

**AN UNDERGRADUATE THESIS**

**AN ERROR ANALYSIS ON THE USE OF WORD ORDER IN  
RECOUNT MADE STUDENTS' OF SMK N 3 METRO**

**By:**

**DESI MALASARI**  
**STUDENT ID: 1291567**

**Tarbiyah and Teacher Training Faculty**  
**English Education Deparrtement**



**THE STATE INSTITUTE FOR ISLAMIC STUDIES OF  
METRO**  
**1438 H / 2017 M**

**AN ERROR ANALYSIS ON THE USE OF WORD ORDER IN RECOUNT  
TEXT MADE STUDENTS' OF THE SMK N 3 METRO**

Presented as a Partial Fulfillment of the Requirements  
for the degree of Sarjana Pendidikan (S.Pd)  
in English Study Program

BY :

DESI MALASARI

Student ID: 1291567

Tarbiyah and Teacher Training Faculty  
English Education Departement

Sponsor : Drs. Kuryani Utih, M.Pd

Co-sponsor : Syahreni Siregar, M.Hum

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# **AN ERROR ANALYSIS ON THE USE OF WORD ORDER IN RECOUNT TEXT MADE STUDENTS' OF SMK N 3 METRO**

## **ABSTRACT**

**BY:**

**DESI MALASARI**

This research is conducted on the basis of the result of observation in the tenth grade of SMK N 3 Metro. The problems found in the students writing recount are the error in using word order. Based on the observation, it needs to be investigated what are the real problem faced in the real setting.

The problem that the writer take in this research is in the error of using word order. The aim of this research is to know what word order errors are in the recount text from Fashion Design class A. A qualitative descriptive is used to approach the data. The writer took 10 students as her purposive sample. The data were collected by observation, interview and documentation.

Regarding to the process of researching, the writer firstly, collected the text of student writing recount text taken from 10 students of the Tenth Grade in SMK N 3 Metro. Then, the writer observe them by finding the error of using word order. In addition the mistake were catagorized into two types namely declarative sentence and noun phrase. In declarative sentence, word order errors are visible in the omission of subject, predicate or object and the wrong composition of sentence constituent. Whereas in word order distribution, the error occurred in the arrangement of modifier + head noun. After that the writer displayed all the result of her findings. The result of analysis ilustrared the frequency of the error in using word order, *declarative sentence* 32%, and *noun phrase* 68%.

In conclution, there are still many errors in using word order of the tenth grade student of Fashion Design in SMK N 3 Metro. 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 TEKS RECOUNT YANG DIBUAT SISWA SMK N 3 METRO**

## **ABSTRAK**

**Oleh:**

**DESI MALASARI**

Penelitian ini berdasarkan pada hasil observasi pada siswa kelas sepuluh di SMK N 3 Metro. Dalam teks recount siswa ditemukan masalah-masalah kesalahan dalam penggunaan susunan kata. Berdasarkan observasi, peneliti merasa perlu mengkaji apa saja masalah yang dialami dilapangan.

Permasalahan yang diambil oleh penulis adalah dalam kesalahan penggunaan susunan kata. Tujuan dari penelitian ini adalah untuk menemukan kesalahan-kesalahan susunan kata yang muncul pada teks recount dari Busana Butik kelas A. Pendeskripsian data dilakukan penulis secara kualitatif deskriptif. Penulis mengambil 10 murid sebagai contohnya. Data-data yang dikumpulkan dengan observasi, wawancara, dan dokumentasi.

Kronologi penelitian adalah sebagai berikut, pertama, penulis mengumpulkan 10 teks recount dari siswa kelas sepuluh di SMK N 3 Metro. Kemudian, penulis menganalisis teks - teks tersebut dengan menemukan kesalahan-kesalahan dalam penggunaan susunan kata. Selanjutnya, kesalahan-kesalahan tersebut dikerucutkan dengan cara mengklasifikasikan kedalam 2 kategori, yakni *declarative sentence and noun phrase*. Dalam *declarative sentence* kesalahan susunan kata tampak dari menghilangkan subjek, predikat atau objek dan kesalahan komposisi dari unsur kalimat. Sedangkan dalam distribusi susunan kata kesalahan terjadi dalam penyusunan dari modifier + head noun. Setelah itu, penulis menampilkan hasil temuannya. Hasil analisis data menunjukkan jumlah kesalahan-kesalahan yang sering muncul pada susunan kata, *declarative sentence* 32%, dan *noun phrase* 68%.

Kesimpulannya, masih terdapat banyak kesalahan dalam penggunaan susunan kata pada siswa kelas sepuluh jurusan Busana Butik di SMK N 3 Metro. Disamping itu faktor yang mempengaruhi faktor kesalahan adalah pengabaian yang mana siswa masih bingung dan tidak memiliki motivasi dalam belajar Bahasa Inggris.

**Key Words:** Word Order and Recount Text



**KEMENTERIAN AGAMA  
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](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**APPROVAL PAGE**

Title : AN ERROR ANALYSIS ON THE USE OF WORD ORDER IN  
RECOUNT TEXT MADE BY AT THE TENTH GRADE STUDENTS'  
OF SMK N 3 METRO

Name : Desi Malasari

Students Number : 1291567

Faculty : Tarbiyah and Teacher Training

Department : English Education

**APPROVED BY:**

To be examined (Munaqosyah) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN)  
of Metro.

Sponsor

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

Metro, May 2017  
Co-sponsor

**Syahreni Siregar, M.Hum**  
NIP. 19760814 200912 2 004

The Head of English Education Department

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



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

Jl. Ki Hajar Dewantara Kampus 15 A Iringmulo Kota Metro 34111  
METRO Telp. (0725) 4157, Fax (0725) 47296 Email: staimetro@yahoo.com website: www.stain\_metro.ac.id

**RATIFICATION PAGE**

No: In-28/FTIK/D/S/0113/2017

An undergraduate thesis entitled: AN ERROR ANALYSIS ON THE USE OF  
WORD ORDER IN RECOUNT TEXT MADE STUDENTS' OF SMK N 3  
METRO

Written by Desi Malasari, student number. 1291567 English Education  
Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training  
Faculty on June 14, 2017 at 09.30-11.30 a.m

**BOARD OF EXAMINERS:**

Chairperson : Drs. Kuryani Utih, M.Pd

Examiner I : Ahmad Subhan Roza, M.Pd

Examiner II : Syahreni Siregar, M.Hum

Secretary : Eka Yuniasih, M.Pd



The Dean of Tarbiyah  
and Teacher Training Faculty



**Dr. A. M. Pd.**

NIP. 19691008 200003 2 005



**KEMENTRIAN AGAMA  
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](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**NOTA DINAS**

Nomor :  
Lampiran : 1 (Satu) Berkas  
Perihal : Mohon dimunaqosyahkan Skripsi  
Saudari Desi Malasari

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

***Assalamualaikum Wr.Wb.***

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

Nama : **Desi Malasari**  
NPM : 1291567  
Judul Skripsi : AN ERROR ANALYSIS ON THE USE OF WORD ORDER IN  
RECOUNT TEXT MADE BY AT THE TENTH GRADE  
STUDENTS' OF SMK N 3 METRO

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

Pembimbing I

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

Metro, Mei 2017  
Pembimbing II

**Syahreni Siregar M.Hum**  
NIP. 19760814 200912 2 004



**KEMENTRIAN AGAMA  
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](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**NOTIFICATION LETTER**

Number :  
Appendix :  
Matter : **In order to hold the Munaqosyah  
of Desi Malasari**

To: The Honorable the  
Dean of Faculty of Tarbiyah and Teacher Training  
State Institute For Islamic Studies (IAIN) Metro

*Assalamu'alaikum, Wr. Wb*

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

Name : Desi Malasari  
Student Number : 1291567  
Title : AN ERROR ANALYSIS ON THE USE OF WORD ORDER IN  
RECOUNT TEXT MADE BY AT THE TENTH GRADE  
STADENTS' OF SMK N 3 METRO

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.

*Wassalmu'alaikum Wr.Wb*

Sponsor

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

Metro, May 2017  
Co-sponsor

**Svahreni Siregar, M.Hum**  
NIP. 19760814 200912 2 004



## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : DESI MALASARI  
NPM : 1291567  
Study Program : English Education Study Program (TBI)  
Department : Tarbiyah

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, June 2017  
The writer,  
  
Desi Malasari  
St. 1291567

## ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : DESI MALASARI

NPM : 1291567

Jurusan : Tarbiyah

Program Studi : 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, June 2017  
Penulis,  
  
Desi Malasari  
St. 1291567

## MOTTO

مَنْ عَمِلَ صَالِحًا فَلِنَفْسِهِ ۖ وَمَنْ أَسَاءَ فَعَلَيْهَا ۖ ثُمَّ إِلَىٰ رَبِّكُمْ تُرْجَعُونَ ﴿١٥﴾

“... Whoever does good, it is for his own soul, and whoever does evil, it is against himself; then you shall be brought back to your—Lord (Al-Jatsiyah; 15)”.

## **DEDICATION PAGE**

This undergraduate thesis is dedicated to:

- ❖ My beloved parents, Bapak and Ibu, who always pray me, give me support and guidance to be success in my study. I love you and you are my spirit in my life.
- ❖ My beloved brother Athur Pangestu and my young sister Cici Tria Damayanti.  
Thanks for your love, help and support.
- ❖ My Almamater STAIN Jurai Siwo Metro.

## ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful. Praise be to Allah Alhamdulillah, the Lord of the worlds whom without His Mercy and Blessings, none of these would be possible. The writer is very grateful for the chances He has given her to accomplish this undergraduate thesis. May peace be upon our prophet Muhammad SAW, his family and his companions.

This undergraduate thesis is presented as a Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd) in English Education Study Program, entitles: An Error Analysis On The Use Of Word Order In Recount Text Made By At The Tenth Grade Student Of SMK N 3 Metro”.

The researcher would like to express his gratitude to the Drs. Kuryani Utih, M. Pd as the sponsor and Syahreni Siregar M.Hum as the co-sponsor who have sincerely guided the researcher to accomplish this undergraduate thesis in time.

The writer does apologizes for all mistake. All comments and criticizes are really welcome to lighten up the quality of this proposal research. Hopefully, this undergraduate thesis can be a meaningful benefit for the writer especially, for our campus and readers generally in improving language learning.

Metro, June 2017

The Reseacher,



**DESI MALASARI**  
**NPM. 1291567**

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## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Background of the Study**

Language has very important role in human's life, which is used as means of communication. By using language, we can communicate ideas, feeling, and expectation to the other interaction among them. In modern era, in which globalization was spread entire the world, a medium language is needed to make the communication process easier. In this case, English is admitted to be international language in the world wide. It is seen in the educational books, international meeting, international schools, etc. That use English as a medium of language. This facts show that English becomes an important language in face of globalization, so there are many countries engaged this language in the curriculum. In Indonesia, English is taught as a foreign language.

In Indonesia, English is foreign language. In our education system, it is a compulsory subject from elementary school until university level. As a foreign language, this language is not easy to master because it has different structure, pronunciation, and others. Moreover the purpose of teaching and learning of foreign language is the students can communicate in oral and written form.

Both English and Bahasa have some different system of conventions in arranging the elements of language. These differences are visible in syntax,

phonology and semantic. The convention of a language is created to standardize the language usage and to connect between the content of language and the form of language. In addition, the form of language consists of word order, word formation, and word choice. Strongly professed that in English and many other languages, the arrangement of word is a vital factor in determining the meaning of an utterance. It means that word order becomes a factor that influential in creating good sentences.

A sentence has to have the word in order to make a sense and help us to understand the grammatical function of each constituent. So, when we create a sentence, especially in English, we should use standard language of English, especially in word order. The words that out of order would not be understood by reader because sometimes it is ambiguous and have not meaning. People refer to the word order of a language as an order of subject, object, and verb in sentences. Whereas word order refers more generally to the order of any set of elements, either at the clause level, or within phrases, such as the order of elements within a noun phrase.

In order to use a language well, learners should learn the conventions of a language to understand how to apply the system in a sentence. Where as language learning is a process that involves trial and error, so learners cannot avoid mistake in the study of language. By making errors, learners will build their new knowledge to use the target language, making errors during studying the second language can be considered as a means of building learners' abilities because they can learn something from making errors.

In addition, one of basic error that often committed by English foreign language learners is in syntax, especially in word order. Customarily, certain word order characteristics of first language influence learner to construct the phrase, clause, and sentence in English. So it will cause error in learning and understanding English. Beside that, learners usually use native language to comprehend English and they have lack ability to think in English so it makes students incompetent to use English perfectly. This problem is also faced by Indonesian students in learning English.

Based on pre survey, the writer found that most of students get problem in using and understanding the structure of word order in recount text. Then the other fact, this object is very hard to achieve. Most of the students' skill are far a way from their laerning target, because the students know or have the ideas what they are going to write but they do not know how to put them into words. They cannot build a good sentence. The following is students' test result of recount text at class X at SMK N 3 Metro.

Table 1: Students' writing score of recount text.

<b>Interval</b>	<b>Frequency</b>	<b>Percentages</b>	<b>Percentages</b>
<b>≥ 70</b>	<b>9</b>	<b>30%</b>	<b>High</b>
<b>60 – 69</b>	<b>13</b>	<b>43%</b>	<b>Average</b>
<b>50 – 59</b>	<b>8</b>	<b>27%</b>	<b>Poor</b>
<b>Total</b>	<b>30</b>	<b>100%</b>	

Based on the table above, the writer can conclude that word order in the tenth grader students of SMK N 3 Metro, still poor. From the 30 student, there are 9 students (30%) who got the poor score. There are 13 students

(43%) who got the average score, there are 8 students (27%) who got the high score.

Although senior high school students have been studying English since elementary school, but there are some students who still make word order error in writing, especially in recount text. The problem also faced by students in tenth grade of SMK N 3 METRO. This error caused by the way of students who still use Bahasa form to construct English sentence. So they produce an utterance that different with the basic standards of English form. Beside that, the learning process that focused in student work sheet (LKS) make student cannot analyze the component of sentence deeply. So, the understanding of students about the word order is minus.

In this study, the writer choose “ An Error Analysis On The Use Of Word Order in Recount Text Made Students’ Of SMK N 3 METRO”.

## **B. Focus of the Study**

In this research, the writer focused on using of word order error used in recount text made by students at the tenth grade of SMK N 3 METRO, especially in word order construction and word order distribution. In word order construction, the writer focused on the order of declarative sentences specifically for arrangement of subject, predicate and the object of sentence. Whereas, in word order distribution, the writer wants to analyze the distribution of words in noun phrase.

### **C. Problem Formulation**

Based on the background of the study above, there is problem that can be identified in this research. The writer formulated the problem such as:

- a. What are the errors forms of word order in the recount text made student of SMK N 3 METRO?
- b. What are the dominant factors that caused word order errors in the recount text made students' of SMK N 3 METRO?

### **D. Objective and Benefits of the Study**

#### **1. Objective of the study**

Based on statement of the problem above, the aims of this research can be formulated to:

- a. To know what the error forms of word order in the recount text made students' of SMK N 3 METRO.
- b. To find the dominant factor that caused word order errors in the recount text made students' of SMK N 3 METRO.

#### **2. Benefits of the Study**

Overall, this research is expected to have the benefits for:

- a. For the teacher
  - 1) The research as a new knowledge to improve the skill in teaching learning process, especially in the teaching writing.
  - 2) The research as a way to know the students progress in word order.



b. For the students

- 1) The research as a the way can be used byy students to increase the students word order performance.
- 2) The research as a the knowledge about word order arragement to the students. So, they more undrerstand about word order especially using in recount text.

c. For the researcher

- 1) The research as a information about the best way to teach english especially in word order in the future.
- 2) The research as a tool by analyzing this study, it can improve the knowledge about the students ability in mastering english.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### A. Prior research

In this study, the writer takes two previous studies as comparison for the study. The first study is “Error Analysis of Grammar Usage in English Composition Made by the Second Year Students of Madrasah Tsanawiyah Negeri 1 Tanon, Sragen”. The first study had been done by Alfim Mucholimi in 2011. In his study, the writer found that there are some errors in English grammar composition made by students such as in the usage of possessive pronoun, miss-formation, addition of space, omission of to be in past tense, misspelled word, disagreement in past tense, word order etc. It is about 4,78% of word order error made by students.<sup>1</sup>

The second study is “Grammatical Error Analysis in Recount Text Written by the Eleventh Grade of Language Class Students of MAN 1 Salatiga in Academic Year 2010/2011’ by Siti Nur Rosidani. In this study, the writer examined the cammon errors of English grammar in recount text made by student at senior high school. The result of the study shows that the most mistake made by student are the usage of verb group, such as verb agreement, past tense, to be, past perfect tense, etc.<sup>2</sup>

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<sup>1</sup> Alfim Mucholimi, *Error Analysis of Grammar Usage in English Composition Made by the Second Year Students of Madrasah Tsanawiyah Negeri 1 Tanon, Sragen*. ( Salatiga: STAIN Salatiga, 2011) p.ix

<sup>2</sup> Siti Nur Rosidani, *Grammatical Error Analysis in Recount Text Written by the Eleventh Grade of Language Class Students of MAN 1 Salatiga in Academic Year 2010/2011*. (Salatiga: STAIN Salatiga, 2011) p.x

The researcher emphasizes that this research is different from the prior research in the location (that is, in Vocational High School), participant (that is, students at the tenth grade), topic (that is, word order used in recount text), and purpose (that is, to analyze the errors word order’).

Based on the two researches above namely: “*Error Analysis of Grammar Usage in English Composition Made by the Second Year Students of Madrasah Tsanawiyah Negeri 1 Tanon, Sragen*” and “*Grammatical Error Analysis in Recount Text Written by the Eleventh Grade of Language Class Students of MAN 1 Salatiga in Academic Year 2010/2011*”, the researcher will conduct the research which entitled “ **An Error Analysis On The Use Of Word Order Used In Recount Text Made Students Of SMK N 3 METRO.**”

## **B. Theoretical Framework**

### **1. Basic Concept of Word Order**

For many people, words are the center of language. This comes as no surprise if we consider that the most obvious, concrete and recognizable parts of any language are its words or its *lexicon*. In any given language there are tens of thousands of words, although most speakers will know and use only a relatively small number of them.<sup>3</sup>

According to Falk word are defined as the smallest independent meaningful units. They are units, which are potential to be individual

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<sup>3</sup> Andrea DeCapua, *Grammar for Teachers: A Guide to American English for Native and Non-Native Speakers*, (New York: Springer Science+Business Media, LLC,2008), p.21.

members of a certain word class.<sup>4</sup> It means that, words can be defined as the minimal units of language, which have meaning.

Each of language has different word order to form sentences grammatically. That is one of the reason the researcher does this thesis. Some definition of Word Order as follow:

- a. Word order (Linguistics) is the arrangement of words in a phrase, clause, or sentence. In many languages, including English, word order plays an important part in determining meanings expressed in other languages by inflections. In other words word order is the way to arrange words into good arrangement.<sup>5</sup>
- b. Word order is the syntactic arrangement of words in a sentence, clause, or phrase.<sup>6</sup>
- c. Word order is a grammatical signal in all languages, though some languages, like English, depend more heavily on it than others do. “The man finished the job” and “The job finished the man” are sharply different in meaning, as are “He died happily” and “Happily he died.”<sup>7</sup>

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 same with Indonesian that using SVO. But English more complicated because in negative and interrogative sentence

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<sup>4</sup>Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.11.

<sup>5</sup> <http://www.thefreedictionary.com/> downloaded on 4/12/2009.

<sup>6</sup> <http://www.thefreedictionary.com/> downloaded on 4/12/2009.

<sup>7</sup> John Algeo, *The Origins and Development of the English Language*, (USA: Wadsworth, Cengage Learning.2010), p.4.

it uses auxiliary verb. They are *Do* and *does* are used for verbal sentence.

For non verbal sentence uses *are*, *is* and *am*. For example:

1. (-) My sister does not sweep the floor.

(?) Does my sister sweep the floor?

2. (-) They do not sweep the floor.

(?) Do they sweep the floor?

For examples above we know that students will get difficulties in use auxiliary verb. Besides that they must know Word Order for negative and interrogative sentence in English. Those reasons make me want to use flashcard to improve students understanding on Word Order.

Word order could be defined as the syntactic arrangement of words in a sentence, clause, or phrase. In other words, it is the order in which words occur in sentences. Furthermore, it refers to the different ways in which languages arrange the constituents of their sentences relative to each other.

When we create a sentence, it is important to put the word in correct order. In many languages, including English, word order plays an important part in determining meaning expressed by user. So, understanding of rules in English syntax becomes an important thing to make a meaningful sentence.

#### **a. Word Order Type**

In terms of frequency of occurrence, the six basic orders distinguished by Greenberg fall into two subgroups: subject-before-object languages and object-before-subject ones. Greenberg noted 45

universal tendencies correlating with the basic SOV, SVO and VSO orders of which the following have received the most attention:<sup>8</sup>

- 1) Adposition order, example the existence of preposition vs postposition;
- 2) The placement of genitive and noun;
- 3) The placement of the adjective and noun;
- 4) The placement of the relative clause and noun;
- 5) The placement of the standard comparison marker and adjective.

He found that:<sup>9</sup>

- a) VSO language generally have preposition, position genitives, adjectives and relative clauses after the noun, and have the order adjective>marker>standard in comparisons;
- b) SOV language are predominantly postpositional, and display the very opposite ordering of the above constituents;
- c) SVO languages tend to possess features of both SOV and VSO, with the latter predominating.

#### **b. Word Order In Declarative Sentence**

In English, sentence is constructed by some elements that consist of subject, verb, object, adverb, and complement. But, in this study, the writer delimitates the discussion in the arrangement of subject, predicate and object because the lesson of English sentences in tenth

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<sup>8</sup> Anna Siewierska, *Word Order Rules*, (London: Croom Helm: 1988), p.14.

<sup>9</sup> *Ibid.*, p.15

grade just focuses on it. The basic conventions of sentence that consist of:

- 1) The subject usually comes before the verb

Example: The people rang the bell for joy.

- 2) The object usually comes after the verb

Example: The king wears a crown.

- 3) When there is an indirect object and also direct object, the indirect precedes the direct

Example: She gave me a book.

### **c. Word Order in Noun Phrase**

- 1) Definition of noun phrase

Generally, a phrase is a group of two or more words that does not contain a subject and verb.<sup>10</sup> But, according to Heather MacFadyen, “a phrase is a group of two or more grammatically linked words without a subject or predicate”.

A noun phrase is a phrase which can act as subject, object, or complement of a clause, or as prepositional complement. It is called a noun phrase because the word which is its HEAD (main part) is typically a noun.<sup>11</sup>

Whereas, noun phrase is defined as a phrase that consists of a pronoun or noun with any number of associated modifiers, including

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<sup>10</sup> Eugene Ehrlich and Daniel Murphy, *Schaum's Outline Of English Grammar*, (USA: The McGraw-Hill Companies, 1991), p. 15.

<sup>11</sup> Geoffrey Leech and Jan Svartvik, *A Communicative Grammar of English*, p.231.

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.

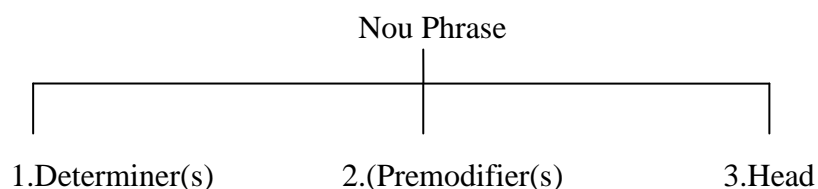
In word order in discourse Cowan state, for instance, discusses the importance of the "Old Things First Principle" (OTFP) for English. Even though English has fairly rigid SVO word order, it does show some flexibility in the positioning of recipient noun phrases relative to patient noun phrases, and on the basis of experimental evidence, Cowan argues that the OTFP predicts the choice between sentence pairs like those shown in example below:<sup>12</sup>

- a) *He walked across the room and gave the package to Mary.*
- b) *He walked across the room and gave Mary the package.*

In Cowan's study, subjects given a sample discourse containing information about the package, but not about Mary.

## 2) The structure of noun phrase

Thus the structure of the English noun phrase can be written:<sup>13</sup>



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<sup>12</sup> Downing Pamela and Michael Noonan, *Word Order In Discourse*, (USA: John Benjamins Publishing, 1995), p.13.

<sup>13</sup> Geoffrey Leech and Jan Svartvik, *A Communicative Grammar*, p.231.



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

a) Determiner

Determiners are used to identify a head word functioning deictically or simply as quantifiers, and they serve as definite or indefinite reference or to give information about quantity and proportion. There are some kinds of determiners that consist of:

(1) Article: the, a, an

Example: The wombats escaped.

(2) Demonstrative pronoun: this, that, these, those.

Example: That vase is valuable.

(3) Possessive pronoun: my, your, our, their, his, her, and its.

Example: Her serve is powerful

(4) Possessive noun: mother, name of person, etc.

Example: Aunt Audrey's dog was die.

(5) Indefinite pronoun: some, any, etc.

Example: Some survivors remained.

(6) Numeral: one, two, three, four, etc.

Example: Seven boxes fell.

(7) Ordinal: first, second, third, etc.

Example: Second thoughts entered our mind.

These kinds of determiners can be classified into three types that consist of pre-determiner, central determiner and post-determiner. The table below will mention every type of these determiners.

**Table c.1 Types of Determiner**

<b>Pre-determiner</b>	<b>Central determiner</b>	<b>Post-determiner</b>
<b>All</b>	<b>a/an, the</b>	<b>one, two,...</b>
<b>Both</b>	<b>this, that,...</b>	<b>first,second,...</b>
<b>Double</b>	<b>my, your,</b>	<b>next</b>
<b>Such</b>	<b>his,...</b>	<b>last</b>
<b>What</b>	<b>every, each</b>	<b>past</b>
<b>Half</b>	<b>some, any</b>	<b>further</b>
	<b>enough</b>	<b>many</b>
	<b>either, neither</b>	<b>(a) few</b>
	<b>what</b>	<b>several</b>
	<b>whose,</b>	<b>more</b>
	<b>which</b>	<b>much</b>
	<b>wh + ever</b>	<b>little</b>
	<b>Peter's</b>	<b>plenty of</b>
		<b>loads of</b>

Beside determiners, the others modifier that becomes important dependent to describe the head noun are adjective, verb and noun. In pre- modifier, there are three major structural that comprise with:

- (a) Attributive adjective : a special project  
an internal memo
- (b) Participial adjective : hidden variables  
detecting devices
- (c) Noun as pre-modifier: the bus strike  
the police report

In other fact, pre-modifier can be multiple as like as:

- (a) Article + numeral: The two culprits
- (b) Demonstrative + N: Those metal plates Two  
indefinites: Several other candidates
- (c) Numeral + indefinite: One such oddity
- (d) Article + ordinal: A second chance

## b) Pre-Modifier

The construction of noun phrase is always recursive since a number of dependents can be added to the head element. Some dependents may precede the head and others may follow it. Dependent that precede headword, especially modifier, called premodifier or left-handed noun phrase. A modifier is an element that depends on the head. In pre-modifier, the modifiers that precede the headword are determiner, adjective, verb, and noun.

According to Teyssier in Anette Rosenbach journal (Identifying Noun Modifiers in English) there are three function of pre-modifier that consist of classifying, identifying and qualifying. These functions will be explained in the table below.

**Table c.2 The Function of Modifier**

<b>Determiner</b>	<b>Pre-modifier</b>		<b>Head noun</b>
<b>This</b>	<b>good</b>	<b>Cat</b>	<b>Food</b>
<b>This</b>	<b>expensive</b>	<b>Theatre</b>	<b>Ticket</b>
<b>Identifying function</b>	<b>Qualifying function</b>	<b>Classifying function</b>	

#### c) The Head

One of the most important components of a noun phrase is the head noun. The head noun can be accompanied by determiners (the,his,a) and more modifiers.<sup>14</sup> In English, the head noun becomes the center of attraction of the noun phrase. This part cannot be omitted from the phrase, whereas the pre modifier or post modifier can be omitted.

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<sup>14</sup> *Ibid.*

## **C. The Concept Of Recount Text**

### **1. The Definition Of Recount Text**

According to Knapp, 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.<sup>15</sup>

In other hand, Pardiyono stated recount text is the record of events which is oriented to give information about the past activities. Recount text has a rhetorical structure that is including orientation, event and re-orientation.<sup>16</sup> It means that text telling about activity in the past and has a rhetorical structure.

Recount is to tell “what happened”. A recount text has a social function. The purpose of a social function is to retell an event with a purpose to inform or entertain the readers. Recount tells a series of events and evaluate their significance in some way. It is also to give audience a descriptions of what occurred and when it occurred. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

From all the several definitions above, it can be concluded that Recount text is a text tells about something occurred in the past in order to

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<sup>15</sup> Natanael Saragih and R Silalahi, “The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar”. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)* Vol.19 Issue.1 (2004), p.2.

<sup>16</sup> Pardiyono. *Pasti Bisa ! Teaching Genre-Based Writing*. (Yogyakarta: C.V Andi Offset, 2007), p.63.

give information into chronologically of what had happened. In other words, recount text is a text type which retell past events chronologically in order to give information or entertainment.

## **2. Types of Recount Text**

There are three different types of recount:<sup>17</sup>

### **a. 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.

### **b. 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.

### **c. 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; My life as a Roman Emperor.

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

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<sup>17</sup> Black Education. *Targeting Text*, (NSW: Green Glaca Press, 1998), p. 4.

### 3. Generic Structures of Recount Text

The generic structures of recount text are:<sup>18</sup>

a. Orientation

The orientation sets the scene and supplies the necessary introduction or background information. It establishes the time, setting and who or what is participating. It is important to include the when, who, what, and where, and sometimes why, to help the audience know what it is we want to retell.

b. Events

In this part of the recount student need to focus on supplying details about the who, what, where, and when. It is explaining what happened in that story of text.

c. Re-orientation

This is an optional stage and is often used to complete the writing by rounding off the series of event. It refers back to some of the information in orientation paragraph.

### 4. Language Features of Recount Text

Recount text usually have some language features such as:<sup>19</sup>

a. Nouns and pronouns are used to identify the people, animals or things.

Ex: Mrs Gelbart, the milkman, our mouse, he.

b. Noun groups build up descriptions.

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<sup>18</sup> *Ibid.*, p.5.

<sup>19</sup> *Ibid.*

Ex: the outstanding, long-distance swimmer, Susie Maroney.

- c. Action verbs are used when discussing events.

Ex: she jumped, he walked, they slept.

- d. Written in past tense to locate events in the speaker's time.

Ex: he loughed, they jumped, she hiccupped.

- e. Connecting woeds are used to sequence events.

Ex: first, then, finally.

- f. Combines clauses by using conjunctions.

Ex: when, then, and but.

- g. Uses adverbs and adverbial phrases to indicate place and time.

Ex: yesterday, after lunch, to the beach, at my house.

- h. Details that are not absolutely relevant are excluded.

- i. Adjectives are used to describe nouns.

Ex: the winding track lead to the tumbledown house.

- j. Used reported speech.

Ex: Mrs Searer said that the accident was causing the traffic jam.

## **5. Constructing in Written Recount Text**

Boardman stated that the steps for constructing of written recount text are:<sup>20</sup>

- a. The First paragraph that give background information about who, what, where and when. It is called on orientation.

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<sup>20</sup> Natanael Saragih and R Silalahi, "The Effectiveness of Using Recount Text", p.2.



- b. A record of events usually recounted in chronological order, named; event 1, event 2, event 3.
- c. A personal comment and or evaluative remarks, which are interspersed throughout the record of events named evaluation.
- d. A reorientation which “rounds off “the sequences of events or retell about what happened in the end.

## 6. The Example Of Recount Text

Below is an example of recount text adapted from: English in Focus for Basic School Grade III

### My Basketball Experience

**Orientation** { When I was in Junior High School, I really loved basketball.

**Event 1** { Every Saturday afternoon I practiced in school field with my team and my coach. They were strong and smart players. My coach, Mr. Sentana was a kind person. But, while he was coaching us, he was very discipline. He would grounded anyone who came late and not obeyed the team’s rules.

**Event 2** { With Mr.Sentana, our team won many tournaments in many big cities. Our team named after school, 67 Team ( from SMP 67) had so many fans too. Now, I still love basketball and have a team too.

**Re-Orientation** { But, my parents warn me to pay attention more to  
study, basketball just for hobby.

#### **D. The Concept of Error Analysis**

##### **1. The Definition of Error**

Learning foreign language is different from learning first language. Children who learn foreign language always commit with the mistake that it caused by interference of native language and lack of knowledge about the target language. Language that children hear is full of confusing information, for instance false starts, incomplete sentences, slip of tongue and it does not provide with the information they need. These incorrect data cause the children can not understand the material and make some errors.

Making errors is an inevitable part of learning. According to Norrish error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong'.<sup>21</sup> It means that error is a mistake that causes a problem in the result of something. In addition, the errors are the systematic deviations for the learners that are still developing knowledge of the language. The errors come from the students because their lack of understanding about the language they are learning.

Basically, the students' errors can commonly be distinguished into two terms, they are mistake and error. Brown summed up that mistake refers to performance error that is either a random guess or a slip in that

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<sup>21</sup>Sunardi Hasyim, *Error Analysis in the Teaching of English*, Vol 4, No 1, June 2002: 45.

is failure to utilize a known system correctly.<sup>22</sup> In other word, mistake has a more general meaning than error it self. Error is something more specific than mistake.

Richards divides errors into three main categories which comprise with: interlanguage errors, intralingual errors and developmental errors.<sup>23</sup> Interlanguage errors refer to “errors which are caused by the interference of the learner’s mother tongue.” Intralingual errors refer to “errors which reflect the general characteristics of rule learning.” In addition, developmental errors refer to “errors which appear because the learners try to build up hypotheses about the English language from his or her limited experiences of it in the classroom or text book.” It refers to false concepts hypothesized which means the learner misunderstands about certain rules of structures in the target language. For example, “was” may be misunderstood as a marker of past tense and “is” as a marker of present tense, e.g. one day it was happened.

## **2. Definition of Error Analysis**

To observe, analyze and classify the errors made by students, error analysis is important to do. Richards<sup>24</sup> says that error analysis is the study of errors made by the second and foreign language learners. 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)

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<sup>22</sup>H. Douglas Brown, *Principle of Language Learning and Teaching*, (San Fransisco, State University, fourth edition, 2000), p.215.

<sup>23</sup>C. Jack Richard, *Error Analysis: Perspectives an Second Language Acquisition*, (London, Longman: 1985), P. 173.

<sup>24</sup>*Ibid.* p.96.

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.<sup>25</sup>

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.<sup>26</sup>

Based on the definitions above clarify that error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences. Another thing, which should be noticed is the procedure of error analysis.

Corder associates errors with the failures in competence and mistake with failures in performance, making use Chomsky's distinction. He also says that mistake are of no significance to the process of language learning<sup>27</sup> since they do not reflect a defect in our knowledge (are not caused by incompetence) but are traceable to performance failure.

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<sup>25</sup> Sunardi Hasyim, *Error Analysis.*, p.43

<sup>26</sup> H. Douglas Brown, *Principle of Language.*, p.166

<sup>27</sup> S.P Corder, *.Error Analysis and Interlanguage*, (London: Oxford University Press, 1981), p.10

In foreign language teaching, error analysis becomes useful device to know the ability of students in language mastery. Errors provide feedback to teacher about the effectiveness of a teaching materials and teaching techniques. According to Ellis<sup>28</sup> there are proceduresto analyze datain error analysis that consist of:

1) Identification of errors

In identifying errors the sentences that produced by students are compared with the normal and correct sentences in the target language.

2) Describing error

In this step, the errors are classified into word order categories relating to the distribution of noun phrase in sentence or construction of sentence. Beside that, describing error is to identify the differences of disordering of word between students' utterances and the reconstructed of target language utterances.

3) Explanation of errors

Explaining is a step to analyze the cause of errors. In other words, in this step the writer tries to explain how and why a sentence called to be erroneous.

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<sup>28</sup>Rod Ellis, *The Study of Second Language Acquisition*, (Oxford: Oxford University Press, 1997), p.20.

#### 4) Evaluation of errors

Evaluation is a process to collect, clarify and verify relevant values and standards. It is designed to reduce, revise and devise remedial lessons in the teaching learning process. However, in this study, the writer uses evaluating the errors as a step that involves drawing conclusions.

### 3. Differences Between Error And Mistake

In distinguishing between error and mistake, Ellis claims that errors reflect gaps in the student's knowledge; it occurred because the student does not know what is correct, whereas mistakes reflect occasional lapses in performance; they occur because, in particular instances, the student is unable to perform what he or she knows.<sup>29</sup>

When we learn about error, it cannot be separated from learning about mistake. Error and mistake are different, but some people still misunderstand about both. To make clear the distinction of error and mistake, Corder refers to mistake as a performance error that is a failure to utilize a known system correctly by the native speakers; resulting from memory mistakes, physical condition, such as tiredness and psychological condition, such as strong emotion. Mistake is also characterized as unsystematic deviation or inconsistent deviation. In this case the learner has been taught the right form of the language,

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<sup>29</sup>*Ibid.*, p.17.

sometimes the students get it right but sometimes he makes a mistake and uses the wrong form.

Errors caused by lack of knowledge about the target language (English) or by incorrect hypotheses about it; and mistakes caused by temporary lapses of memory, confusion, slips of the tongue and so on. In other word, it means that if the learner is inclined and able to correct a fault in his or her output, it is assumed that the form he or she selected was not the one intended, it called as mistake. In addition, if the learner is unable or in any way disinclined to make the correction, we assumed that the form the learner used was the one intended, it called an error.

#### **4. Cause of Error**

The errors made by students are caused by some factor either from the students itself or from the other person. Norrish<sup>30</sup> classifies the causes of error into three types that is carelessness, first language interference, and translation. 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 student's fault if he loses interests; perhaps the materials and/or style of presentation do not suit them.

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<sup>30</sup> Sunardi Hasyim, *Error Analysis.*, p.47.

#### 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.

Another expert who also discusses the cause of errors is Pit Corder claims that there are three major the causes of error that consist of;

##### 1) Mother tongue interference

Students who were not in golden age usually have difficulties in learning foreign language, especially in learning English. This case caused by interference of mother tongue that was used in long time. Differences of the sound system (phonology) and the grammar of the first language made learner do mistake in use of grammatical pattern and occasionally to the wrong choice of vocabulary.

##### 2) Over-generalization

Overgeneralization generally involves the creation of one deviant structure in place of two regular structures, for examples



when teacher ordered to change the sentence “he walks quickly” to continuous pattern, student change it in to “he is walks quickly.”

3) Errors encouraged by teaching material or method

Error can appear because of the teaching process itself and error is an evidence of failure of ineffective teaching or lack control. If material is well chosen, graded and presented with meticulous care, the error can be prevented. So effective teaching and structured material are needed in teaching-learning process.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

There are three types of research method, they are qualitative research, quantitative research and class action research. Type or kind of research we choose, based on its purpose above.

The design of this study was a qualitative research in the form of field qualitative. According to Creswell “Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures. Data typically collected in the participant's setting. data analysis inductively building from particulars to general themes. and the researcher making interpretations of the meaning of the data.”<sup>31</sup> It means that qualitative research explores phenomena in their natural settings and uses multi-methods to interpret, understand, explain and bring meaning to them.

The other hand Donald Ary et al. state that qualitative research is a kind of research which its aim is on the holistic picture and depth of understanding rather than a numeric analysis of data.<sup>32</sup>

In the qualitative research, a discussion about participations and site might include four aspects identified: setting (where the research will take

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<sup>31</sup>John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, (California: Sage Publications Inc., 2003), p. 4.

<sup>32</sup>Donald Ary, et al., *Introduction to Research in Education*, (Wadsworth: Wadsworth Cengage Learning, 2010), P.29.

place), the actors (who will be observed or interviewed), the events (what the actors will be observed or interviewed doing), and the process (the evolving nature of events undertaken by the actors within the setting).

Qualitative research uses text as empirical material (instead of numbers), starts from the notion of the social construction of realities under study, is interested in the perspectives of participants, in everyday practices and everyday knowledge referring to the issue under study.<sup>33</sup> Moreover, qualitative is a research attempts to reveal phenomena holistically by describing them through non-numeric language in context and scientific paradigm.

Based on the explanations above, the writer used qualitative approach to investigate and to analyse the students' error of word order in recount text. The research is conducted in SMK N 3 METRO.

## **B. Data Resource**

For gathering information, it is a must to discover important and accurate data from qualified source. There are basically two kinds of sources, namely primary sources and secondary sources is firsthand information. Then secondary sources provide secondhand information. In this research, the primary source is the students' writing product. Then, the secondary source is

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<sup>33</sup> Uwe Flick, *Designing Qualitative Research*, (London: SAGE Publications, 2007), p. 2.

from books, articles, English dictionary, encyclopedia, and documentation that are related to the research.

Data resource of the research got from documentation, test and interview result that gotten from participants researched. The writer get the data from purposive sample as the participants. The writer chooses tenth grade of SMK N 3 METRO as participants. The writer asks them to make a recount text and then the writer analysis the error word order that make by students. The writer chooses them because they still studying recount text in this grade.

### **C. Data Collecting Technique**

In qualitative studies, the data can be amassed by collecting three basic types, namely interview, observation and documentation. In this research, the researcher will set up the data by using the instruments are as follow:

#### **1. Interviews**

Open-ended questions and probes yield in-depth responses about people's experiences, perceptions, opinions, feelings, and knowledge. Data consist of verbatim quotations with sufficient context to be interpretable. The question type of questionnaire that appropriate in qualitative study is open-ended questions.<sup>34</sup>

In this case study the researcher gave interview to the students at tenth grade of SMK N 3 METRO to collect the data about the students error in using word order on recount text.

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<sup>34</sup> Michael Quinn Patton, *Qualitative Research And Evaluation Method*, (London:Sage Publications.2002), p. 4.

## 2. Observation

The researcher used observation as one of data collection techniques. In this step, the researcher observed the activity and situation by using format observation. The researcher observed participant directly from participant writing product, using word order on recount text at tenth grade of SMK N 3 METRO to collect the data about the students' error in using word order on recount text.

## 3. Documentation

The researcher used documentation as data collection technique. The documentation is the instrument to collect some information in the form of written source like recount text are written by participants or documenter such as book, encyclopedia, daily note, etc.

Documentation is a number of data that presents the verbal data such as correspondence, journal, memory, report and others which can be mutual responsible. In this study, the data of documentation come from the document review that consist of books, transcript, staff record, annual record and the history book of SMK N 3 METRO. This method is used to know the profile and location of the School.

## **D. Data Analysis Technique**

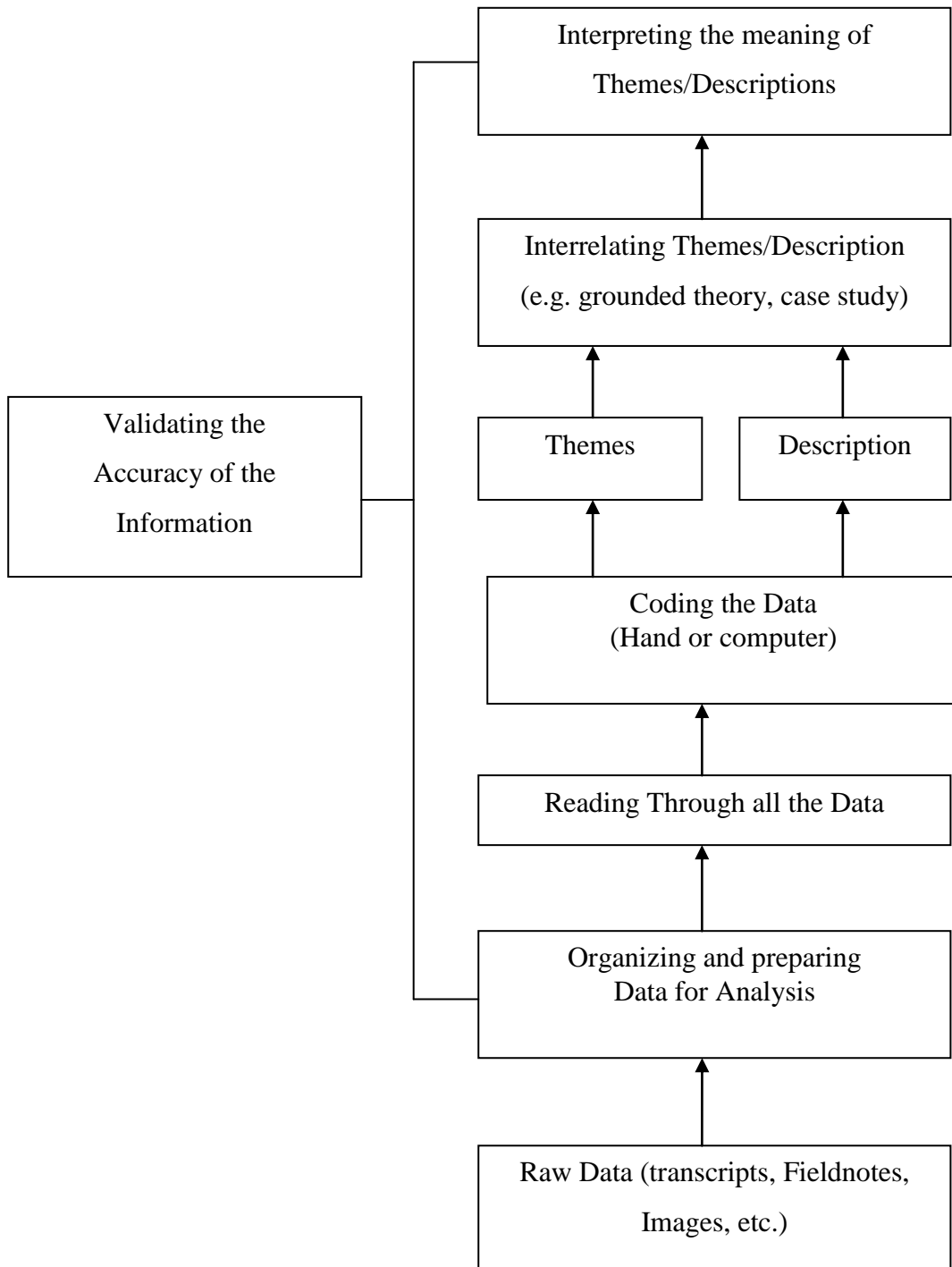
In this discussion, the researcher analyzed the data by doing a particular technique. Creswell mentioned that there are six steps in analyzing data:<sup>35</sup>

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<sup>35</sup> John W. Creswell, *Research Design*, p. 185

Figure 9.1

Data Analysis Process



John W. Craswell Model

- 1) First, prepared and organized the data for analysis. This step involves transcribing interviews, scanning material, writing field notes, or arranging the data depend on different sources of information. The data collected from the students' ability in word order used in recount text.
- 2) Second, the researcher read the whole data. In got general view of the information to reflect on its overall meaning, the researcher try to understand the structure word order which the students usually use in recount text. Then, the researcher got the clues from this general view to reach the next data.
- 3) Third, after making the clues for each structure of word order, the researcher made some categories and label them with based on the types of word order.
- 4) Fourth, to generate a description of students' word order knowledge, the researcher is decoding the data which have been analyzed. The description will be the result of decoding process.
- 5) Fifth, in this step, the result in decoding process represented by qualitative narrative. The researcher conveys a chronology of descriptive information about the students' word order knowledge which has been discussed in a table.
- 6) Sixth, this final step of data analysis involves interpreting the information of the data. The researcher made an interpretation by presenting a list of students' word order knowledge in graphic or diagram.

## E. Approach

In analyzing the students' ability in word order of the SMK N 3 Metro, the researcher needs to do approach briefly to examine a deep phenomenon of an individual, event, or a few people in a group. In qualitative research, the numbers and types of approaches are:<sup>36</sup>

1. *Selecting a problem.* The first step is to select the problem to investigate. The problem should be consequential enough to warrant investigation. Also, the answer to the problem is not already available, but the means for finding answers are available.
2. *Reviewing the literature on the problem.* Researchers should thoroughly review the relevant literature to gain more understanding and insight into the problem and to determine what research may already have been done. The beginning researcher will likely turn to the literature for help in locating and formulating a researchable problem.
3. *Designing the research.* The investigator next plans how to conduct research to answer the question. The design is the researcher's plan for the study, which includes the method to be used, what data will be gathered, where, how, and from whom.
4. *Collecting the data.* The next step involves executing the research plan.
5. *Analyzing the data.* The data collected in research must be analyzed.
6. *Interpreting the findings and stating conclusions.* The researcher next tries to interpret the findings in terms of the research problem.

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<sup>36</sup> Ibid. p.42



7. *Reporting results.* Researchers must make their procedures, findings, and conclusions available in a form intelligible to others who may be interested.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. Description of Research Setting**

##### **1. The Historical Background of SMK N 3 METRO**

###### **a. The Brief History of SMK N 3 METRO**

SMK 3 Metro is located in Metro City education. In addition to areas directly adjacent, there are also some schools, universities, and offices adjacent to SMK 3 Metro like the Office of Education, Culture, Youth and Sports (Disdikbudpora) Metro City, Puskesmas East Metro, University of Muhammadiyah Metro, State Islamic College (STAIN) of Jurai Siwo Metro, and several other schools..

SMK Negeri 3 Metro is over the functions of SMP Negeri 7 Metro once the State over the functions of ST Metro is located at Jln. Kemiri Campus East Metro Mulyo 15A procession.

ST Metro State is the only State Technical School in Central Lampung, which was founded in 1959 with the name of the State School of Crafts (SKN) based on the Minister of Education and Culture, number: B.3 / N / KEJ / 1959 dated January 17, 1959. On 1963 renamed the School of Engineering Pathways Affairs. Then, based on the Minister of Education Republic of Indonesia Number: 115 / Dep.B.L / 65 changed into State schools are based SK Engineering Education Minister of the Republic of Indonesia Number: 067/0/1994 / April 2, 1994 conversion to

SMP Negeri 7 Metro. First received vocational students on July 12, 2002 (Anniversary of SMK 3 Metro), and by decree of the mayor of Metro number: 10 / KPTS / D-3/2003 dated February 10, 2003 to SMK Negeri 3 Metro until now.

Moreover, the principals of SMK Negeri 3 Metro as follows:

1. Drs. Kayadi                      2001 – 2008
2. Suindriyati, S.Pd.              2008 until now

SMK N 3 Metro has vision, mission and the goals, namely:

a. Vision

"Being Vocational Excellence based on faith and piety, discipline, and environmentally sound".

b. Mission

- 1) Growing discipline and care in preserving the environment.
- 2) Avoiding and preventing environmental pollution.
- 3) Creating a learning environment that is shines ISO (clean, healthy, beautiful, comfortable, beautiful, and religious with the management of ISO 9001: 2008).
- 4) Improve the quality of learning by integrating the environment.
- 5) Developing entrepreneurship spirit.

c. The Goals

- 1) Creating a discipline school and care for the environment.

- 2) Produce graduates who have the vocational competence that is recognized by the World Business / Industrial or professional associations.
- 3) Implement active learning, creative, effective and fun.
- 4) Creating a school as a place of industrial development and cultural values.
- 5) Creating a school as a place to develop religious value.
- 6) Create a conducive school.
- 7) Creating the management and development of school-based information and technology (IT)

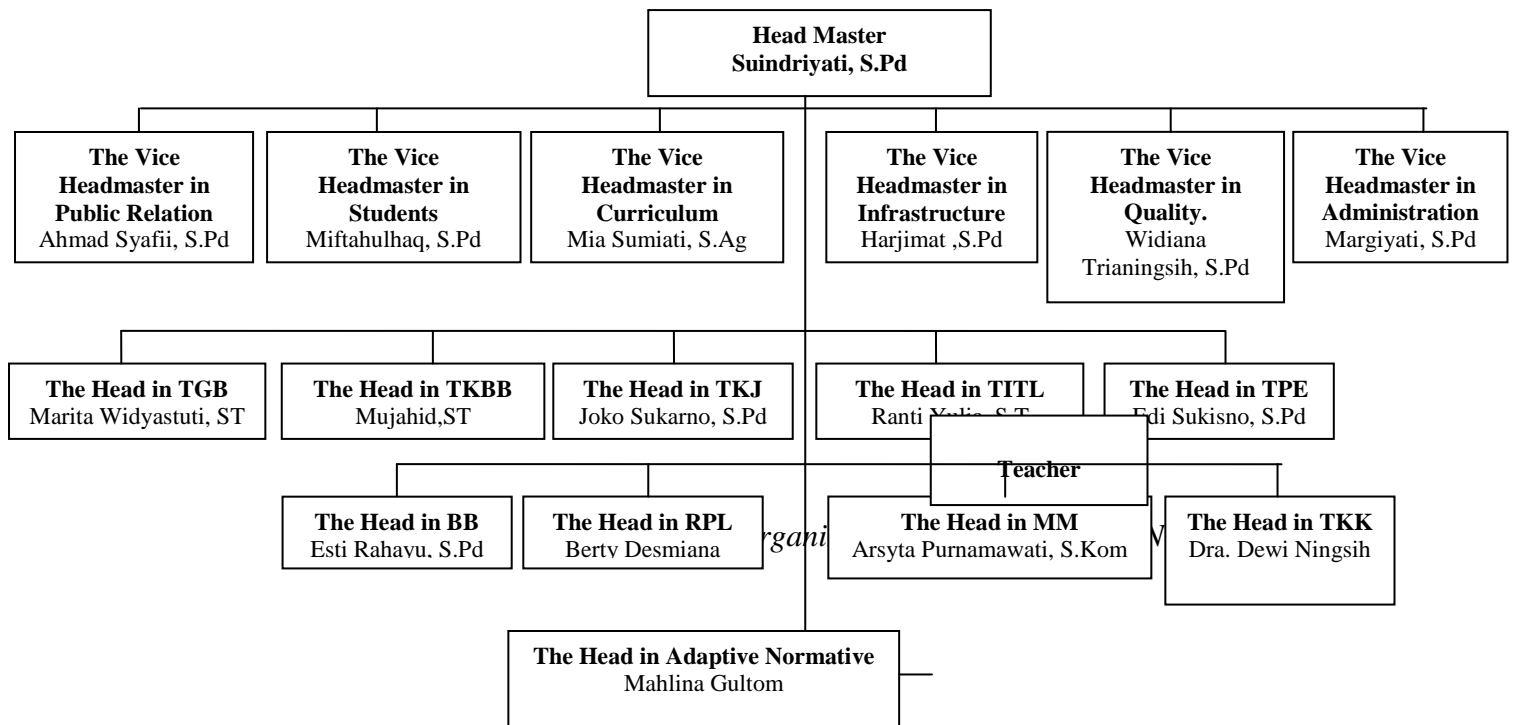
There are nine (9) membership program at SMK 3 Metro selected independently by the students during New Student Admission (PPDB) through a very rigorous selection. The membership of the program are:

- 1) Teknik Konstruksi Batu Beton (TKBB)
- 2) Teknik Gambar Bangunan (TGB)
- 3) Teknik Instalasi Pemanfaatan Tenaga Listrik (TIPTL)
- 4) Teknik Pemesinan (TPE)
- 5) Teknik Komputer dan Jaringan (TKJ)
- 6) Tata Busana (TB)
- 7) Rekayasa Perangkat Lunak (RPL)
- 8) Multi Media (MM)
- 9) Tata Kecantikan Kulit (TKK)

## b. The Structural Organization of SMK N 3 METRO

The structural organization of SMK N 3 METRO in academic year

2016/2017 as follows:



**c. The Facilities in SMK N 3 Metro**

SMK N 3 Metro provided some facilities to encourage teaching-learning process. The facilities are in a good state so it conducive to create effective learning. The facilities are as follow:

- a. Security post
- b. Teacher's room
- c. Administration room
- d. Principal's office
- e. Vice Principal room
- f. Workshop room (9 Competence expertise)
- g. Adaptive normative classroom (16 rooms)
- h. Mosque
- i. Library
- j. Computer laboratory (2 rooms)
- k. Toilet (13 spaces)
- l. Business centre room
- m. Healthy canteen
- n. Warehouse
- o. Garden and fish pond
- p. Green open space
- q. Points composting
- r. Ceremony yard
- s. Basketball field

- t. Parking area
- u. Manager of server room
- v. Guidance and consul room

**d. The Condition of Teachers and Official Employees**

The number of teachers and official employees in academic year of 2013/2014 are 118 that can identify as follows:

Table 2  
The Condition of Teachers and Official Employees in SMK N 3 Metro

No	SMK N 3 METRO'S OFFICIALS	Sex		TOTAL
		M	F	
1.	Teachers	36	35	71
2.	Honorary worker (Teachers)	15	10	25
3.	Administration	3	4	7
4.	Honorary worker (Administration)	11	4	15
Total		65	53	118

Source: observation of SMK N 3 Metro in academic year 2016/2017

**e. The Students in SMK N 3 Metro**

The total of the students in SMK N 3 Metro is 1039 from 9 expertise program spread into 33 classes (group learning). Class X consists of 13 classes, comprised of 14 classes XI and XII class consists of 10 classes.

Table 3

The total of students in SMK N 3 Metro

No	Skill	Class			Total
		X	XI	XII	
1.	Structural Concrete Construction Techniques/ Building Construction Techniques	32	24	22	78
2.	Building Drawing Techniques / Civil Architecture Techniques	33	29	25	87
3.	Electrical Power Installation Techniques	40	38	27	98
4.	Mechanical Engineering	39	33	29	95
5.	Software Engineering	40	33	33	96
6.	Computer Engineering A	31	34	30	97
	Computer Engineering B	35	33	27	94
	Computer Engineering C	34	30		64
	Computer Engineering D	34	32		33
7.	Multimedia A	42	23	29	103
	Multimedia B		18		0
8.	Fashion Design A	32	29	24	86
	Fashion Design B	31	31	19	84
9.	Skin Beauty	31	26		61
Total		454	413	265	1132

Source: observation of SMK N 3 Metro in academic year 2016/2017

## B. General Description of Research Data

The researcher here focused on word order. In Senior High School, there are several types of word order, but also here the researcher limit the using of word order in declarative sentence like S, V, O and distributing words in noun phrase.



In this research, the researcher specifically analyzed the errors of using word order in recount text. As the primary data, the researcher collected from the students' writing at the tenth grade of SMK N 3 Metro. The data were taken from ten students of BB in class A. Then, the researcher classified the kinds of errors in using word order in recount text.

Most of the student still felt difficulties of using word order in recount text. Students often make error to arrange the component of sentences and sometimes they omit one component of sentence or may be more. Whereas in noun phrase distribution, the students committed the errors to arrange modifier that should precede head noun.

Regrettably, using word order in recount text is still low comprehended by the students at the tenth grade of BB. From the collected data, the researcher found 107 common errors of using word order in recount text which obtained from ten students which were categorized into declarative sentence and noun phrase. The following table illustrated the common errors of using word order which they made.

Table 4  
The Total Errors of using word order at recount text

No.	Student's Initial	Kinds of Errors of Using Word Order in Recount Text		
		Declarative Sentence	Noun Phrase	Total
1.	APF	1	3	4
2.	AEA	1	9	10
3.	AR	4	2	6
4.	ASD	2	7	9
5.	ALA	0	3	3
6.	CA	3	9	12
7.	CW	1	6	7

<b>8.</b>	<b>DCC</b>	<b>5</b>	<b>3</b>	<b>8</b>
<b>9.</b>	<b>HY</b>	<b>0</b>	<b>1</b>	<b>1</b>
<b>10.</b>	<b>MA</b>	<b>5</b>	<b>4</b>	<b>9</b>
	<b>Total</b>	<b>22</b>	<b>47</b>	<b>69</b>
	<b>Percentage</b>	<b>32%</b>	<b>68%</b>	

**Table 4:** *Common error of using word order in recount text*

Based on the table above, it can be said that there are some common error of using word order in recount text. The data showed that the error of using declarative sentence is 22 (32%) and using noun phrase is 47 (68%).

### **C. Data Analysis**

The data analysis based on the framework proposed by Miles and Huberman Model. According, qualitative data is more likely to be described by words than numbers. Meaning to say, qualitative research differs from quantitative research on the way to describe the data. Qualitative research, on the contrary, frequently uses words to describe the result of analysis. Consequently, this research contains many words than numbers. The words explain and describe new perspectives. To analyze the data therefore, the writer applied Mile and Hubermen model.

This model consists of some steps to qualitatively analyze the data findings. The steps are:<sup>37</sup>

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<sup>37</sup> Miles B. Matthew, Huberman A. Michael, An Expanded Source Qualitative Data Analysis Second Edition, (USA : Sage Publication), p. 12

### **1. Data Collection**

This is the first step before the data are lively analyzed. In this research the writer collected many data which are greatly needed for this research. The writer got research from SMK N 3 Metro. Accordingly, the writer decided to observe 10 students of Fashion Design in class A.

### **2. Data Reduction**

Data reduction means that the writer selected the main points of all data that she had gotten by analyzed. Data reduction is conducted to make this research scientifically vivid and easy to be understood. The writer also created some codes and notes to make easier control the data. So, the writer can produce the clearer description. The writer, focused in finding the only errors in using word order in recount text.

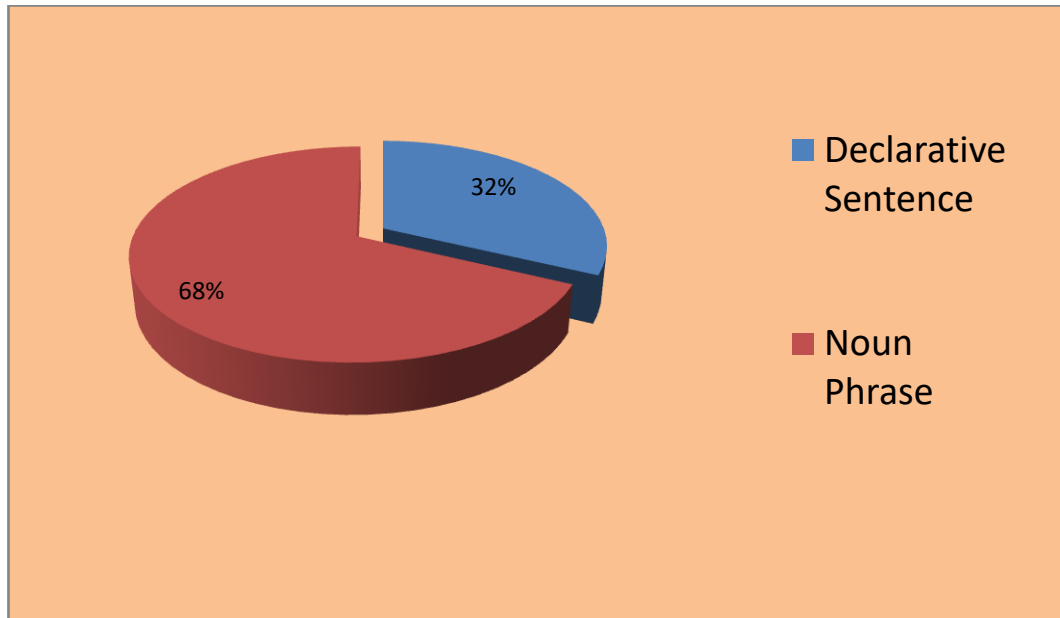
### **3. Data Display**

Data display is classifying the data according to certain types or groups. Using graphics or charts to display the data can be very good to make the data easy to be read. The data collecting technique that the writer uses is documentation.

#### **a. Documentation**

From 10 text were made by the students, the researcher found the frequency of the word order errors of declarative sentence and noun phrase. The following chart is to describe the analysis data result.

**Figure 3**  
The Percentage of Errors of Using word order in recount text at the tenth grade in SMK N 3 Metro.



**Figure 3.** *Frequency of common error in using word order*

The above table describes examples of the error of using word order in the recount text.

### **1. Declarative Sentence**

In previous explanation, it can be known that there were two kinds of error that consist of omission one of sentence constituent and wrong arrangement of the element of sentence. These errors are explained below.

#### **1) Omission of Subject**

“When I opened my eyes, was in the hospital room”. This sentence demonstrates that the student had committed the omission error since the student omitted the subject. Because of this omission, the sentence was

out of order and it did not make sense. So, make reference to previous sentence, the correct sentence is “When I opened my eyes, I was in the hospital room ”.

## 2) Omission of Predicate

Omission of predicate appears in sentence “I very nervous because all assignment”. The students often omit to be when they arrange a sentence that followed by adjective, not verb. So, the correct sentence is “I was very nervous because all assignment”.

## 3) Omission of object

“I planned to go to together with my friend because I not have umbrella .” In this sentence, 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. So, the correct sentence is “I planned to go to school together with my friend because I not have umbrella”.

## 4) Misordering in constructing sentence

“This morning go down rain heavy”. This sentence 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 right sentence is “This morning, the rain go down heavily”.

Here are common error in declarative sentence aspect:

Table 5  
The Errors in using declarative sentence in recount text

No	The Student's Code	The Errors in Using Declarative Sentence		
		Incorrect Sentence	Correct Sentence	Kinds of Error
1.	Student 1	<ul style="list-style-type: none"> <li>This morning I very surprise when I looked in the mirror and to see much acne in my face.</li> </ul>	<ul style="list-style-type: none"> <li>This morning I <i>was</i> very surprise when I looked at the mirror and saw much acne in my face.</li> </ul>	<ul style="list-style-type: none"> <li>Omission of predicate</li> </ul>
2.	Student 2	<ul style="list-style-type: none"> <li>Stopped first in the Batu Bulan, center industry statue stone.</li> </ul>	<ul style="list-style-type: none"> <li>First stopped <i>was</i> in the Batu Bulan, industrial centre of statue from stone.</li> </ul>	<ul style="list-style-type: none"> <li>Omission of predicate</li> </ul>
3.	Student 3	<ul style="list-style-type: none"> <li>There <i>as</i> something that strange.</li> <li>When I opened my eyes, was in the hospital room.</li> <li>My father then angry to me because I not <i>careful ride the motorcycle</i>.</li> <li><i>Later my father I'm order</i> for careful to ride the motorcycle</li> </ul>	<ul style="list-style-type: none"> <li>There <i>was</i> something that strange.</li> <li>When I opened my eyes, <i>I</i> was in the hospital room</li> <li>Then my father <i>was</i> angry of me because I did not <i>ride the motorcycle carefully</i>.</li> <li><i>Then my father ordered me</i> for careful to ride the motorcycle.</li> </ul>	<ul style="list-style-type: none"> <li>Omission of predicate</li> <li>Omission of subject</li> <li>Omission of predicate and misordering in sentence, S+V+O</li> <li>Misordering in sentence, S+V+O</li> </ul>
4.	Student 4	<ul style="list-style-type: none"> <li>She felt lucky because got something more than got people common.</li> </ul>	<ul style="list-style-type: none"> <li>She felt lucky because <i>she</i> got something more, than was gotten by common</li> </ul>	<ul style="list-style-type: none"> <li>Omission of subject</li> </ul>

		<ul style="list-style-type: none"> <li>• She got education better more than.</li> </ul>	<p>people.</p> <ul style="list-style-type: none"> <li>• She got better education more than <i>other people</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Omission of object</li> </ul>
5.	Student 5	<ul style="list-style-type: none"> <li>• ----- -----</li> </ul>	<ul style="list-style-type: none"> <li>• ----- -----</li> </ul>	<ul style="list-style-type: none"> <li>• ----- -----</li> </ul>
6.	Student 6	<ul style="list-style-type: none"> <li>• <i>I'm last Monday and my friends</i> went to market to buy cake birthday.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Last Monday my friends and I</i> went to market to buy birthday cake.</li> </ul>	<ul style="list-style-type: none"> <li>• Misordering in sentence, S+V+O</li> </ul>
7.	Student 7	<ul style="list-style-type: none"> <li>• For that change my clothes and to bathroom to wash face sleepy.</li> <li>• After then I at toward home my grandmother.</li> <li>• I at wrong man.</li> </ul>	<ul style="list-style-type: none"> <li>• For that, <i>I</i> changed my clothes and went to bathroom to wash my sleepy face.</li> <li>• After then, <i>I went</i> toward my grandmother's home.</li> <li>• I hold a wrong man.</li> </ul>	<ul style="list-style-type: none"> <li>• Omission of subject</li> <li>• Omission of verb</li> <li>• Omission of verb</li> </ul>
8.	Student 8	<ul style="list-style-type: none"> <li>• But <i>I</i> lucky because my book was prepared from last evening, so I can go to school in time.</li> <li>• I very surprised when see the content of my bag that different from usual.</li> <li>• I very nervous because assignment all in day must submit and if I return to</li> </ul>	<ul style="list-style-type: none"> <li>• But <i>I was</i> lucky because my book was prepared from last evening, so I can go to school in time.</li> <li>• I <i>was</i> very surprised when <i>I</i> saw the content of my bag that different from usual.</li> <li>• I <i>was</i> very nervous because all of assignment in this day must be submitted and if I return to</li> </ul>	<ul style="list-style-type: none"> <li>• Omission of predicate</li> <li>• Omission of predicate</li> </ul>

		<p>my home will very late.</p> <ul style="list-style-type: none"> <li>• Afterwards I only stand up because <i>don't know I did.</i></li> </ul>	<p>my home <i>I</i> will very late.</p> <ul style="list-style-type: none"> <li>• Afterwards I only stand up because <i>I don't know what should I do.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Omission of predicate and subject</li> <li>• Misordering in sentence, S+V+O</li> </ul>
9.	Student 9	<ul style="list-style-type: none"> <li>• ----- -----</li> </ul>	<ul style="list-style-type: none"> <li>• ----- -----</li> </ul>	<ul style="list-style-type: none"> <li>• ----- -----</li> </ul>
10.	Student 10	<ul style="list-style-type: none"> <li>• This morning go down rain heavy.</li> <li>• I planned to go to together with my friend because I not have umbrella.</li> <li>• Because very tired, finally I sat down in ceremony closing process although it was forbidden.</li> <li>• <i>I very shock in time know</i> the owner hand that I pull is boyscout rank in my school.</li> </ul>	<ul style="list-style-type: none"> <li>• This morning the rains came heavily.</li> <li>• I planned to go to <i>school</i> together with my friend because I not have umbrella.</li> <li>• Because I <i>was</i> very tired, finally I sat down in closing ceremony process although it was forbidden.</li> <li>• I <i>was</i> very shock <i>when I knew</i> the owner of the hand that I pulled is boy scout rank in my school.</li> </ul>	<ul style="list-style-type: none"> <li>• Misordering in sentence, S+V+O</li> <li>• Omission of object</li> <li>• Omission of subject and predicate</li> <li>• Omission of subject and predicate</li> </ul>



Based on the table above, the writer concluded that in declarative sentences, students often make error to arrange the component of sentences and sometimes they omit one component of sentence or may be more.

## 2. Noun Phrase

When we see the phrases “Seller that”, “society Indonesian” and “my day unlucky”, it shows the misordering in noun phrase distribution, especially in pre- modifier. The pattern of noun phrase in pre- modifier is modifier + head noun and the modifier can be detailed by determiner + (noun/ verb/ adjective). So, the modifier always precede the head noun either it is determiner or noun/ verb/ adjective as modifier. From this explanation, the right phrases are “that seller”, “Indonesian society” and “my unlucky day”.

Table 6  
The Errors in using noun phrase in recount text

No.	The Student's Code	The Errors in Using Noun Phrase		
		Incorrect Sentence	Correct Sentence	Kinds of Error
1.	Student 1	<ul style="list-style-type: none"> <li>We go to outside of the <i>area temple beautiful</i>.</li> <li>There were seller who offer some handicraft and <i>things other</i>, and one of seller offer <i>medicine acne</i>.</li> </ul>	<ul style="list-style-type: none"> <li>.We went to outside of <i>area of the beautiful temple</i>.</li> <li>There were sellers who offered some handicraft and <i>other things</i>, and one of seller offered <i>acne medicine</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Misordering in noun phrase distribution.</li> <li>Misordering in noun phrase distribution.</li> </ul>
2.	Student 2	<ul style="list-style-type: none"> <li><i>Last Sunday</i>, <i>night I</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Last Sunday night</i>, I invented</li> </ul>	<ul style="list-style-type: none"> <li>Misordering in noun</li> </ul>

		<p>invented my best friend to go to my house in Purbolinggo.</p> <ul style="list-style-type: none"> <li>• In there we stay in one of my relative's house in Probolinggo, <i>Java East</i>.</li> <li>• <i>Home my relative has garden wide with flower full color and big pool.</i></li> <li>• In there we take some <i>picture scenery</i>.</li> <li>• Last afternoon I go to Tegalrejo to buy <i>book Ushul Fiqh in version Indonesia</i>.</li> <li>• After looked at the book I went back to <i>place waiting</i>.</li> <li>• Stopped first in the Batu Bulan, <i>center industry statue stone</i>.</li> <li>• In there we see a young man carve block <i>stone big</i>.</li> <li>• Next stopped a Celuk, <i>center industry silver and gold</i>.</li> </ul>	<p>by my best friend to go to my house in Purbolinggo.</p> <ul style="list-style-type: none"> <li>• In there, we stayed in one of my relative's house in Probolinggo, <i>East Java</i>.</li> <li>• <i>My relative's home has wide garden with colorful flower and big pool.</i></li> <li>• In there we take some <i>scenery picture</i>.</li> <li>• Last afternoon I went to Tegalrejo to buy <i>Ushul Fiqh book in Indonesian version</i>.</li> <li>• After looked at the book I went back to <i>waiting place</i>.</li> <li>• First stopped was in the Batu Bulan, <i>industrial centre of statue from stone</i>.</li> <li>• In there we saw young men who carved <i>big block of stone</i>.</li> <li>• The next stopped was Celuk, <i>the center of silver and gold</i>.</li> </ul>	<p>phrase distribution.</p> <ul style="list-style-type: none"> <li>• Misordering in noun phrase distribution.</li> <li>•</li> <li>• Misordering in noun phrase distribution.</li> <li>• Misordering in noun phrase distribution.</li> <li>• Misordering in noun phrase distribution.</li> <li>• Misordering in noun phrase distribution.</li> <li>• Misordering in noun phrase distributio.</li> <li>• Misordering in noun phrase distribution.</li> </ul>
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			<i>industry.</i>	
3.	Student 3	<ul style="list-style-type: none"> <li>• Last <i>holiday semester</i> I'm urged by my father to go to shop to buy <i>equipment school.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Last <i>semester holiday</i> I urged by my father to go to shop to buy <i>school equipment.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Misordering in noun phrase distribution.</li> </ul>
4.	Student 4	<ul style="list-style-type: none"> <li>• Every April 21<sup>th</sup> <i>society Indonesian</i> celebrate Kartini Day.</li> <li>• She is <i>heroine national</i> and a great woman with bright idea.</li> <li>• She felt lucky because got something more than <i>got people common.</i></li> <li>• She got <i>education better</i> more than.</li> <li>• After finished her education from <i>school Dutch</i>, she establish <i>school native</i> in Jepara.</li> <li>• She contribute much merit for womans <i>through letter collection</i> "Habis Gelap Terbitlah Terang".</li> </ul>	<ul style="list-style-type: none"> <li>• Every April 21<sup>th</sup> <i>Indonesian society</i> celebrate Kartini Day.</li> <li>• She is a <i>national heroin</i> and a great woman with bright idea.</li> <li>• She felt lucky because she got something more, than was <i>gotten by common people.</i></li> <li>• She got <i>better education</i> more than other people.</li> <li>• After finished her education from <i>Dutch school</i>, she established <i>native school</i> in Jepara.</li> <li>• She contributed much merit for women through her <i>collection letter</i> "Habis Gelap Terbitlah Terang".</li> </ul>	<ul style="list-style-type: none"> <li>• Misordering in noun phrase distribution.</li> <li>• Misordering in noun phrase distribution.</li> <li>• Misordering in noun phrase distribution.</li> <li>• Misordering in noun phrase distributio.</li> <li>• Misordering in noun phrase distribution.</li> <li>• Misordering in noun phrase distribution.</li> </ul>
5.	Student 5	<ul style="list-style-type: none"> <li>• I forget from do homework <i>language</i></li> </ul>	<ul style="list-style-type: none"> <li>• I forgot from do homework <i>Indonesian</i></li> </ul>	<ul style="list-style-type: none"> <li>• Misordering in noun phrase</li> </ul>

		<i>Indonesia and language English.</i> <ul style="list-style-type: none"> <li>• I also not got value <i>lesson English.</i></li> </ul>	<i>language and English language.</i> <ul style="list-style-type: none"> <li>• I also didn't got the score of <i>English lesson.</i></li> </ul>	distribution. <ul style="list-style-type: none"> <li>• Misordering in noun phrase distribution.</li> </ul>
6.	Student 6	<ul style="list-style-type: none"> <li>• I'm last Monday and my friends went to market to buy <i>cake birthday.</i></li> <li>• We have plant to give to <i>my friend best</i> a surprise.</li> <li>• I seek cake which <i>shape attractive</i> for several minutes.</li> <li>• I'm and <i>seller cake</i> quickly turn around to the source of sound.</li> <li>• After arrived in cake store, I look for cake <i>shape interesting</i> and take it.</li> <li>• In there I see <i>small headscarf cute</i> that suit for my best friend.</li> </ul>	<ul style="list-style-type: none"> <li>• Last Monday my friends and I went to market to buy <i>birthday cake.</i></li> <li>• We have plan to give surprise to <i>my best friend.</i></li> <li>• I seek a cake which is <i>attractive shape</i> for several minutes.</li> <li>• <i>Cake seller</i> and I turn around to the source of sound quickly.</li> <li>• After arrived in cake store, I look for cake <i>interesting shape</i> and take it.</li> <li>• In there I see <i>cute small headscarf</i> that suit for my best friend.</li> </ul>	<ul style="list-style-type: none"> <li>• Misordering in noun phrase distribution.</li> <li>• Misordering in sentence and misordering in noun phrase distribution.</li> <li>• Misordering in noun phrase distribution.</li> <li>• Misordering in noun phrase distribution.</li> <li>• Misordering in noun phrase distribution.</li> <li>• Misordering in noun phrase distribution.</li> </ul>
7.	Student 7	<ul style="list-style-type: none"> <li>• Last week become <i>my day unlucky.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Last week become <i>my unlucky day.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Misordering in noun phrase</li> </ul>

		<ul style="list-style-type: none"> <li>• <i>Thing many bad</i> occurred to me.</li> <li>• For that change my clothes and to bathroom to wash <i>face sleepy</i>.</li> <li>• Afterward when I'm walk toward <i>home grandmother</i>, I'm as see <i>friend close</i> that long time I'm not meet.</li> <li>• After then I at toward <i>home my grandmother</i>.</li> <li>• <i>Seller that</i> blocked our way.</li> <li>• <i>Seller that</i> then go away because shock with <i>my attitude a rough</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Many bad things</i> occurred to me.</li> <li>• For that, I changed my clothes and went to bathroom to wash my <i>sleepy face</i>.</li> <li>• Afterward, when I walked toward my <i>grandmother's home</i>, I saw my <i>close friend</i> that long times no see.</li> <li>• After then, I went toward my <i>grandmother's home</i>.</li> <li>• <i>That seller</i> blocked our way.</li> <li>• <i>Then that seller</i> went away because he shock with <i>my rough attitude</i>.</li> </ul>	<p>distribution.</p> <ul style="list-style-type: none"> <li>• Misordering in noun phrase distribution.</li> <li>• Misordering in noun phrase distribution.</li> <li>• Misordering in noun phrase distribution.</li> <li>• Misordering in noun phrase distribution.</li> <li>• Misordering in noun phrase distribution.</li> <li>• Misordering in noun phrase distribution.</li> </ul>
8.	Student 8	<ul style="list-style-type: none"> <li>• When I was in first grade of junior high school, my <i>teacher Biology</i> held practicum that used crab and other animals.</li> </ul>	<ul style="list-style-type: none"> <li>• When I was in first grade of junior high school, my <i>Biology teacher</i> held practicum that used crab and other animals.</li> <li>• Then the class was noisy</li> </ul>	<ul style="list-style-type: none"> <li>• Misordering in noun phrase distribution.</li> </ul>

		<ul style="list-style-type: none"> <li>• Then the class was noisy because <i>students girl</i> run and shouted.</li> <li>• I very nervous because <i>assignment all</i> in day must submit and if I return to my home will very late.</li> </ul>	<p>because <i>girl students</i> run and shouted.</p> <ul style="list-style-type: none"> <li>• I was very nervous because <i>all of assignment</i> in this day must be submitted and if I return to my home I will very late.</li> </ul>	<ul style="list-style-type: none"> <li>• Misordering in noun phrase distribution.</li> <li>• Misordering in noun phrase distribution.</li> </ul>
9.	Student 9	<ul style="list-style-type: none"> <li>• Yesterday in holiday <i>I and my family</i> went to Way Kambas National Park to see the elephants and rhinos conserved there.</li> </ul>	<ul style="list-style-type: none"> <li>• Yesterday in holiday <i>my family and I</i> went to Way Kambas National Park to saw the elephants and rhinos conserved there.</li> </ul>	<ul style="list-style-type: none"> <li>• Misordering in noun phrase distribution.</li> </ul>
10.	Student 10	<ul style="list-style-type: none"> <li>• In this time I <i>new have one uniform</i> because my other uniform didn't finish.</li> <li>• I'm very tired after attend <i>activity scout</i> that was held in my school.</li> <li>• Because very tired, finally I sat down in <i>ceremony closing</i> process although it was forbidden.</li> <li>• Because emotion, finally I pull <i>hand person</i> who squeezed my shoulder after</li> </ul>	<ul style="list-style-type: none"> <li>• In this time <i>I only have one new uniform</i> because my other uniform didn't finish.</li> <li>• I was very tired after attended <i>scout activity</i> that was held in my school.</li> <li>• Because I was very tired, finally I sat down in <i>closing ceremony</i> process although it was forbidden.</li> <li>• Because of my emotion, finally I pull <i>the person's hand</i></li> </ul>	<ul style="list-style-type: none"> <li>• Misordering in noun phrase distribution.</li> <li>• Misordering in noun phrase distribution.</li> <li>• Misordering in noun phrase distribution.</li> <li>• Misordering in noun phrase</li> </ul>

		<b>going to three.</b>	<b>that squeezed my shoulder for three times.</b>	<b>distribution.</b>
--	--	------------------------	---	----------------------

Based on the table above, the writer concluded that in noun phrase the students committed the errors to arrange modifier that should precede head noun.

In the same way, the researcher conducted an interview for ten students by giving them five questions related to the word order. Here are the result of students' interview:

Student 1:

Based on the result and interview in declarative sentence she has 1 error and 3 errors in noun phrase, the cause of errors are she just knows a little convention of English so, she is still confused and sometime less focused

Student 2:

Based on the result and interview in declarative sentence she has 1 error and 9 errors in noun phrase, the cause of errors are she is bewildered to understand English concept, often wrong to analyze the arrangement of sentence, and she has difficult to translate into foreign language.

Student 3:

Based on the result and interview in declarative sentence she has 4 errors and 2 errors in noun phrase, the cause of errors are she is still confused because lack understanding in applying the rule of English.

Student 4:

Based on the result and interview in declarative sentence she has 2 errors and 7 errors in noun phrase, the cause of errors are she still difficult in using words and give “to be” for each of the words used.

Student 5:

Based on the result and interview in declarative sentence nothing errors and 3 errors in noun phrase, the cause of errors are if she is sleepy and don’t understand the meaning, it makes difficult for think.

Student 6:

Based on the result and interview in declarative sentence she has 3 errors and 9 errors in noun phrase, the causes of errors are she still difficult to study in English and must be in accordance with the tense and verb.

Student 7:

Based on the result and interview in declarative sentence she has 1 error and 6 errors in noun phrase, the causes of errors are do not understand yet the material clearly, so she often do mistake.

Student 8:

Based on the result and interview in declarative sentence she has 5 errors and 3 errors in noun phrase, the causes of errors are difficult to translate in English and the ambience in class makes her sleepy.

Student 9:



Based on the result and interview in declarative sentence she has nothing errors and 1 error in noun phrase, the causes of error is she does not understand well with English structure.

Student 10:

Based on the result and interview in declarative sentence she has 5 errors and 4 errors in noun phrase, the causes of errors are she has difficulties to translated and arrange the sentence in English.

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 confuse and understand yet. The problem of the student is don't know clearly about alteration of word.

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.

#### **4. Conclusion Drawing / Verifying**

Here, the researcher can deduce that the students are still complicated in using word order on recount text. Based on the analysis data above, the researcher found common errors of using word order in recount text. There are two categories. They are declarative sentence and noun phrase. In this case, the researcher found 22 items of declarative sentence and 47 items of noun phrase. So, the total of

common errors is 71 items. The most common errors of this categories is noun phrase.

#### **D. Discussion**

This research was conducted in the tenth grade of BB.A of the SMK N 3 Metro in academic 2016/2017. The result of the study that was explained previously show informations related to the recount text that was produced by respondent. It reveals some word order errors committed by students either in constructing the element of sentence, omission the component of sentence or distributing of word in noun phrase. In addition, this study also indicates some factors that cause the errors. It can be concluded that there were 71 error sentences was made by respondent. Every sentence consists of one error and sometimes it was more.

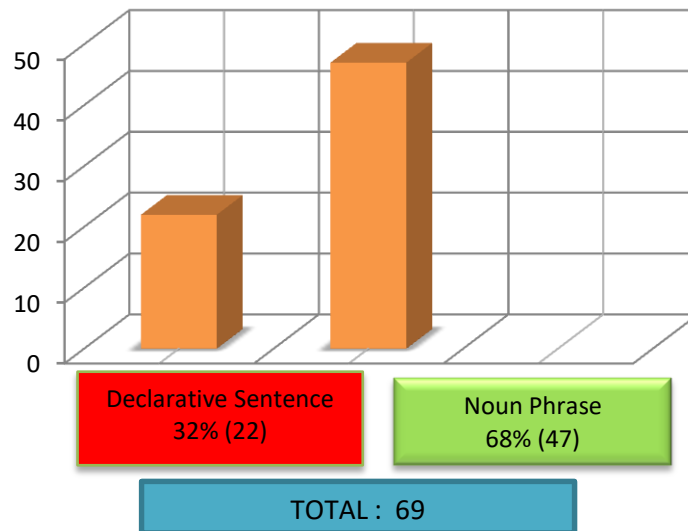
Based on interview data with the tenth grade students in SMK N 3 Metro, the English teacher has taught and gave the students the assignment that related to the word order. Yet, the students still found difficulties in used of word order in recount text.

The students made error caused by carelessness because of low motivation and they did not careful when making the text. They don't understand yet clearly about this lesson, lazy to translate foreign language and indicated the lack of knowledge.

This result shows that the key factors that cause the error committed by respondent come from the internal of individual him/ herself. 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.

Those can be seen by means of chart below:



*Chart 1: The Kinds of Using Word Order in Recount Text at the tenth grade students of the SMK N 3 Metro.*

Based on the chart above, it can be sketched the conclusion that there are several common error in used word order in recount text at the tenth grade students of SMK N 3 Metro. The data showed that the error of using declarative sentence is 22 (32%) and using noun phrase is 47 (68%). So, the total errors are 69.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

After conducting the study, analyzing the data, and presenting the results, in this chapter the writer is going to presents the conclusion and suggestion of the study.

#### **A. Conclusion**

In the previous chapter, the writer gave illustrations concerning with the word order error in recount text committed by students at tenth grade of SMK N 3 Metro academic year of 2016/2017. Furthermore, based on the problem statements the results of the study conclude that: There were 69 error sentences was found either in word order error in constructing declarative sentences especially in the arrangement of S, P and O or in distributing the words in noun phrase. These errors consist of 32% errors in constructing sentence and 68% in noun phrase distribution. In the construction of sentence, the dominant error occurred in the omission predicate, then followed by omission subject, omission object and misordering in arranging the component of sentence.

The errors that made by students were caused by some factors that consist of external and internal factor. The internal factor consists of carelessness, first language, translation, lack of knowledge and the external factor is error encouraged by teaching material or method. The dominant factor that caused the error is carelessness and the minor factor is error encourage by teaching material or method.

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.

## **B. Suggestion**

After conducting and gaining the result of this research, the researcher is going to constructively give suggestions as follow:

1. The students should pay more attention when the teacher explains the material to improve their understanding of English.
2. The teacher should apply the effective technique to teach the material, not only focuses on student's work sheet (LKS) but also on student's interest. The material should be presented creatively, so the students can understand easily and remember the lesson. It is important for the teachers to order the students to bring the dictionary in English class.
3. The last is for the next researchers, the researcher hopes that the result of this study can lead the next researchers who conduct research in the same field as the reference or comparison that might be informative to the researchers.

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# APPENDICES





The writer with the English teacher of SMK 3 Metro



The writer with the member of Fashion Design Class

When interview with the students:





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; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail:  
tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Desi Malasari  
NPM : 1291567

Jurusan : TBI  
Semester : X

No	Hari / Tanggal	Pembimbing I		Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	3 12 2016	✓		Revisi LRD	
2	20 12 2016	✓		Revisi LRD	

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 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

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Desi Mala Sari  
NPM : 1291567

Jurusan : TBI  
Semester : X

No	Hari / Tanggal	Pembimbing		Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	27/08/2017	✓		Revisi bab 1 dan 2	
2	15/09/2017	✓		Revisi bab 3 dan 4	
3	30/09/2017	✓		Revisi bab 5	
4	31/09/2017	✓		ACC Murningsih	

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 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

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Desi Mala Sari  
NPM : 1291567

Jurusan : TBI  
Semester : X

No	Hari / Tanggal	Pembimbing		Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Friday 09 Dec '16		✓	Acc Research Instrumen	
2.	Tuesday 14 Feb '16		✓	Revise Chapter IV-V	
3.	Friday 17 Feb '17		✓	Revise again	
4.	Tuesday 21 Feb '17		✓	Acc and continue to the first sponsor	

Mengetahui:  
Ketua Jurusan TBI

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

Dosen Pembimbing II

**Syahreni Siregar M.Hum**  
NIP.19760814 200912 2 004



**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) JURAI SIWO METRO  
JURUSAN TARBIYAH**

*Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507*

Nomor : Sti.13/JST/PP.00.9/0246/2016 Metro, 18 Januari 2016  
Lamp : -  
Hal : **IZIN PRA SURVEY**

*Kepada Yth.*  
Kepala Sekolah SMK N 3 Metro  
Di -  
Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : Desi Malasari  
NPM : 1291567  
Jurusan : Tarbiyah  
Prodi : PBI  
Judul : An Error Analysis of Word Order Used in Recount Text Made  
By Students at The Tenth Grade of SMK N 3 Metro

Untuk melakukan *PRA SURVEY* di SMK N 3 Metro.

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

*Wassalamu'alaikum Wr. Wb.*

  
Ketua Jurusan Tarbiyah  
Dra. Hj. Akla. M.Pd  
NIP. 19691008 200003 2005 *4*



**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)  
JURAI SIWO METRO**

Jl. Ki Hajar Dewantara 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507, Fax. (0725) 47296 Website: [www.stainmetro.ac.id](http://www.stainmetro.ac.id), e-mail: [stainjusi@stainmetro.ac.id](mailto:stainjusi@stainmetro.ac.id)

Nomor : Sti.06/K.1/TL.00/5011/2016  
Lampiran : -  
Perihal : IZIN RESEARCH

Kepada Yth.,  
Kepala SMK N 3 Metro  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*


Sehubungan dengan Surat Tugas Nomor: Sti.13/K.1/TL.01/5010/2016, tanggal 20 Desember 2016 atas nama saudara:

Nama : DESI MALASARI  
NPM : 1291567  
Semester : 9 (Sembilan)  
Program Studi : Tadris Bahasa Inggris (S1) (PBI)

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK N 3 Metro, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS ON THE USE OF WORD ORDER IN RECOUNT TEXT MADE BY AT THE TENTH GRADE STUDENT OF THE SMK N 3 METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

  
Metro, 20 Desember 2016  
Wakil Ketua I,  
**Husnul Fatarib, Ph.D**  
NIP 197401041999031004



**KEMENTERIAN AGAMA**  
**SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)**  
**JURAI SIWO METRO**

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

**SURAT TUGAS**

Nomor: Sti.06/K.1/TL.00/5010/2016

Wakil Ketua I Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro. Menugaskan  
Kepada Saudara:

Nama : DESI MALASARI  
NPM : 1291567  
Semester : 9 (Sembilan)  
Program Studi : Tadris Bahasa Inggris (S1) (PBI)

- Untuk :
1. Mengadakan observasi/survey di SMK N 3 Metro, guna mengumpulkan data (bahan-bahan dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS ON THE USE OF WORD ORDER IN RECOUNT TEXT MADE BY AT THE TENTH GRADE STUDENT OF THE SMK N 3 METRO".
  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 : 20 Desember 2016

Mengetahui,  
Pejabat Setempat  
  
Mia Kurniati  
NIP. 197705232003122003

Wakil Ketua I,  
  
Husepul Fatarib, Ph.D  
NIP. 197401041999031004



## **CURRICULUM VITAE**



Desi Malasari as the writer was born at large village Srisawahan, Punggur Central Of Lampung on January 02, 1994. She is the second daughters of the happy family of Mulyono and Suliyah couple.

She began her study at SDN1 Srisawahan, Punggur which the one Elementary School at her village, and finished her study in 2006. After pass of SD N 1 Srisawahan, Punggur, the writer continued her study at Metro City. She continued her study at SMP N 2 Metro, and graduated in 2009. Then she continue her study in Vocational High Shool at SMK N 3 Metro and graduated in 2012. After that she continued her study in English Program Strata I (SI TBI) in State Islamic College of Jurai Siwo Metro until now.