

The analysis of high school students' errors of word order in Recount text writing

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ABSTRACT

The objectives of this research are to investigate the kind of errors that students frequently made in the use of word order in recount text and investigate the reason why students make errors in the use of word order in writing recount text. This study takes a qualitative approach, with 15 high school students who lived in LKSA Budi Utomo Metro, Indonesia as the data sources. The instruments used in this research were writing test, interview guideline, and recorder to collect the data. The data results showed that 119 errors appear frequently in the writing test which then were classified into two types such as in sentence structure which there were 97 errors or 81% out of total and noun phrase were 22 errors or 18,5%. Additionally, the students' interview response showed that first language interference and carelessness became the reasons why they made errors.

Keywords: *word order, word order error, error analysis*

I. INTRODUCTION

Writing is a skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the idea (Morris, Rupperd, and Hurried,1992:22). To be good and to be able in English communication not only in oral but also in written form, the student needs to learn writing as a productive skill in learning English in a way to make good written communication. The most important of all basic skills are speaking and writing by Alexander LG (1975).

English as a foreign language in Indonesia has different concepts in the use of structure and vocabulary, learning to write English is considered difficult by most Indonesian students which makes them frustrated. Writing skill is a complicated skill for students to master because it involves a complex activity that requires a variety of skills. Bryne (1988:4) states that writing was difficult for most people both in their mother tongue and in a foreign language. In writing English, students get confused with some components in writing such as grammar, word order, punctuation, spelling, and the use of paragraphs.

Word order refers to the way words are arranged in a sentence. The sequence of the words is critical when communicating in English because it can impact the meaning of what is tried to say. Word order in the sentence become one the difficulties that have to be faced by the students and it is common for students to make errors in writing a complete sentence. An error refers to an identifiable alteration of the grammatical elements of a native speaker, presenting the learners' competence in the target language (Brown, 2007;257-259). Error is different with goof, while error is breaking the rule in the process of writing and goof is breaking the rule as a product of learning process.

As the researcher has conducted the observation in the researcher' society, high school students still make errors in their writing especially in ordering the word in correct pattern, furthermore in the interview the researcher found that the students who lived in LKSA Budi Utomo Metro also still lack of English mastery.

Based on the explanation above the researcher interested in investigating the kind of errors that may appear in students' writing test also the reason behind it.

II. RESEARCH METHOD

This study used a descriptive qualitative approach to collect qualitative data on students' errors. Qualitative research is an approach called an investigative approach because the researcher usually collects the data by direct contact and does the interaction with people in a research place (McMillan and Schumacher, 2003 in Syamsudin and Damayanti 2007) The data sources in this research were 15 students consisted of grade X,XI, and XII lived in LKSA Budi Utomo Metro who came from different schools background. Writing test, interview guideline, and audio recorder were used as the instruments in this research. The data results were analyzed by comparing the students' writing with the correct one after that all of the errors were calculated and classified into the types of errors then finally calculated into the percentage using descriptive analysis technique to get qualitative results by (Bluman, 2004:68).

$$P = \frac{F}{N} \times 100\%$$

P= Percentage of each error type

F= Frequency of each error type

N= Number of overall errors

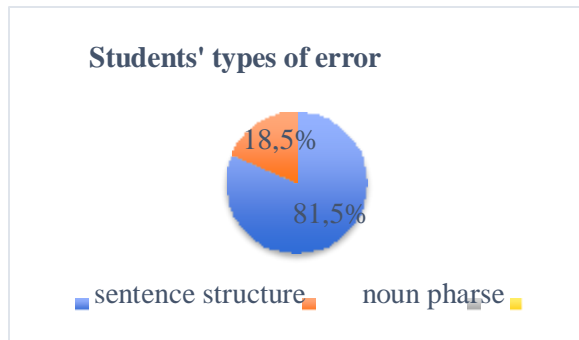
Furthermore, the interviews' result analyzed by relating the errors found in written test and the interview results with the theory about causes of error to strengthen the data analysis.

III. RESULTS AND DISCUSSION

Results

1) The Kinds of Error That Frequently Made in The Use of Word Order in Recount Text

Writing tests were undertaken to 15 students to find out the kinds of error that frequently made by the students in the use of word order in recount text writing. After the data were collected then they were analyzed by comparing the students' writing test with the correct one. The data collected were also corrected by some experts to make the data valid. The researcher found there were 119 errors that they have made in writing recount text, which consist of 2 kinds of word order error such as in sentence structure which consist of past tense form and subject verb agreement and word order error in noun phrase.



There were 97 errors of sentence structure and 22 errors in noun phrase so the total of the errors were 119. The percentage was calculated using the formula which percentage of each error type (P) is frequency of each error type (F) per number of overall errors (N) times 100 percent. So, for the percentage calculation of sentence structure there were 81,5 percent errors and 18,5 percent errors in noun phrase. Based on the calculation the common error occurred in the use of word order in writing recount text was in sentence structure.

2) The Reason Why The Students Made Error in The Use of Word Order in Writing Recount Text

Interviews conducted to investigate the reason why they made errors in their writing test. The interview was held one by one to all participants who had been done the writing test. The students answered differently. The questions were asked in Bahasa Indonesia to ensure that the questions were understandable and communicative by the students and based on the interview result, the researcher found that almost all of students made errors because they translated their texts based on their knowledge of Bahasa Indonesia's structures into English also, they lacked willingness to learn since they believed English was difficult, which caused them into carelessness and perform poorly on the test.

Almost every student made an error in their work because first language interference since they did not comprehend the English structure and instead used the Bahasa Indonesia structure and the rest of the students made errors because carelessness since they did not recheck their work after finishing and they lost focus while doing the test.

There were 10 students stated in the interview that first language interference became the factor they made error in their writing.

(student1)

"Based on the English words that I know and often heard, moreover I have not understood the English structure"

Student 1 made error in the noun phrase (Room my uncle, child my uncle and some verbs) which instead of ordering the noun and the adjective in the correct structure of English noun phrase, she mis ordered it with Bahasa Indonesia's structure. She assumed that errors were correct because she thought in the way Bahasa Indonesia is structured. The same case happened in almost all of the students.

The second popular cause of error is carelessness. Carelessness relates to the motivation of the students in learning the language, in this case English as a target language that being learnt by the students. Some students believed that English is hard so when the researcher asked the students to do writing test, they got

feel annoyed and want to quickly get out of the room without rechecking their writing test was correct or not. This proved by the students' answers in the interview.

Some students said

(student 4)

“As far as I'm aware, that is an English word, I got confused while doing test, I know the English structure about tenses that has formula, but I did not focus and do not understand that it supposed to use past tense because the test happened unexpectedly”

This student made some errors in noun phrase and past tense because she did not focus about the instruction if the test and she did not recheck her writing test.

(student 9)

“I have no time to recheck my work, I was in hurry in doing the test because I want to get out the room to play futsal”

This student and the other three students they are student 10, 14 and 15 also did the writing test in hurry because they wanted to get out quickly to play futsal in the field so they did not concentrate in doing their writing and did not recheck their work that lead into the errors.

(student 15)

“I wrote it based on my knowledge and by copying the book because the other students have finished so I was in hurry copying and have no time to recheck it”

Student 15 made error in sentence structure and he wrote unrelated sentences into his writing because he was copying the book also, he did not recheck his writing because he was in hurry.

Discussion

1. The kind of errors that students frequently made in the use of word order in recount text writing

The finding shows from 15 students who did writing test there are 119 errors which consisted of two types of error such as 97 errors in sentence structure or 81,5 percent of total errors and 22 errors in noun phrase or 18,5 percent of total errors.

It can be inferred that the most frequent error committed by students in this study was sentence structure error which consist of subject verb agreement that consisted of past tense form and subject verb agreement also in noun phrase. The researcher agrees with the findings of a study conducted by (Rosidani, 2011), which title is "Common English Grammar Errors in Recount Texts Made by Senior High School Students." Her research revealed that the most common errors made by students were in the use of verb groups, such as verb agreement, past tense, to be, and etc. From the data result shown above, the researcher agrees with the research result were undertaken by (Amaliah, 2012), which her objective research was to analyze the students' error in writing recount text and to know the highest frequency of the types of error made by the second grade of SMP Al Kholidin. The result from her research showed that the higher error that the students made was in tenses area which was 55,4 percent form the total errors.

Besides, there is a distinction between this study and both previous studies, the researcher found errors in noun phrase as the second types of error that students made in doing writing.

2. The reason of the students made error in the use of word order in writing recount text

This study also sheds insight on the reasons why students make errors in word order in recount writings. The researcher conducted an interview with students live at the LKSA Budi Utomo Metro, after which the data was analyzed then the researcher found the reason why they made error in their writing that were similar with (Norrish 1983). But in this research finding, the research only found 2 of them such as mother tongue interference and carelessness.

This study also find similarities with previous research finding by (Saiful Bahri, 2008) the objectives of this study are finding out the forms of difficulties in writing in vocabulary and grammar of the second year students of SMP 1 Selong East Lombok West Nusa Tenggara in the school year 2008/2009, and finding out the causal factors of difficulties in writing in vocabulary and grammar of the second year students of SMP 1 Selong East Lombok West Nusa Tenggara in the school year 2008/2009. The findings show that (1) the eight most common errors in students' writing were verb-tenses, articles, word forms, capital letters, punctuation, missing words, spelling, and prepositions; (2) verb-tense errors ranked first (23.76 percent), followed by article errors (20.85 percent), and word form errors (10.62 percent); and (3) the most common errors in students' writing were: verb-tenses, articles, word forms, capital letters, punctuation, missing words, spelling, and prepositions (2) Negative interlanguage and intralingual transfers in the forms of adverb interference, copulative verb interference, word-order interference, tense-form interference, overgeneralization, ignorance of rule restriction, and incomplete application of rules caused the students to make errors in their writing skills. This research is different from this research because this research only emphasizes on 3 aspects that cause students to make errors in their writing so that the focus of this research is more detailed.

IV. CONCLUSION AND SUGGESTIONS

Conclusions

Writing test to find types of errors that students made, the data collections found there were two types of errors such as error in sentence structure which consist of subject verb agreement and past tense also the error in noun phrase. With the percentage of errors were 81,5 percent of sentence structure errors which were 97 errors and 18,5 percent of noun phrase errors which were 22 errors from the total errors.

In a way to know the reason why the students made errors in the use of word order also the factor which affected, interviews were conducted to all the participants. The researcher found some reasons such as lack of knowledge of English structure and vocabulary also lack of motivation to learn English. The reasons and responses of the interview were then evaluated to identify the factors that influenced it, and two factors were identified, namely first language interference and carelessness.

Suggestions

Since the students who live in the orphanage less exposure in English. English teachers should assist in providing additional English exposure in order to meet the students' English mastery and pay more attention to students in their learning process. In addition, the teacher can work with the orphanage to monitor the children' learning process in order to enhance their motivation. Furthermore, the teacher can instruct the students to double-check their work once they have completed it to ensure that they have not made an error and to pay close attention to the specifics of their writing. Due to the students' lack of concentration during their writing test, the teacher must also pay attention to the learning environment to ensure that students are

focused on the learning process rather than glancing around and losing their concentration. Since this study primarily focuses on assessing their errors through writing tests, future researchers are suggested to undertake experimental research to determine whether there will be errors appear after conducting treatment.

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