ERROR ANALYSIS OF WORD ORDER USED IN WRITING

RECOUNT TEXT MADE BY STUDENTS’ AT SMK NEGERI 1 PINRANG

A THESIS

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ABSTRACT

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Title: “Error Analysis of Word Order Used in Writing Recount Text Made by students’ at SMK Negeri 1 Pinrang”

This research aimed to find out the common errors of word order especially in using verb, to be, and noun phrase in writing recount text made by the eleven year students of SMK Negeri 1 Pinrang. The problem statement of this research was “what kind of errors are frequently occurred in the use of word order in recount text made by students at SMKN 1 Pinrang”. The objective of this research was to find out the kind of errors that often occurred in the use of the word order in recount text made by student at SMKN 1 Pinrang.

To analyze the data, the writer used descriptive qualitative method and used error analysis procedure to make clear explanation. The participants of this study consist of 30 students from the grade XI of Accounting 3 at SMK Negeri 1 Pinrang.

The data were taken by using tests of writing to find out the common errors of word order made by the students. By this writing test, the writer found errors as follows: the errors of using the correct verb (45.41 percent), the errors of using the correct to be (30.28 percent) and the errors of using the correct noun phrase (24.31 percent). Based on the finding and discussion of the research, the researcher concluded that the most common error that made by the students is using verb.

Based on the finding and discussion of the result, the researcher concluded that the students still faced difficulties in using word order. Due to the result of this research, the students should study more about word order especially the using in the recount text. They should learn more about grammar to enhance their knowledge and decrease their errors in word order. Then, teacher as a facilitator should be able to facilitate the need of the student in any materials.
CHAPTER I

INTRODUCTION

A. Background

English is an international language. It is used all over the world. For that reason, it is important for people to master English orally and in writing, in order to be able to communicate and socialize with the world community. English is the first foreign language taught in every school in Indonesia. The Indonesian government chooses English as the first foreign language to be taught in schools and as a major subject for the students from elementary school to university students, they realize how important English in their life, so they intend to master it, in such way that they can use that language to communicate with other people in the world.

Students must master four language skills. They are listening, speaking, reading and writing. It is classified again into two parts; those are productive and receptive skills. Hamer (1991) states that in productive skills, there are speaking and writing, then in receptive skills are reading and listening. However, in this research the researcher only focuses on productive skills especially in writing. In mastering English, students find problems dealing with language skills and language components. Most students in Indonesia consider English as a difficult subject which makes them frustrated.
The word order of English is different from Indonesian language. In Indonesian, the primary word is placed in the front, followed by defining the word, while in English the defining words precede the primary word. For Example: Blue book = buku biru

The word ‘book’ is called the ‘noun’, and the word ‘blue’ is the ‘adjective’. In English the adjective comes before the noun. But in Indonesian the noun may come first and the adjective follows. In the process of learning, Indonesian students surely make errors. It is understandable since the rule of Bahasa and English is different.

Both English and Bahasa have some different system of conventional in arranging the element of language. Those differences are visible in syntax, phonology and semantics. The conventions of a language are created to standardize the language used and to connect between the content of the language and the form of language. In addition, the form of language consists of word order, word formulation, word choice, etc. Birner (1998) states that 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 the standard language of 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 a sentence. Whereas the word order refers more generally to the
order of any set of element, either at the clause level, or within phrases, such as the order of elements within a noun phrase.

According to the curriculum, the goal of teaching learning at Junior High School is that the students must be able to develop communicative competence in written as well as in spoken to achieve functional literacy level. They are expected to be able to communicate both in spoken and written form to solve problems in their daily lives. In this curriculum, the English material is taught based on the text. One of the texts that have to be learnt by the eleven year students of Senior High School is recount text. The students have to be able to understand and create a recount text cohesively based on the social function and generic structure of the text. In fact, this objective is very hard to achieve.

Most of the students’ skills are far away from their learning target. According to McWhorter (2012) Some 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. Many students could not express their ideas in written form, although they may know what will be written. They still could not understand or create a recount text, although the teacher had explained it. Report that there are still some grammar mistakes or inappropriate vocabulary use.

Most of the students are also not able to construct sentences in past tense and arrange the sentences coherently. In line with this, many students could not express their ideas smoothly in written form. Although they had been given a topic
to write, they could not automatically start their writing assignment. In other words, although they have written several lines, they mostly find difficulties on how to continue their writing. These frustrate the students and as the result, they tend to stop their writing. This is because they do not know specific technique that can guide them in developing their ideas and put them in written form.

According to Littlefair (1991) There are some types of writing texts, such as narrative text, descriptive text, argumentative text, recount text, and report text which each of them has their own rules and functions. In this case, recount text is the main focus. Meanwhile, the students often make the errors in writing recount text, especially in word order. In order to, the researcher wants to analyze the students’ error in writing recount text. Moreover, the researcher also wants to know what the causes of the error that is often occurring. So, it can be as an evaluation for the teacher to try reducing the students’ error in word order especially in writing recount text.

Based on the statement above, the researcher tries to conduct a research with title “Error Analysis of Word Order Used in Writing Recount Text Made by Students’ at SMKN 1 Pinrang”.

B. Research Problem

Based on the background of the study and the reason for choosing the topic, the study tries to answer this problem “What kind of errors are frequently occurred in the use of word order in recount text made by students at SMKN 1 Pinrang?”
C. **Research objective**

The objective of this research is to find out the kind of errors are often occurred in the use of the word order in recount text made by student at SMKN 1 Pinrang.

D. **Research Significance**

This research is expected to give useful information to:

1. **The student**

   The result of this study can show the student about the error they made, so by read the analysis they can know their fault and know the right pattern of word arrangement.

2. **The teacher**

   The result of the study can show the student progress in learning word order, so it can be used as reference for the teacher about what technique or strategy that should be applied in teaching English to improve the student’s ability.

3. **The researcher**

   The result of this study provides evidence of how languages are learned or acquire and the strategies or procedures that used by the student. By analyzing the student, the researcher can improve the knowledge about the average of student
ability in mastering English and as the reference also so the researcher can find the best way to teach English especially in the word order recount text in the future.

E. **Research Scope**

This study is concerned on analyzing of word order used in recount text made by student at SMKN 1 Pinrang, especially in word order construction and word order distribution. In word order, construction, the researcher focused on the order of the past tense specifically in to be and verb. Whereas, in the word orders distribution, the researcher wants to analyze the distribution of the word orders in the noun phrase.

F. **Definition of the Key Terms**

This research with the title of Error Analysis of Word Order Used in recount text made by Students' at SMKN 1 Pinrang, it is better if the researcher gives definition to make the researcher understand easily about the topic.

The followings are the key terms used in the research:

1. **Error analysis**
   
a. **Definition of error**

   An error is an inaccuracy. When the student learns something and consistently gets wrong.

   b. **Definition of error analysis**
Error analysis is the study of error made by the second and the foreign learner. It is caused by several factors, they are (1) the influence of native language (2) not knowing the grammatical structure and (3) grammatical structure was misinterpreted.

c. Difference between error and mistake

There are some overlaps of these terms, which both refer to a “wrong” action. For example, a problem gotten wrong on an exam could be called an error a mistake, but there are also significant differences. The error is when a student produces incorrect utterances because they don’t have the knowledge to utter it correctly. The mistake is sometimes students ‘knowing’ the correct form in a Language (L2), but they make the mistake anyway when they are speaking or writing. They understand the rule but they haven’t committed the form to memory and can make a mistake.

2. Word Order

Word order is the arrangement of the words in a phrase, clause, or sentence. In many languages, including English, word order plays an important part in determining the meanings expressed in other languages by inflections.

3. Used

Used is the way in which something is or can be used.
4. Writing

Writing is a method of representing language in visual or tactile form. Writing systems use a set of symbols to represent the sound of speech, and may also have symbols for such things as punctuation and numeral.

5. Recount Text

A recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Previous Related Research Findings

The first 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 (2011). In her study, the researcher 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.

The second previous study was written by Nur Elah Amaliah (2012) entitled An Error Analysis on Students‘ Writing Recount Text a Case Study at Second Grade of SMP Al-Kholidin Kebayoran Baru, Jakarta Selatan. The objective of her research was to analyze the students’ error in writing recount text and to know the highest frequency of the students’ types of error made by Second Grade of SMP Al-Kholidin. The Errors Classification in her research covers error in Article, Capitalization, Omission, Punctuation, Spelling, Tenses, Word Choice, and Word Order. The result of the research was 5.4 percent errors in Article, 0.5 percent errors in Capitalization, 11.4 percent errors in Omission, 1.6 percent errors in Punctuation, 5.4 percent errors in Spelling, 55.4 percent errors in Tenses, 4.4 percent errors in

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Word Choice, 15.2 percent errors in Word Order. It can be concluded that the highest error made by students was in Tenses area and the lowest was error in Article.

The third previous study was conducted by Nurwahid (2001) which the title is Grammatical Error Analysis of Students’ Writing Recount Text a Case Study at Second grade Students of SMP Nusantara Plus. The objective of his study was to analyze the common error on students’ writing made by the second grade students of Junior High School. He used Betty Schrampfer Azzar’s Errors Classification to analyze the students errors. The research finding showed that the common kind of errors that the students made was error in Verb Tense which received 93 errors from 301 errors or 30.89 percent. The other students’ error was in Add a Word which the result was 59 errors or 19.60 percent, and 33 or 10.96 percent errors in Spelling. Those were the top-three errors made by students. Most of the errors were detected caused by Interlingual Transfer which the total was 180 causes or 67.66 percent.

The fourth previous study was An Analysis of The Second Grade Students’ Grammatical Errors in Writing written by Roghibah (2013) at SMP YMJ Tangerang Selatan. Her study was to analyze and to classify the types of students’ grammatical errors in writing. Besides, the purpose of the study was to find out the frequency of occurrence and to find out the causes of errors which students made in paragraph. The Grammatical Error covered into six areas, namely: Tense, Subject Verb, Word Choice, Spelling, Capitalization, and Noun Phrase which adapted from Azar’s
Grammatical Error theory. The highest frequency was Tense which the total was 56.48 percent or 61 errors. The result of the Error Analysis process showed that students committed errors into four types: Omission, Addition, misinformation/misselection and missorder. Misinformation was the highest error made by students which the total was 62.04 percent of all the total errors made by students. Intralingual Transfer which the result was 89 or 82.40 percent was the highest cause of error of students’ writing.

B. Some Pertinent Ideas

1. Error Analysis

In the course of learning and using a foreign language, one of the most inhibiting factors in appears of making mistakes and errors. The making of errors is a sign that the students have not mastered the rules of the language being learned. Language learning as any other human learning involves making mistakes and errors. Brown (1992:164) states that the mistakes, misjudgment, miscalculation and erroneous assumption from an important aspect of learning of skill and acquiring information.

Anyone attempts to acquire something by making mistakes and errors. The child who learns his native language makes countless mistakes with his linguistic knowledge. However, he gradually manages to produce acceptable speech and justify it after a series of errors.
Since language is a process that involves the making of mistakes and errors, errors are considered as the product of learning. It is important for the English teacher to realize that errors made by learned need to be analyzed correctly in order to arrange learning strategy effectively. In addition, it is important to discuss error analysis to underscore the relevance of such analysis for teaching English as a foreign language. Such an analysis becomes the key for foreign language acquisition.

According to Sanal (2007:597), error analysis is a study to identify, to describe and systematically to explain the learners’ error by using any of the principles and techniques provided by linguistics. It can be said that error analysis as a process based on an analysis of the students’ errors. Whereas, Brown as cited in Sanal (2007:598) asserts that error analysis is the activity to observe, to analyze and to classify the students’ errors for conveying something of the system operating.

Practically, error analysis can be a very useful device of a foreign language teaching program. Errors provides feedback, they tell the lecturers something about the effectiveness of their teaching materials and their teaching techniques.

2. **Errors and Mistakes**

a. The difference between error and mistake

An error is different from mistake, so it is crucial to differentiate both of them. Corder as quotes by Kinsela (1978:63) states that “an error is typically produced by people who do not yet fully command some institution a listed language system”. Based on Corder (1973:257), errors are breaking the rule, due to
lack of competence such as knowledge of the language, which may or may not be conscious. As they are due to lack of competence they tend to be not correctable. According to Erdogan, (2005:263), a learner makes a mistake when writing or speaking because of lack of attention, fatigue, carelessness, or some other aspects of performance. The mistake can be self-corrected when attention is called.

In other words, a mistake is a slip that the learner can self-correct whereas an error is what a learner cannot self-correct. From those definitions above, the researcher can also conclude that a mistake is just a slip that the learner forgets the right form. While, an error is a deviation made by the learner because he/she does not know the rule and they do it repetitively.

To distinguish between an error and mistake, Ellis as mentioned by Erdogan (2005:263) also suggest two ways. The first one is to check the consistency of learner’s writing, if he sometimes uses the correct form and sometimes the wrong one, it is a mistake. However, if he always uses it incorrectly, it is an error. The second way is to ask the learner to try to correct his own deviant utterance. When he is unable too, the deviations are errors, while he is successful, they are mistake.

Indeed, learners often make mistakes in the process of foreign language learning. Thus, it is still not a big deal when the learners commit the mistake either in speaking or writing since they are capable to correct the mistake. However, learning another language becomes difficult since the target language has a different system of the native language. This difference sometimes makes the learners make
errors, especially in applying grammar. This is why analyzing learner’s errors in learning another language would be interesting instead of mistake analysis.

b. The source of errors

In order to be able deciding it is an error or not, it is needed to understand fully the source of errors. Errors are stated by Brown (1992:166), arise from several possible general causes or sources. The source of error could be interlingual error of the interference from the native language, intralingual errors within the target language or and the sociolinguistic context of communication, psycholinguistics or cognitive strategies and no doubt countless affective variables.

1) Interlingual errors

This source of error can be called errors by negative transfer. Richard (1974:173) states if the learners of a foreign language make mistakes in the target language by the effect of his mother tongue that is called as interlingual. For example, any Indonesian writer learning English may write “Ahmad dan fatma menikah” in his mother tongue, and he may transfer his old habit to the target language. The result would be Ahmad married with Fatma, which is not acceptable in English.

Chainstain (1976:61) stated that it is understood that interlingual errors are due to the interference from the mother tongue. They have something to do with constructive analysis as pointed out by Brown (1992:148):
This hypothesis claimed that the principal barrier to second language acquisition is the interference of the first language system with the second language system, and that scientific, structural analysis of the two language would yield a taxonomy of linguistic contrasts between them which is turn would enable the linguist to predict the difficulties a learner would encounter.

It is clear that constructive analysis aim at describing the differences and similarities of language with a view of predicting the possible learning problems. Elements of target language that are similar to the native language may be simple and easy for the learner and those are different may difficult. Predicting error using constructive analysis can be carried out in term of hierarchy of difficulty. Therefore, a teacher or linguist can make a prediction of the relative difficulty of a given aspect of the second language. And they help the students to solve the student’s error problems.

2) Intralingual Errors

Interference from the student’s own language is not the only reason for committing errors. Students may make mistakes in the target language, since they do not know the target language very well, they have difficulties in using it. Richard (1974:6) writes, “intralingual interference refers to items produced by learner, which reflect not the structure of mother tongue, but generalization based on partial exposure of the target language”. Thus, intralingual errors are the direct result of the learner’s attempt to create language system he is learning.
Richard (1974:6) classifies the intralingual errors into four categories, namely (1) over generalization, (2) ignorance of rule restriction, (3) incomplete application of the rule, and (4) false concept hypothesis or semantic errors.

3) Context of Learning

Context of Learning is Context refers, for example, to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language. In other words, the learners have wrong hypotheses of the teacher's explanation or the textbook which lead them to make errors.

4) Communication strategy

Communication strategy is related to the learning style. Learners obviously use production strategies in order to enhance getting their messages across. However, at times these techniques can themselves become a source of error.

3. Cause of Error

The errors made by students are caused by some factor either from the students itself or from the other person. Norrish (in Hasyim, 2002:47) 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.

b. First language

Norrish (in Hasyim, 2002: 47) 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.

4. **Basic Concept of Word Order**

When we create a sentence, it is important to put the word in correct order. In Collins dictionary, word order is the arrangement of words in a phrase, clause or sentence. In many languages, including English, word order plays an important part in determining meaning expressed by user. So, understanding of rules in English syntax becomes important thing to make a meaningful sentence.
5. **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 verb and to be because the lesson of English sentences in second grade focuses on it.

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

a. The subject usually comes before the verb
Example: The people rang the bell for joy.
b. The object usually comes after the verb
Example: The king wears a crown.
c. When there is an indirect object and also direct object, the indirect precedes the direct
Example: She gave me a book.

A. The Form of Simple Past Tense

According to McGraw, the simple past tense is classified into two types. They are the simple past in regular verb and the simple past in irregular verb including past tense of the verb be. The formula of each type consists of three parts: affirmative, negative and interrogative.

a. The simple past in regular verb

The first type of the simple past in regular verb form uses the formula as following:

\[ S + V2 + O + \text{Adverb} \]
For examples:

- She helped her mother in the kitchen this morning.
- The children played games last night.
- We listened to the music after dinner

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

1) If the simple form of a verb ends in –y after a consonant, change the –y to i and add –ed. Examples: try/ tried, carry/carried, dry/dried

2) If the simple form of a one syllable verb ends in consonant + a vowel + a consonant, double the final consonant and add –ed. Examples: plan/ planned, stop/ stopped

3) If the simple form of a two syllable verb end in a consonant + a vowel + a consonant, double the final consonant only if the syllable is stressed. Examples: permit/ permitted, prefer/ preferred, occur/occurred.

4) If the simple form of a verb ends in –e, add only –d. Examples: tie/tied, change/ changed, live/ lived.

5) Add –ed to simple form of all other regular verbs. Examples: want/ wanted, ask/ asked, belong/ belonged.

Meanwhile, the negative formula of simple past tense as following:
For examples:

- Her roommate did not order a pizza last night.
- We did not live in an apartment last year.
- My family did not own a computer until recently.

Based on the examples above, it can be seen that the verb in the sentence is returned to the simple form. Then, the use did not is before the simple form of the main verb. The contraction for did not is didn’t. In addition, the other form of simple past tense is interrogative by using the formula:

\[ \text{S + didn’t + V1 + O + Adverb?} \]

For examples:

- Did you move to a new house last year?
- Did your mother cook last night?
- Didn’t you study English last night?

The examples above show that the main verb in the question is also returned to the simple form. There is no final –ed ending in the question form.
B. The simple past in irregular verb

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

| Simple Form | Past Tense Form | Notes |
|-------------|----------------|-------|
| Cost        | Cost           | The simple and the past forms of some verbs are the same. |
| Cut         | Cut            |       |
| Hit         | Hit            |       |
| Hurt        | Hurt           |       |
| Built       | Built          | With some verbs, the simple form end in –d and the past form end in |
| Lend        | Lend           |       |
| Send        | Send           |       |
| Spend       | Spend          |       |
| Dream       | Dreamt         | Some verbs have other consonant changes or add a consonant in the past tense. |
| Have        | Had            |       |
| Hear        | Heard          |       |
| Begin       | Began          | Many verb have vowel changes in the past tense. |
| Come        | Came           |       |
| Drink       | Drank          |       |
| Drive       | Drove          |       |
| Be*         | Was/ were      | Many verbs have       |
Many verbs have consonant and vowel changes in the past tense. Based on the examples above, the verb be is the exception of irregular verbs. This irregular verb is used differently than other irregular verbs in affirmative, negative, and interrogative. Here is the pattern of past tense of verb be as following:

For the affirmative form, the formula is as follows:

S + was/ were + substantive (Adverbial of phrase)

For example:

- Mario was at home last night
- Ratna was a stewardess one year ago
- Some students were absent last Sunday

All those actions are in the past, and they are all finished; they do not carry over into the present. Two of them are singular noun (Mario and Ratna) one of them
is plural noun (some students) used. Next, here is the formula of the negative form of simple past tense in irregular verb.

For example:

- I was not in my room last night.
- We were not hungry for dinner yesterday.

The last form of simple past in irregular verb is interrogative form, here is the formula.

- Was/ were + S + substantive (Adverbial of phrase) + …
- Wasn’t / weren’t + S + substantive (Adverbial of phrase) + …

For example:

- Was Mario at home last night?
- Were they in the farewell party last night?
- Wasn’t the dog fed this afternoon?
- Weren’t those sofas expensive?
6. **Word Order in Noun Phrase**

a. Definition of noun phrase

Generally, a phrase is defined as "a sequence of words that can function as a constituent in the structure of sentences" (Burton- Roberts in Otong Setiawan book, 2008: 101). But, according to Heather MacFadyen, “a phrase is a group of two or more grammatically linked words without a subject or predicate”. 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.

b. The formula of noun phrase

There are three parts of noun phrase function formula that consist of pre modifier, head and post modifier. Burthon and Noel Robert in OtongSetiawanbook (2008:102) state this formula as follow:

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

The construction of anoun 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. Determiners are used to identify a headword functioning deictically or simply as quantifiers, and they serve as definite or indefinite reference or to give information about quantity and proportion.

**Tebel 2.2**

| Pre-determiner | Central determiner | Post-determiner |
|----------------|--------------------|-----------------|
| All            | a/an, the          | one, two,...     |
| both           | this, that,...     | first, second,...|
| double         | my, your,          | next            |
| such           | his,...            | last             |
| what           | every, each        | past             |
| half           | some, any          | further          |
|                | enough             | many             |
|                | either, neither    | (a) few          |
|                | what               | several          |
|                | whose,             | more             |
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.

| Determiner   | Pre-modifier | Head noun |
|--------------|--------------|-----------|
| This         | Good         | Cat       | Food      |
| This         | Expensive    | Theatre   | Ticket    |
| Identifying Function | Qualifying function | Classifying function |          |

3) Post-Modifier

Post-modifier comprises words in the noun phrase that follow the head and it usually called as right-handed modifier. These words usually consist of prepositional phrases, participle, adjective, adverb, and noun. According to Nichols (1965:64) there are some patterns of noun phrase modifier:
a. When infinitives modify noun, they regularly follow the headword. Example: the guest to invite the guest to be invited

b. Adverbs always follow the nouns they modify. Example: the party afterward, the table there

c. Prepositional phrases regularly follow the nouns they modify. Example: the class on lower campus If the phrase use of preposition, the form noun + noun is used in this phrase and the word before of becomes the head word. Example: Application letter = letter of application.

d. Adjectives follow the nouns they modify. Example: something wonderful, something interesting.

7. Writing

1. The Understanding of Writing

Writing has a significant function as a medium of communication to express our ideas, to share knowledge and to exchange information. As Ann Brown states that Writing is important in our lives and as a communicative act that transmit information and link people together. Related to the opinion, Raymond points out that, writing is more than a medium of communication. It is a way of remembering and a way of thinking as well. Write makes words permanent, and thus expands the collective memory of human beings from the relatively small store that we can remember and pass on orally to the infinite capacity of a modern library. It can be
summed up that writing develops human’s lives by informing the knowledge and the idea. People can forget spoken information in second but writing makes it permanent.

Writing skill for foreign learners is the most challenging activity because it is a complex skill that involves knowledge, concepts and writing’s rules. Moreover, for second language (L2) or foreign language (FL) learners, the difficulty in writing does not only lay in creating and organizing ideas but also translating the ideas into readable writing, Richards and Renandya explain that:

There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lay not only in generating and organizing ideas but also in translating these ideas into readable text. The skills involved in writing are highly complex. L2 writers have to pay attention to higher level of skill of planning and organizing as well as lower level skill of spelling, punctuation, word choice, and so on.

Celce-Murcia and Olshtain give their idea about writing that:

Writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication to take place. The writer, in order words, communicates his/her ideas in the form of a written text from which known or unknown reader will eventually extract the ideas and their meanings.

In means that writing is a hard skill for foreign learners because the learners don’t only concentrate in communicating and composing the idea into comprehended writing but also must pay attention to the writing’s rule.
English teacher can use writing as a means of learning or evidence of successful learning. A good writing reflects a plenty of practicing because it needs processes of thinking and then evaluating and revising it. White highlights that Writing can be viewed as involving a number of thinking process which is drawn upon in varied and complex ways as an individual composes, transcribes, evaluates, and revises. Richards (1990) hints that Writing is used either as evidence of successful learning or as a means of learning. It can be summed up that writing can be as a tool for learning feedback.

It can be concluded that through writing many information and knowledge can be shared, therefore writing can develop human’s life. While, writing in the sense of learning English is a challenging activity for foreign language learners because the FL learners not only have to interpret the idea into comprehended text but also they have to pay attention to the writing’s rules. However, writing reflects the FL learners competency because it can be such a tool that gives feedback in the learning process.

2. The Types of Writing Text

Students of Secondary School need to learn five kinds of writing texts. They are Narrative, Recount, Procedure, Descriptive and Report Text. In order to understand each of the type of writing texts easily, the explanation is drawn up into a table as follows according to Littlefair (1991):
### Table 2.4
Types of writing text

| Text Type | Example of Text | Explanation |
|-----------|-----------------|-------------|
| Narrative | 1) *Orientation*  
Once upon a time there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the housework.  
2) *Complication*  
One day an invitation to the ball came to the family. Her stepsister didn’t let her go, so Cinderella was very sad. The stepsister went to the ball without her.  
3) *Resolution*  
Fortunately, the fairy came and helped her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her then he | Narrative text is text type that tells a story. Its purpose is to present a view of the world that entertains or informs the reader or listener. |
married her.

4) **Coda**

They lived happily ever after.

| Recount | Earthquake |
|---------|-------------|
| **1) Orientation** | I was driving along the coast when the car suddenly lunched to one side. |
| **2) Sequence of Events** | At first I thought a tire had gone but then I saw telegraph poles collapsing like matchsticks. The rocks came tumbling across the road and I had to abandon the car. |
| **3) Reorientation** | When I got back to town, well, as I said, there wasn’t much left. |

| Procedure | How to Make Jelly |
|-----------|-------------------|
| **1) Goal** | Jelly can be very simply by following these directions. |
| **2) Materials** | |
You will need one packet of jelly crystals, a 500 ml jug, 250 ml boiling water, 200 ml of cold water, a bowl.

3) Steps
1. Empty contents of a packet of jelly crystals into the jug.
2. Add boiling water.
3. Stir well until crystals dissolve.
4. Add the cold water and stir.
5. Pour mixture into a bowl.
6. Refrigerate until firm.

Descriptive
My Pet

1) Identification
I have a pet. It is a dog and I call it Brownie.

2) Description
Brownie is a Chinese breed. It is small, fluffy and cute. It has got thick
Brownie doesn’t like bones. Every day it eats soft food like steamed rice,
fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get along well, and never fight maybe because Brownie does not like bark a lot. It treats the other animals in our house gently, and it never eats shoes.

Brownie is really a sweet and friendly animal.

| Report (Information Report) | 1) General Classification | An information report text is a piece of text that presents information about a subject. The text usually contains facts about the subject, a description and information on its parts, behavior and qualities. Its purpose |
|-----------------------------|---------------------------|---------------------------------------------------------------------------------|
|                             | For many years people believed that the cleverest animals after man were the chimpanzees. Now, however there is proof that dolphins may be even cleverer than these big apes. |                                                                                   |
|                             | 2) Description            |                                                                                   |
|                             | Although a dolphin lives in the sea, it is not a fish. It is a mammal. It is in many ways, like a human being. Dolphins have a simple language. They are able to talk to another. |                                                                                   |
may be possible for man to learn how
to talk to dolphins. But this will not be
easy because dolphins cannot hear the
kind of sounds man can make. If man
wants to talk to dolphins, therefore, he
will have to make a third language
with both he and the dolphins can
understand. Dolphins are also very
friendly toward man. They often
follow ships. There are many stories
about dolphins guiding ships through
difficult and dangerous waters.

is to classify,
describe or to
present information
about a subject.

8. **Recount Text**

1. **The Definition of Recount Text**

   Recount is unfolding of a sequence of events over time (Derewianka 1990:14). It is about recreating past experience in using language to keep the past alive and to interpret the experience. Since recount tells about the past experiences, it uses past tenses. A recount describes events, so plenty of use is made of verbs (action words) and of adverbs to describe or add more detail to verbs.
Based on School-Based Curriculum or *Kurikulum 2013*, there are some kinds of text that Students of Senior High School need to learn, one of them is Recount Text. The researcher believes that recount text is the text which is so close to the students’ life. The students do not need to think hard to find the ideas in creating the story, because they went through with the events, so they can write the story smoothly. According to Anderson and Anderson (1997) “speaking or writing about past events is called recount”. They further explain that, “A recount is a text that retells past events, usually in the order in which they occurred”. Its purpose is to provide the audience a description of what occurred and when it occurred.

Furthermore according to Derewianka (1990) recount is a text that retells events or experiences in the past which its purpose is either to inform or to entertain the audience. Recount is very similar Narrative, so the thing that differentiates both of them is the schematic structure of the body paragraph. There is no complication among the participants in recount text instead in recount text explores the series of events which happened to the participants. However, it just focuses on the events themselves. The events will be told chronologically based on the time and place. While in narrative the body paragraph is complication which the story has the climax of problem and the story ended by solving the problem. It can be summed up that recount text is a kind of text that retells about events or experiences in the past chronologically based on the sequence of events. The purpose is to give the audience information or to entertain.
2. *The types of Recount Text*

Derewianka (1990) explains that there are five types of recount text, namely:

1) Personal recount is retelling an event that the writer was personally involved in for example: personal experience, personal letter, diary, entries, journal, anecdotes, and postcard. Personal recount is usually written in the first person (I and We) and often to entertain and to inform.

2) Factual recount is concerned with recalling events accurately. It can range from the everyday task such as accidents, structured research, science, news recording and police report. The emphasis is on using language that is precise, factual, and detailed, so that the reader gains a complete picture of an event, experience or achievement.

3) Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real such as fiction.

4) A procedural recount records the steps taken in completing a task or procedures. Example: include a flow chart of the actions required for making bread and the steps to solve a mathematical problem.

5) A biographical recount tells the story of a person's life using a third person narrator (He, She, and They). In this case, of autobiography, first person narration (I, We) is used. Hardy and Klarwein (1990) have a bit different type of recount text. There are two types of recount text according to them. They divided two kinds of recount text, namely; Personal Recount as in personal
letters and excursion write-ups and Historical Recount which attempts to retell past experience in the objective view, such as report of science experiment and police reports.

3. **Language Features of recount text**

   According to Derewinaka (1990:15) recount text usually have some language features such as:

   a. Specifics participants, such as my mother, my friends, etc.

   b. Use of simple past tense, simple past tense indicates a completed action about what happened in the past at the specific time.

   c. Use of material processes or action verb, such as went, saw, left, etc.

   d. Use of first person pronoun, such as I, we.

   e. Circumstances of place, where did the story take place?

   f. Temporal sequences or linking items, such as the, next, later, etc.

   g. Circumstances of time, in past tense, and adverb of time can be found in the sentence such as ago, yesterday, last week, etc. may show a period of times that can be meant by the context or situation (Hornby, 1975:85-86)

   Barwick (1999:6) explains that language features of recount text are:

   1) Proper nouns to identify those involved in the text.

   2) Descriptive words to give details about who, what, when, where, and how.

   3) The use of the past tense to retell the events.

   4) Words that show the order of events (for example, *first, next, then*).
The points above can be summed up in the table below:

**Table 2.6**

| No. | Language Features of Recount Text | Example |
|-----|----------------------------------|---------|
| 1   | Proper Noun                      | Andy, Jakarta, The Statue of Liberty, etc. |
| 2   | Descriptive Word                 | Walking, hairy, clever, etc. |
| 3   | Past Tense                       | Went, ate, learned, etc. |
| 4   | The word of order of events      | First, second, last, etc. |

The language features have a significant role in helping the audience understand the point of the story. The audience can identify those involved in the story by finding proper nouns. Descriptive words provide more details about the person, time, place, setting, and the plot of the story. The type of text can be easily identified by looking at the tense used, with past tense indicating that the text is a recount which retells past events using past tense. The words that show the sequence of events make the story read systematically. It can be concluded that language features convey the story to be more interesting, alive, and systematic to read.
4. **The Schematic Features of Recount Text**

Hardy and Klarwein (1990) state the generic structure of recount text consists of Orientation, Sequence of Events and Reorientation.

| The Stage            | Function                                                                 |
|----------------------|---------------------------------------------------------------------------|
| Step 1: Orientation  | Introductory paragraph that tells who, what, where and when.              |
| Step 2: Sequence of  | A sequence of events in the order in which they occurred.                |
| Events               |                                                                           |
| Step 3: Reorientation| A conclusion.                                                             |

It can be elaborated the three section of recount text as follows:

**Step 1: Orientation**

Orientation introduces the participants, place and time. It provides all the necessary background information to make sense of the text. 5W questions (Who, What, Where, When and Why) are used in order to have systematic and thorough information. Therefore, what happened, who or what was involved in the story, why, where and when the events occurred needed to write.
Step 2: *Sequence of Events*

This step tells the sequence events that happened in the past based on the time and place when it occurred.

Step 3: *Reorientation*

It consists of optional closure of events or it can be stating personal comment of the writer to the story.
CHAPTER III

RESEARCH METHODOLOGY

A. *Research Method*

In this research, the researcher used a descriptive qualitative method which uses the procedures of error analysis. The described technique was an analysis which is aimed to describe and analyze the errors that made by the eleventh year students of SMK Negeri 1 Pinrang.

B. *Population and Sample*

1. Population

Sugiyono (2011: 117) states that the population is a generalization that consist of object or subject who has quality and characteristics that is decided by researchers to be learned and then make a conclusion.

The population of this research was the eleventh year students of SMK Negeri 1 Pinrang in accounting class that consisted of 5 Classrooms and has about 35 students for each class. So the number of the population is 175 students.

2. Sample

The sample is a part or representative of the population, which is researched (Arikunto, 2006: 131). The sample is part of subject research. A chosen sample must really represent the population because the result of the research generated toward the entire population. Representative sample influenced the validity of the result.
Sampling is the way of taking samples. In this research the researcher uses purposive sampling. Arikunto (1996:183), Purposive sampling is a technique of sampling based on some consideration. This technique was chosen because it was hard for the researcher to enter each class take some students and gather them as sample at random. The researcher worries to disturb the teaching learning process. Another problem was related to the place. If the researcher used random sampling she has to find a certain place/class for the respondents to do the test and the researcher considered that there are small possibilities to get such facility.

The sample of this research was XI accounting 3 class that consists of 35 students, which consist of 20 female and 15 male. The researcher took an accounting class as her sample because accounting was a favorite major in SMK Negeri 1 Pinrang. There were 41 students on the absent list, but there were only 30 students in the class. Some of them moved to another school, and the other did not come to school. So the researcher only took 30 students as a sample.

C. Research Instrument

This research is designed by using descriptive qualitative research and a test to answer the problem of the study. According to Robert (2011: 8-9) qualitative research is a research to collect, integrate, and present data from a variety of sources of evidence in the study.
In collecting data, the researcher asked the student to write a recount text about 150 until 200 words with a topic chosen in 100 minutes. The researcher gave a writing test for a recount text telling about the chosen topic. Then the researcher distributed the test papers to all students. When the students finished their writing, the papers collected and then the researcher circle in the incorrect words. Then, the researcher asked them to correct and revise the circling words and collecting the papers again. After all the data were collected, the researcher analyzed them.

D. Data Collecting Procedure

The technique of collecting data is an important aspect of any type of research study. Inaccurate data collection can impact the result of a study and ultimately lead to invalid results. There are some technique of collecting data. Data is the smallest or lowest entities or recorded elements resulting from some experience, observation, experiment, or other similar situation (Robert, 2011:130). In this study, the strategy used to gather the data and the information are a test.

Arikunto (1998:51) says test is a series of questions or other instruments, which are used to measure the intervals or group is killed, knowledge, intelligence, capability or talent or set of question that must be answered by the students. The test is developed or used specifically for the program evaluation to quantify characteristics of the program, participants, or outcomes. The test is used to know the students error in the use of word order in recount text.
In this research, the researcher used a test to know the common error of word order that appeared in recount text writing made by the student at SMK Negeri 1 Pinrang. Conducting research needs a process or some steps. The researcher did some procedures to conduct her research as a process. The procedures are elaborated below:

1. The researcher needs to collect the data. Therefore, before conducting the research, the researcher already prepared an instrument or a test for the students. The instrument/test consists of instructions to compose a recount text.

2. The researcher conducted her research in the class and the researcher got the class as a sample of her research based on purposive cluster sampling. The researcher gave explanation to the students, which the topic was recount text. After explaining the material, the researcher gave instruction and guidelines on how to do the writing test.

3. Next, the researcher collected the students’ writings and checking it by circling the wrong words or sentences and returning it to the students to correct their writing by themselves.

4. Then, the students’ writings are collected again and the researcher checked it once more to find whether the students could correct the words or not, if students could correct it that means student make a mistake and vice versa means they made an error and then the researcher identifies the errors.
5. Next, the researcher analyzed the writing test to find the errors of word order, especially in past tense and noun phrase in recount text.

6. The researcher explained the error by using the student’s writing test.

7. Then the researcher interpreted all of the data described. And then the researcher makes a conclusion of her research.

**E. Data Analysis Technique**

In this study, the writer will focus on error analysis in the usage of word order in recount text. Therefore, in analyzing the data, the writer uses error analysis method that consists of some procedure includes the following steps (Ellis, 1997, 15-20):

a. Identifying errors by compare the respondent sentences with the correct sentences.

b. Describing errors to classified the errors made by students.

c. Explaining errors to explain the cause of errors.

d. Evaluating errors to reduce revised and devise remedial lessons in teaching learning.

The researcher uses qualitative research in her study, which the method was conveyed in a descriptive analysis way to describe and to interpret the result of qualitative data. To get the qualitative result, the data calculated and drawn up in the table of percentage which the formula as follows:
\[ P = \frac{F}{N} \times 100\% \]

By which:

P = Percentage

F = Frequency of error occurred

N = Number of cases (total frequent / total individual)

(Bluman, 2004:68)
CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

Chapter IV presents data, data analysis, discussion of the finding of study. This chapter aimed to answer the question of problem statement in chapter I. In the previous chapter, the writer stated that the data of the study were about the erroneous word order committed by students at eleventh grade of SMKN 1 Pinrang.

After collecting the students’ task to make recount text, the writer presents the result of analyzing data in this chapter. From this data the writer identifies there were 218 sentences errors related with word order either in using verb or to be or distributing words in noun phrase committed by respondents and the data is explained below. There were many errors that the researcher found after the test but as stated in the preceding chapter that this research is focused on the kinds of errors made by the first year students of SMK Negeri 1 Pinrang on word order in past tense and noun phrases. The data was gathered by giving tests which focused on word order in past tense and noun phrases. There were 41 students on the attendance list, but there were only 30 students in the class. Some of them moved to another school, and the other did not come to school. So the researcher only took 30 students as the sample. The researcher tested the students to write recount text. The kind of
errors were frequently occurred in the use of word order in recount text made by students at SMKN 1 Pinrang:

1. Verb

The students made 99 verb errors or 45.41 percent. The example is as above. The student told about her experience last ramadhan. The were three paragraphs and all the paragraphs were correctly organized based on the concept of recount text. In the first paragraph the student wrote “My Family come in my house”. It should be “my Family came to my house. The researcher had marked the mistakes of the student’ error but the student ignored it.

In the second paragraph the student wrote “In the first day, they are a visit in my house”. The researcher had marked the mistakes of the student’ error and the student corrected it but still it was wrong the student wrote “In the first day, they were a visit in my house” It should be “In the first day, they visited me in my house”. In the next sentence the student wrote “I was so surprised because I do now if they are will holiday in my house. The researcher had marked the mistakes of the student’ error and the student corrected it but still it was wrong the student wrote “I was so surprised because i the know they are will holiday in my house”. It should be “I was so surprised because i didn’t know that they would spend their holiday in my house”. In the next sentence the student wrote “In the next day, I and my causin prepare for celebrate Ied Mubarak. The researcher had marked the mistakes of the
student’ error but the student recklessly didn’t pay attention to it. The correct sentence should be “My cousin and I prepared to celebrate Ied Mubarak.

This was an example of a recount text written by a student where a lot of errors of word order found in using verb:

A recount text written by a female student of class XI Accounting 3 on August 13rd 2015
After analyzed the data the writer assumed that the error caused by interlingual transfer because Bahasa has different grammatical rules from English. Verb doesn’t have to change from the present to past or future and in English verb needs to change from the present to past or future to express the tense. Especially for the past verb which is divided into regular and irregular verb is confusing enough for the students because it is not available in Indonesian language. Sometimes it happened when students have learnt a rule of grammar and they apply it the rule for all other rules and this source of error called intralingual transfer. The students made errors in producing verb two in past form. They failed to recognize changed verb one to verb two in regular and irregular verbs.

2. To be

Most of students made error in “to be” which the error is 66 or 30.28 percent. The student told about her last experience in Galesong beach. In the first paragraph the student wrote “There are very beautiful and cool. There is a venue for visitors to the beach Galesong”. The researcher had marked the mistakes of the student’s error and the student corrected it but still it was wrong the student wrote “there place very beatiful and cool. There is a venue for visitors to the beach Galesong. It Should be “It was very beautiful and cool place, there was a place for visitors to visit in Galesong beach. In the next sentence the student wrote “Me and my friend to the
beach to ride banana but when I ride I’\textit{m} very afraid”. The researcher had marked the mistakes of the student' error but the student ignored it. It should be “My friend and I went to the beach to ride banana boat but when I rode it I \textit{was} very afraid.”

This was an example of a recount text written by a student where a lot of errors of word order found in using to be:

\begin{quote}
A recount text written by a female student of class XI Accounting 3 on August 13\textsuperscript{rd} 2015
\end{quote}
The writer assumed that the error happened because the students didn’t know how to differentiate between the use of to be for singular and plural and also the use of to be for present and past form.

3. Noun phrase

The students made 53 noun phrase error or 24.31 percent. In the first sentence the student wrote “I don’t feel this already last week, I went to house grandmother in village”. The researcher had marked the mistakes of the student’ error but the student ignored it. It should be “It was already a week when I went to my grandmother’s house.

In the third paragraph the student wrote “Village grandmother full with chirp birds, voice winded, air fresh and many trees from not city that full with dust and smocked vehicle”. The researcher had marked the mistakes of the student’ error but the student ignored it. It should be “My grandmother’s village was full with birds chirp, wind voice, fresh air and many trees unlike in the city there were dust and smocked vehicle”.

In the fourth paragraph, the student wrote “So do I visited river in front of house’s my grandmother”. The researcher had marked the mistakes of the student’ error but the student ignored it. It should be “I also visited the river in front of my grandmother’s house”.
This was an example of a recount text written by a student where a lot of errors of word order found in using to be:

A recount text written by a male student of class XI Accounting 3 on August 13th 2015

The writer assumed that the error happened because the students wrote noun phrase as same as the way they wrote in bahasa. The mistake that made by the student were because the influence of their first thought about the noun phrase in Bahasa. The concept of noun phrase in Bahasa and English is different. In English, the form of noun phrase is the adjective is put in front of the noun, different from the of noun phrase in bahasa. The form of noun phrase in bahasa is the noun put in
front of the adjective. Thus. The student usually used the form of noun phrase in Bahasa so it is not surprised when they used it in English.

The percentages of the recapitulation of students’ errors are converted into a pie chart. The pie chart covers the highest until the lowest rank as follows:

The pie chart above based on the students’ writing data explains the errors that students made. The writer would like to elaborate the result of the pie chart above. The participants was 30 students. More than half or 46 percent of the students made errors in using verb. Nearly half or 30 percent of the student made errors in using to be and fourth or 24 percent of the students made errors in using noun phrase. Base on the data above, the most common errors that the students made was using verb.
B. Discussion

This part presents the result of the data analysis. The data were found by using a formula which was adapted from Bluman (2004:68). The researcher had analyzed about the common error of word order were made by the students.

From the result of the test, the researcher found some findings of average percentage errors made by the students as follows: the error of the verb (45.41 percent), the error of to be (30.28 percent) the error of noun phrase (24.31 percent), It could be concluded that the most common error that made by the students is a verb. The writer is agreed with the result of the research from Nurwahid (2013) which the title is “Grammatical Error Analysis of Students’ Writing Recount Text a Case Study at Second grade Students of SMP Nusantara Plus”. The objective of his study was to analyze the common error on students’ writing made by the second grade students of Junior High School. He used Betty Schrampfer Azzar’s Errors Classification to analyze the students’ errors. The research finding showed that the common kind of errors that the students made was error in Verb Tense which received 93 errors from 301 errors or 30.89 percent. The other students’ error was in Add a Word which the result was 59 errors or 19.60 percent, and 33 or 10.96 percent errors in Spelling.

But result from the researcher and result from Nurwahid above could prove that the students still faced difficulties in using word order. For example, in the researcher’s result, students made an error in verb. the student wrote “after i eat, i
and my friends go around the street”. Whereas, the correct answer is ‘after i ate, i and my friends went around the street. Because they are confused in their mother tongue, verb doesn’t have to change from the present to past or future and in English verb needs to change from the present to past or future to express the tense.

Especially for the past verb which is divided into regular and irregular verb is confusing enough for the students because it is not available in Indonesian language. And the other errors commonly made by the students are noun phrase. They cannot use the correct sentence such as ‘beautiful flower’ most of them wrote ‘flower beautiful’, ‘fresh air’ they wrote ‘air fresh’, etc.

Errors in teaching learning process in Word Order are something unavoidable. Although it seems natural, students should learn more about grammar to enhance their knowledge and decreased their errors in word order. Also, 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 could improve their knowledge and they could use English better. This is appropriate with Hubbard (1983) he stated that errors could occur because of teaching material or method. If the material is well chosen, graded, and presented with meticulous care, errors could be minimized. A method that is chosen must be good in order that students feel comfortable and enjoy in receiving input from teachers.
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on research finding and data interpretation in the previous chapter, the researcher found that the common kind of word order error made by the students is a verb.

The types of error that were made by the eleventh year students of SMK Negeri 1 Pinrang in their recount text writing from the highest to the lowest average percentage were error of verb (45.41 percent), error of to be (30.28 percent), and error of the noun phrase (24.31 percent).

It can be concluded that the eleventh year students of SMK Negeri 1 Pinrang still made errors in word order.

B. Suggestions

Based on conclusion above, there are some suggestions for the English teachers and for the students.

The suggestions for English teachers:

1. The teacher should give special time to the students to explain word order, especially in the use of verb because it still makes them confused.
2. The teacher should improve himself/herself in transferring the material to overcome students’ problems in learning verb, to be and noun phrase.

3. The English teacher should be more creative in choosing strategy in teaching word order to make the students become more interested in their study.

4. The teacher should give feedback to the students’ assignment in order to that the students know about the errors and mistakes they have made in verb, to be and noun phrase.

The suggestions for students:

1. The students should pay more attention on word order.

2. The students must do all the test or homework given by their teacher.

3. The students should read any kinds of grammar books, especially word order to enrich their ability in understanding language structure.

The suggestion for the next researcher:

1. In doing research, the researcher found there were other errors that the students made such as spelling and incomplete sentences. So, it could be a reference to be researched.
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