjarrejo, subdistrict of Batanghari, East Lampung.
Postal Code	: 34181
Email/ Website	: mtsnmetro@gmail.com
Wide	: 7.950 m ²
Telephone/HP/Fax	: 0725 7852539
Status	: Country
School Accreditation	: A

c. Vision and Mission of MTsN 1 East Lampung

1) Vision of MTsN 1 East Lampung

“Achieving in the academic and non-academic fields based on faith and piety”.

2) Mission of MTsN 1 East Lampung

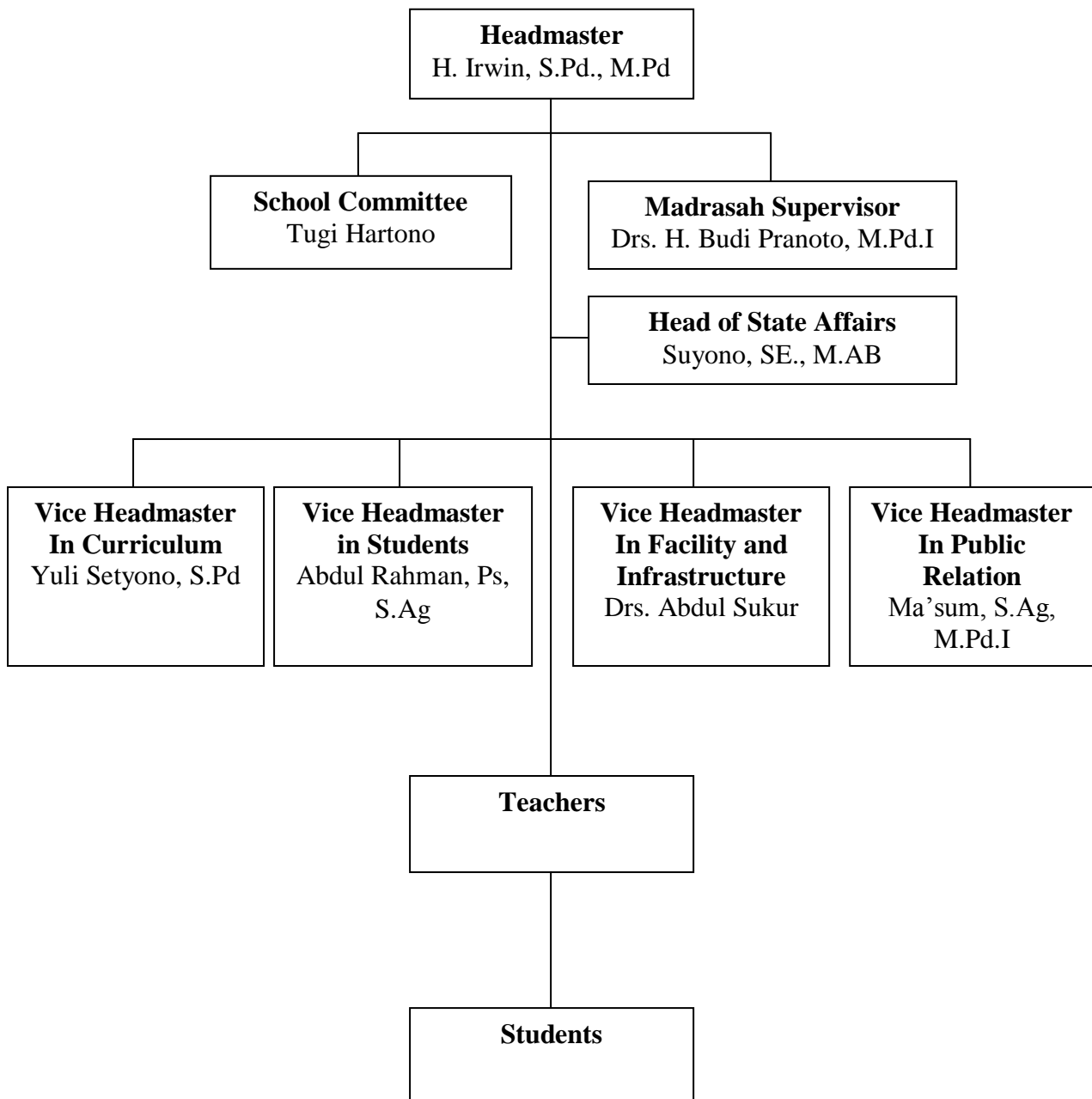
- a) Carry out learning and guidance on a schedule, effective, and efficient.
- b) Increasing the professionalism of teachers and employees.

- c) Increasing the acquisition of national exam scores, national standard madrasah final exams and madrasah final exams every year.
- d) Improving the quality and quantity of facilities and infrastructure.
- e) Fostering the sense of pride from teacher, employees and students toward MTsN 1 East Lampung.
- f) Making students have a strong and obedient faith in worship.
- g) Helping students behave in Islamic ways.
- h) Growing confidence in students to behave in a discipline, honest and have noble character in accordance with the character of the nation's culture.

d. Organization Structure of MTsN 1 East Lampung

Figure 2.

The Organization Structure of MTsN 1 East Lampung



Source: Documentation of MTsN 1 East Lampung in academic year 2018/2019

e. Condition of Teachers and Official Employees At MTsN 1 East Lampung

The total of teachers and official employees in MTsN 1 East Lampung in academic year 2018/2019 that can be identified as followed:

Table 3

Condition of Teachers and Official Employees in MTsN 1 East Lampung

No.	Name	Subject
1.	H. Irwin, S.Pd, M.Pd	Headmaster
2.	Abdul Rahman, Ps, S.Ag	Vice Headmaster in Students
3.	Drs. Abdul Sukur	Vice Headmaster in Facility and Infrastructure
4.	Ma'sum, S.Ag, M.Pd.I	Vice Headmaster in Public Relation
5.	Yuli Setyono, S.Pd	Vice Headmaster in Curriculum
6.	Eni Yunanti Utami, M.Pd	Mathematics Teacher
7.	Dra. Sri Budi Utami	Civics Teacher
8.	Endang Puji Lestari, S.Pd	Tahfiz Qur'an Teacher

No.	Name	Subject
9.	Laili Mashitoh, S.Pd.I	English Teacher
10.	Dra. Chandrawati	Mathematics Teacher
11.	Dra. Rulia	Indonesian Language Teacher
12.	Dra. Siti Tsaniyah	Science Teacher
13.	Sejo Winarno, BA	Arabic Teacher
14.	Drs. Akhmad Zazuli	Social Teacher
15.	Drs. Abdul Sukur	Fiqh Teacher
16.	Fatmah, S.Ag	Indonesian Language Teacher
17.	Nasyiatun Budiarti, S.Ag	Art Teacher
18.	Maryono, S.Pd, M.Kes	Sport Teacher
19.	Atik Setyawati, S.Pd	Lampung Teacher

No.	Name	Subject
20.	Rosita, S.Ag	Counselor Teacher
21.	Rubangi, S.Pd	Counselor Teacher
22.	Muhammad Nurdin, S.Pd	Qur'an Hadith Teacher
23.	Fahmi Ratna Dewi, S.Pd.I	Counselor Teacher
24.	Dicky Saputra, S.Pd	Civics Teacher
25.	Abdul Hanan	Officer
26.	Ferlia Yunita Sari, S.Pd	Librarian
27.	Nurrahman	Cleaning Officer
28.	Taufik Walhidayah	Security Officer
29.	Ponidi	Staf TU
30.	Uzu Nuhir	Staf TU

Source: Documentation of data in MTsN 1 East Lampung 2018/2019

f. Facilities in MTsN 1 East Lampung

The facilities of MTsN 1 East Lampung have rooms division and building, there were:

Table 4

The Facilities in MTsN 1 East Lampung

No.	Facilities	Quantity	Condition
1.	Headmaster Room	1	Good
2.	Teacher Room	1	Good
3.	Administration Room	1	Good
4.	Classrooms	19	Good
5.	Computer Laboratory	1	Good
6.	Science Laboratory	1	Not Bad
7.	Language Laboratory	1	Good
8.	Multipurpose Hall	1	Good
9.	Mosque	1	Good
10.	Students' Toilet	7	Not Bad
11.	Teachers' Toilet	8	Good
12.	Library	1	Good

Source: Documentation of data in MTsN 1 East Lampung 2018/2019

g. Condition of Students in MTsN 1 East Lampung

MTsN 1 East Lampung in academic year 2018/2019 consist of 705 person. There were VII class consist of 284 students, VIII class consist of 201 students, and IX class consist of 220 students.

Table 5

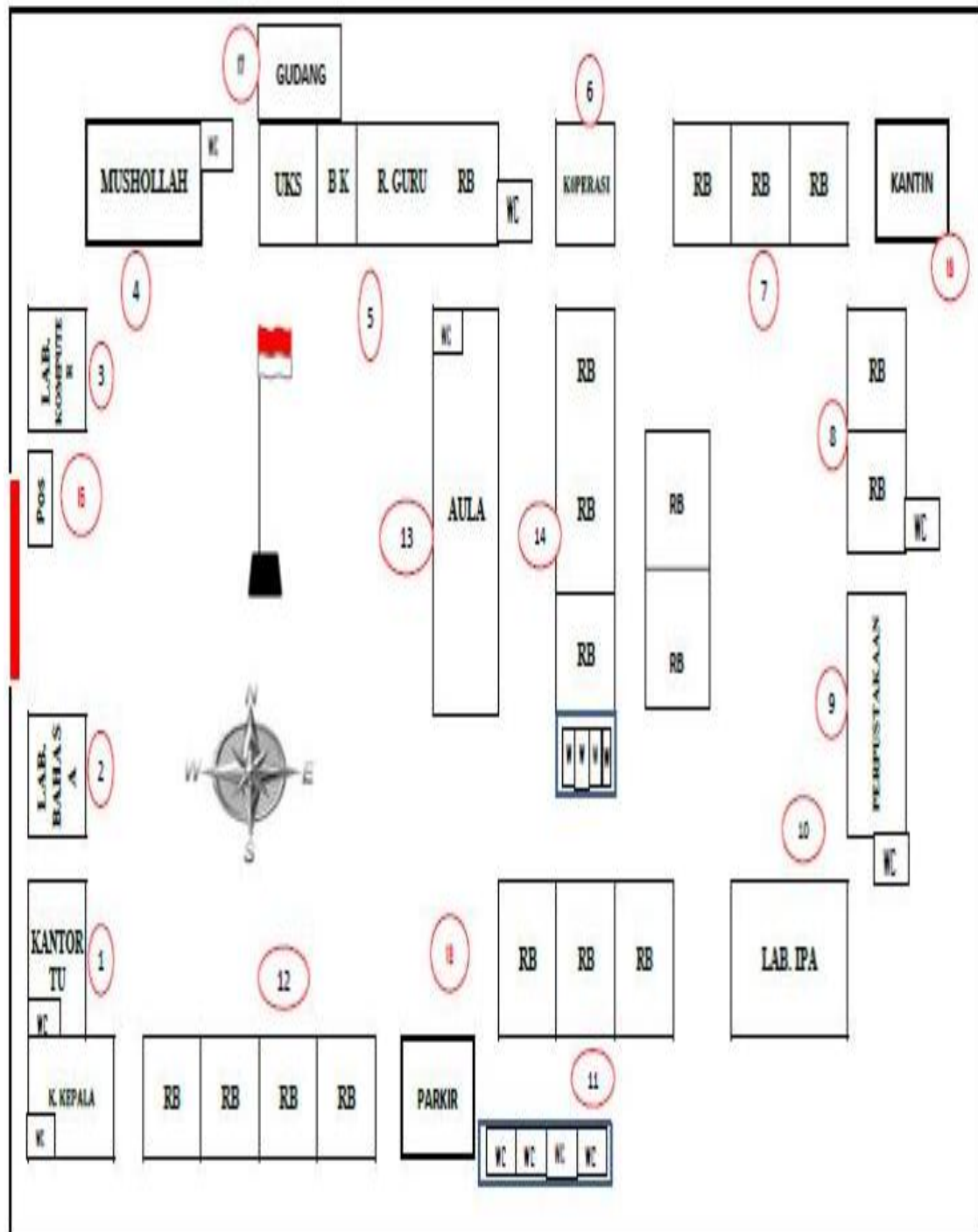
Condition of the students in MTsN 1 East Lampung in Academic
Year 2018/2019

No.	Class	Sex		Total
		Male	Female	
1.	VII	119	165	284
2.	VIII	89	112	201
3.	IX	115	105	220
Total				705

Source: Documentation of data in MTsN 1 East Lampung 2018/2019

h. The Location Sketch of MTsN 1 East Lampung

Figure 3.
Location Sketch of MTsN 1 East Lampung 2018/2019



Note:

1. Administration Room
2. Language Laboratory
3. Computer Laboratory
4. Mosque
5. UKS, BK, and Teacher Room
6. Cooperation
7. Study Room
8. Study Room
9. Library
10. Science Laboratory
11. Study Room
12. Study Room
13. Multipurpose Hall
14. Study Room
15. Study Room
16. Security Post
17. Warehouse
18. Parking Area
19. Canteen
20. Toilet

Source: Documentation of data in MTsN 1 East Lampung 2018/2019

B. General Description of Research Data

Essentially, word order was the arrangement of words in a phrase, clause or sentence. In many languages, including English, word order plays an important part in determining meaning expressed by user. A paragraph must contain unnecessary sentences. Unnecessary words, phrases, or clauses in sentences. A sentence was supposed to be simple and straight to the point. There was absolutely no room for unnecessary words, phrases, or clauses. Just avoid write the same thing twice or more.

In this chapter, the researcher specifically analyzed types of errors about word order in recount text at MTsN 1 East Lampung and find out the reason why the students made errors. Researcher collected the primary data from the students' writing recount text at the eighth graders of MTsN 1 East Lampung and interview result. The data were taken from ten students in class VIII A. Then, the researcher classified the kinds of errors in using word order in recount text.

1. Kinds of word order error made by students at eighth graders of MTsN 1 East Lampung

The students mastery about word order was low. In this case, the researcher showed the types of word order that had been explain in the second chapter of this research. They were omission of subject and verb, omission of object, omission of predicate, misordering in sentence (S + V + O), and misordering in noun phrase distribution.

The following table illustrated the errors made by the students found in students' writing result.

Table 6

Total Errors of using Word Order in Recount Text

No.	Classification Errors	Total of Errors	Percentage of Errors (%)
1	Omission of subject and verb	12	20%
2	Omission of object	14	23%
3	Omission of predicate	13	22%
4	Misordering in sentence	11	18%
5	Misordering in noun phrase distribution	10	17%
Total		60	100%

Based on the table above, it can be said that there were some common error of using word order in recount text. The number of errors made by the students about word order was 60 errors. The most commonly errors found in the use omission of subject and verb were 12 errors, omission of object was 14 errors, omission of predicate was 13 errors, misordering in sentence was 11 errors, and the last misordering in noun phrase distribution was 10 errors.

After calculating the number of errors, then the researcher would like describe in the detail about types of errors committed by the students

about word order. The classification of types of errors would be shown in the following table:

Table 7

Types of Errors in Students' Writing Recount Text Based on Error Analysis Theory

No.	Name	Types of Error in Using Word Order					Total
		1	2	3	4	5	
1.	AMP	2	2	1	1	2	8
2.	AAA	2	2	1	1	1	7
3.	YSPR	1	1	1	1	1	5
4.	AA	2	2	2	-	-	6
5.	SR	-	1	1	3	1	6
6.	RS	1	2	-	1	1	5
7.	MB	1	1	1	1	-	4
8.	ARN	1	1	4	2	2	10
9.	MA	1	1	1	-	1	4
10.	FAS	1	1	1	1	1	5
Total		12	14	13	11	10	60
Percentage		20%	23%	22%	18%	17%	100%

Types of Errors :

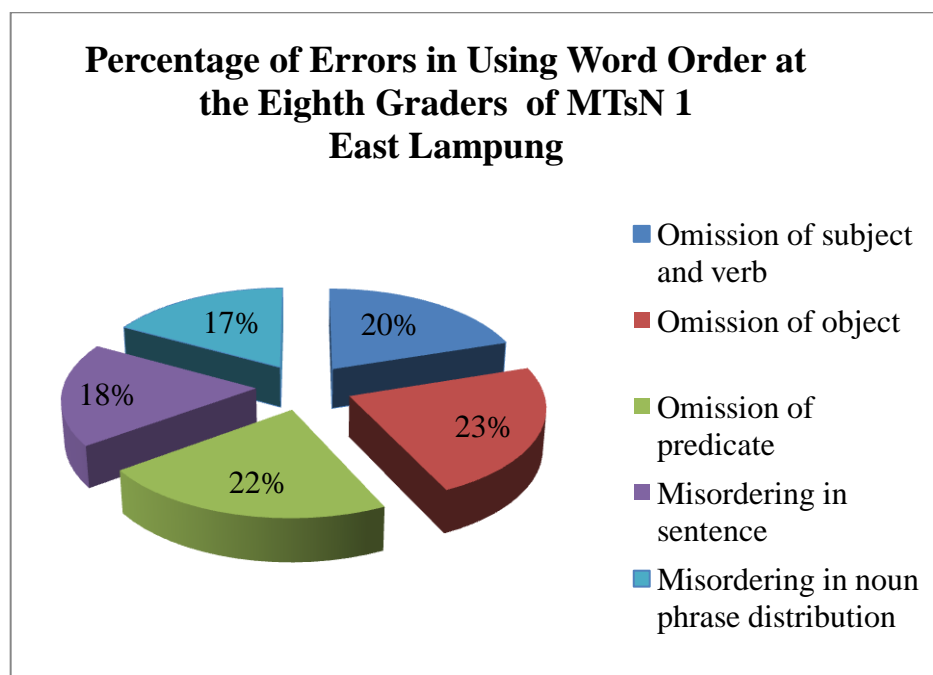
1. Omission of subject and verb
2. Omission of object
3. Omission of predicate
4. Misordering in sentence
5. Misordering in noun phrase distribution

From the table data analysis above, the researcher got the frequency of the errors in using word order found in students' writing recount text. In addition, the researcher described the result of the research in a chart as followed:

Figure 4.

Recapitulation of Students' Types of Errors

Based on Error Analysis Theory



And then, the researcher gave a brief description of students' errors in writing recount text. This table was the analysis error of word order in recount text. The result as followed:

Table 8

Brief Description of Students' errors in Recount Text

No.	Name	Error Sentences	Correct Sentences	Types of Error
1.	AMP	<ul style="list-style-type: none"> - Last Sunday, had a party in my house. - My classmates and my neighbours to my house. 	<ul style="list-style-type: none"> - Last Sunday, <u>I</u> had a party in my house. - My classmates and my neighbours <u>came</u> to my house. 	<ul style="list-style-type: none"> - Omission of subject - Omission of verb
2.	AAA	<ul style="list-style-type: none"> - All my friends came. - Then, we played. 	<ul style="list-style-type: none"> - All my friends came <u>to my house</u>. - Then, we played <u>lots of games</u>. 	<ul style="list-style-type: none"> - Omission of object - Omission of object
3.	YSPR	<ul style="list-style-type: none"> - Before the celebration, we all prepared what needed such as ingredient of food, fireworks, and trumpet. 	<ul style="list-style-type: none"> - Before the celebration, we all prepared what <u>was</u> needed such as ingredient of food, fireworks, and trumpet. 	<ul style="list-style-type: none"> - Omission of predicate
4.	AA	<ul style="list-style-type: none"> - We ate together during waiting for 12.00 p.m. 	<ul style="list-style-type: none"> - We ate <u>the chicken</u> together during waiting for 12.00 p.m. 	<ul style="list-style-type: none"> - Omission of object
5.	SR	<ul style="list-style-type: none"> - My family and I train went Yogyakarta. 	<ul style="list-style-type: none"> - My family and I went to Yogyakarta by train. 	<ul style="list-style-type: none"> - Misordering in sentence

No.	Name	Error Sentences	Correct Sentences	Types of Error
6.	RS	- I was holiday in Beach Tanjung Setia.	- I was holiday in <u>Tanjung Setia Beach.</u>	- Misordering in noun phrase distribution
7.	MB	- The bus schedule from Metro at 07.00 a.m.	- The bus schedule from Metro <u>was</u> at 07.00 a.m.	- Omission of predicate
8.	ARN	- After that, we went to Yogyakarta bus station because had to go home to Metro.	- After that, we went to Yogyakarta bus station because <u>we</u> had to go home to Metro.	- Omission of subject
9.	MA	- In the first day, we in a hotel downtown Bandung.	- In the first day, we <u>took a rest</u> in a hotel downtown Bandung.	- Omission of verb
10.	FAS	- Then, my best friend came out bringing <u>a cake birthday.</u>	- Then, my best friend came out bringing <u>a birthday cake.</u>	- Misordering in noun phrase distribution

Based on the table data analysis above, it could be described that there were some errors commonly found in students' writing recount text. Therefore, the researcher classified those errors into five types, namely omission of subject and verb, omission of object, omission of predicate, misordering in sentence, and misordering in noun phrase distribution.

Consequently, the researcher gave the brief descriptions of data analysis as followed:

a. Omission of subject and verb

Omission errors were illustrated by the absence of a component that have to appear in a well-formed sentence. In short, omission was any deletion of certain necessary items in sentences. The researcher found 12 errors in total showing omission of subject and verb. The researcher noticed the flaw of the students' errors which omitted certain parts of the sentence. Here, there were examples of the errors made by students, as followed:

1) Student 1: Have error in omission of subject and verb.

- Incorrect Sentence : Last Sunday, had a party in my house.
- Correct Sentence : Last Sunday, **I** had a party in my house

This sentence demonstrates that the student had committed the omission error since the student omitted the subject. From the sentence above show the student made error caused by carelessness because of she did not careful when writing recount text. So, the correct sentence was "Last Sunday, **I** had a party in my house".

- Incorrect Sentence : My classmates and my neighbours to my house.
- Correct Sentence : My classmates and my neighbours came to my house.

This sentence demonstrates that the student had committed the omission error since the student omitted the verb. From the sentence above show the student made error caused by carelessness because of she did not understand and still confuse to put the verb in correct sentence pattern. In this term, the sentence was incorrect because there was no verb in sentence. Actually, the component of sentence was Subject + Verb + Object (S + V + O). So, the correct sentence was "My classmates and my neighbours came to my house".

2) Student 2: Have error in omission of subject and verb.

- Incorrect Sentence : After we played the games, we of lunch.
- Correct Sentence : After we played the games, we had lunch.

This sentence demonstrates that the student had committed the omission error since the student omitted the verb. From the sentence above show the student made error because he did not careful to organize English sentence. So, the correct sentence was "After we played the games, we had lunch".

- Incorrect Sentence : Later, opened my presents.
- Correct Sentence : Later, **I** opened my presents.

This sentence demonstrates that the student had committed the omission error since the student omitted the subject. From the sentence above show the student made error because he did not know clearly about the component of sentence. Actually, almost all English sentences contain a subject (S), verb (V), and object (O). This means that, the subject comes before the verb, which comes before the object. So, the correct sentence was “Later, **I** opened my presents”.

3) Student 3: Have error in omission of subject.

- Incorrect Sentence : At 10.00 p.m., started to prepare the fireworks to be burned.
- Correct Sentence : At 10.00 p.m., **we** started to prepare the fireworks to be burned.

This sentence above show the student had committed the omission error since the student omitted the subject. In this term, the sentence was incorrect because the student did not put subject in the sentence. Actually, the student still confuse to put the subject in correct sentence pattern. So, the correct sentence was “At 10.00 p.m., **we** started to prepare the fireworks to be burned”.

4) Student 4: Have error in omission of subject and verb.

- Incorrect Sentence : My friends and I to celebrate New Year’s Eve together in my house.

- Correct Sentence : My friends and I **planned** to celebrate New Year's Eve together in my house.

This sentence demonstrates that the student had committed the omission error since the student omitted the verb. From the sentence above show the student made error because he did know about how to write sentence pattern properly. Form of sentence pattern was subject (S) + verb (V) + object (O). This means that, the verb comes after the subject. So, the correct sentence was "My friends and I **planned** to celebrate New Year's Eve together in my house".

- Incorrect Sentence : Ate the food and enjoy every moment.
- Correct Sentence : **We** ate the food and enjoy every moment.

This sentence above show the student had committed the omission error since the student omitted the subject. In this term, the sentence was incorrect because the student did not put subject in the sentence. The student made error because he forgot to put subject in the sentence. So, the correct sentence was "**We** ate the food and enjoy every moment".

5) Student 5: There was no error in using subject and verb.

6) Student 6: Have error in omission of verb.

- Incorrect Sentence : When we at the beach, we were surprised to see the beautiful view of the beach.
- Correct Sentence : When we **arrived** at the beach, we were surprised to see the beautiful view of the beach.

This sentence above show the student had committed the omission error since the student omitted the verb. In this term, the sentence was incorrect because the student did not put verb in the sentence. The student made error because she don't understood with the pattern in English sentence. So, the correct sentence was "When we **arrived** at the beach, we were surprised to see the beautiful view of the beach".

7) Student 7: Have error in omission of verb.

- Incorrect Sentence : Last holiday, my family and I to my grandmother's home in Bandung.
- Correct Sentence : Last holiday, my family and I **went** to my grandmother's home in Bandung.

This sentence demonstrates that the student had committed the omission error since the student omitted the verb. From the sentence above show the student made error because he still lack of understanding in using word order in writing recount text. So, the correct sentence was "Last holiday, my family and I **went** to my grandmother's home in Bandung".

8) Student 8: Have error in omission of subject.

- Incorrect Sentence : After that, we went to Yogyakarta bus station because had to go home to Metro.
- Correct Sentence : After that, we went to Yogyakarta bus station because **we** had to go home to Metro.

This sentence above show the student had committed the omission errorsince the student omitted the subject. In this term, the sentence was incorrect because the student did not put subject in the sentence. The student made error because she did not careful and careless in writing recount text. So, she did not pay attention to the order in making sentences properly and correctly. So, the correct sentence was “After that, we went to Yogyakarta bus station because we had to go home to Metro”.

9) Student 9: Have error in omission of verb.

- Incorrect Sentence : Last holiday, I to Bandung with my friend.
- Correct Sentence : Last holiday, I went to Bandung with my friend.

This sentence above show the student had committed the omission error since the student omitted the verb. In this term, the sentence was incorrect because the student did not put verb in the sentence. The student made error because he still confused to write about recount text because his lack understanding in applying the rule of English grammar. So, the correct sentence was “Last holiday, I went to Bandung with my friend”.

10) Student 10: Have error in omission of verb.

- Incorrect Sentence : The party at 7 o'clock.
- Correct Sentence : The party began at 7 o'clock.

This sentence demonstrates that the studenthad committed the omission error since the student omitted the verb. From the sentence

above show the student made error because she did not know how to put verb in the sentences correct. So, the correct sentence was “The party **began** at 7 o’clock”.

b. Omission of object

The errors made by the students in this type of error was omission of object. The students often made errors to arrange the component of sentences and sometimes they omitted one component of sentence. The researcher found 14 errors in total showing omission of object. Here, there were the examples types of error in using word order namely omission of object which found in writing recount text of the eighth graders in MTsN 1 East Lampung, as followed:

1) Student 1: Have error in omission of object.

- Incorrect Sentence : Next, all of them sang together.
- Correct Sentence : Next, all of them sang **a birthday song** together.

This sentence above, we can see that the student left out the object of the transitive verb. Whereas in the sentence that contain transitive verb should followed by object. From the sentence above show the student made error caused by carelessness because of low motivation and she did not careful when writing recount text. So, the correct sentence was “Next, all of them sang **a birthday song** together”.

- Incorrect Sentence : Then, they ate together.
- Correct Sentence : Then, they ate **some cakes and soft drink** together.

This sentence above, we can see that the student left out the object of the transitive verb. Whereas in the sentence that contain transitive verb should followed by object. In this term, the sentence was incorrect because the student did not put object in the sentence. The student made error because she still difficult in using object in her writing. So, the correct sentence was “Then, they ate some cakes and soft drink together”.

2) Student 2: Have error in omission of object.

- Incorrect Sentence : All of my friends came.
- Correct Sentence : All of my friends came to my house .

This sentence above, we can see that the student left out the object of the transitive verb. Whereas in the sentence that contain transitive verb should followed by object. In this term, the sentence was incorrect because the student did not put object in the sentence. The student made error because he was still confused and sometimes less focused in writing recount text. So, the correct sentence was “All of my friends came to my house”.

- Incorrect Sentence : Then, we played.
- Correct Sentence : Then, we played lots of games .

This sentence above, we can see that the student left out the object of the transitive verb. Whereas in the sentence that contain transitive verb should followed by object. From the sentence above show the student made error because he was still confused to put the object in

correct sentence pattern. So, the correct sentence was “Then, we played **lots of games**”.

3) Student 3: Have error in omission of object.

- Incorrect Sentence : We also blew to add to the excitement of the evening.

- Correct Sentence : We also blew **the trumpet** to add to the excitement of the evening.

This sentence above, we can see that the student left out the object of the transitive verb. Whereas in the sentence that contain transitive verb should followed by object. From the sentence above show the student made error because he was bewildered to understand English concept, often wrong to analyze the arrangement of sentence, and he was difficult to translate into foreign language. So, the correct sentence was “We also blew **the trumpet** to add to the excitement of the evening”.

4) Student 4: Have error in omission of object.

- Incorrect Sentence : Then, we grilled.

- Correct Sentence : Then, we grilled **the chicken**.

This sentence above, we can see that the student left out the object of the transitive verb. Whereas in the sentence that contain transitive verb should followed by object. In this term, the sentence was incorrect because the student did not put object in the sentence. The student made error because he did not careful and careless in writing recount

text. So, he did not pay attention to the order in making sentences properly and correctly. So, the correct sentence was “Then, we grilled **the chicken**”.

- Incorrect Sentence : Next, we ate together during waiting for 12.00 p.m.
- Correct Sentence : Next, we ate **the chicken** together during waiting for 12.00 p.m.

This sentence above, we can see that the student left out the object of the transitive verb. Whereas in the sentence that contain transitive verb should followed by object. In this term, the sentence was incorrect because the student did not put object in the sentence. The student made error because he forgot to put object in the sentence. So, the correct sentence was “Next, we ate **the chicken** together during waiting for 12.00 p.m.”.

5) Student 5: Have error in omission of object.

- Incorrect Sentence : Last holiday, I went with my family.
- Correct Sentence : Last holiday, I went **to Yogyakarta** with my family.

This sentence above, we can see that the student left out the object of the transitive verb. Whereas in the sentence that contain transitive verb should followed by object. From the sentence above show the student made error because she was still confused and lack

understanding in applying the rule of English. So, the correct sentence was “Last holiday, I went **to Yogyakarta** with my family”.

6) Student 6: Have error in omission of object.

- Incorrect Sentence : After we spent few times to swimming in the beach, we bought at the takeaway store nearby.

- Correct Sentence : After we spent few times to swimming in the beach, we bought **some hot chips** at the takeaway store nearby.

This sentence above, we can see that the student left out the object of the transitive verb. Whereas in the sentence that contain transitive verb should followed by object. From the sentence above show the student made error because she did not pay attention to the order in making sentences properly and correctly. So, the correct sentence was “After we spent few times to swimming in the beach, we bought **some hot chips** at the takeaway store nearby”.

- Incorrect Sentence : Finally, we decided to go at 5 o'clock in the afternoon.

- Correct Sentence : Finally, we decided to go **home** at 5 o'clock in the afternoon.

This sentence above, we can see that the student left out the object of the transitive verb. Whereas in the sentence that contain transitive verb should followed by object. From the sentence above show the student made error caused by carelessness because of she did not know

how to put the object in correct sentence pattern. So, the correct sentence was “Finally, we decided to go **home** at 5 o’clock in the afternoon”.

7) Student 7: Have error in omission of object.

- Incorrect Sentence : We went to by bus.

- Correct Sentence : We went to **Bandung** by bus.

This sentence above, we can see that the student left out the object of the transitive verb. Whereas in the sentence that contain transitive verb should followed by object. From the sentence above show the student made error caused by carelessness because of he did not understand well with English structure. So, the correct sentence was “We went to **Bandung** by bus”.

8) Student 8: Have error in omission of object.

- Incorrect Sentence : I loved in Yogyakarta.

- Correct Sentence : I loved **the natural scenery and food** in Yogyakarta.

This sentence above, we can see that the student left out the object of the transitive verb. Whereas in the sentence that contain transitive verb should followed by object. In this term, the sentence was incorrect because the student did not put object in the sentence. The student made error because she did not understand with the pattern in English sentence. So, those made the students’ feel difficult to master about

word order. So, the correct sentence was “I loved **the natural scenery and food** in Yogyakarta”.

9) Student 9: Have error in omission of object.

- Incorrect Sentence : On Saturday, we went for shopping.

- Correct Sentence : On Saturday, we went **to Cibaduyut** for shopping.

This sentence above, we can see that the student left out the object of the transitive verb. Whereas in the sentence that contain transitive verb should followed by object. In this term, the sentence was incorrect because the student did not put object in the sentence. The student made error because he was still lack of understanding in using word order in writing recount text. So, the correct sentence was “On Saturday, we went **to Cibaduyut** for shopping”.

10) Student 10: Have error in omission of object.

- Incorrect Sentence : After they finished singing, they asked me to blow the candle.

- Correct Sentence : After they finished singing **the song**, they asked me to blow the candle.

This sentence above, we can see that the student left out the object of the transitive verb. Whereas in the sentence that contain transitive verb should followed by object. From the sentence above show the student made error because of she had lack of vocabularies and her

knowledge of English was poor. So, the correct sentence was “After they finished singing the song, they asked me to blow the candle”.

c. Omission of predicate

The errors made by the students in this type of error was omission of predicate. The students often omitted to be when they arrange a sentence that followed by adjective, not verb. The researcher found 13 errors in total showing omission of predicate. Here, there were the examples types of error in using word order namely omission of predicate which found in writing recount text of the eighth graders in MTsN 1 East Lampung, as followed:

1) Student 1: Have error in omission of predicate.

- Incorrect Sentence : The house full of flowers and colourful balloons.
- Correct Sentence : The house was full of flowers and colourful balloons.

This sentence above, we can see that the student often omitted to be when they arrange a sentence that followed by adjective, not verb. From the sentence above show the student made error because of she did not know how to put the predicate in correct sentence pattern. So, the correct sentence was “The house was full of flowers and colourful balloons”.

2) Student 2: Have error in omission of predicate.

- Incorrect Sentence : Next, it time for everyone to go home.
- Correct Sentence : Next, it was time for everyone to go home.

This sentence above, we can see that the student often omitted to be when they arrange a sentence that followed by adjective, not verb. In this term, the sentence was incorrect because the student did not put predicate in the sentence. The student made error because he did not make the sentences carefully, so there were English concepts that forgotten. So, the correct sentence was “Next, it was time for everyone to go home”.

3) Student 3: Have error in omission of predicate.

- Incorrect Sentence : Before the celebration, we prepared what needed
such as ingredient of food, fireworks and
trumpet.
- Correct Sentence : Before the celebration, we prepared what was
needed such as ingredient of food, fireworks and
trumpet.

Omission of predicate appears in sentence “Before the celebration, we prepared what needed such as ingredient of food, fireworks and trumpet”. The students often omitted to be when they arrange a sentence that followed by adjective, not verb. In this term, the sentence was incorrect because the student did not put predicate in the sentence. The student made error because he was still confused and disoriented to arrange English sentence. So, the correct sentence was “Before the celebration, we prepared what was needed such as ingredient of food, fireworks and trumpet”.

4) Student 4: Have error in omission of predicate.

- Incorrect Sentence : Actually, it planned suddenly.
- Correct Sentence : Actually, it **was** planned suddenly.

Omission of predicate appears in sentence “Actually, it planned suddenly”. The students often omitted to be when they arrange a sentence that followed by adjective, not verb. In this term, the sentence was incorrect because the student did not put predicate in the sentence. The student made error because he did not careful when he organize the English sentences. It is because of his lack of understanding in using word order in writing recount text. So, the correct sentence was “Actually, it **was** planned suddenly”.

- Incorrect Sentence : Before the celebration, we prepared what needed
such as ingredient of food, chicken, sausage, and
drink.
- Correct Sentence : Before the celebration, we prepared what **was**
needed such as ingredient of food, chicken,
sausage, and drink.

This sentence above, we can see that the student often omitted to be when they arrange a sentence that followed by adjective, not verb. In this term, the sentence was incorrect because the student did not put predicate in the sentence. The student made error because he was bewildered to analyze and arrange English sentence. So, the correct

sentence was “Before the celebration, we prepared what was needed such as ingredient of food, chicken, sausage, and drink”.

5) Student 5: Have error in omission of predicate.

- Incorrect Sentence : It my first trip to this city.

- Correct Sentence : It was my first trip to this city

This sentence above, we can see that the student often omitted to be when they arrange a sentence that followed by adjective, not verb. In this term, the sentence was incorrect because the student did not put predicate in the sentence. The student made error because she did not understand with the pattern in English sentence. So, the correct sentence was “It was my first trip to this city”.

6) Student 6: There was no error in using predicate.

7) Student 7: Have error in omission of predicate.

- Incorrect Sentence : The bus schedule from Metro at 07.00 a.m. and
arrived in Bandung at 08.20 p.m.

- Correct Sentence : The bus schedule from Metro was at 07.00 a.m.
and arrived in Bandung at 08.20 p.m.

This sentence above, we can see that the student often omitted to be when they arrange a sentence that followed by adjective, not verb. In this term, the sentence was incorrect because the student did not put predicate in the sentence. The student made error because he was not careful to organize English sentence. So, the correct sentence was

“The bus schedule from Metro was at 07.00 a.m. and arrived in Bandung at 08.20 p.m.”.

8) Student 8: Have error in omission of predicate.

- Incorrect Sentence : My name Joni.

- Correct Sentence : My name was Joni.

Omission of predicate appears in sentence “My name Joni”. The students often omitted to be when they arrange a sentence that followed by adjective, not verb. In this term, the sentence was incorrect because the student did not put predicate in the sentence. The student made error because she did not know about the pattern in English sentence. So, the correct sentence was “My name was Joni”.

- Incorrect Sentence : My favourite food Gudeg.

- Correct Sentence : My favourite food was Gudeg.

Omission of predicate appears in sentence “My favourite food Gudeg”. The students often omitted to be when they arrange a sentence that followed by adjective, not verb. From the sentence above show the student made error because she did not understand the concept of English sentence well, so she only use the concept that she know. So, the correct sentence was “My favourite food was Gudeg”.

- Incorrect Sentence : My parents busy choosing some merchandise.

- Correct Sentence : My parents were busy choosing some merchandise.

This sentence above, we can see that the student often omitted to be when they arrange a sentence that followed by adjective, not verb. In this term, the sentence was incorrect because the student did not put predicate in the sentence. The student made error because she did not appropriate for applying the English structure because her knowledge of conventions was less. So, the correct sentence was “My parents were busy choosing some merchandise”.

- Incorrect Sentence : We all very happy.
- Correct Sentence : We were all very happy.

This sentence above, we can see that the student often omitted to be when they arrange a sentence that followed by adjective, not verb. In this term, the sentence was incorrect because the student did not put predicate in the sentence. The student made error because she did not careful and careless in writing recount text. So, she did not pay attention to the order in making sentences properly. So, the correct sentence was “We were all very happy”.

9) Student 9: Have error in omission of predicate.

- Incorrect Sentence : The bus schedule from Metro at 08.30 a.m. and
arrived in Bandung at 07.30 p.m.
- Correct Sentence : The bus schedule from Metro was at 08.30 a.m.
and arrived in Bandung at 07.30 p.m.

Omission of predicate appears in sentence “The bus schedule from Metro at 08.30 a.m. and arrived in Bandung at 07.30 p.m.”. The students often omitted to be when they arrange a sentence that followed by adjective, not verb. From the sentence above show the student made error because he was still confuse to put the predicate in correct sentence pattern. So, the correct sentence was “The bus schedule from Metro was at 08.30 a.m. and arrived in Bandung at 07.30 p.m.”.

10) Student 10: Have error in omission of predicate.

- Incorrect Sentence : After I do that, the lamp on and everybody claps their hands.
- Correct Sentence : After I do that, the lamp was on and everybody claps their hands.

This sentence above, we can see that the student often omitted to be when they arrange a sentence that followed by adjective, not verb. In this term, the sentence was incorrect because the student did not put predicate in the sentence. The student made error because she forgot to put subject in the sentence. So, the correct sentence was “After I do that, the lamp was on and everybody claps their hands”.

d. Misordering in sentence

Misordering errors were characterized by the incorrect placement of a word or group of words in a sentence. In short, misordering was any incorrect placement of certain morphemes in sentences. The researcher found 11 errors in total showing misordering in sentence. Those errors were misordering errors in placement of a word in the sentence. Here, there were examples of the errors made by students, as followed:

1) Student 1: Have error in misordering of sentence.

- Incorrect Sentence : I blew candles and cake cut birthday.
- Correct Sentence : I blew candles and **cut the birthday cake** .

This sentence above, points out to us the wrong order of sentence. It did not follow the English constituent that says subject should come first, and then followed by verb and predicate. The student made error because she was still low vocabulary and confuse interference grammatical in English. Beside that, she was still difficult to write a recount text because the formulating in English is different from Indonesia. So, the correct sentence was “I blew candles and **cut the birthday cake**”.

2) Student 2: Have error in misordering of sentence.

- Incorrect Sentence : I got great things lots.
- Correct Sentence : I got **lots of great things** .

This sentence above, points out to us the wrong order of sentence. It did not follow the English constituent that says subject should come

first, and then followed by verb and predicate. The student made error because he was still difficult to translated and arrange the sentence in English. So, the correct sentence was “I got **lots of great things**”.

3) Student 3: Have error in misordering of sentence.

- Incorrect Sentence : After closed time 12:00 O'clock.

- Correct Sentence : After **the time was closed to 12:00 O'clock** .

This sentence above, points out to us the wrong order of sentence. It did not follow the English constituent that says subject should come first, and then followed by verb and predicate. The student made error because he was still difficult to translate into foreign language. So, the correct sentence was “After **the time was closed to 12:00 O'clock**”.

4) Student 4: There was no error in sentence.

5) Student 5: Have error in misordering of sentence.

- Incorrect Sentence : We Yogyakarta went bus.

- Correct Sentence : We **went to Yogyakarta by bus** .

This sentence above, points out to us the wrong order of sentence. It did not follow the English constituent that says subject should come first, and then followed by verb and predicate. The student made error because she was still confuse and lack of understanding in applying the rule of English grammar. So, the correct sentence was “We **went to Yogyakarta by bus**”.

- Incorrect Sentence : We on 11.00 p.m. Yogyakarta arrived.
- Correct Sentence : We **arrived in Yogyakarta at 11.00 p.m.** .

This sentence above, points out to us the wrong order of sentence. It did not follow the English constituent that says subject should come first, and then followed by verb and predicate. The student made error because she was still low in grammar mastery and she did not understand about word order. So, the correct sentence was “We **arrived in Yogyakarta at 11.00 p.m.**”.

- Incorrect Sentence : Then, we hungry and restaurant went.
- Correct Sentence : Then, we **went to restaurant because we felt hungry** .

This sentence above, points out to us the wrong order of sentence. It did not follow the English constituent that says subject should come first, and then followed by verb and predicate. The student made error because she was still lack of knowledge and difficult to arrange word in a good sentence moreover the grammatical. So, the correct sentence was “Then, we **went to restaurant because we felt hungry**”.

6) Student 6: Have error in misordering of sentence.

- Incorrect Sentence : We went car the beach.
- Correct Sentence : We went **to the beach by car** .

This sentence above, points out to us the wrong order of sentence. It did not follow the English constituent that says subject should come first, and then followed by verb and predicate. The student made error

because she did not careful when she organize the English sentences. So, she was often wrong to analyze the arrangement of sentence. So, the correct sentence was “We went **to the beach by car**”.

7) Student 7: Have error in misordering of sentence.

- Incorrect Sentence : Then, we living room to sat and television.
- Correct Sentence : Then, we **sat in the living room to watched a television** .

This sentence above, points out to us the wrong order of sentence. It did not follow the English constituent that says subject should come first, and then followed by verb and predicate. The student made error because he was still lack of knowledge about English grammar mastery. So, the correct sentence was “Then, we **sat in the living room to watched a television**”.

8) Student 8: Have error in misordering of sentence.

- Incorrect Sentence : Last year, my family and I holiday spent in Yogyakarta.
- Correct Sentence : Last year, my family and I **spent our holiday in Yogyakarta** .

This sentence above, points out to us the wrong order of sentence. It did not follow the English constituent that says subject should come first, and then followed by verb and predicate. The student made error because she was still difficult to write a recount text in correct sentence pattern. Beside that, the student did not understand the

meaning of the sentence. So, the student often made English sentence in Indonesian at first and then translate it into English. So, the correct sentence was “Last year, my family and I **spent our holiday in Yogyakarta**”.

- Incorrect Sentence : We to car by Yogyakarta went.
- Correct Sentence : We **went to Yogyakarta by car** .

This sentence above, points out to us the wrong order of sentence. It did not follow the English constituent that says subject should come first, and then followed by verb and predicate. The student made error because she was still difficult to study in English and must be in accordance with the tense and verb. So, the correct sentence was “We **went to Yogyakarta by car**”.

9) Student 9: There was no error in sentence.

10) Student 10: Have error in misordering of sentence.

- Incorrect Sentence : I cake first gave my parents.
- Correct Sentence : **The first cake, I gave to my parents** .

This sentence above, points out to us the wrong order of sentence. It did not follow the English constituent that says subject should come first, and then followed by verb and predicate. The student made error because she was less of an idea and difficult to arrange word in English sentence. So, the correct sentence was “**The first cake, I gave to my parents**”.

e. Misordering in noun phrase distribution

Misordering in nounphrase was characterized by incorrect placement of morpheme or group of morphemes in noun phrase. A noun phrase consists of a noun and other related words (usually modifiers and determiners) which modify the noun. Misordering in noun phrase distribution, especially in pre-modifier. Pre-modifier was modifiers before the noun. For example: “white house”. The pattern of noun phrase in pre-modifier was modifier + head noun and the modifier can be detailed by determiner + (noun/verb/adjective). The researcher found 10 errors in total showing misordering in noun phrase distribution. Here, there were examples of the errors made by students, as followed:

1) Student 1: Have error in misordering of noun phrase.

- Incorrect Sentence : They wore clothes colourful and brought parcels.
- Correct Sentence : They wore **colourful clothes** and brought parcels.

This sentence above, we can see that the student still made error in using noun phrase especially in pre-modifier. The pattern of noun phrase in pre-modifier was modifier + head noun and the modifier can be detailed by determiner + (noun/verb/adjective). So, the modifier always preceded the head noun either it was determiner or noun/ verb/ adjective as modifier. From the sentence above show the student made error because she did not understand how to use the structure of noun phrase. First, errors show in using the structure of pre-modifier before noun. It could be inferred that the phrase of “clothes colourful”. It

should be clear that “colourful clothes”. So, the correct sentence was “They wore colourful clothes and brought parcels”.

- Incorrect Sentence : I wore a dress beautiful.
- Correct Sentence : I wore a beautiful dress .

This sentence above, we can see that the student still made error in using noun phrase especially in pre-modifier. When we see the phrases “dress beautiful” in this sentence above, it showed the misordering in noun phrase distribution. Exactly in this sentence above, the adjective had to come first before the noun, because adjective had only one job like they described nouns or pronouns. From the sentence above show the student made error because she did not understand how to use noun phrase in English sentence properly. Because to make noun phrase the structure must have minimal determiner and head word. So, it should be best replace become “beautiful dress”, because the adjective “beautiful” describe the noun “dress”. So, the correct sentence was “I wore a beautiful dress”.

2) Student 2: Have error in misordering of noun phrase.

- Incorrect Sentence : We had bread cheese, chips and cake.
- Correct Sentence : We had cheese bread, chips and cake.

This sentence above, we can see that the student still made error in using noun phrase especially in pre-modifier. The pattern of noun phrase in pre-modifier was modifier + head noun and the modifier can be detailed by determiner + (noun/verb/adjective). So, the modifier

always preceded the head noun either it was determiner or noun/ verb/ adjective as modifier. From the sentence above show the student made error because he was still difficult to write a noun phrase in English sentence. Beside that, the student also often wrote noun phrase as same as the way he wrote in Indonesian language. The mistake that made by the student was because the influence of their first thought about the noun phrase in Indonesian language. First, errors show in using the structure of pre-modifier before noun. It could be inferred that the phrase of “bread cheese”. It should be clear that “cheese bread”. So, the correct sentence was “We had **cheese bread**, chips and cake”.

3) Student 3: Have error in misordering of noun phrase.

- Incorrect Sentence : We held a dinner big planned by my parents in my house.
- Correct Sentence : We held a **big dinner** planned by my parents in my house.

This sentence above, we can see that the student still made error in using noun phrase especially in pre-modifier. The pattern of noun phrase in pre-modifier was modifier + head noun and the modifier can be detailed by determiner + (noun/verb/adjective). So, the modifier always preceded the head noun either it was determiner or noun/ verb/ adjective as modifier. From the sentence above show the student made error because he did not understand well with the component of noun phrase. Beside that, the student still difficult in using noun phrase in

writing recount text. First, errors show in using the structure of pre-modifier before noun. It could be inferred that the phrase of “dinner big”. It should be clear that “big dinner”. So, the correct sentence was “We held a **big dinner** planned by my parents in my house”.

4) Student 4: There was no error in using noun phrase distribution.

5) Student 5: Have error in misordering of noun phrase.

- Incorrect Sentence : In the first day, we visited beach Parangtritis.

- Correct Sentence : In the first day, we visited **Parangtritis beach** .

This sentence above, we can see that the student still made error in using noun phrase especially in pre-modifier. The pattern of noun phrase in pre-modifier was modifier + head noun and the modifier can be detailed by determiner + (noun/verb/adjective). So, the modifier always preceded the head noun either it was determiner or noun/ verb/ adjective as modifier. From the sentence above show the student made error because she did not understand about noun phrase. Beside that, the student usually used the form of noun phrase in Indonesian language so it is not surprised when they used it in English. So, the correct sentence was “In the first day, we visited **Parangtritis beach**”.

6) Student 6: Have error in misordering of noun phrase.

- Incorrect Sentence : Last holiday, my family and I decided to spend our holiday at beach Tanjung Setia.

- Correct Sentence : Last holiday, my family and I decided to spend our holiday at **Tanjung Setia beach** .

This sentence above, we can see that the student still made error in using noun phrase especially in pre-modifier. The pattern of noun phrase in pre-modifier was modifier + head noun and the modifier can be detailed by determiner + (noun/verb/adjective). So, the modifier always preceded the head noun either it was determiner or noun/ verb/ adjective as modifier. From the sentence above show the student made error because she was still lack of understanding about noun phrase. The student did not use noun phrase in English sentence. First, errors show in using the structure of pre-modifier before noun. It could be inferred that the phrase of “beach Tanjung Setia”. It should be clear that “Tanjung Setia beach”. So, the correct sentence was “Last holiday, my family and I decided to spend our holiday at **Tanjung Setia beach**”.

7) Student 7: There was no error in using noun phrase distribution.

8) Student 8: Have error in misordering of noun phrase.

- Incorrect Sentence : In the first day, we went to temple Borobudur.

- Correct Sentence : In the first day, we went to **Borobudur temple** .

This sentence above, we can see that the student still made error in using noun phrase especially in pre-modifier. The pattern of noun phrase in pre-modifier was modifier + head noun and the modifier can be detailed by determiner + (noun/verb/adjective). So, the modifier always preceded the head noun either it was determiner or noun/ verb/ adjective as modifier. From the sentence above show the student made error because she had no ideas to write something, don't understood

about the meaning, often wrong to analyzed the arrangement of sentence, and she had difficult to translate into foreign language. First, errors show in using the structure of pre-modifier before noun. It could be inferred that the phrase of “temple Borobudur”. It should be clear that “Borobudur temple”. So, the correct sentence was “In the first day, we went to **Borobudur temple**”.

- Incorrect Sentence : Then, we went to street Malioboro.
- Correct Sentence : Then, we went to **Malioboro street** .

This sentence above, we can see that the student still made error in using noun phrase especially in pre-modifier. The pattern of noun phrase in pre-modifier was modifier + head noun and the modifier can be detailed by determiner + (noun/verb/adjective). So, the modifier always preceded the head noun either it was determiner or noun/ verb/ adjective as modifier. From the sentence above show the student made error because she was still confuse and understand yet about noun phrase. Beside that, the student did not careful when she wrote a recount text. She often made English sentence in Indonesian language at first and then translate it into English. So, the correct sentence was “Then, we went to **Malioboro street**”.

9) Student 9: Have error in misordering of noun phrase.

- Incorrect Sentence : Then, we had dinner and prepared for a tour night
in Bandung.

- Correct Sentence : Then, we had dinner and prepared for a **night tour** in Bandung.

This sentence above, we can see that the student still made error in using noun phrase especially in pre-modifier. The pattern of noun phrase in pre-modifier was modifier + head noun and the modifier can be detailed by determiner + (noun/verb/adjective). So, the modifier always preceded the head noun either it is determiner or noun/ verb/ adjective as modifier. From the sentence above show the student made error because he was still confuse whether he should use the noun phrase form. So, the correct sentence was “Then, we had dinner and prepared for a **night tour** in Bandung”.

10) Student 10: Have error in misordering of noun phrase.

- Incorrect Sentence : Next, all of people sang together a song birthday for me.
- Correct Sentence : Next, all of people sang together a **birthday song** for me.

This sentence above, we can see that the student still made error in using noun phrase especially in pre-modifier. The pattern of noun phrase in pre-modifier was modifier + head noun and the modifier can be detailed by determiner + (noun/verb/adjective). So, the modifier always preceded the head noun either it was determiner or noun/ verb/ adjective as modifier. From the sentence above show the student made error because she did not understand how to use the structure of noun

phrase. It could be inferred that the phrase of “song birthday”. It should be clear that “birthday song”. Because to make noun phrase the structure must have minimal determiner and head word. So, the correct sentence was “Next, all of people sang together a **birthday song** for me”.

Regarding to the result of data analysis above, the researcher got the result of the analysis as followed:

Total errors which were found in students’ writing recount text were 60 items. The most commonly errors found in the use omission of subject and verb have 12 error items (20%), omission of object have 14 error items (23%), omission of predicate have 13 error items (22%), misordering in sentence have error 11 error items (18%), and misordering in noun phrase distribution 10 error items (17%). As the result, type of error namely omission of object have the biggest number of common error. In conclusion, the most of students often made error to arrange the component of sentences and sometimes they omitted one component of sentence or may be more.

2. The dominant kinds of error in using word order

The researcher found the kinds of error that made by the students as followed: omission of subject and verb, omission of object, omission of predicate, misordering in sentence, and misordering in noun phrase distribution. The students still many mistook in using word order in their

writing. Generally, the researcher found the error in using word order. It could be described the errors in constructing sentences as followed:

1) Student 1:

The total of errors there were 8, in omission of subject and verb there were 2 errors, in omission of object there were 2 errors, in omission of predicate there was 1 error, in misordering of sentence there was 1 error, and in misordering of noun phrase distribution there were 2 errors.

2) Student 2:

The total of errors there were 7, in omission of subject and verb there were 2 errors, in omission of object there were 2 errors, in omission of predicate there was 1 error, in misordering of sentence there was 1 error, and in misordering of noun phrase distribution there was 1 error.

3) Student 3:

The total of errors there were 5, in omission of subject and verb there was 1 error, in omission of object there was 1 error, in omission of predicate there was 1 error, in misordering of sentence there was 1 error, and in misordering of noun phrase distribution there was 1 error.

4) Student 4:

The total of errors there were 6, in omission of subject and verb there were 2 errors, in omission of object there were 2 errors, in

omission of predicate there were 2 errors, in misordering of sentence and misordering of noun phrase distribution there was not error.

5) Student 5:

The total of errors there were 6, in omission of subject and verb there was not error, in omission of object there was 1 error, in omission of predicate there was 1 error, in misordering of sentence there were 3 errors and misordering of noun phrase distribution there was 1 error.

6) Student 6:

The total of errors there were 5, in omission of subject and verb there was 1 error, in omission of object there were 2 errors, in omission of predicate there was not error, in misordering of sentence there was 1 error, and in misordering of noun phrase distribution there was 1 error.

7) Student 7:

The total of errors there were 4, in omission of subject and verb there was 1 error, in omission of object there was 1 error, in omission of predicate there was 1 error, in misordering of sentence there was 1 error, and in misordering of noun phrase distribution there was not error.

8) Student 8:

The total of errors there were 10, in omission of subject and verb there was 1 error, in omission of object there was 1 error, in omission

of predicate there were 4 errors, in misordering of sentence there were 2 errors, and in misordering of noun phrase distribution there were 2 errors.

9) Student 9:

The total of errors there were 4, in omission of subject and verb there was 1 error, in omission of object there was 1 error, in omission of predicate there was 1 error, in misordering of sentence there was not error, and in misordering of noun phrase distribution there was 1 error.

10) Student 10:

The total of errors there were 5, in omission of subject and verb there was 1 error, in omission of object there was 1 error, in omission of predicate there was 1 error, in misordering of sentence there was 1 error, and in misordering of noun phrase distribution there was 1 error.

After analyzing 10 students' writing result in making recount text at the eighth graders in MTsN 1 East Lampung, the researcher found the total errors of using word order. The number of errors made by students about word order was 60 errors. The most commonly errors found in the use omission of subject and verb have 12 error items (20%), omission of object have 14 error items (23%), omission of predicate have 13 error items (22%), misordering in sentence have error 11 error items (18%), and misordering in noun phrase distribution 10 error items (17%). It can be concluded that the dominant kinds of error in using word order made by the students'

writing recount text at the eighth graders in MTsN 1 East Lampung was object with 14 error items (23%).

3. The factors that caused word order errors in recount text at the eighth graders of MTsN 1 East Lampung

To know the factor that caused word order error in recount text, the researcher used interview method to collect the data. This method was chose to make the study effectively because of restrictiveness of the time that provided by school. The interview were distributed to the 10 students in class VIII A. The list of interview consisted of 5 questions. The student response was presented bellow:

1. What do you know about word order ?

- AMP : Sort words in sentences.
- AAA : Arrangement or sequence of words.
- YSPD : The order of words in a sentence.
- AA : Word preparation in the form of a noun phrase.
- SR : Word order becomes a good and correct sentence.
- RS : Composition of the formation of a sentence.
- MB : Arrange a sentence properly and correctly.
- ARN : Pattern of composing words or sentences.
- MA : Composing sentence patterns consist of S, P, O, K.
- FAS : Word order in a sentence like S, P, O, K.

In this case, most of students answered that they know about the meaning of word order. The percentage of students in answered a question about the definition of word order was 100%. Because, all of the answers from the students were almost correct. But, most of them still did not understand the use and the role of using word order in the sentence or in the writing recount text.

2. What do you know about recount text ?

AMP : Text that retell us about events in the past.

AAA : One type of text that retell about experiences and happened in the past.

YSPR : Tell about events in the past.

AA : Events that happened in the past.

SR : Text that describe about past events.

RS : Text that describe about events and have occurred in the past.

MB : Story that explain about the experiences and have occurred in the past.

ARN : Text that explain about story in the past.

MA : Text that tell about a person's past experiences.

FAS : Tell about events in the past.

In this case, most of students answered that they know about the definition of recount text. The percentage of students in answered a question about the definition of recount text was 100%. Because, all of the

answers from the students were correct. So, researcher concluded that all of the students have already understood about the meaning of recount text.

3. Do you think using word order in recount text is difficult for you ?

AMP : Yes

AAA : Yes

YSPR : Yes

AA : Yes

SR : No

RS : Yes

MB : Yes

ARN : No

MA : Yes

FAS : Yes

In this case, most of students said that using word order in recount text was difficult. Only two students who said that using word order in recount text was easy. The percentage of students who answered “yes” in the question was 80%. Meanwhile, the percentage of students who answered “no” in the question was 20%. So, researcher concluded that all of the students still difficult to understanding about word order in writing recount text.

4. What do you know about the generic structure of recount text ?

AMP : Orientation, events, reorientation.

AAA : Orientation, events, reorientation.

YSPR : Orientation, events, reorientation.

AA : Orientation, events, reorientation.

SR : Orientation, events, reorientation.

RS : Orientation, events, reorientation.

MB : Orientation, events, reorientation.

ARN : Orientation, events, reorientation.

MA : Orientation, events, reorientation.

FAS : Orientation, events, reorientation.

In this case, most of students know about the generic structure of recount text. The percentage of students in answered a question about the generic structure of recount text was 100%. Because, all of the answers from the students were correct. So, researcher concluded that all of the students have already understood about the generic structure of recount text. It because generic structure was the important things to make a good recount text.

5. When the teacher teaches the material about recount text, do you understand the material clearly ? Give your reason !

AMP : No, I don't understand. I have not understood yet when the teacher explained he lesson because the material do not structured well.

AAA : Yes, I understand. Because when the teacher explained the material, I have already knew about the generic structure of recount text.

- YSPR : No, I don't understand. Because, I have not understood yet when the teacher explained the lesson. So, I was still disoriented to arrange English sentence.
- AA : No, I don't understand. I was still confused because my lack understanding in applying the rule of English grammar.
- SR : No, I don't understand. My knowledge of English was poor and I do not understand when the teacher explained about the material.
- RS : No, I don't understand. Because, I often made English sentence in Indonesian at first and then translate it into English.
- MB : Yes, I understand. Because when the teacher explained about the material, I remember and know about how to make a recount text by using the generic structure of recount text properly.
- ARN : No, I don't understand. Because, my English structure mastering was low.
- MA : No, I don't understand. Because, I was not careful to organize English sentence.
- FAS : No, I don't understand. Because, I was still do not understand with the pattern in English sentence.

In this case, so many answer that students gave in the list of interview. Most of students argued that learn word order so complicated. Most of student was still confused with the material. But, only two student

said that she was understood about the material. The percentage of students who answered “yes” in the question was 20%. Meanwhile, the percentage of students who answered “no” in the question was 80%. So, most of the students did not understand yet when the teacher explained the lesson because their English structure mastering was low. So, researcher concluded that the students still difficult to wrote about recount text.

Researcher concluded that cause word order error in recount text made by students at the eighth graders of MTsN 1 East Lampung was carelessness English concept. This result indicates that internal factor as like as ability, interest or motivation become important factor that influence teaching learning process to get best result. Beside internal factor, external factor also become important element to make learning process to be successful.

Here, the analysis of interview results are defined as followed:

- 1) Student 1: Cause of students’ errors was lack of knowledge.

Based on the result of students’ interview had been analyzed, the researcher had known that students still difficult to write about recount text. The cause of error was she have not understood yet when the teacher explained the lesson because their knowledge about the structure of using word order in writing recount text still poor.

- 2) Student 2: Have already understood about word order.

Based on the result of students’ interview had been analyzed, the researcher had known that students have already understood about

word order and also can wrote recount text properly. Beside that, when the teacher explained the material, the student have already knew about the generic structure of recount text.

3) Student 3: Errors encouraged by teaching material or method.

Based on the result of students' interview had been analyzed, the researcher had known that students still confused to write about recount text. The cause of error was he have not understood yet when the teacher explained the lesson. So, he was still disoriented to arrange English sentence.

4) Student 4: Cause of students' errors was carelessness.

Based on the result of students' interview had been analyzed, the researcher had known that students still don't understood about the material. The cause of error was he still confused to write about recount text because his lack understanding in applying the rule of English grammar.

5) Student 5: Cause of students' errors was lack of knowledge.

Based on the result of students' interview had been analyzed, the researcher had known that students still don't understood about the material. The causes of errors were she had lack of vocabularies and her knowledge of English was poor.

6) Student 6: Cause of students' errors were carelessness and translation.

Based on the result of students' interview had been analyzed, the researcher had known that students still don't understood about the

material. The causes of errors were she had no ideas to write something, don't understood about the meaning, often wrong to analyzed the arrangement of sentence, and she had difficult to translate into foreign language.

7) Student 7: Have already understood about word order.

Based on the result of students' interview had been analyzed, the researcher had known that students have already understood about word order and also can wrote recount text properly. Beside that, when the teacher explained the material, the student already knew about the generic structure of recount text.

8) Student 8: Cause of students' errors was over-generalization.

Based on the result of students' interview had been analyzed, the researcher had known that students still difficult to wrote about recount text. The cause of error was she don't understood about the material. Because her English structure mastering was low.

9) Student 9: Cause of students' errors was carelessness.

Based on the result of students' interview had been analyzed, the researcher had known that students still difficult to wrote about recount text. The cause of error was she don't careful to organize English sentence.

10) Student 10: Cause of students' errors was carelessness.

Based on the result of students' interview had been analyzed, the researcher had known that students still difficult to wrote about recount

text. The cause of error was she don't understood with the pattern in English sentence.

Based on the gained data above, those can be inferred that most of students have comprehended the definition of word order theoretically. Although some of the student had confused and understood yet. The problem of the student was don't know clearly about alteration of word.

Regarding to the result of data analysis, the researcher conducted the interview result to get the deeper errors in using word order. The reasons why the students made errors in using word order caused by some factors that consist of external and internal factor. The internal factor consists of carelessness, first language, translation, motivation, lack of knowledge and the external factor was error encouraged by teaching material or method. The dominant factor that caused the error was carelessness and the minor factor was error encourage by teaching material or method.

C. Discussion

This research was conducted in the eighth grade of MTsN 1 East Lampung in the academic year of 2018/2019. According to Dulay (1982:150), types of errors were divided into four kinds, namely: omission, addition, misformation, and misordering. In this research, the researcher only use two types of errors, there were omission and misordering. After collecting the data, the researcher found types of errors in using word order in writing recount text. Those errors were divided into five kinds, namely: omission of subject and verb, omission of object, omission of predicate, misordering in sentence, and the last misordering in noun phrase distribution. Furthermore, it was showed that there were 60 items such as omission of subject and verb have 12 error items (20%), omission of object have 14 error items (23%), omission of predicate have 13 error items (22%), misordering in sentence have 11 error items (18%), and misordering in noun phrase distribution have 10 error items (17%). As the result, type of error namely omission of object have the biggest number of common error.

Based on the result of interview with the eighth grade students in MTsN 1 East Lampung, some students said that the most difficult in making recount text was English concept. The error made by students were caused by some factor either from the students itself or from the other person. According to Norrish (2002:47), there were three kinds the causes of errors, namely: carelessness, first language interference, and

translation. First, carelessness was often closely related to lack of motivation. Second, Norrish states that language learning was matter of habit formation. When someone tried to learn new habits the old ones will interfere the new ones. This cause of error was called the first language interference. And the last, translation was one of the causes of errors. It happens because a student translated his first language sentence or idiomatic expression into the target language word by word. This probably the most common cause of error. Actually, the student made error caused by carelessness because of low motivation and they did not careful when making the text. They did not understand yet clearly about this lesson, lazy to translate foreign language and indicated the lack of knowledge.

The result of interview showed that the key factors that cause the error committed by the students come from the internal of individual him/herself. The lack of knowledge made by the students because they still less of an idea and difficult to arrange word in a sentence moreover the grammatical. Careless of writing without checking was happened in most of students. Beside that, the students committed errors of word order because of still did not understand with the pattern in English sentence. So, those made the students' feel difficult to master about word order. So, it is important for the teachers to pay more attention about the ability and interest of students when learning English in order for the students can improve their knowledge and they can use English better.

By conducting this research, we could know the common errors in using word order which occurred in students' writing recount text. The researcher concluded that the dominant kinds of error in using word order made by the students' writing recount text at the eighth graders in MTsN 1 East Lampung was object with 14 error items (23%). Related to the sources of errors, the researcher could take a conclusion that the dominant factor that cause of errors committed by the students was carelessness. So, the students should learn and practice more about the usage grammar correctly. Beside that, the students was expected to increase their knowledge about the structure of using word order in writing recount text in order to avoid the errors in writing performance.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the researcher was eagerly going to deduce this research that some types of errors in using word order in writing recount text at the eighth graders of MTsN 1 East Lampung in the academic year 2018/2019. Furthermore, based on the problem statements the results of the study conclude that there were 60 error sentences was found in students' writing recount text. The kinds of errors in using word order by student found in omission of subject and verb have 12 error items (20%), omission of object have 14 error items (23%), omission of predicate have 13 error items (22%), misordering in sentence have 11 error items (18%), and misordering in noun phrase distribution 10 error items (17%). It can be concluded that the dominant kinds of error in using word order made by the students' writing recount text at the eighth graders in MTsN 1 East Lampung was object with 14 error items (23%).

Regarding to the result of data analysis, the researcher conducted the interview result to get the deeper errors in using word order. The errors that made by students were caused by some factors that consist of internal and external factor. The internal factor consists of carelessness, first language, translation, lack of knowledge and the external factor was error encouraged by teaching material or method. The dominant factor that

caused the error was carelessness and the minor factor was error encourage by teaching material or method.

The researcher concluded that the students still confused use word order in writing recount text. They still made errors in their writing recount text because they did not know how to use word order correctly. So, the students should learn and practice more about the usage grammar correctly. Beside that, the students was expected to increase their knowledge about the structure of using word order in writing recount text.

B. Suggestion

After the researcher had done the research at eighth graders of MTsN 1 East Lampung, the researcher would like to give some suggestion as followed:

1. To headmaster

The headmaster expected to support the English learning process by preparing some facilities of teaching and learning.

2. To teacher

The teacher should apply the effective technique to teach the material, not only focuses on students' work sheet (LKS) but also on students' interest. The material should be presented creatively, so the students can understand easily and remember the lesson. When the teacher explain about the material of sentence construction, teacher should give exercise and discuss the students' work directly so they can know their fault and they understand more.

3. To students

The students should improve their understanding on English word order, so they can arrange meaningful sentence. And the students should pay more attention when the teacher explains the material to improve their understanding of English. The last is be more active in the class, ask everything about learning English.

BIBLIOGRAPHY

- A.J. Thomson and A.V. Martinet. *Practical English Grammar*. London: Oxford University Press, 1985.
- A.S. Hornby. *Oxford Advanced Learner's Dictionary*. New York: Oxford University Press, 1995.
- _____. *Oxford Advanced Learner's Dictionary of Current English*. New York: Oxford University Press, 1975.
- Betty Scramper Azar. *Fundamental of English Grammar*. Washington: Longman, 2006.
- _____. *Fundamentals of English Grammar: Second Edition*. New Jersey: Prentice-Hall, 1992.
- Black Education, *Targeting Text*, NSW: Green Glaca Press, 1998.
- Brown, H. Douglas. *Teaching by Principle: An interactive Approach to Language Pedagogy, Second Addition*. Addison Wesley: Longman, 2001.
- _____. *Principle of Language Learning and Teaching*. New Jersey: Prentice Hall Inc, 2000.
- Burhan Nurgiyantoro. *Penilaian Dalam Pengajaran Bahasa dan Sastra Edisi Ketiga*. Yogyakarta: BPFE-Yogyakarta, 2001.
- Carrie Williams. "Research Methods" in *Journal of Business & Economic Research*. Grand Canyon University. Vol. 5, No. 3, March, 2007.
- C. Jack Richards. *Error Analysis: Perspectives an Second Language Acquisition*. London: Longman, 1985.
- Derewianka. *Exploring How Texts Work*. Australia: Primary English Teaching Association, 2004.
- Donald Ary et. al. *Introduction To Reseacrh In Education 8th Edition*. USA: Wadsworth, Cengage Learning, 2006.
- Doni Ramli. "An Analysis on Students' Errors in Writing Recount Text". Pontianak: Teacher Training and Education Faculty Tanjungpura University, 2013.

- Elsie Nelley et al. *PM Writing (Teachers' Resource Book)*. Canada: Nelson Education, 2008.
- Gary Anderson. *Fundamentals of Educational Research*. USA : Falmer Press, 1998.
- Heidi Dulay et. al. *Language Two*. New York: Oxford University Press, 1982.
- H. Martin and P.C. Wren MA. *High School English Grammar and Composition*. New Delhi: S. Chand & Company LTD, 1995.
- Iin Nurrohmah. "An Analysis of Students' Recount Text by Using Systemic Functional Grammar". Bandung: English Language and Literature Program, Indonesia University of Education, 2013.
- Jeremy Harmer. *How to Teach Writing*. England: Pearson Education Limited, 2004.
- John W. Creswell. *Research design: Qualitative, Quantitative, and Mixed Methods Approaches* (2nd Ed). New Delhi, Sage: Publications, 2003.
- Marjolijn Verspoor & Kim Sauter. *English Sentences Analysis*. Amsterdam/ Philadelphia: John Benjamin Publishing Company, 2000.
- Nancy M. Kreml et. al. *The User's Guide to College Writing: Reading, Analyzing, and Writing*. United States: Pearson Education, Inc, 2004.
- Natanael Saragih, Roswita Silalahi, and Hilman Pardede. "The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematang Siantar" *IOSR Journal Of Humanities And Social Science* (IOSR-JHSS). Pematang Siantar : Sumatera Utara, vol 19/ February 2014.
- Otong Setiawan Djuharie. *Teknik dan Panduan Menulis Melalui Eksplorasi Model dan Latihan : Essay Writing (Book 3)*. Bandung: Penerbit Yrama Widya, 2009.
- Pardiyono. *PastiBisa! Teaching Genre-Based Writing*. Yogyakarta: C.V Andi Offset, 2007.
- Rod Ellis. *The Study of Second Language Acquisition*. New York: Oxford University Press, 2008.
- Sanggam Siahaan. *Issues in Linguistics*. Yogyakarta: Graha Ilmu, 2008.
- . *The English Paragraph*. Yogyakarta: Graha Ilmu, 2008.

Sawsan Saud Aziz. “*Journal of College of Education for Women*”, Vol, 22 (2), 2011.

Sunardi Hasyim, *Error Analysis in the Teaching of English*, Vol. 4 No. 1, June, 2002.

Thomas S. Kane. *The Oxford Essential Guide to Writin*. New York: Oxford University Press, Inc, 2000.

Thorne Sara. *Mastering Practical Grammar*. New Yok: Palgrave Macmillan, 2012.

Wahyuni, et. al. “*Analyzing Errors Made by the Grade VIII Students in SMP 2 Parigi in Writing Recount Text*”. Parigi: English Language Teaching Society, Vol. 2 No. 3 2014 – ISSN 2331 – 1841.

APPENDICES

KURIKULUM 2013 REVISI

SILABUS PEMBELAJARAN

Sekolah Menengah Pertama (SMP) /

Madrasah Tsanawiyah (MTs)

Mata Pelajaran : Bahasa Inggris

Satuan Pendidikan :

Kelas :

VIII / 1 - 2

Nama Guru :

NIP/NIK :

SILABUS PEMBELAJARAN

Satuan Pendidikan : SMP/MTs
Mata Pelajaran : Bahasa Inggris
Kelas : VIII (Delapan)

Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
 KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
 KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
 KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar		Pembelajaran KI 1 dan KI 2 dilakukan secara tidak langsung (terintegrasi) dalam pembelajaran KI 3 dan KI 4	Penilaian KI 1 dan KI 2 dilakukan melalui pengamatan, penilaian diri oleh peserta didik, penilaian teman sejawat, dan jurnal		
2.1. Menunjukkan perilaku santun					

Silabus Pembelajaran Kelas VIII SMP/MTs – Bahasa Inggris

<p>3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>recount</i> dengan menyatakan dan menanyakan tentang kejadian, peristiwa, pendek dan sederhana,</p>			<p>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan /terjadi di waktu lampau, ketika muncul kesempatan, di dalam dan di luar kelas.</p>	
<p>Teks <i>recount</i> pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa</p> <ul style="list-style-type: none"> - <i>Fungsi sosial</i> Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb. - <i>Struktur text</i> (gagasan utama dan informasi rinci) 	<p>Mengamati</p> <ul style="list-style-type: none"> Menyalin dengan tulisan tangan yang rapi beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. Membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. Dengan bimbingan guru, 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana. Tingkat kelengkapan dan 	<p>16 JP</p>	<p>Buku Teks wajib</p> <ul style="list-style-type: none"> Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksi

Silabus Pembelajaran Kelas VIII SMP/MTs – Bahasa Inggris

<p>sesuai dengan konteks penggunaannya</p> <p>4.14 Menangkap makna teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.</p> <p>4.15 Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>a. Memberikan pendahuluan (orientasi) dengan menyebutkan orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pe ngalaman yang akan disampaikan</p> <p>b. Menguraikan urutan kejadian secara kronologis, urut dan runtut.</p> <p>c. Menutup dengan memberikan komentar atau penilaian umum tentang peristiwa/kejadian/pe ngalaman yang telah disampaikan (opsional).</p> <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p>- <i>Unsur kebahasaan</i></p> <p>(1) Kata kerja dalam Simple Past tense, Past Continuous Tense</p> <p>(2) Kosakata: kata</p>	<p>mengidentifikasi fungsi sosialnya, struktur teks dan informasi rinci) dari setiap teks tersebut.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Secara kolaboratif, mencari dan mengumpulkan beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana. • Membaca semua teks tentang 	<p>keruntutan dalam menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dalam teks <i>recount</i>.</p> <ul style="list-style-type: none"> • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang kegiatan, dan kejadian, dan 	<p>al dengan benar dan akurat</p> <ul style="list-style-type: none"> • Contoh teks dari sumber otentik • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/
--	--	--	---	--

OBSERVATION SHEET

**Table Frequency of Word Order Errors in Writing Recount Text found in
Students' Writing Result at the Eighth Graders of MTsN1 East
Lampung in the Academic Year of 2018/2019**

No.	Name	Types of Error in Using Word Order					Total
		1	2	3	4	5	
1.	AMP	2	2	1	1	2	8
2.	AAA	2	2	1	1	1	7
3.	YSPR	1	1	1	1	1	5
4.	AA	2	2	2	-	-	6
5.	SR	-	1	1	3	1	6
6.	RS	1	2	-	1	1	5
7.	MB	1	1	1	1	-	4
8.	ARN	1	1	4	2	2	10
9.	MA	1	1	1	-	1	4
10.	FAS	1	1	1	1	1	5
Total		12	14	13	11	10	60
Percentage		20%	23%	22%	18%	17%	100%

According to Sugiyono (2012:95), the calculation of error percentage per-item was computed with formula:

$$\frac{\text{Number of Errors of each item}}{\text{Total Number}} \times 100\%$$

Types of Errors :

1. Omission of subject and verb
2. Omission of object
3. Omission of predicate
4. Misordering in sentence
5. Misordering in noun phrase distribution

1. Error in subject and verb : $\frac{12}{60} \times 100\% = 20\%$

2. Error in object : $\frac{14}{60} \times 100\% = 23\%$

3. Error in predicate : $\frac{13}{60} \times 100\% = 22\%$

4. Error in sentence : $\frac{11}{60} \times 100\% = 18\%$

5. Error in noun phrase distribution : $\frac{10}{60} \times 100\% = 17\%$

INTERVIEW GUIDANCE

Name :

Class :

Directions !

- You have to answer the question based on your opinion.
- You are not allowed to discuss with your friends.
- Answer the question clearly !

1. What do you know about word order ?

Answer:

2. What do you know about recount text ?

Answer:

3. Do you think using word order in recount text is difficult for you ?

Answer:

4. What do you know about the generic structure of recount text ?

Answer:

5. When the teacher teaches the material about recount text, do you understand the material clearly ? Give your reason !

Answer:

.....

.....

.....

ANSWER SHEET

Name : AFIFAH Maisa Putri
 Class : 8 A
 Date : 4/1/2019

my birthday

Last Sunday, ^{subject} I had a party in my house. The house ^{predicate} full of flowers and colour ^{verb} full balloons. It was ^{subject} my birthday party. My classmates and my neight bours ^{verb} to my house. They attended the party. They wore ^{verb} clothes ^{noun phrase} colourful and brought parcels.

I wore a dress ^{noun phrase} beautiful. I blew candles and cake cut ^{sentence} birthday. Next, all of them sang together. Then, they ate ^{object} together.

I was very happy. because my party was Really Fun.

Students' errors in :

1. Subject & Verb : 2
2. Object : 2
3. Predicate : 1
4. Sentence : 1
5. Noun Phrase : 2

ANSWER SHEET

Name : Ahmad Akmal Annas
 Class : 8A
 Date : 04-01-2019

MY Birthday

All of my friends came. Then, we played. After
 we played the games, we ^{object}of launch, We had ^{object}bread cheese,
 chips and cake ^{verb} ^{noun phrase}

Later, ^{subject}opened my presents. I got great things lots.
 Next, it ^{subject}time for everyone to go home ^{sentence}
^{predicate}I had Fun at my party

Students' errors in:

1. Subject & Verb : 2
2. Object : 2
3. Predicate : 1
4. Sentence : 1
5. Noun Phrase : 1

ANSWER SHEET

Name : Judisia Sofani Putra Rosadi
 Class : 8A
 Date : 4/1/2019

New Year Celebration

My big family and I celebrated New Year's Eve together. We held a dinner big planned by my parents in my house. Noun Phrase

Before the celebration, we prepared what needed such as ingredient of food, fireworks and trumpet. Predicate

At 10:00 P.m., started to prepare the fireworks to be burned. subject After closed time 12:00 O'clock. We counted down to set off fireworks. sentence

We immediately set off fireworks right along with the turn of the year. We also blew to add to the excitement of the evening. object

It's amazing tho the see fireworks show together with my big family.

Students' errors in:

1. Subject & verb : 1
2. Object : 1
3. Predicate : 1
4. Sentence : 1
5. Noun Phrase : 1

ANSWER SHEET

Name : Azmi Athorillah
 Class : 8A
 Date : 4-07-19

New Year celebration

my friends and I to celebrate New Year's Eve together ^{verb} in my house. Actually, it planned suddenly. SO, we did not have too ^{predicate} many activities.

Before the celebration, we prepared what needed such as ingredient of food, chicken, ^{predicate} sausage, and drink. At 09.00 p.m, everything that we needed was ready. Then, we grilled. At 11.00 p.m, the chicken ~~was~~ ready to be ~~eat~~ ^{object}. next, we ate together during waiting for 12.00 p.m. ^{object} the food and enjoy every moment ^{object}. we felt so happy.

Students' errors in:

1. Subject & verb : 2
2. Object : 2
3. Predicate : 2
4. Sentence : 0
5. Noun Phrase : 0

ANSWER SHEET

Name : Suci Rahmawati
 Class : VIII A
 Date : 04 January 2019

my Holiday

my name was Suci. Last holiday, I went with my family ^{object}
 we spend our holiday there, we yogyakarta ^{object} went bus ^{object} it my ^{object}
 First trip to this city we on 11.00 PM yogyakarta ^{sentence} arrived. ^{predicate}
 in the first day, we visited beach Patangrifi ^{sentence} - the sun shone ^{Noun Phrase}
 brightly and the scenery was very beautiful there, then,
we hungry and restaurant ^{sentence} went as soon as we finished
 our lunch, we decided to go home.

my holiday in yogyakarta was only two days but it made
 me happy

Students' errors in :

1. Subject & verb : 0
2. Object : 1
3. Predicate : 1
4. Sentence : 3
5. Noun Phrase : 1

INTERVIEW GUIDANCE

Name : AFIFah Maisa putri

Class : 8 A

Directions !

- You have to answer the question based on your opinion.
- You are not allowed to discuss with your friends.
- Answer the question clearly !

1. What do you know about word order ?

Answer: sort words in sentences

2. What do you know about recount text ?

Answer: Text that retell us about events in the past

3. Do you think using word order in recount text is difficult for you ?

Answer: Yes

4. What do you know about the generic structure of recount text ?

Answer: Orientation, events, reorientation

5. When the teacher teaches the material about recount text, do you

understand the material clearly ? Give your reason !

Answer: NO, I don't understand I have not understood yet when the teacher explained the Lesson because the material do not structured well

INTERVIEW GUIDANCE

Name : Ahmad Akmal Annas

Class : 8A

Directions !

- You have to answer the question based on your opinion.
- You are not allowed to discuss with your friends.
- Answer the question clearly !

1. What do you know about word order ?

Answer: Arrangement or sequence of words (susunan/urutan kata)

2. What do you know about recount text ?

Answer: One type of text that retell about experiences and happened in the past

3. Do you think using word order in recount text is difficult for you ?

Answer: Yes

4. What do you know about the generic structure of recount text ?

Answer: Orientation, event, reorientation

5. When the teacher teaches the material about recount text, do you understand the material clearly ? Give your reason !

Answer: Yes, I understand. Because when the teacher explains the material, I already know about the generic structure of recount text

INTERVIEW GUIDANCE

Name : Judisia sofani Putra Rosadi

Class : 8A

Directions !

- You have to answer the question based on your opinion.
- You are not allowed to discuss with your friends.
- Answer the question clearly !

1. What do you know about word order ?

Answer: The order of words in a sentence.

2. What do you know about recount text ?

Answer: Tell about events in the past.

3. Do you think using word order in recount text is difficult for you ?

Answer: Yes

4. What do you know about the generic structure of recount text ?

Answer: Orientation, events, reorientation.

5. When the teacher teaches the material about recount text, do you understand the material clearly ? Give your reason !

Answer: No, I don't understand. Because, I have not understood yet when the teacher explained the lesson. So, I am still disoriented to arrange English sentence.

INTERVIEW GUIDANCE

Name : AZMI Athoillah

Class : BA

Directions !

- You have to answer the question based on your opinion.
- You are not allowed to discuss with your friends.
- Answer the question clearly !

1. What do you know about word order ?

Answer: word...Preparation...in the...forma...of...a...nom... Phrase

2. What do you know about recount text ?

Answer: events...that...happened...in...the past

3. Do you think using word order in recount text is difficult for you ?

Answer: Yes.....

4. What do you know about the generic structure of recount text ?

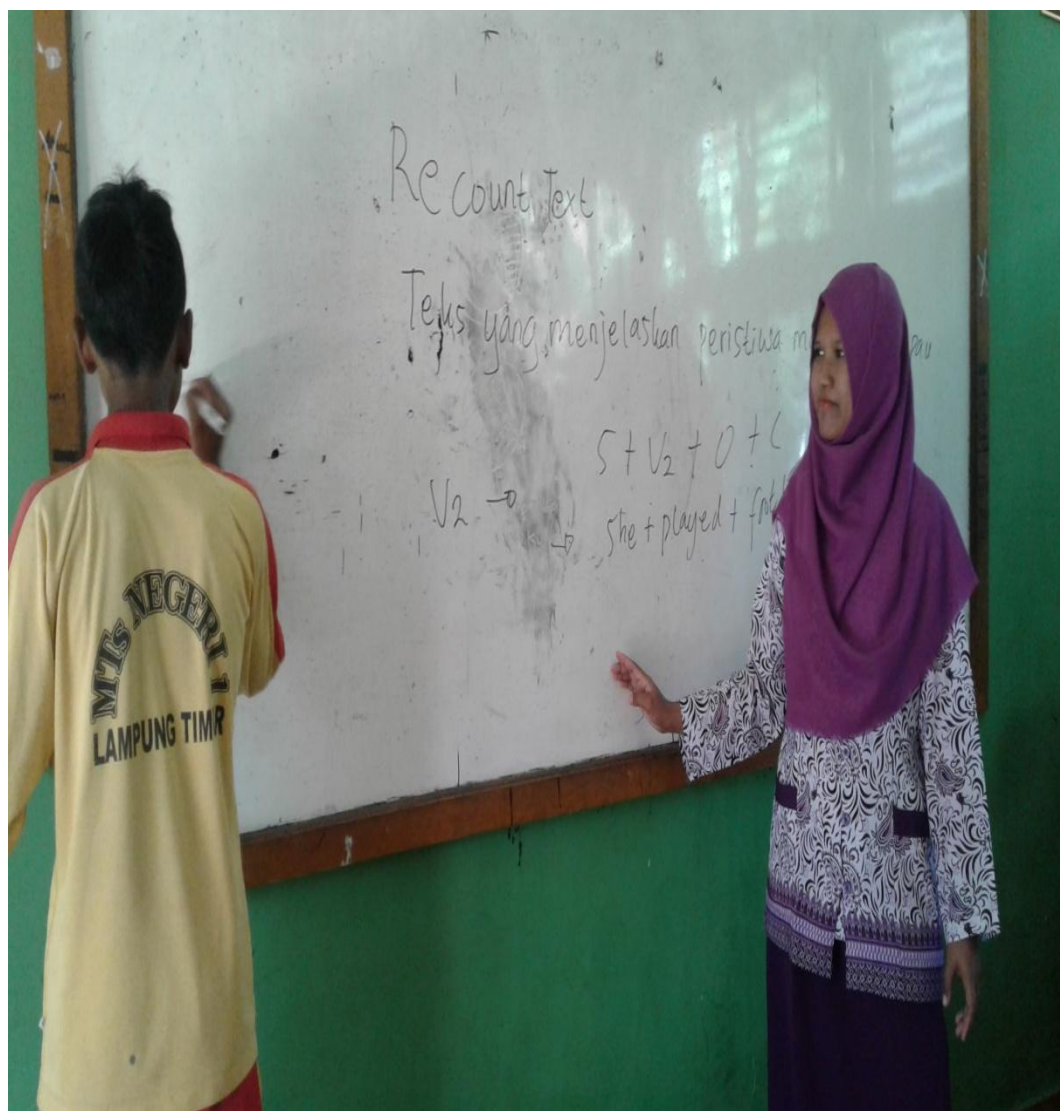
Answer: Orientation...events...reorientation

5. When the teacher teaches the material about recount text, do you understand the material clearly ? Give your reason !

Answer: No, I don't understand...I am still confused because my lack understanding in applying the rule of english grammar

RESEARCH DOCUMENTATIONS

1. When the researcher is explaining about the material to students on the board.
Then, the researcher gives instruction to the students to write an example of recount text in front of the board.



2. When the researcher assigns a task to the students to make a recount text properly.



3. The researcher with the English teacher of MTsN 1 East Lampung



4. The researcher with the members of class VIII A in MTsN 1 East Lampung



5. When the researcher is conducting interview with the students of class VIII A in MTsN 1 East Lampung.





**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : B-3491 /In.28.1/J/PP.00.9/11/2018
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

02 Nopember 2018

Kepada Yth:

1. Drs. Kuryani, M.Pd (Pembimbing I)
 2. Trisna Dinillah Harya, M.Pd (Pembimbing II)
- Dosen Pembimbing Skripsi
Di –
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Eka Wulandari
NPM : 14121297
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : An Error Analysis Of Using Word Order In Writing Recount Text Ability
At The Eight Graders Of MTsN 1 East Lampung In The Academic Year
Of 2018/2019

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011014



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp (0725) 41507 Fax (0725) 47296 Website www.metrouniv.ac.id e-mail: iaim@metrouniv.ac.id

Nomor : B-2400/In.28.1/J/TL.00/11/2017
 Lamp : -
 Hal : **IZIN PRA-SURVEY**

01 November 2017

Kepada Yth.,
 Kepala MTsN 1 Lampung Timur
 Di –
 Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa kami :

Nama : Eka Wulandari
 NPM : 14121297
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris (TBI)
 Judul : An Analysis of Students' Simple Past Tense Mastery on Writing Recount Text Ability at Eight Graders of MTsN 1 Lampung Timur in the Academic Year of 2017/2018

Untuk melakukan *pra-survey* di MTsN 1 Lampung Timur

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya diaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Kepada Jurusan TBI,

Amma Subhan Roza, M.Pd.
 NPM 506102008011014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KAB. LAMPUNG TIMUR
MADRASAH TSANAWIYAH NEGERI (MTsN) 1 LAMPUNG TIMUR
Jl. Lembayung 38B Banjarrejo Kec. Batanghari Kode Pos 34181 Telp (0725) 7852539

SURAT KETERANGAN IZIN PRA SURVEY

Nomor : B *Survei* / MTs.08.01/PP.005/ 11 /2017

Menindak lanjuti surat Institut Agama Islam Negeri (IAIN) Metro Nomor : B-2400/In.28.1/J/TL.00/11/ 2017, Tanggal 01 Nopember 2017 Perihal **Pra Survey** , Dengan ini Kepala Madrasah Tsanawiyah Negeri (MTsN) 1 Lampung Timur Menerangkan Bahwa :

Nama : Eka Wulandari

NPM : 14121297

Jurusan : Pendidikan Bahasa Inggris (PBI)

Telah selesai melaksanakan **Pra Survey** selama 1 (satu) hari pada Tanggal 22 Nopember 2017 di MTsN 1 Lampung Timur dengan Judul "**An Analysis Of Students Simple Past Tense Mastery On Writing Recount Text Ability At Eight Graders Of MTsN 1 Lampung Timur In The Academic Year Of 2017/2018**" dengan baik.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Batanghari, 29 Nopember 2017

Kepala



HI. LENNY DARNISAH, S.Pd., MM

NIP. 19731011 199703 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-3985/In.28/D.1/TL.01/12/2018

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

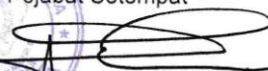
Nama : **EKA WULANDARI**
NPM : 14121297
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTSN 1 LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS OF USING WORD ORDER IN WRITING RECOUNT TEXT ABILITY AT THE EIGHTH GRADERS OF MTSN 1 EAST LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 05 Desember 2018

Mengetahui,
Pejabat Setempat


H. Irawan, S.pd. M-pd
Nip. 19690430 200212 1 002

Wakil Dekan I,


Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-3986/In.28/D.1/TL.00/12/2018
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTSN 1 LAMPUNG
TIMUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3985/In.28/D.1/TL.01/12/2018, tanggal 05 Desember 2018 atas nama saudara:

Nama : **EKA WULANDARI**
NPM : 14121297
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTSN 1 LAMPUNG TIMUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS OF USING WORD ORDER IN WRITING RECOUNT TEXT ABILITY AT THE EIGHTH GRADERS OF MTSN 1 EAST LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Metro, 05 Desember 2018
Wakil Dekan I,

[Signature]

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR
 MADRASAH TsNAWIYAH NEGERI (MTsN) I LAMPUNG TIMUR
 JaLan Ki Hajar Dewantara 388 Banjarrejo Kec.Batanghari
 Kode Pos 34181 Telp(0725) 7852539

SURAT KETERANGAN RESEACH

Nomor : B.09/MTs.08.1/PP.005/01/ 2019

Menindak Lanjuti Surat dari Institut Agama Islam Negeri (IAIN) Metro Nomor : B.3986/In.28/D.1/TI.00/12/2018 Tanggal 05 Desember 2018 Tentang Izin Research Dengan ini Kepala Madrasah Tsanawiyah Negeri 1 Lampung Timur menerangkan bahwa :

Nama : **Eka Wulandari**
 NPM : 14121297
 Jurusan : Pendidikan Bahasa Inggris

Telah Selesai melaksanakan Research di MTsN 1 Lampung Timur selama 2 (Dua) Hari dari Tanggal 07 s.d 08 Januari 2019 dengan Judul “ **An Error Analysis Of Using Word Order In Writing Recount Text Ability At The Eighth Graders Of MTsN 1 East Lampung In The Academic Year Of 2018/2019**”

Demikian Surat Keterangan Rsearch ini dibuat, Untuk dapat di pergunakan sebagaimana mestinya.



Batanghari, 09 Januari 2019
 Kepala,


 IRWIN

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Eka Wulandari

NPM : 14121297

Fakultas : Tarbiyah & Ilmu Keguruan

Angkatan : 2014

Telah menyerahkan buku berjudul : *Disseminating Qualitative Research In Educational Settings*

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Eka Wulandari

NPM : 14121297

Fakultas : Tarbiyah & ilmu keguruan

Angkatan : 2014

Telah menyerahkan buku berjudul : *Disseminating Qualitative Research In Educational settings*

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
METRO Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-0914/In.28/S/OT.01/12/2018**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Eka Wulandari
NPM : 14121297
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14121297.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 06 Desember 2018
Kepala Perpustakaan



 Drs. Mokhtadi Sudin, M.Pd.
 NIP. 195808311981031001 7



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0726) 41507; Faksimili (0725) 47296;
 Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Eka Wulandari
 NPM : 14121297

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
 Semester/TA : VIII/2018

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	Kamis, 1-03-2018		✓	Revisi ch. I	Ames
2.	Rabu, 14-3-18		✓	Acc ch. I Continue to ch. II.	Ames

Mengetahui,
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harva, M.Pd.
 NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN

Nama : Eka Wulandari
NPM : 14121297

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
Semester/TA : VIII/2018

No	Hari/ Tanggal	Pembimbing II	Bimbingan yang Dibicarakan	Tanda Tangan
1-	Rabu 28/3-18.	✓	- Learn more how quote the theories from experts! - Revise the using of article "the".	ams
2.	Rabu 4/4-18	✓	- Revise the way of quotation.	ams
3	Rabu 18/4-2018	✓	Acc ch. II continue to ch. III,	ams

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Pembimbing II

Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004



KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0726) 41507; Faksimili (0725) 47296;
 Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Eka Wulandari
 NPM : 14121297

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
 Semester/TA : VIII/2018

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	Kamis 19/4-18		✓	Revise ch. II.	
2.	Senin 30/4-18		✓	Revise grammar	
3.	Rabu 2/5-18.		✓	Please elaborate more your data Analysis technique.	

Mengetahui,
 Ketua Jurusan TBI

Ahmad Subhan Reza, M.Pd.
 NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
 NIP. 19830511 200912 2 004






KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0726) 41507; Faksimili (0725) 47296;
 Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Eka Wulandari
 NPM : 14121297

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
 Semester/TA : VIII/2018

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	Senin 7/5-18		✓	Make clear your secondary data-	
2.	Senin 4/6-18		✓	elaborate more your characteristics of research	
3.	Rabu 6/6-18		✓	Acc ch. III Continue to 1st Advisor	

Mengetahui,
 Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014

Dosen Pembimbing II



Trisna Dinillah Harya, M.Pd.
 NIP. 19830511 200912 2 004



KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0726) 41507; Faksimili (0725) 47296;
 Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Eka Wulandari
 NPM : 14121297

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
 Semester/TA : VIII/2018

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1	2/7 2018	✓		Revisi Footnote & Bibliography.	Amus
2	5/7 2018	✓		Revisi Chapter I	Amus
3	9/7 2018	✓		Revisi Chapter II	Amus
4	13/7 2018	✓		Revisi Chapter III	Amus
5	19/7 2018	✓		Acc Seminar.	Amus

Mengetahui,
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014

Dosen Pembimbing I

Drs. Kuryani Utih, M.Pd
 NIP. 19620215 199503 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0726) 41507; Faksimili (0725) 47296;
 Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Eka Wulandari
 NPM : 14121297

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
 Semester/TA : IX/2018

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	Selasa 6/11-18		✓	Please Insert the Error analysis Theory!	Ans
2.	Selasa 13/11-18		✓	make clear your analysis	Ans
	Selasa 27/11-18		✓	Acc 1 PD	Ans

Mengetahui,
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harva, M.Pd.
 NIP. 19830511 200912 2 004

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.idE-mail: iaimetro@metrouniv.ac.id

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
Semester/TA : IX/2018

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	5/12 2023	✓		Aa CPD	ms

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Drs. Kuryani Utih, M.Pd
NIP. 19620215 199503 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0726) 41507; Faksimili (0725) 47296;
 Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Eka Wulandari
 NPM : 14121297

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
 Semester/TA : IX/2018

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	Selasa / 18 Desember 2018		✓	Revise table 3	
2.	Selasa 8/1-19.		✓	Elaborate more your result at the research.	
3.	Selasa 22/1-19.		✓	Please revise the diction in your thesis! Pay attention about the collocation	

Mengetahui,
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
 NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0726) 41507; Faksimili (0725) 47296;
 Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Eka Wulandari
 NPM : 14121297

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
 Semester/TA : IX/2018

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	Selasa 29/1-19		✓	Explain more your Data analysis !	
2.	Rabu 13/2-19		✓	Revise grammar ! Please use Simple Past ! Test	
	Rabu 6/3-19		✓	Acc- ch-11	

Mengetahui,
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harva, M.Pd.
 NIP. 19830511 200912 2 004



KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0726) 41507; Faksimili (0725) 47296;
 Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

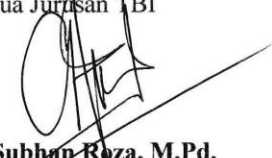
FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Eka Wulandari
 NPM : 14121297

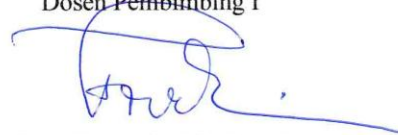
Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
 Semester/TA : X/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1	8/03 2019	✓		Analysis : what, why and how	Ans
2	13/03 2019	✓		Interview Result analysis - Discuss - Conclusion Suggestion	Ans
3	15/03 2019	✓		Acc Menanggapi	Ans

Mengetahui,
 Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014

Dosen Pembimbing I


Drs. Kuryani Utih, M.Pd
 NIP. 19620215 199503 1 001

CURRICULUM VITAE



The name of the writer was Eka Wulandari. She was born in Menggala, Central Lampung on November 14, 1995. She was first child in her family. Her parents were Mr. Rukun Setiawan and Mrs. Siti Susanti. The writer began her study at SD Abadi Perkasa, PT. Indolampung which the one Elementary School at her village, and finished her study in 2007. Then, she continued her study in SMP Abadi Perkasa and graduated in 2010. After that, she continued in senior high school SMA Sugar Group Companies, PT. GPM and finished in 2013. And the last on 2014 she continued her study in State Institute For Islamic Studies of Metro, purely at S1 English Education Department (Tadris Bahasa Inggris).