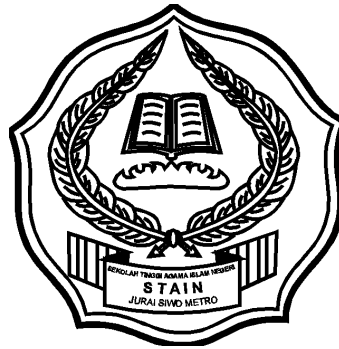**AN UNDERGRADUATE THESIS**

**AN ERROR ANALYSIS OF USING WORD ORDER IN RECOUNT TEXT
AT THE TENTH GRADERS OF SMA MA'ARIF 05
PADANG RATU CENTRAL OF LAMPUNG
IN ACADEMIC YEAR OF 2016 / 2017**

By:
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Student Number.1291047

Faculty English Education

**STATE ISLAMIC INSTUTUTE OF METRO
1438 H / 2017 M**

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Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Study Program

By:
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ABSTRACT

AN ERROR ANALYSIS OF USING WORD ORDER IN RECOUNT TEXT AT
THE TENTH GRADERS OF SMA MA'ARIF 05
PADANG RATU

By:

AFRILIA PRANA SINTA

The objective of this research are to analyze the types of error which is done about word order in students' recount text. And to find the reasons why the students make errors about word order in their writing.

The method used in this study was qualitative research. The types of this study belonged to case study. Meanwhile, the qualitative design applied in this study was descriptive study. Furthermore, the subject of this study was student at tenth graders of SMA Ma'arif 05 Padang Ratu which is consisted of 20 students. The data were taken from the among Student at tenth graders of SMA Ma'arif 05 Padang Ratu by using cluster purposive teqhnique sampling.

Finally, the result of data analysis ilustrated that most of the students still got difficulties in mastering about word order. The errors frequently appeared in student recount text is misordering in noun phrase distribution. the total of errors were 98 items. misordering in noun phrase distribution (29%), misordering in noun (21%), ommission of subject and verb(13%),omission of object (10%) omission of predicate (14%) and misordering in sentences (13%) Furthermore, based on students' responses when to be interviewed, the researcher summarized that the cause of errors which are made by the students' is English concept.

Key word: Word Order, Recount Text

ABSTRAK

ANALISA KESALAHAN PENGGUNAAN *WORD ORDER*
DALAM TEKS *RECOUNT* TEKS PADA SISWA KELAS X
SMA MA'ARIF 05 PADANG RATU

Oleh:

AFRILIA PRANA SINTA

Tujuan dari penelitian ini adalah untuk menganalisa jenis-jenis kesalahan yang dilakukan oleh mahasiswa tentang susunan kata yang ditemukan pada hasil penulisan mahasiswa dan untuk menemukan alasan-alasan mengapa mahasiswa membuat kesalahan tentang susunan kata didalam tulisan mereke.

Metode yang digunakan dalam penelitian ini adalah metode kualitative. Jenis penelitian yang digunakan adalah case study. Sedangkan pola umum atau rancangan penelitian yang digunakan oleh penelitian adalah deskripsi (descriptive study). Selanjutnya subjek penelitian ini adalah siswa kelas X SMA Ma'arif 05 Padang Ratu yang berjumlah 20 orang. Data dalam penelitian ini diperoleh melaui teknik sample purposiv.

Akhirnya data hasil penelitian menunjukkan bahwa banyak siswa membuat kesalahan dalam menguasai susunan kata. Kesalahan yang paling sering munsul pada hasil penulisan mahasiswa adalah 98 kesalahan. Penghilangan prasa benda (29%), penghilangan kata benda (21%), penghilangan subjek dan kata kerja (13%), penghilangan objek (10%) penghilangan predikat (14%) kesalahan dalam kalimat (13%) selanjutnya, berdasarkan tanggapan siswa ketika diwawancarai, peneliti menyimpulkan bahwa penyebab kesalahan yang mereka buat adalah dari faktor pola penyusunan bahasa inggris.

Kata Kunci: Redundansi, Menulis

CHAPTER I

INTRODUCTION

A. Background of Study

English as a global language of communication and technology. If we do not know about English we are in dangerous in being excluded from what going on in education, at work, and especially in the world of technology advance.

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 tostandardize the language usage and to connect between the content of language and the form of language. In addition, the form of language consistsof word order, word formation, word choice, etc. 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,whenwe create a sentence, especially in English, we should use standard languageof English, especially in word order. The word that out of order won't 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 theorder of any set of elements, either at the clause level, or within phrases, suchas 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. Whereaslanguage

learning is a process that involves trial and error, so learners can not avoid mistake in the study of language. By making errors, learners will build their new knowledge to use the target.

In addition, one of the basic errors 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 languange to comprehend English and they have lack ability to think in English so it make sstudents incompetent to use English perfectly. This problem is also faced by Indonesian students in learning English.

Indonesian students as foreign language learners have difficulties to mastery English and they usually have problems to create good sentence in writing process. It caused by interference of first language that different with English especially in word order, so it cause errors commited by learners. This errors are clearer when the learner make a written text. One kind of written text that engenders an error is recount text. Writing recount text is one of the productive skills that should be mastered by students especially in senior high school. It requires some aspects such as widely perception, involving thinking process and need good understanding on word order. In this case, the strong foundation in word order becomes an aspect that should be comprehended in order to make meaningful sentences in writing recount text.

Although Senior High School students have been studying English since they were at the Elementary School, but there are some students who still make wordorder error in writing, especially in recount text. The problem is also faced by the students at the tenth grade of SMA Maarif 05 Padang Ratu that located on Jl.KH Wahid Hasyim Surabaya, Kecamatan Padangratu, Kabupaten Lampung Tengah. 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.

Nevertheles, not all students have paid enough attention to the importance of learning word order to make good text. The students in Indonesia have assumed that writing is complicated. They face many problems especially process of putting ideas down on paper to transform into words and coherent organization. They add unnecessary word because they want to increase the length of their writing performance.

A presurvey has been done by the writer at SMA Maarif 05 Padang Ratu, February 20^{th,} 2016 that the students still face many problems. Among the noticable problems are: most students feel hard to write because they dont only have adequate vocabulary mastery but also They were still confuse in constructing effective words and have low grammar understanding in writing phrase, clause, or a sentence. Hence, the student dont pay enough.

Here, the data quated from the pre-survey in the table below:

Table 1

The score of pra survey

No	Type of Errors	Frequency	Precentage
1	Misordering in noun phrase distribution	5	25%
2	Misordering in noun	4	20%
3	Omission of subject and verb	2	10%
4	Omission of object	4	20%
5	Omission of predicate	3	15%
6	Misordering insentence,S+P+O	2	10%
	Total	20	100%

Source: *The pra-survey result,* taken on February 20[th,] 2016

From the table above it can be inferred that 35 students as participants as follows: they are 5 students who are low in misordering in noun phrase distribution (25%) they are 4 students who are low in misordering in noun (20%), they are 2 students who are low in omission of subject and verb (10%), they are 4 students low in omission of object (20 %), they are 2 students low to make sentences base on omission of predicate (10 %), they are 3 students low to make sentences by misordering insentence,S+P+O (8.5 %), based on the data clearly that The pra-survey result It shows that many students of SMA Maarif 05 Padang Ratu have low profeciency in writing, it can be seen in their writing test result.

Regarding on the justification above, the writes tries to conduct the research consisting common error in errors in using word order in recount text committed by students at the tenth. The common error which will find out are error phrase, clause, or sentence.

B. Focus of the Study

Based on the background that had been presented above the writer identified the problem as follows :

1. There are some errors using word order in recount text.

2. The dominant errors make sentences based on word order to make recount text.

In this research the writer focused on what error are commonly found on the student in making recount text used word order.The writer realized that imposible to investigate the entire problem in writing error. Therefore, the writer limited the problems only to the analysis word order used in recount text by student at the tenth grade of SMA Maarif 05 padang ratu.

C. Problem Formulation

In reference to the background of the problem above, the writer tries to state the problem raised of this research as follow :

1. What kinds of errors in using word order in recount text committed by students at the tenth graders of SMA Maarif 05 Padang Ratu?

2. What is the dominant factor that caused word order errors in recount text committed by students at the tenth graders of SMA Maarif 05 Padang Ratu ?

D. Objectives and Benefits of the Study

1. Objectives of the study

   Based on the problem formulation above, the aims of this research are :

a. To know the kinds of word order errors used in recount text committed by students at the tenth grade of SMA Maarif 05 Padang Ratu.

b. To know the dominant factor that caused word order errors in recount text committed by students at the tenth grade of SMA Maarif 05 Padang Ratu.

2. Benefits of the study

   So many benefits this study especially for teacher, student, headmaster, and writer.

   a. For Students

      The result of this study can show the progress in learning word order and it is hoped that the students can be motivated in learning English, particularly writing.

   b. For Teachers

      This study is hopefully able as an effective motivation to overcome the problems that is faced by the English teachers in Indonesia.

   c. For the other researchers

      As a prior knowledge for them to cunduct the research.

E. **Prior research**

The researcher in conducting this research has been looked from similiar past research that has been done by some researchers. In this study, the researcher 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". had been done by Alfim Mucholimi in 2011. In the study, the researcher found that there are some errors in English grammar composition made by students such as in the usage of possessive pronoun, missformation, 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.[1]

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 common 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.[2]

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[1] Alfim Mucholimi. *Error Analysis of Grammar Usage in English Composition Made by the Second Year Students Of MTs N 1Tanon, Sragen*, (Salatiga: STAIN Salatiga, 2011)

[2] Siti Nur Rosidani. *Grammatical Error Analysis in Recount Text Written by the Eleventh Grade of Language Class Students of MAN 1 Salatiga iAcademic Year 2010/2011*.(Salatiga: STAIN Salatiga, 2011)

The present study deals with error analysis using word order in recount text at the tenth grade of SMA Maarif 05 Pdang Ratu central of lampung. The difference between this study with the previous studies is the present study analyzes word order error in recount text.

CHAPTER II

THEORETICAL REVIEW

A. The Concept Of Error Analysis

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 thetarget language. The problem for the linguistist, as well as for the children learning the language, is to determine from the data that has been mastered by the speaker – hearer and that he puts to use in actual performance.[1]These incorrect data cause the children can not understand the material and make some errors.

1. Definition Of Analysis

Errors in writing such as tenses, prepositions and low vocabulary are the most common and often type errors that are done by learners. The learner usually face difficulties in learning the grammatical aspects of the target language, such as in subject-verb agreement, the use of preposition, articles and the use of correct tense. according to dictionary of language teaching and applied linguistics, A distinction is sometimes made between an error, which results from incomplete knowledge, and a mistake made by a learner

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[1]Chomsky Noam, *Aspects Of The Theory Of Syntax*, (Cambridge, Mass : MIT Press, 1965), P.4

when writing or speaking and which is caused by lack of attention, fatigue, carelessness, or some other aspect of performance.[2]

The fact that the leraners do make errors can be observed, analyzed, and classified to reveal something of a system operating within the learners, led to such of study of learner's errore called error analysis. And then the learners did errors and these error can be detected, evaluated and categorized to explain something of the system operating within the learner, led to a surge of study of learners' error, named error analysis.[3]

Human learning is fundamentally a procces that involves the making of mistakes. Mistakes, misjudgment, miscalculation, and erroneous assumptions from an important aspect of learning virtually any skill or acquiring information.[4] It is inevitable that learners make miatakes in the process of foreign language and that process will be impeded if they do not commit errors and then benefit from various forms of feedback on those errors. Thus, the researcheres and tehe teacher of foreign language came to relize that mistakes person made in the process of constructing a new system of language is needed to be analyzes carefully, for they possibly held in the some of the keys to the understanding of language acquisition.

[2] Richards. Jack. C and Richard Schmidt, *Dictionary of Language Teaching and Applied Linguistic, Fourth Edition*, (Longman: Great Britain, 2010)p. 201

[3] Brown, H. Douglas, *Principle Of language learning and teaching,* (San Fransisko State University: Longman, 2006)*, 5*th Edition, *P.257*

[4]H. Douglas Brown, *Principle Of Language Lerning And Teching*, (New York: Addison Wesley, 2000), 4th Edition, P.216

Corder noted that a learner's errors are significant in that they provide to the researcher evidence of how language is learner or acquired, what strategies or procedures the leraner is employing in the discovery of the language. It means that the students errors need not be sees a s signs of failure in learning language.[5]

Furthermore, errors are significant in three ways :

1) To the techer : They show a student's progress

2) To the researcher : They show how a language is acquired, what strategies the learners uses.

3) To the learner : He can learn from these errors.

From explanation above, the writer infers that analysis of error is a study of identifying, describing, and classifying the noticeable from adult grammar of native speaker. The last purpose of error analysis is find the feedback, esud as reference in language learning which is able to prevent and to minimize the errors may be made by the students.

2. **The Differences Between Mistakes and Errors**

In order interference in a proper perspective, it is crucial to make a distinction between mistakes and errors, technically two very different phenomena. Native speakers normally are able to indentify

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[5]H. Douglas Brown, *Principle of Language.*, P.217

and correct the mistakes. An error shows the competence of leraner. An error can not be self-correted, and a mistake can be self-corrected.[6]

Actually mistake and error are different but both of them can be analyzed if we know the problem.

3. Source of Error

In error analysis we have to identify the sources of error. According to brown by trying to identify source we can take another step toward understanding how the learner's cognitive and effective processes relate to the lingustic system and to formulate an intergrated understanding of the process of second language acquistion.[7] The sources of error due of transfering rules from the mother tongue to the target language sometimes called "interlingual errors". As e have already seen, interlingual error is a significant source of error. While it is not always clear that an error is the result of transfer from the mother tongue to the target language, learners also also make many errors, which show they are processing the second language in its own terms.

Error of this second type often called "intralingual errors". This type is often similar to those produced by the child in the mother tongue and suggest that the second interference is employing similiar strategies, notably generalization or simplication. Another source of error is developmental errors occur when the learner attempts to built

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[6]H. Douglas Brown, *Principle Of Language Lerning And Teching,* (San Fransisco: Prentice Hall,1993), P.283

[7]H. Douglas Brown, *Principle Of Language*, p.233

up hypotheses about the target language on the basic of limited experience.

Another expert who discusses the source of error is Richards in schumman and stenson in his article "Error Analysis and Second Language Strategies". He classifies sources of errors into (1) interference that is an error resulting from the transfer of grammatical and/or stylistic elements from the source language to the target language; (2) overgeneralization, that is an error caused by extension of target language rules to areas where they do not apply; (3) performance error, that is unsystematic error that occurs as the result of such things as memory lapses, fatigue, confusion, or strong emotion.

Actually, a hardly things to write is transferring of grammatical and stylistic elements from the mother tongue to the target language. The source or mother language is very influence to the writing result especially.

4. Classification of Errors

Burt and kiparsky found that there are two major classes of error:

1) Global Error

Global error are defined as those violate rules involved in the overall structure of a sentences the relation between part of clauses or in a simple sentence.

2) Local Error

Local error, on other hand cause trouble in a part of particular, or in a clause of a complex sentence.

Regarding to explanation above, the writer concludes that global error is higher on the hierarces than the local one. Thus the sentences with both global and local one or even group of local one. In error analysis we have to identify the sources of error. The researchers and the teachers of foreign language came to realize that the errors a person made in the process of constructing a new system of language is needed to be analyzed carefully. It is significant because it show a student's progress, show how a language is acquired, what strategies the learner uses, and the student can learn from these error.

B. The Concept of Word Order

1. The Definition Of Word Order

When we create a sentence, it is important to put the word in correct order. In Collins dictionary, word order is the arrangement of words in a phrase, clause or sentence. In many languages, including English, word order plays in important part in determining meaning expressed by user. Word order arranges separate words into sentences in a certain way and indicates where to find the subject, the predicate, and the other parts of the sentence.[8] Word order and context help to identify

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[8] http://usefulenglish.ru/grammar/basic-word-order. downloaded on december 2 2016

the meanings of individual words. So, understanding of rules in English syntax becomes important thing to make a meaningful sentence.

a. Word Order in Noun Phrase

1) The definition of noun phrase

Sara thorne said that noun phrase are phrases where the key word sis a noun, we call this the head word.[9]and then noun phrase is a group of words that acts like a noun in a sentence.[10] Whereas, noun phrase is defined as a phrase that consists of a pronoun or noun with any number of associated modifiers, including adjectives (*small*,*red*, *lovely*), adjectives phrases, adjectives clause, possessive adjectives (*my, his, her, their*)adverbs (*very*, *extremely*, *usually*), articles (*the*, *a*, *an*), preposition phrases and other nouns in the possessive case. Noun phrase never stand alone as sentences.

2) The formula of noun phrase

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

1. The head

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

2. Pre-Modifier

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[9]Thorne Sara. *Mastering Practical Grammar*. (New York: Palgrave Macmillan, 2012), p.76
[10]http://www.merriam-webster.com . Downloaded on september 20 2016

Pre-Modifier Occur before the head word of a complex noun phrase and can be ordinal or cardinal number, for exemple *the fifteenth voter*. And be adjective phrase, for example *some chilly night*. Then can be nouns and –ing and –ed participles.[11]

3. Post modifier

Noun phrases are the most complex types of phrases. Not only do they have two possible constituents before the head noun (determiners and premodifier), they also have great many types of post-modifiers. As the following examples show, post modifiers may be realized as phrases, finite clauses, or nonfinite clauses.[12]

	Function	Realization
The boy ahead	Post-mod	AdvP
The boy in the room	Post-mod	PP
The boy who walked in the room	Post-mod	FC
The guy living next door	Post-mod	NFC

[11]Thorne Sara, *Mastering Practical.*, p 76

[12] Marjolijn Verspoor & Kim Sauter, *English Sentences Analysis. (*Amsterdam / Philadelphi : John Benjamin Publishing Company, 2000), P 125-126

Post – modifiers occur after the head word and are usually made `up of a phrase or clause. The qualifier can be ommited without affecting the meaning of a sentence but the use of post – modifiers allows writers and speakers to add additional information or descriotive detail.

3) Simple Noun Phrases

In a single word noun phrases, only the head word is used and the phrase is describe as a simple noun phrase.

1. Tree

2. Bookcase

3. Politican

4. Jack

If a determiner precedes the head word, the phrase is still described grammatically as a simple noun phrase. It is important to remember that pronouns can also be the head of a simple noun phrase because they act as a subsitute for a noun. They are describe as the acting head of a noun phrase.

4) Complex noun phrase

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

1. The <u>leafy</u> **tree**

2. The **bookcase** <u>with warped shelves</u>

3. The <u>local</u> **politican** <u>who fight to human right</u>

In these example, the head word of each noun phrase is in bold and the additional information is underline. Different kinds of words and phrases can be used to expand a noun phrases and it is important to be able to recognise and identfy these.

b. **Determiners and quantifiers**

The first type of functional category which we shall deal with is the category of determiner (abbreviated to D, or sometimes DET). Items such as those bold-printed in (16) below (as used there) are traditionally said to be (referential) determiners (because they determine the referential properties of the italicized noun expression which follows them :

(16) (a) **The** *village store* is closed

(b) **This** *appalling behaviour* has got to stop

(c) **That** *dog* of yours is crazy

Referential determiners are used to introduce referring expressions: an expression like the car in a sentence such as Shall we take the car? is a referring expression in the sense that it is typically used to refer to a specific car which is assumed to be familiar to the hearer/addressee. A related class of words are those which belong to the category quantifier (abbreviated to Q), and this is traditionally said to include items like those bold-printed below:

(17)(a) **Most** *good comedians* tell **some** *bad jokes*

(b) Many students have no money

(c) Every true Scotsman hates all Englishmen

(d) Each exercise contains several examples

Such items are termed quantifiers because they serve to quantify the italicised noun expression which follows them. [13]

2. The word order errors

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

a. Sentence Pattern

Subject is the word that tells you who or what performed the action of the verb.[14] Almost all English sentences contain a subject (S) and a verb (V). The verb may or may not be followed by an object (O). This means that the Subject comes before the Verb, which comes before the Object.[15]

Examples:

a. Birds flew (s) (v)

b. The baby cried (S) (V)

c. The student need a pen (S) (V) (O)

d. My friend enjoyed the party (S) (V) (O)

Verb is a word or phrase that describes an action, condition or experience. Verbs that are not followed by an object are called

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[13] Andrew radford. *English Syntax : an introduction. (*Cambridge: Cambridge University Press, 2001) P . 24

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

[15] http://esl.fis.edu/grammar/rules/order.htm., Download on 24th April 2016

"intransitive verbs." Common intransitive verbs: agree, arrive, come, cry, exist, go, happen, live, occur, rain, rise, sleep, stay, walk. Verbs that are followed by an object are called "transitive verb." Common transitive verbs: buikd, cut, find, like, make, need, send, use, want. Some verbs can be either intransitive or transitive. Transitive; A student studied. Intransitive; A student studied books.

Subjects and objects of verbs are nouns (or pronouns). Examples of nouns: person, place, thing, John, pen, Asiam information, appearance).[16]

b. Tenses

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

"When I **was** twelve, I **broke** my leg. I **slipped** on the playground on a cold winter morning and **fell**. The bone near my ankle **snapped** with a loud "pop!" Even my friends **heard** it. The teachers **called** my parents, who **came** quickly. . . . "

c. Pronoun

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[16] Betty Schrampfer Azar, *Understanding and Using English Grammar*. (New York: Longman, 1999), 3rd Edition, p. 133

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

Personal pronouns are words such as:

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

   Singular : I, me, my, mine

   Plural : we, us, our, ours

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

   Singular : you, your, yours

   Plural : you, your, yours

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

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

   Plural : they, them, their, theirs

d. Punctuation and Spelling

   1) Punctuation

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

In fact, punction is a mixed bag of absolute rules, general conventions and individual options.[17]

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

Full stops The punctuation mark (.) is put at the end of a sentence, or at the end of a word that has been shortened.

a. Commas A comma's basic purpose in life is to indicate to the reader that there should be a slight pause in the sentence. Sometimes commas separate items in a list. The last two items of a list should already be separated by the word 'and', so you don't need a comma there. E.g.: I took bread, milk, eggs and cheese.

b. Apostrophe The punctuation mark (') that shows when a letter or a number has been left out, or is used before or after s to show possession, E.g.: I'm (= I am), they're (= they are), '65 (= 1965), Helen's laugh, etc. For example: It's a fine day today. (short for 'it is') The dog bit its tail. (showing ownership).[18]

c. Capitalization Capital is a letter of the alphabet in the form and larger size that is used at the beginning of sentences and names print in capitals. Capitalization is the use of capital letters.

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

[18]Kate Grenville, *Writing from Start to Finish: A Six-Step Guide. (*Crows Nest-Australia: National Library of Australia, 2001). p. 210

Using capital letter for the first letter of a word has a specific meaning for most readers. Capitalization can be confusing unless it is done correctly, so use capital letters only when you are doing so. Here are some rules for capitalization.

a. Capitalize proper names of people (including titles and honorifics), ethnic groups, places, countries and states, holidays, institutions, and religions.

b. Capitalize the first word in a sentence or a quoted word, phrase, or sentence of dialogue. Do not capitalize the first word of an indirect quote in paraphrase.

c. Do not capitalize words to emphasize them in academic writing.[19]

2) Spelling

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

C. The Concept Of Recount Text

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[19] Nancy M. Kreml, et al. *The User's Guide to College Writing: Reading, Analyzing, and Writing*. 2nd ed. (New York: Pearson Education, Inc,2004) p. 388-389

1. Definition of recount text

The definition of text that is learned by Senior High School students is recoun text. Recount text is one of text that retell past event. According to Andreson, a recount is a piece of text that retell past event, usually in order in which they happened.[20] On the other word, recount text is a text that tells the reader about the writers' story, action or activity.

A recount reconstructs past events in the time order in which they occurred. It involves telling what happened and interpreting or evaluating the experience in some way.[21]

Recount text is to tell about the event that has occurred in the past. Usually, about the writers' experience.[22] It means that, a recount text reconstructs past events in the time order in which the writer occurred. It involves telling what happened and interpreting or evaluating the experience in the past.

Its goal is to entertain or inform the reader. In this next, the writer can give more information to the reader about the experiences and event. Besides, it can entertain the readers. In order word, recount text is one type of texts that retells some event in the past in order to inform and entertain the reader. Recount text includes eyewitness account, newspaper report, letter,

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[20] Mark And Katy Andreson, *Text Type In English 2*, (South Yarra: Macmillar, 1997), P. 48
[21] Blake Education, *Targeting Text; Recount, Procedure, Exposition,* (Singapure: Green Giara Press, 1998), p. 4.
[22] UGAMA, *LOGIC: The Quickest and Easiest Solution,* (Yogyakarta: UGAMA, 2010), p.4.

conversation, television interview and speeches.[23] So, in this text the writer can describe the experience or chronological order to the readers.

Recount Text is a text which retells events or experiences in the past chronologically. This text describes about the writer's personal experience which truly happens in his or her life. It means that recount text is a text used to tell the writers' experiences or events in the past to the readers.

From the definition above, the writer concludes that recount text is a text that retells events or experiences in the past. The text is used to inform or to entertain the reader.

2. **The Generic Structure of Recount Text**

A recount focuses on a sequence of events relating to a particular activity. The recount follows three steps:

1) Orientation
2) Series of events
3) Re-orientation.[24]

First, the orientation forms the first paragraph of the written recount. 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 is we want to retell.[25]

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[23] Mark And Katy Andreson, *Text Type I*., p.49
[24] Blake Education, *Targeting Text.,* p. 4
[25] *Ibid.,* p. 5.

Series of event, in this part the students focus on supplying details about who, what, where and when.[26] It means that, students explain about the story. The events usually started with time signals, such as; first, second, then, finally, etc. In the last is reorientation. It is the closure of the events. Reorientation is optional, some text may not include this. If there is, usually in the last paragraph.

3. Language Features of Recount Text

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

a. Introducing the participants
b. Using chronological conjunctions, such as; first, second, then, etc.
c. Using action verb, such as; went, arrived, ate, jumped, etc
d. The important one is, using simple past tense.[27]

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

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[26] *Ibid.,*
[27] *Let's study.,* downloaded on 7th February 2016

4. Example Of Recount Text

Holiday in Pasir Kencana Beach

Last week my friend and I were bored after three weeks of holidays, so we rode our bikes to Pasir Kencana Beach, which is only five kilometres from where I live.

When we arrived at the beach, we were surprised to see there was hardly anyone there. After having a quick dip in the ocean, which was really cold, we realized one reason there were not many people there. It was also quite windy. After we bought some hot chips at the takeaway store nearby, we rode our bikes down the beach for a while, on the hard, damp spart of the sand. We had the wind behind us and, before we knew it, we were many miles down the beach. Before we made the long trip back, we decided to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatting, it suddenly dawned on us that all the way back, we would be riding into the strong wind. When we finally made it back home, we were both totally exhausted! But we learned some good lessons that day.

CHAPTER III

RESEARCH METHODOLOGY

A. Types and Characteristics the Research

This study implements a qualitative research. The type of this research is a case study. According to Creswell a case study is, in which the researcher explores in depth a program, event, and activity, a process one or more individuals[1]. In this stage, the writer opportunuty all the activity or event the person, time and activity limited. The researcher collects information in variety data collection procedures until the sustained period time.

Traditionally, the case study has been assosiated with qualitative methods of analysis. Indeed, the notion of a case study is sometimes employed as a broad rubric covering a host of non-quantitative participant-observation, process-tracing, historical, textual, field research, and so forth[2].

Meanwhile the characteristic of a case study in qualitative research are: first, qualitative research uses multiple methods that are interactive and humanistic. The multiple methods can be applied appropriately the participant. Second, qualitative research is fundamentaly interpretative. It can be assumed that the researcher can interpret the data. The researcher describes the participant, interpreting the data and then drawing the conclution about the data intended. Third, the qualitative research is descriptive. The data

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[1] Creswell, *research Qualitative Quantitave and Mixed Method Aproach*, (New York : Sage publikation, 2002), p. 15

[2] Jhon Gerring, *Case Study Research: Principles and Practices,* (New York: Cambridge University Press, 2007), p. 10

collected is in the form of words of picture rather than number. Fourth, the data qualitative research in research is analized inductively. Fifth, the qualitative research adopts and uses one or more strategies of inquiry as guide for the procedure in the qualitative study. Then the last, the qualitave research are concerned with process rather than simply with outcomes or products.

The research will be conducted to explore the phenomenon about students' error and considers the importance of quality of students' writing to be explored. Therefore, the writer decides using qualitative approach to investigate and to analyze the common errors on students' writing. The researh will be conducted in SMA maarif 05 Padang Ratu.

B. Data Resources

Data resource of the research is gotten by document and interview. It means that the writer gets the data from purposive sample as the participants. In this research, in conduting the data resources, the researcher divided them into primary and secondary.

Data primary data is the data resource which directly will be acquired by data collector. It means that the first hand data of students' about use word order in recount text had bee obtained by researcher as an object of this research.

Secondary sources are helpful as begin review, to explore and determine the range of materials on a topic. Examples of secondary sources are handbooks, e-books, and select journals that relate to error analysis using

word order. The writer choose 20 students of the second semester of SMA Ma'arif 05 Padang Ratu

C. Data Collection Technique

Creswell said that "in many qualitative studies, inquires collect multiple forms of data and send a considerable time in the natural setting gathering information".[3] Therefore, the data will be gained through several techniques in triangulation as follows:

1. Observation

The purpose of observation is to describe about situations, events, individual, and the relationship between situations, events, and individual.

In this term, the researcher observed the students' behavior, activities, conditional and environment around the participants taking field notes in order to know directly how the process in the class is. In addition, the students' data of the use word order in recount text among the tenth graders of SMA Maarif 05 Padang Ratu had been acquired by the data collector shortly.

2. Interview

Qualitative interviews are special kinds of conversations or speech events that are used by researchers to explore informants' experiences and interpretations.[4] Thae kinds of interview that the researcher used was unstructured interviews. The unstructured interviews are chategorized by a flexibility of approach to questioning. Unstructured interviews do not

[3]Jhon W.Creswell, *Research design.,* p.185.
[4] Hatch, J. Amos, *Doing Qualitative Research in Education Setting,* (United Statedof America: State Universuty of New York Press, Albany, 2002) p. 91

follow a system of pre-determined questions and standardized techniques of recording information.

This method was used to know the studets' reason about why tthey made errors about redundancy in their writing performance. It was hopefully to know the causes of errors that students made in their sentences.

3. Documentation

In conducting this research process, the researcher collected some appropriate documents. It means that the researcher conducts the research using document such as task of making recount text .In this research, the writer requires subject the first student semester at tenth graders , because these students have got material and experience. Then, writer will analyze the result of recount text based on their knowledge of word order.

D. Data Analysis Technique

The process of data analysis can make sense out text and image data.[5] The writer would apply Miles and Huberman Model to analyze the data. The components of this analysis model were pictured by this figure.
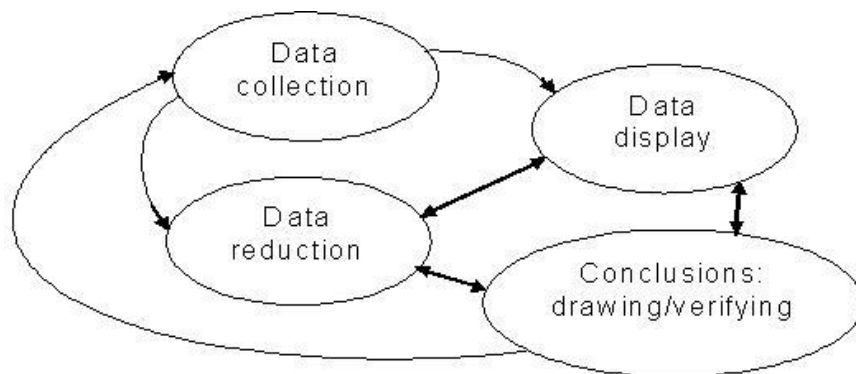

Figure 2. *Analysis Components of Miles and HubermanModel[6]*

Data analysis by Miles and Huberman model conduct the following steps:

1. Data collection is the step when the writer gathers all data which are used to complete the research. The researcher collected the data by means of fieldnotes, transcription, typed notes interview, and optically scanned material to the general codes and themes from the participants.

2. The writer reduces the data he had gotten by summarizing and choosing specific things. The researcher prepare to analyzed the students' data of recount text by using word order.

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[5]*Ibid,* p.246
[6]Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis, Second Edition,* (London: SAGE Publications, 1994), p. 12

3. To display the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire the data. The whole data about students' data of recount text by using word order had been read to obtain a deeper understanding.

4. Lastly, the researcher verifies his research by making conclusion of data findings. The researcher will code and then label the data about students report recount text by using word order.

E. Approach

Qualitative approach is one in which inquirer often makes knowledge claims based primarily on constructivist perspectives. The method used for the present study was the case study as described by Stake (2000). Case study involves the study of more than one case in order to investigate a phenomenon, population, or general condition. [7]

It means that, to analyze the error using word order in recount text is needed the approach. An in depth study of a single person, event, community or group is called a case study.[8] Case study is research method that describes a phenomenon clearly (Tellis, 1997a).[9] The writer chooses this method because the writer wants to know deeper what kinds of errors in using word order in recount text and what the dominant error of them. The procedures are:

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[7] Isadore.N and Carolyn.R.B,*op.cit.* p. 45.

[8] Linda Kalof, Amy Dan and Thomas Dietz, Essentialsof Social Research**,** Open University Press, USA, 2008, p. 152

[9] Bambang Setiyadi , *metode penelitian untuk pengajaran bahasa asing pendekatan kualitatif dan kuantitatif,* Graha Ilmu, Yogyakarta, 2006,p.287.

1. Determining focus to the research and formulating the questions

   The questions must be collected to focus the research. Determining case and arranging questions of the research are the basic foundation of the research.

2. Determining case, collecting and analyzing the data

   After arranging the questions, the researcher determined the case to be researched.

3. Supplying collecting data instrument

   Preparing the suitable research instruments is one of factors that determine the accuracy of the research data.

4. Collecting the data

   After choosing the instruments, the researcher collects the data needed by the research.

5. Evaluating and analyzing the data

   This is the important process. Its success depends on researcher's ability. According Yin offers some techniques to analyze the data[10]. They are pattern-matching, explanation-building, and time-series analysis.

6. Making report

   To make a research related a foreign language; it is more suitable to use formal report.

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[10]*ibid,* p.295

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. Research setting

a. The Profile Of SMA Ma'arif 05 Padang Ratu

Name   : SMA Ma'arif 05 Padang Ratu

Adress   : Surabaya Padang Ratu Lam-Teng

Postal code   : 34176

Email/ Website   : smamaarif05@gmail.com

Wide   : $2.105m^2$

Status   : Accreditation C

b. Short Story About The Establishment Of SMA Ma'arif 05 Padang Ratu

SMA Ma'arif 05 Padang Ratu was established on 2004. It had purpose increase the quality of indonesian people especially in Padang Ratu because there are many children who must have studied, so that the around society have motivation to build this school. The distance is so far between one of schools another for them. And then the economic condition of their parent is very low. And also to increase the human source quality and the student guided quality in realizing IMTAQ and autonomy attitude.

And now althought SMA Ma'arif 05 Padang Ratu is established in 13 years but so many achievement that they got. In last year this school was a winner in LCT lampung tengah.
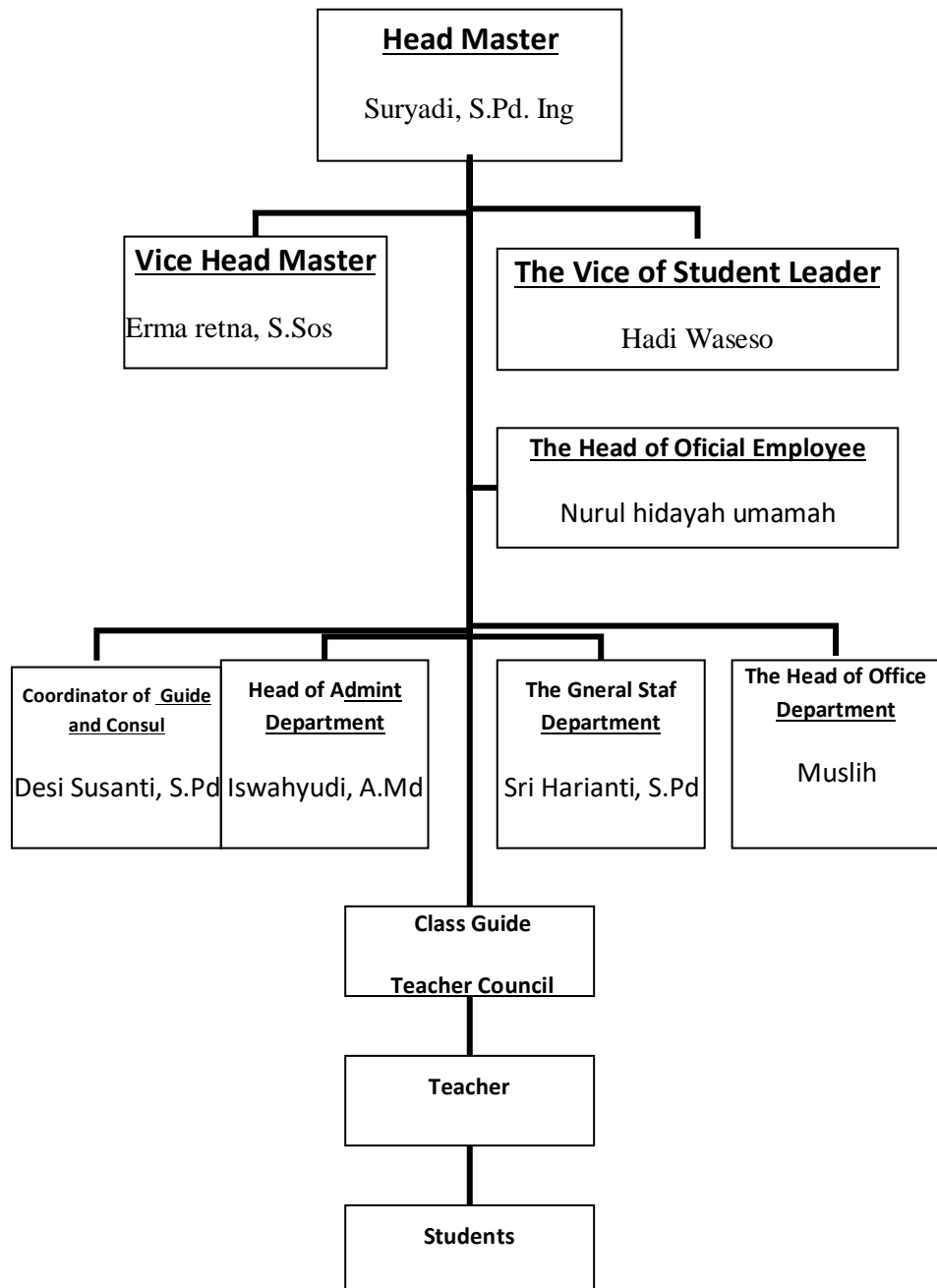
The leadership period of SMA Ma'arif 05 Padang Ratu was as follow :

1. Marsono. S.Pd   (2004 – 2009)
2. Safuan, S.Pd.I   (2009 – 2014)
3. Suryadi, S.Pd.Ing (2014 – Until now)

c. Organization Structure Of Sma Ma'arif 05 Padang Ratu

Figure 2

The Organization Structure of SMA Ma'arif 05 Padang Ratu

Source: Documentation of SMA Ma'arif 05 Padang Ratu

d. The Conditional Of Teacher And Official Employers At SMA Ma'arif 05 Padang Ratu

The number of teacher and official employers in SMA Ma'arif 05 Padang Ratu in academic year 2016/2017 that can be identified as follow :

Table 2
The Conditional Of Teacher And Official Employers At SMA Ma'arif 05 Padang Ratu

NO	NAME	EDUCATION LAST	POSITION
1	Suryadi, S.Pd.Ing.	S1	Headmaster
2	Erma Retna, S.Sos.	S1	Vice Headmaster
3	Rohmat, S.Pd.I.	S1	Teacher
4	Winarni, S.Pd.	S1	Teacher
5	Retno Herlinawati, S.P.	S1	Teacher
6	Supangat, S.Pd.I.	S1	Teacher
7	Nurudin, S.Pd.SD.	S1	Teacher
8	M. Idham Kholik, S.Pd.I.	S1	Teacher
9	Martini, S.H.I.	S1	Teacher
10	Fathmawati, S.Pd.I.	S1	Teacher
11	Nova Pujiyani, S.Pd.	S1	Teacher
12	Puji Sriwahyuni, S.Pd.	S1	Teacher
13	Arif Rahmad Darmawan, S.Pd.	S1	Teacher
14	Novi Melasari, S.Pd.	S1	Bk
15	Asep Sukana, S.Pd.	S1	Teacher
16	Iswahyudi, A.Md.	D3	Teacher
17	Madyani, S.Pd.	S1	Teacher

18	M. Ardian Wisnu Wardana, S.Pd.	S1	Teacher
19	Bayu Dwi Agusnanda, S.Pd.	S1	Bk
20	Lilis Nurindahsari, S.Pd.	S1	Teacher
21	Desi Susanti, S.Pd.	S1	Bk
22	M. Afrosyim MA	SMA	Teacher

Source : documentation of SMA Ma'arif 05 Padang Ratu

e. The Facilities In SMA Ma'arif 05 Padang Ratu

The facilities of SMA Ma'arif 05 padang ratu have rooms division and building, there are :

Table 3
The Facilities In SMA Ma'arif 05 Padang Ratu

No	Fasilities	Quantity	Condition
1	Classrooms	6	Good
2	Teacher Room	1	Good
3	Administration Room	1	Good
4	Library	1	Good
5	Mosque	1	Good

Source : documentation of SMA Ma'arif 05 Padang Ratu

f. The Students In SMA Ma'arif 05 Padang Ratu

Table 4

The Students In SMA Ma'arif 05 Padang Ratu

Class	Sex		Total
	Male	Female	
X	38	33	71
XI	27	52	79
XII	38	44	82

Source : documentation of SMA Ma'arif 05 Padang Ratu

g. The Schema Of SMA Ma'arif 05 Padang Ratu

Figure 2

The schema of SMA Ma'arif 05 Padang Ratu
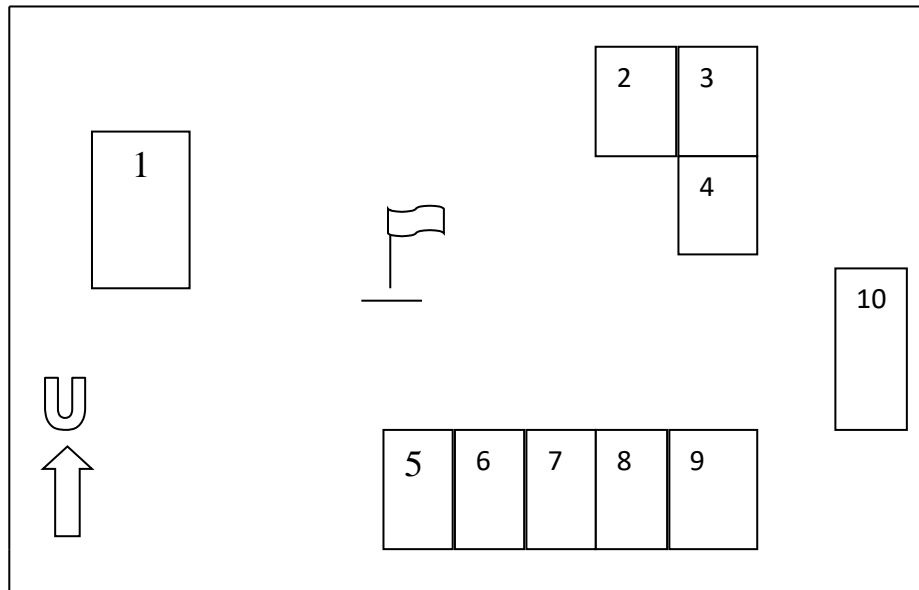
Note :

1. **Masque**
2. **Library**
3. **X A**
4. **X B**
5. **XI IPS 1**
6. **XI IPS 2**
7. **XII IPS 1**
8. **XII IPS 2**
9. **OFFICE ROOM**
10. **Gate**

B. General Description of Research Data

Essentially, word order is the arrangement of words in a phrase, clause or sentence. In many languages, including English, word order plays in important part in determining meaning expressed by user. According to experts, a sentence must contain no unnecessary words.

A paragraph must contain unnecessary sentences. Unnecessary words, phrases, or clauses in sentences. A sentence is supposed to be simple and straight to the point. There was absolutely no room for unnecessary words, phrases, or clauses. Just avoid write the same thing twice or more.

In this chapter, the reseasrcher specifically analyzed types of errors about word order in recount text at SMA Ma'arif 05 Padang Ratu and find out the reason why the students made errors. The Researcher collected the primary data from the student student's writing and interview result. The data were taken from the among Student at tenth graders of SMA Ma'arif 05 Padang Ratu by using cluster purposive teqhnique sampling.

1. The kinds of word order error made by students at tenth grade of SMA Ma'arif 05 Padang Ratu

The students mastery about word is low. In this case, the researcher show the types of word order error that had been explain in the second chapter of this research. They were Misordering in noun phrase distribution, Misordering in noun, Omission of subject and verb, Omission of object, Omission of predicate, and Misordering insentence,S+P+O.

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

Table 5

Total Of Error About Word Order Error In Recoun Text

No	Classification errors	Total of Errors	Precentage of Errors (%)
1	Misordering in noun phrase distribution	28	29%
2	Misordering in noun phrase	21	21%
3	Omission of subject and verb	13	13%
4	Omission of object	10	10%
5	Omission of predicate	14	14%
6	Misordering in sentence	13	13%
Total		98	100%

Based on table above, it could be seen that the number of errors made by the students about word order was 98 errors. The most commonly errors found in the use Misordering in noun distribution were 28 errors, Misordering in noun phrase 21, Omission of subject and verb 13, Omission of object 10, Omission of predicate 14 and the last Omission in sentences were 13 error.

After calculating the number of errors, then the rearcher would like describe in the detail about types of errors commited by the students about word order. The classification of types of errors would be shown in the following table:

Table 6

The recapitulation of Types of Errors in Students' Recount Text Based on Error Analysis Theory.

No	Name	Types of Error*						Total
		1	2	3	4	5	6	
1	AW	2	1	-	1	1	2	7
2	ARW	1	2	-	1	-	-	4
3	AWK	1	-	-	1	-	-	2
4	HKW	1	1	2	-	2	-	6
5	JYS	2	2	2	-	-	1	7
6	JNA	2	1	-	-	2	-	5
7	LS	1	1	1	-	-	1	4
8	MP	1	-	-	1	-	1	3
9	NS	1	1	-	1	-	1	4
10	NI	2	-	1	-	1	-	4
11	RH	-	1	-	1	-	-	2
12	RI	2	1	-	-	2	-	5
13	SBR	1	2	1	1	-	1	6
14	SYF	2	-	1	-	1	1	5
15	SUH	1	1	1	-	1	-	4
16	TW	2	2	1	-	-	2	7
17	US	1	2	-	1	-	2	6
18	IRB	2	1	1	-	1	1	6

| 19	YAY	2	2	1	1	-	-	6
20	YZ	1	-	1	1	1	-	4
Total		28	21	13	10	14	13	98
Percentage		29%	21%	13%	10%	14%	13%	100%

*Type of error :

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

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

Recapitulation of Students' Types of Errors

Based on error Analysis Theory
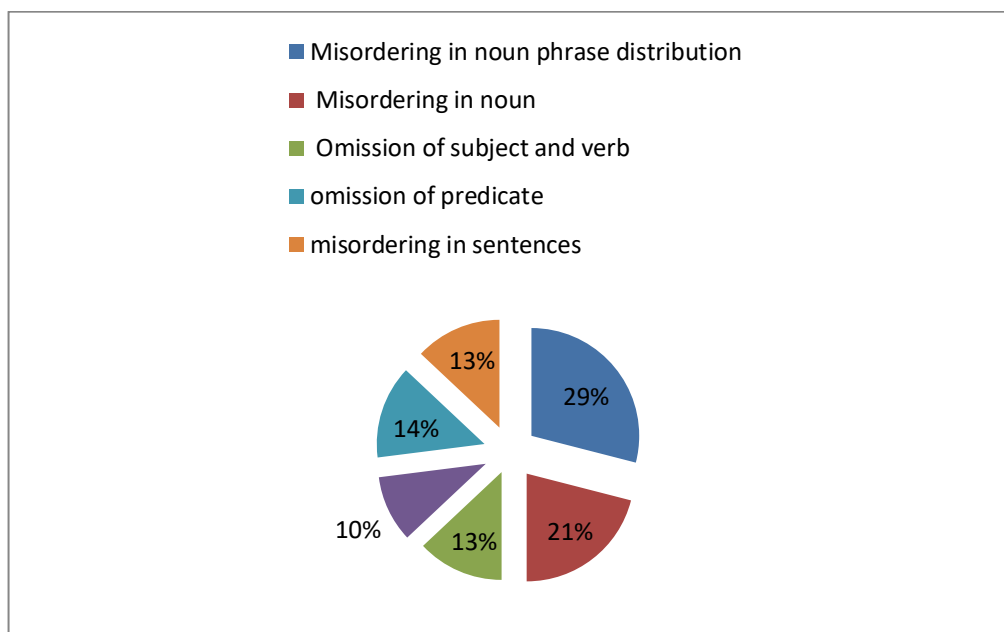
And then the researcher gave a brife description of students' errors in recount text. This table is the analysis error word order in recount text. The result as follow :

Table 7

brief description of students' errors in recount text

No	Name	Error Sentences	Correct Sentences	Type Of Error
1	AW	Last week become my <u>day unlucky</u>.	Last week become my unlucky day.	Misordering in noun Phrase
2	ARW	For that change my clothes and to bathroom to wash <u>face sleepy</u>.	For that change my clothes and to bathroom to wash Sleepy face .	Misordering in noun Phrase
3	AWK	Afterward when I'm walk toward <u>home grandmother</u>	Afterward when I walk toward grandmothers home.	Misordering in noun phrase distribution
4	HKW	We go to outside of <u>the area temple beautiful</u>.	We go outside of the beautiful temple area.	Misordering in noun Phrase
5	JYS	I <u>am very</u> attend	I attend scout	Misordering

		activity scout that was held in my school.	activity that was held in my school.	in noun phrase
6	JNA	In this time I new have one uniform because my other uniform didn't finish.	In this time I have new one uniform because my other Uniform didn't finish	Misordering in noun phrase distribution
7	LS	Finally I borrow a bag my friend	Finally I borrowed my friend's bag	Misordering in noun phrase
8	MP	In morning this, lesson mathematic and there was agreement	In this morning, mathematic lesson and there was agreement	Omission predicate
9	NS	Last Thursday, practicum chemistry in my class.	Last Thursday, chemistry practicum in my class	Omission of predicate
10	NI	Group we much lucky because only explode and no one got	Our gruop much lucky because only explode and	Misordering in noun phrase

		injured.	no one got injured.	distribution
11	RH	In <u>lesson chemistry</u>, we discuss about the lesson in last day.	In chemistry lesson, we discuss about the lesson in last day.	Misordering in noun phrase distribution
12	RI	We have plant to give to <u>my friend best</u> a surprise.	We have plant to give to my best friend a surprise.	Misordering in Sentence
13	SBR	In there we saw <u>high Monas, beautiful and amazing.</u>	In there we saw a beautiful amazing high Monas	Misordering in noun phrase distribution
14	SYF	Afterwards I only stand up because <u>don't know I did.</u>	Afterwards I only stand up because I don't know what should I do.	Misondering in sentences
15	SUH	Last Sunday <u>I and my brother</u> went to mini market	Last Sunday my brother and I went to mini market	Misordering in noun phrase distribution
16	TW	The house have a big	The house has a	Misordering

		park with many <u>flower full color</u> and basket field.	big park with many colorful flowers and basket field.	in noun phrase distribution
17	US	In <u>holiday my semester</u> at junior high school.	In my semester holiday at junior high school	Misordering in noun phrase distribution
18	YRB	When I went near it, suddenly heard a <u>sound strange</u>.	When I went near it, suddenly heard a strange sound.	Omission of subject
19	YAY	Last afternoon I go to Tegalrejo to buy <u>book Ushul Fiqh</u>	Last afternoon I go to Tegalrejo to buy Ushul Fiqh book	Misordering in noun phrase distribution
20	YZ	After looked at the book I went back to <u>place waiting</u>.	After looked at the book I went back to waiting place.	Misordering in noun Phrase

2. The Factors That Caused Word Order Errors In Recount Text at Tenth graders of SMA Ma'arif 05 Padang Ratu

To know the factor that caused word order error in recount text, the writer used interview method to collect the data. This method is chosen to make the study effectively because of restrictiveness of the time that provided by school. The interview were distributed to the 20 students in Xb class. The test list consisted of 10 questions, The student response is presented below:

1. Do you know what is recount text ?

AW   : Yes, I know

ARW : Yes, I know

AWK : Yes, I knows

HKW : Yes, I know

JYS   Yes, I know

JNA   : Yes, I know

LS   : Yes, I know

MP   : Yes, I know

NS   : Yes, I know

NI   : Yes, I know

RH   : Yes, I know

RI   : No, I dont know

SBR   : Yes, I know

SYF   : Yes, I know

SUH : Yes, I know

TW   : Yes, I know

US   : Yes, I know

YRB   : Yes, I know

YAY : Yes, I know

YZ   : Yes, I know

In this case, most of students answerd that they know what the recount text is. And just one student said that he did know.

2. **Do you like write a recount text ?**

AW   : No, I dont like
ARW : Yes, I like it

AWK : No

HKW : Yes, I like it

JYS   : No

JNA   : Yes, I like it

LS   : I dont like

MP   : Yes, I like it

NS   : Yes, I like it

NI   : I dont like

RH   : I dont like

RI   : I dont like

SBR   : Yes, I like

SYF   : No

SUH : Yes, I like it

TW   : Yes, I like

US   : No, I dont like

YRB   : No, I dont like

YAY : No, I dont like

YZ   : No, I dont like

In this case, most of students did not like write a recount text. Just seven students like write a recount text.

3. **Have you ever write a recount text ?**

AW   : Never
ARW : Yes ever

AWK : Never

HKW : Never

JYS   : Never

JNA   : Yes ever

LS   : Yes, I am

MP   : Yes ever

NS   : Yes ever

NI   : No

RH   : Never

RI   : Never

SBR   : Yes ever

SYF   : Yes ever

SUH : Yes ever

TW   : Yes ever

US   : Yes ever

YRB : Yes ever

YAY : Yes ever

YZ   : Yes ever

In this case, most of students ever write a recount text. It because recount text was a material in English subject at school. Just 7 students said they never write a recount text.

4. **When do you do write a recount text?**

AW   : When English subject in the class

ARW : Yesterday

AWK : In the class

HKW : When I study English

JYS   : When I am in the class

JNA   : In the class

LS   : Today

MP   : In the class

NS   : In the class

NI   : In the class

RH   : In class

RI   : In class

SBR   : In the class

SYF   : In the class

SUH   : In the class

TW   : In class

US   : In the class

YRB   : In this morning

YAY   : Tonight

YZ   : In class

          In this case, most of students do write a recount text in class when English subject.

5. Do you know the generic structure of recount text?

AW   : Yes know

ARW : Yes I know

AWK : Yes I know

HKW : I dont know

JYS   : Yes I know

JNA   : Yes I know

LS   : Yes I know

MP   : Yes I know

NS   : Yes I know

NI   : Yes know

RH   : No

RI   : I dont know

SBR   : Yes I know

SYF   : Yes I know

SUH   : Yes I know

TW   : I know

US   : No

YRB   : Yes know

YAY   : I dont know

YZ   : Yes I know

In this case, most of students know what general structure of recount text. It because general structure is the important things to make good recount text.

6. **Do you use a dictionary when write a recount text?**
   AW   : Yes
   ARW   : Yes

   AWK   : Yes

   HKW   : Yes

   JYS   : Yes

   JNA   : Yes

   LS   : Yes

   MP   : Yes

   NS   : Yes

   NI   : Yes

   RH   : Yes

   RI   : Yes

   SBR   : Yes I do

   SYF   : Yes

   SUH   : Yes

   TW   : Yes

   US   : Yes

   YRB   : Yes

   YAY   : Yes

   YZ   : Yes

   In this case, all of students use a dictionary because they have low mastery vocabulary in English.

7. What do you feel in the class when write a recount text?

AW : I feel nothing

ARW : I dont know

AWK : It is so hard

HKW : I feel happy

JYS : I feel hard

JNA : I feel sad

LS : I feel hard

MP : I feel good

NS : I dont know

NI : So good

RH : Happy

RI : I so happy

SBR : I feel hard

SYF : It is so hard

SUH : I dont know

TW : Happy

US : It is so hard

YRB : It is so hard

YAY : I feel hard

YZ : Happy

In this case, most of students feel unhappy in the class when write a recount text. Whereas if all of them do it happily they can write well.

8. What do you think about the teacher English in your class?

AW : Smart

ARW : Know everything

AWK : Smart

HKW : Smart

JYS : Smart

JNA : I dont know

LS : Smart and handsome

MP   : Smart

NS   : Smart

NI   : Smart

RH   : He is so smart and give fluently in speaking

RI   : Smart

SBR   : Smart

SYF   : Easy smile

SUH   : Smart

TW   : Always smile

US   : Fun

YRB   : Smart

YAY   : I dont know

YZ   : Smart

In this case most of students said that their teacher is so smart. It means that teacher is not the only one caused error in recoun text.

9. **Is writing a recount text difficult to you?**

AW   : Yes

ARW   : Yes

AWK   : Yes

HKW   : Yes

JYS   : Yes

JNA   : Yes

LS   : Yes

MP   : Yes

NS   : Yes

NI   : Yes

RH   : No

RI   : Yes

SBR   : No

SYF   : Yes

SUH   : Yes

TW   : Yes

US   : Yes

YRB   : Yes

YAY   : Yes

YZ   : Yes

In this case almost student said that writing a recount text is difficult. Only one student who said writing a recount text is easy.

10. In your opinion, what factor that make you difficult to write a recount text?

AW   : I'm still confused because my lackunderstanding in applying the rule of English grammar

ARW   : Because I'm still hesitant to arrange the sentence, so I compare the pattern of a sentence to other sentence that I remember.

AWK   : I do not understand the concept of English sentence well, so I only use the concept that I know.

HKW   : I have not understood yet when the teacher explained the lesson because the material do not structured well.

JYS   : I don't make the sentences carefully, so there are English concepts that forgotten.

JNA   : The lack of comprehension and material that I remember made me confused and did not interest in making the sentence.

LS   : My English structure mastering is low, so that it influences me to treat one pattern of sentence same with another sentence that almost equal.

MP   : I have not understood yet when the teacher explained the lesson, so Iam still disoriented to arrange English sentence.

NS   : I just know a little convention of English so I am still confused and do not enthusiasm to learn.

NI   : When I arrange the sentences, I often refer to the arrangement of Indonesian pattern.

RH : My knowledge of English is poor and I do not understand when the teacher explains the material.

RI : When I arrange English sentence, I often organize it in Indonesian at first and then I translate it into English.

SBR : I am bewildered to understand English concept, so I am often wrong to analyze the arrangement of sentence.

SYF : When I made English sentence, I translate the words that will be arranged one by one.

SUH : I do not careful enough when I organize the English sentences. It is because of my lack of understanding.

TW : I am bewildered to analyze and arrange English sentence.

US : Because I often make English sentence in Indonesian at first and then translate it into English.

YRB : I do not appropriate for appling the English structure because my knowledge of conventions is less.

YAY : I still do not understand with the pattern in English sentence so it makes me lazy to do the exercise.

YZ : I am not careful to organize English sentence.

In this case so many answer that students gave. And to know what dominant error factor in recont text. the result of questionnaire will be presented by the following table.

Table 8

Factor that caused the errors

Number of participant	The error factor	The result of interview Question: (*menurut pendapatmu, faktor apa yang membuat kamu kesulitan menulis recount text?*) In your opinion, what factor that make you

		difficult to write a recount text?
AW	Lack of knowledge	*Saya masih bingung karena kurang paham dalam menerapkan aturan-aturan dalam Bahasa Inggris.* I'm still confused because my lack understanding in applying the rule of English grammar.
ARW	Over-generalization	*Karena saya masih ragu dalam menyusun kalimat sehingga saya menyamakan pola suatu kalimat dengan kalimat lain yang saya ingat.* Because I'm still hesitant to arrange the sentence, so I compare the pattern of a sentence to other sentence that I remember.
AWK	Over-generalization	*Saya masih kurang paham tentang konsep kalimat dalam Bahasa Inggris sehingga saya memakai konsep yang saya tahu saja.* I do not understand the concept of English sentence well, so I only use the concept that I know.
HKW	Errors encouraged by teaching material or method	*Saya masih kurang paham saat guru menerangkan karena penyampaian materi yang tidak runtut.*

		I have not understood yet when the teacher explained the lesson because the material do not structured well.
JYS	Carelessness	*Saya kurang teliti dalam membuat kalimat sehingga banyak konsep Bahasa Inggris yang terlupakan.* I don't make the sentences carefully, so there are English concepts that forgotten.
JNA	Carelessness	*Kurangnya pemahaman dan materi yang saya ingat sehingga membuat saya bingung dan tidak tertarik dalam membuat kalimat.* The lack of comprehension and material that I remember made me confused and did not interest in making the sentence.
LS	Over-generalization	*Penguasaan structure dalam Bahasa Inggris saya yang masih kurang sehingga saya sering menyamakan pola sebuah kalimat dengan kalimat lain yang hampir sama.* My English structure mastering is low, so that it influences me to treat one pattern of sentence same with another sentence that almost equal.
MP	Errors encouraged	*Saya kurang paham saat diterangkan oleh*

	by teaching material or method	*guru sehingga saya masih binggung dalam menyusun kalimat Bahasa Inggris.* I have not understood yet when the teacher explained the lesson, so I am still disoriented to arrange English sentence.
NS	Carelessness	*Saya masih bingung karena saya hanya mengetahui sedikit tentang kaidah Bahasa Inggris sehingga membuat saya tidak semangat dalam mempelajarinya.* I just know a little convention of English so I am still confused and do not enthusiasm to learn.
NI	First language or mother tongue interfere	*Ketika saya menyusun kalimat saya masih sering mengacu pada pola penyusunan dalam Bahasa Indonesia.* When I arrange the sentences, I often refer to the arrangement of Indonesian pattern.
RH	Error encouraged by teaching material or method	*Kurangnya pengetahuan tentang Bahasa Inggris dan kurang paham saat diterangkan oleh guru.* My knowledge of English is poor and I do not understand when the teacher explains the material.

RI	Translation	*Ketika saya menyusun kalimat Bahasa Inggris saya sering menyusunnya dalam Bahasa Indonesia kemudian saya translate ke Inggris.* When I arrange English sentence, I often organize it in Indonesian at first and then I translate it into English.
SBR	Carelesness	*Saya masih bingung dalam memahami konsep Bahasa Inggris sehingga sering salah dalam menganalisis penyusunan kalimat.* I am bewildered to understand English concept, so I am often wrong to analyze the arrangement of sentence.
SYF	Translation	*Ketika membuat kalimat Bahasa Inggris saya menterjemahkan kata-kata yang akan saya susun satu per satu.* When I made English sentence, I translate the words that will be arranged one by one.
SUH	Carelesness	*Saya kurang hati-hati dalam menyusun kalimat Bahasa Inggris karena kurangnya pemahaman.* I do not careful enough when I organize the English sentences. It is because of my lack of

		understanding.
TW	Lack of knowledge	*Saya masih bingung dalam menganalisis dan menyusun kalimat Bahasa Inggris.* I am bewildered to analyze and arrange English sentence.
US	Translation	*Karena saya sering membuat kalimat Bahasa Inggris dalam Bahasa Indonesia dahulu lalu menerjemahkan dalam Bahasa Inggris.* Because I often make English sentence in Indonesian at first and then translate it into English.
YRB	Lack of knowledge	*Saya kurang sesuai dalam menerapkan aturan kebahasaan Bahasa Inggris karena saya kurang tau pasti kaidahnya.* I do not appropriate for appling the English structure because my knowledge of conventions is less.
YAY	Carelesness	*Saya masih kurang memahami pola kalimat dalam Bahasa Inggris sehingga membuat saya malas dalam mengerjakan latihan.* I still do not understand with the pattern in English sentence so it makes me lazy to do

		the exercise.
YZ	Carelesness	*Saya kurang hati-hati dalam menyusun kalimat Bahasa Inggris.* I am not careful to organize English sentence.

Based on the data analysis above, it can be found various factors that caused the respondents committed with error. The dominant factor that caused word order error in recount text made by students at tenth grade SMA Ma'arif 05 Padang Ratu is carelessness English concept. This result indicates that internal factor as like as ability, interest or motivation become important factor that influence teaching learning process to get best result. Beside internal factor, external factor also become important element to make learning process to be successful.

C. Limitation

It should be understood that this research was limited only for administrate the student errors about word order on students recount text and the researcher was not responsible about another error for other times. This research classifies error on students recount text were Misordering in noun distribution, Misordering in noun phrase distribution, Misordering in sentence , Omission of subject and verb, Omission of predicate and the last Omission of object.

There were many factors probably cause the errors. In this research, the cause of errors classify. They were Carelesness, Lack of

knowledge, Translation, Error encouraged by teaching material or method, First language or mother tongue, interfere and Over-generalization

D. Discussion

In teaching writing in senior high school especially students of tenth graders of SMA Ma' Arif 05 Padang Ratu, based on pra survey there are some problems, the students still have several errors. The students were still confused use word order in recount text. Whereas, the students must know how to use correct forms of using word in the sentences because it was one of important thing to support their ability in writing skill.

It is revealed that there were some errors which were founded in the students'recount text. Those errors were devided into six kinds, namely: misordering in noun phrase distribution, misordering in noun, ommission of subject and verb, omission of object, omission of predicate nd misordering in sentences. Furthermore, it was showed that there were 98 items. misordering in noun phrase distribution(29%), misordering in noun (21%), ommission of subject and verb(13%), omission of object (10%) omission of predicate (14%) and misordering in sentences (13%) . The finding show that the error frequently appeard about word order was the area of misordering in noun phrase distribution. Based on the result of the data analysis, it proves that the students' writing needs to be improved, not only in the students' ability in word order, but also their vocabulary memorable and understood in grammar.

In questionnaire section, some students said that the most difficult in making recoun text is English concept. The lack of knowledge made the students less of an idea and difficult to arrange word in a sentence moreover the grammatical. Carelees of writing without checking was happened in most of students.

Finally, after describing what errors frequently appeared of using word order in recount text. The researcher explained cause of errors. In line the result of questionnaire above, the students commited errors of word order because of still do not understand with the pattern in English sentence so, those made the students' feel difficult to master about word order. Related to the sources of errors, the researcher could take a conclution that the cause of errors committed by the students lead intralingual transfer, because those errors occurred as a result of learners'

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the researcher can summarize the conclusion of this research as the following :

1. The result of errors made by the students about word order was 98 errors. The most commonly errors found in the use Misordering in noun distribution were 28 errors, Misordering in noun phrase 21, Omission of subject and verb 13, Omission of object 10, Omission of predicate 14 and the last Omission in sentences were 13 error.

2. Base on the data analysis, the researcher was eagerly going to deduce this research that some kinds of errors were still found some error types of using word order in recount text among student at tenth graders of SMA Ma'arif 05 Padang Ratu. by this research, the students know what is their word order error in recount text. And students will be study hard again and more active in learning English.

3. Based on students' responses on questionnaire, the researcher summarized that cause of errors' that students made In questionnaire section, some students said that the most difficult in making recoun text is English concept. The lack of knowledge made the students less of an idea and difficult to arrange word in a sentence moreover the grammatical. Carelees of English concept without checking was happened in most of students.

B. Suggestion

After the researcher had done the research at tenth graders of SMA Ma'arif 05 Padang Ratu, the researcher would like to give some suggestion as follow :

1. For the headmaster

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

2. For the teacher

   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.When explain about the material of sentence construction, teacher should give exercise and discuss the students' work directly so they can know their fault and they understand more.

3. For the students

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

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