

A THESIS
AN ERROR ANALYSIS OF STUDENTS' WRITING SKILL IN
USING WORD ORDER OF RECOUNT TEXT AT
SECOND GRADE OF SMAN 2 PINRANG



By

RISMAYANTI

Reg Num. 16.1300.103

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2021

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)

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to

**ENGLISH EDUCATION PROGRAM
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ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of the Student : Rismayanti
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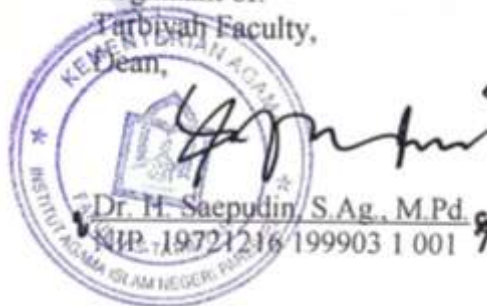
Approved by Examiner Commissions

Consultant : Drs. Abd Rauf Ibrahim, M.Si.
NIP : 195812121994031002
Co- Consultant : Drs. Amzah Selle, M.Pd.
NIP : 1967123113003121011

(.....)

(.....)

Cognizant of:
Tarbiyah Faculty,
Dean,



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Had been examined on August, 16th, 2021 and had been declared that fulfilled the requirements

Approved by

Consultant Commissions

Consultant : Drs. Abd Rauf Ibrahim, M.Si.

NIP : 195812121994031002

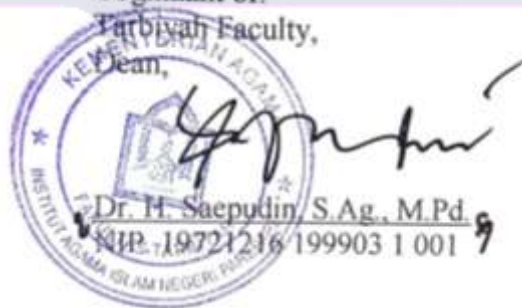
Co- Consultant : Drs. Amzah Selle, M.Pd.

NIP : 1967123113003121011



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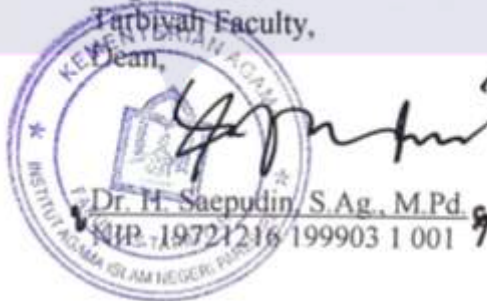
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Date of Graduation : August, 16rd 2021

Approved by Examiner Commissions

| | | |
|---------------------------------|-------------|--|
| Drs. Abd. Rauf Ibrahim, M.Si | (Chairman) | (..... ) |
| Drs. Amzah, M.Pd. | (Secretary) | (..... ) |
| Hj. Nurhamdah, S.Ag, MPd. | (Member) | (..... ) |
| Dr. Abdul Haris Sunubi, SS.M.Pd | (Member) | (..... ) |

Cognizant of:
Tarbiyah Faculty,
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَ الصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ
أَجْمَعِينَ أَمَّا بَعْدُ

In the name of Allah, The Beneficent and The Merciful

Alhamdulillah Rabbil Alamin. First of all, the writer would like to express his gratefulness to the lord Allah swt. The highest and the master of the universe while the creator of the everything in this world who still lend the writer good health, blessing, mercy so he can finish this thesis. Salam and Salawat always be sent to the prophet Muhammad saw. Peace be upon him. Who has guided us from uneducated person to be educated person.

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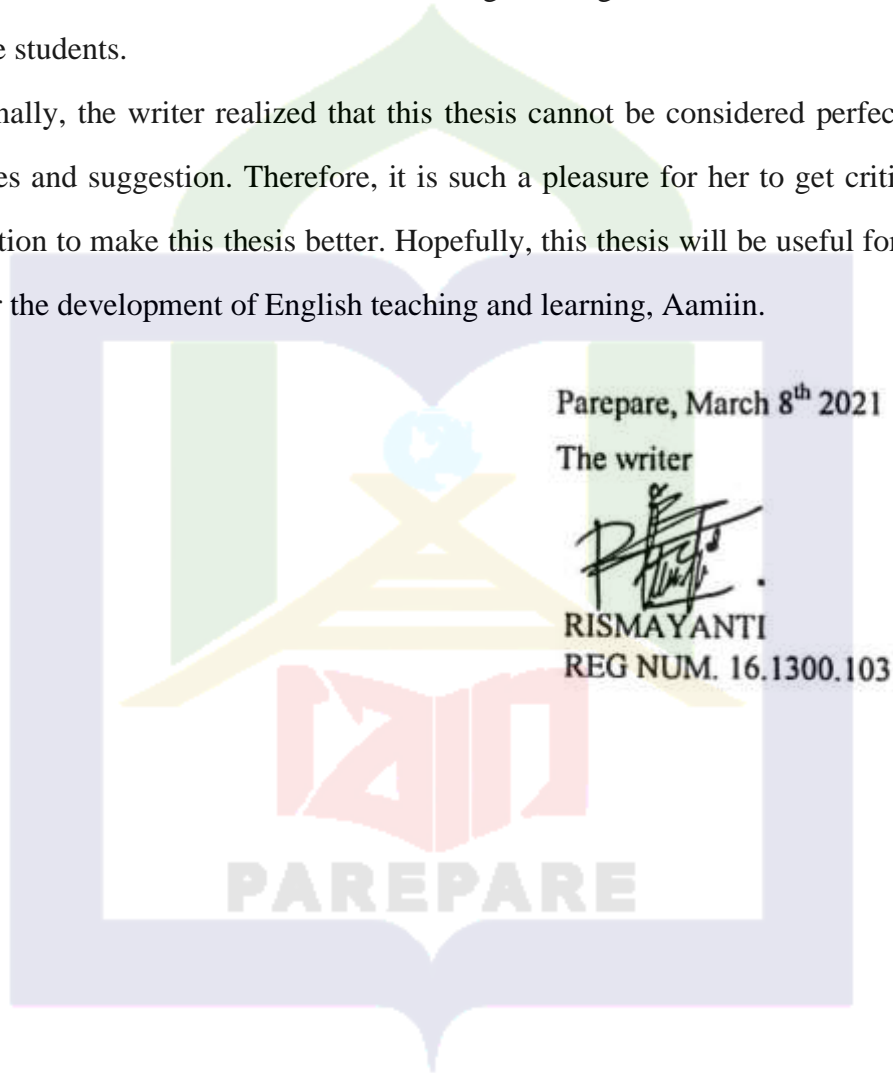
Her high appreciation and profusely sincere thanks are due to Drs. Abd Rauf Ibrahim, M.Si. as the first consultant and Drs. Amzah Selle, M.Pd. as the second consultant who have patiently guided and given their construction suggestion, motivation and correction to the writer for finishing this thesis.

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Finally, the writer realized that this thesis cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for her to get critiques and suggestion to make this thesis better. Hopefully, this thesis will be useful for all of us and for the development of English teaching and learning, Aamiin.



DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration bellow:

Name : Rismayanti
NIM : 16.1300.103
Birthday date and place : Malaysia, 12 August 1997
Study program : English
Faculty : Tarbiyah Faculty
Skripsi Title : An Error Analysis of Students' Writing Skill
in Using Word Order of Recount Text at
Second Grade of SMAN 2 Pinrang

Stated that herself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

Parepare, March 8th 2021

The writer



RISMAYANTI
REG NUM. 16.1300.103

ABSTRACT

Rismayanti. *An Error Analysis of Students' Writing Skill in Using Word Order of Recount Text at Second Grade Of SMAN 2 Pinrang* (Supervised by Abdul Rauf Ibrahim and Amzah Selle)

This research identified the students error in using word order, many students still very difficult to use word order. The purpose of this research is to find out the kinds of errors that encountered by students in using word order in recount text, The result of this study are really beneficial for teachers and students because they will get proper information about students errors.

The research design using descriptive quantitative. The sample of this research is 20 by simple sampling technique.. The data collecting technique by writing test which spreading Google form to the respondents, the research conducted in 45 days including of data analysis.

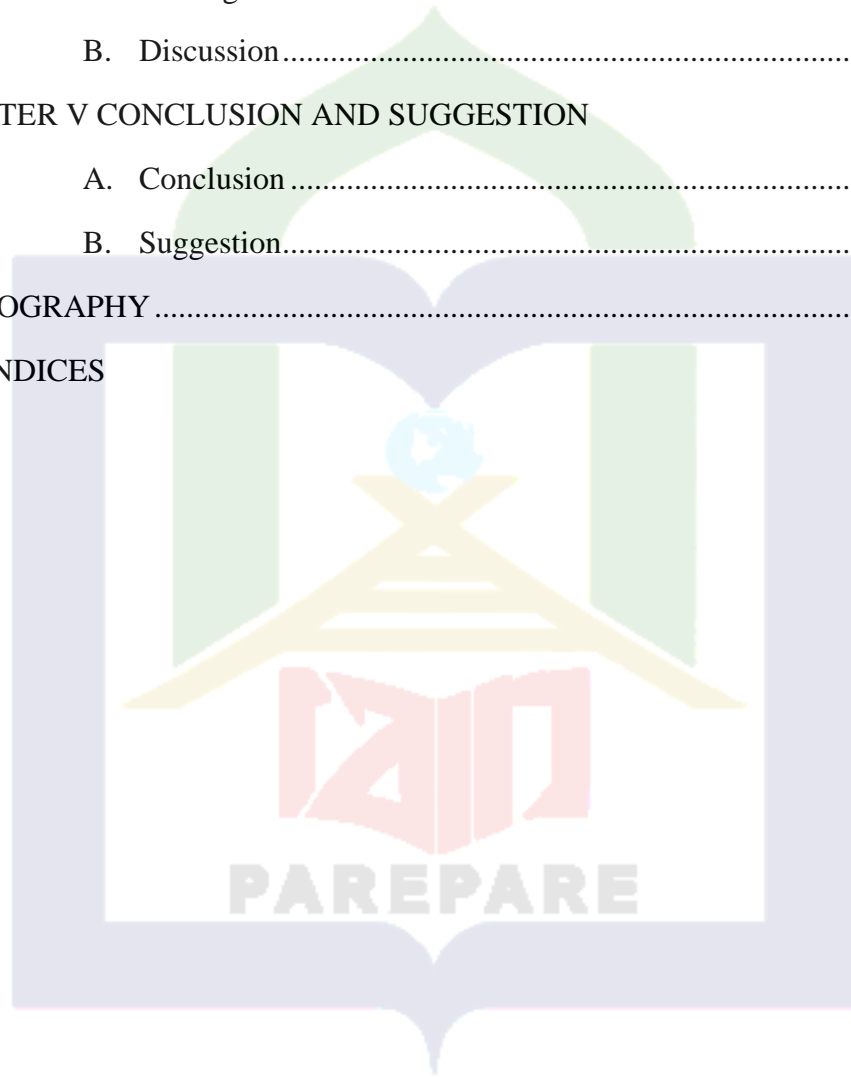
The Result of this research were students' error in using word order divided into subject, verb and object form showed the accumulation of students' error in subject form was 32% of errors, verb was 29% of errors and object was 39% of errors. The accumulation of the errors showed on findings can be sums that, students may get dominant error in using object as the complement of the sentences while subject had errors also and in the little errors comes from the verb as the main form of the sentences

Keyword: Error analysis, word order, writing skill

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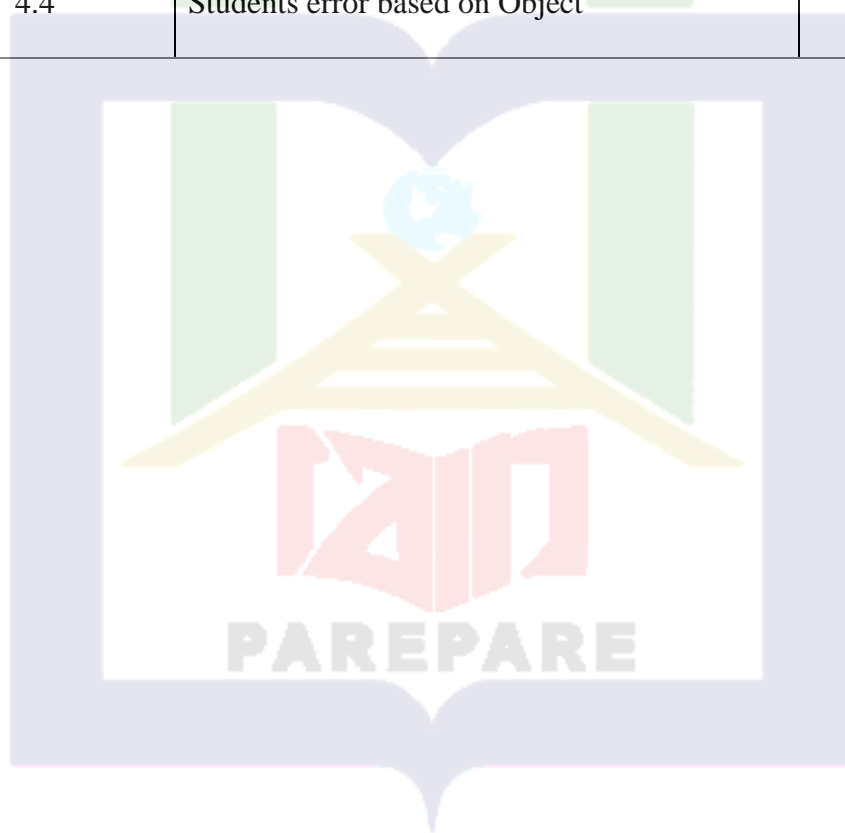
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CHAPTER I

INTRODUCTION

A. Background

Writing is one of the skills in English mastery. It is very important for student because writing is the basic skill, just as important as listening, speaking, and reading. Moreover, writing is not only for communicating to each other but also for expressing an idea. In addition, it can be used for remembering something and for thinking critically as well.¹ Based on explanation above, we may state that writing is one of the important aspects for the students to learn English since it is one of the productive skills that are frequently used to convey the idea to communicate with the others besides speaking. Writing consists of various genres such as: description, exposition, argumentation and narration. Every genre has different forms, tenses, and purposes.

Word Order is an arrangement or sequence of words in stringing a sentence. In the Indonesian language rules we know SPOK, and then it is called Word Order in English. As we know, in composing a good and correct English sentence, the following sequence is needed: Subject, predicate (verb) and then the object is added with an adverb of place and time if there is In addition, one of basic error that often committed by English foreign language learners is in syntax, especially in word order.²

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. Besides that, learners usually use native language to comprehend English and they have lack ability to think in English so it makes

¹Jeremy Harmer, *How to Teach Writing*, (England: Longman,1988),p.86

²Ken hyland, *Teaching and Researching Writing*,.(Britain:longman,2009),p.85

students incompetent to use English perfectly. This problem is also faced by students in learning English.

The students usually have problems to create good sentence in writing process. It is caused by interference of first language that different with English especially in word order, so it causes errors commuted by learners. These errors are cleared when the learner makes 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 junior 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.

Another problem that the students encountered in writing, Sometimes there is an idea energizing in students' mind but it is difficult to express it in written language. In other words that the students got difficulties in transferring their ideas into writing. Many students either think or say that they cannot, or do not want to write. This may be because they lack confidence, thinks it's boring or believe they have nothing to say.

From the explanation above, we can conclude that writing skills are more complex and difficult to teaching, requiring, and mastering not only of grammatical and rhetorical devices but also conceptual and judgment, because of the difficulties of writing, some efforts have been done to solve the problem. The main objective is to make the writing become easier to learn for the students

There are many kinds of writing text that should be learned at Senior High School. They are: narrative, descriptive, expository, persuasive, and recount. In this research, the writer was focus on recount text. Recount text is a text story whose purpose is to amuse or entertain the reader with actual or imaginary experience in difference ways, recount text always deals with some problems which lead to retell the story that happens in the past such as the adventure in camping, going to picnic, etc.⁹ In order to compose recount text the students should master the feature of recount text first. Besides they should master about the feature of recount text, they should master about grammar (pronoun, word order, etc), tenses (simple past tense), and also should have enough vocabulary.

Grammar is really important in learning English because by using grammar, people can express their ideas correctly both spoken and written. Gun and McCallum state that grammar is an important and necessary skill that a student must have. It becomes unimportant if the student cannot use it accurately in communication. A learner of English needs to learn grammar and use it correctly. Ellis says that in learning grammar, learners face two difficulties such as the difficulty in understanding a grammatical rules/features and the difficult in internalizing grammatical features so that they are able to use them correctly.³

Although senior high school students had been studying English since elementary school, but there are some students who still make error word order in writing, especially in recount text. The problem also faced by students in second grade of SMAN 2 Pinrang. This error caused by the students who still use Indonesian form to construct English sentence. Besides that, the learning process that focused in

³Ellis, "The Grammatical Errors on the paragraph Writings". Nadiahma'mun, Vol. 5 No.1 (April 2016), p.2

student work sheet (WS) make student cannot analyze the component of sentence deeply.

The students have assumed that writing is complicated. They face many problems especially process of putting ideas down on paper to transform into words. They add unnecessary word because they want to increase the length of their writing performance. The researcher conducted pre - survey at SMAN 2 Pinrang while discussion and interview several students. There are some problems that the researcher found, such as: most student lack of vocabulary, students are difficult to understand the structure of the recount text, and they are still confuse in constructing effective words and have low grammar understanding in writing.

Those kind of problem become the main issue for this research, it can be assumed that students still need more learning guidance for mastering the grammar lesson. It clearly confirm that the quality of students grammar mastery still low on that school.

Based on the explanation above, the researcher are interesting to conduct the research with the title “an error analysis of students’ writing skill in using word order of recount text at Second Grade of SMAN 2 Pinrang”

B. Research Question

Based on the background of the research previously covered, the researcher formulated the problem statement as follow:

1. What is the students’ error in using word order in recount text at Second Grade of SMAN 2 Pinrang?
2. What is the students’ dominant error in using word order in recount text at Second Grade of SMAN 2 Pinrang?

C. The Objective of the Research

Based on the questions above the researcher formulates the objective of the research as follow:

1. To find out the kinds of errors that encountered by students in using word order in recount text at Second Grade of SMAN 2 Pinrang.
2. To know students' dominant error in using word order in recount text at Second Grade of SMAN 2 Pinrang

D. Significance of the Research

It is expected that the results of the research will provide useful contribution for teacher, students and further research, it can be explained below:

1. Teachers

First, by understanding the result of this study, the teacher can give solution toward the students writing skill when the students in learning process. So the teacher also can be careful in selecting the teaching technique and media in their English writing teaching.

2. Students

Second, by knowing their errors and mistake, it can motivate students to study English especially in writing recount text correctly. They will get the main information about their writings' error so they can seek a lot solution to overcome it.

3. Further Researchers

Third, this research also expected to give benefit as referenced for the researcher who wants to run a research related to this area of study.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Relevant Research Results

The first study is —an analysis of students error in writing Recount Text (A Case Study in the Eighth Grade Students of SMP Trimulia Jakarta Selatan 2013/2014) by Cholipah 2014 This study was carried out to find empirical evidence of the most common errors and the source of errors in recount text writing made by the Eighth Grader students of SMP Trimulia Jakarta. The result of the study showed that there are the highest-three and the lowest-three errors made by the students. The highest-three common errors are capitalization with the number is 200 or 23.90% errors, word choice with the number is 110 or 13.14% errors and verb tense with the number is 105 or 12.54% and The lowest-three errors are 3 or 0.36% incomplete sentence errors, 13 or 1.55% meaning not clear errors and 21 or 2.51% singular-plural errors. Based on the total result types of errors, the writer found that the number of total source of errors is communication strategy has 428 or 51.14% source of errors, Interlingua transfer has 295 or 35.24% source of errors, intralingua transfer has 94 or 11.23% source of errors, and context of learning has 20 or 2.39% source of errors.).¹

The second study is —An Error Analysis of Word Order Used in Explanation Text Made by Students at The Tenth Grader of MAN 1 Kota Magelang Academic Year of 2013/2014|| by Anisa fitriyani(2013) In creating sentence, word order held an important role to make the sentence can be understood.. In constructing sentence, word order errors are visible in the omission of subject, predicate or object and the wrong composition of sentence constituent. Whereas in word order distribution, the

¹Cholipah, *An Analysis of Studens Error in Writing Recount Text at the Eighth Grader of SMP Trimulya Jakarta Selatan Academic years 2013/2014.*(Uin Syarif Hidayatullah Jakarta)

error occurred in the arrangement of modifier + head noun. Besides that, according to the questionnaire, the dominant factor that caused the error is carelessness in which the students still confuse and do not have motivation to learn English.²

Yulia astute on her study “Word Order in Recount Text Made by The Students of The Eighth Grader At The Mts N 1 Lampung Timur. This research is a qualitative research. The types of research included in the case study. Meanwhile, the qualitative design used in this study is descriptive study. The subject of this study were students in the Eighth grader of MTs N 1 East Lampung consisting of 34 students. But in this study researchers only took samples of 10 students. Data was taken from students in the eighth class of MTs N 1 East Lampung using cluster purposive sampling technique. Finally, the results of data analysis show that most students still have difficulty mastering the word order. The error can be seen that the number of errors made by students in the word order is 58 errors. The most commonly found error in the use of verbs is 26 errors (44.8%), error in objects 18 (31.0%), error of the subject 14 (24.13%). Furthermore, based on students' responses when answering Questionnaire, the researchers concluded that the cause of the mistakes made by students was the preparation of inaccurate words and lack of understanding the concept of English.²

The previous research above have similar issues on this research, all the research finding refers to the error analysis of word order, even in different text of

²Anisa fitriyani, *An Error Analysis of Word Order in Explanation Text Made by Students at Tenth Grade of MAN 1 Magelang Academic Year of 2013/2014*, (Ejournal;Magelang, 2014)

²Yulia Astuti, *An Error Analysis on Using Word Order in Recount Text Made by The Students of The Eighth Grade at the MTS N 1 Lampung Timur*, (Tarbiyah And Teacher Training Faculty;STAI Metro, 2018)

writing, by these similarity of the research, the researcher here assumed that this issues of research are capable to be researched as the valid study.

B. Pertinent Ideas

1. The Concept of Error Analysis

a. Definition of Error Analysis

Richards says that error analysis is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to:

(a) Identify strategies which learner use in language learning.

(b) Try to identify the causes of learners error.

(c) Obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.³ It means that error analysis is a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language.

Human learning is fundamentally a process that involves the making of mistakes. Mistakes, misjudgment, miscalculation, and erroneous assumptions from an important. In distinguishing between error and mistake, that errors reflect gaps in the student's knowledge, it occurred because the students does not know what is the correct, whereas mistake reflect occasional

³Richards. Jack. C and Richard Schmidt, *Dictionary of Language Teaching and Applied Linguistic, Fourth Edition*, (Longman: Great Britain, 2010)p. 201

lapses in performance, they occur because, in particular instance, the students are unable to perform what he or she knows.⁴

Concept Error and Mistake gives explanation about error and mistakes, he states that error resulting from lack of knowledge of the rules of second language. It means that error reveals the lack of learner knowledge of the target language so it makes the learner does not understand the rules in use in target language. Furthermore some of second language literature, performance errors have been called mistakes.

It means that in performance we do activities repeatedly so we know what we do, i.e when we accept the gift from the other we forget to say thanks. In this case, sometimes we realize that we are doing a mistake, more explanation about error and mistake. Error is caused by the learner trying something completely new that results in an error, and these error cannot be corrected by themselves because of their lack of knowledge in the target language.

Mistake is an error that students make because they feel something about themselves such as exhaustion, joy, confusion and problem that are in feel, so make them did not focus.³⁰ These mistakes can be corrected by themselves. There are two ways to distinguish between error and mistake. The first is to check the consistency of learners performance. If sometimes uses the correct form and sometimes its wrong, it is called mistake. However if the students always uses it incorrectly, it is called error. The second way is to ask

⁴Brown, H. Douglas, *Principle of Language Learning and Teaching*, (San Fransisko State University: Longman, 2006), 5 th Edition, P.257

the students to try to correct their own deviant utterance. Where is unable to, the deviations are errors, where he is successful, they are mistake. From the definition above, it can be concluded that error and mistake are to different phenomena, Error occur when the learner cannot identify what is correct and incorrect, mistake is the wrong use of language, but the learner knows the correct form of its rules.

Mistake can be corrected by the learner himself, while error cannot be corrected by himself, because the learner may not aware that they make the error and they need help from others to correct the error.

b. Sources of Error

The sources of error due of transferring rules from the mother tongue to the target language sometimes called “Interlingua errors”. As it has already seen, Interlingua 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 make many errors, which show they are processing the second language in its own terms.

It's necessary to know the source of error in order to identify the troubles that faced by students in language learning process. Taylor in Ellis points out the source of error into four categories:

- a. Psycholinguistic sources concern the nature of the L2 knowledge system and the difficulties learners has using it in production.
- b. Sociolinguistics sources such matters as the learners ‘ability to adjust their language in accordance with the social context.
- c. Epistemic sources concern the learners ‘lack of world knowledge.

d. Discourse sources involve problems in the organization of information into a coherent 'text'.⁵

Different from Ellis, Brown categories the source of error into Interlingua transfer, intralingua transfer, context of learning and communication strategies.

a. Interlingua transfer is the negative influence of first language. Before the second language system is familiar for the learner. The first language is the only previous linguistic system which can be referred by the learner.

b. Intralingua transfer is the negative transfer within the target language itself. In other words, it's the incorrect generalization of rules within the target language.

c. 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.

d. 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.⁶

⁵Ellis, Rod. *The Study of Second Language Acquisition. Second Edition.* (New York: Oxford University Press, 2008)

⁶Brown, H. Douglas. *Principles of Language Learning and Teaching.* (Fifth Edition. New York: Pearson Education, Inc., 2007)

C. Procedures of Error Analysis

In conducting error analysis, several procedures are required to conduct the research correctly. Here, James provides us with five steps in analyzing the learners' errors.

a. Error Detection In detecting errors, James states that one thing required is the ability to spot the errors, and it is usually easier to spot errors of other people than our own errors. In this first step, we use sentence as our unit of analysis, and use our knowledge to detect it.

b. Error Location Errors can be located simply by pointing on it, like to the quantifier „some“, preposition in, or verb 2 went by simply saying here is the error, or by describing its place in the sentence. However, there are some errors that are not „straight-forward“. There is this type of errors called global errors where its occurrence is diffused into a larger text that contain them. The sentence does not simply contain an error, but it is erroneous or flawed as a sentence.

c. Error Description In describing learners' errors, the system used must have two essential characteristics. First, the system must be well-developed and highly elaborated, since many complex errors made not only by advance learners but also the beginner ones. The second characteristic is that the description must be as simple and comprehensive as possible. There are three main purposes of describing learners' errors. The first is to make learners' errors explicit. The next is that error description is the prerequisite for counting errors. And the last purposes are to create categories.

d. Error Classification classifying errors means that we put the errors into categories.

e. Error count Counting error is the last step to do in error analysis procedure. The analyst counts the errors made by the students.⁷

2. The Concept of Recount Text

A. Definition of Recount Text

Recount text is one of text that retell past event. A recount is the most common type of non-fiction writing and includes regular news or diary writing; accounts of outings and holiday activities ;true stories of events in story. On the other word, recount text is a text that tells the reader about the writers' story, action or activity.⁸

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.⁹ 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 text, 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.

⁷Carl James, *Errors in Language Learning and Use: Exploring Error Analysis* (London: Longman, 1998), p. 1.

⁸Sue palmer , *How to Teach Writing Across the Curriculum ,Second Edition*, (London: Routledge, 2011), P. 42

⁹Blake Education, *Targeting Text; Recount, Procedure, Exposition*, (Singapore: Green Giara Press, 1998), p. 47

Recount text includes eyewitness account, newspaper report, letter, conversation, television interview and speeches. 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.

B. Generic Structure of Recount Text

A recount focuses on a sequence of events relating to a particular activity. The recount follows three steps. Those are orientation, series of events, re-orientation;

1) Orientation

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.

2) Series of events

Series of event, in this part the students focus on supplying details about who, what, where and when.¹⁰ 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.

3) Reorientation

Reorientation is optional; some text may not include this. If there is, usually in the last paragraph.¹⁰

C. Language Feature of Recount Text

The Language Feature of Recount Text The language features of recount text are:

- a. Focus on individual participant/a group participant. Recount text focus on what an individual or a group of people were doing. It can be written in the first or the third person. First person, is happening to the person writing the recount. Example: I went to the park. The third person, an observer is telling it. Example: Vera went to the park; she saw a pond near that park.
- b. Using past tense Past tense is the form a verb used to describe actions in the past. Many linguistics explain by the own term but most of them have the same content.
- c. Simple Past The simple past indicates that the activity or situation began and ended at a particular time in the past. For example: I walked to school yesterday. If a sentence contains when and has the simple past tense in both clauses, the action in the „when clause“ happen first. For example: I stood under a tree when it began rain.
- d. Past Progressive The progressive indicates that the activity was in progress in the past. For example: I was studying at eight o'clock last night. Sometimes the past progressive is used in both parts of a sentence when two actions are in progress simultaneously. For example: While I was

¹⁰Blake Education, *Targeting Text; Recount, Procedure, Exposition*, (Singapore: Green Giara Press, 1998), p. 42.

studying in one room my house, my brother was having a party in other room.

- e. Past Perfect The past perfect expresses an activity that was completed before another activity or time in the past. For example: My parents had already eaten by the time I got home. If before or either is used in sentence, the past perfect is not necessary because the time relationship is already clear. The simple past may be use. For example: After the guests had left, I went to bed.
- f. Past Perfect Progressive The past perfect progressive emphasizes the duration of an activity that was in progress before another activity or time in the past. For example: The police had been looking for the criminal for two years before they caught him. This tense also may express an activity in progress recent t another time or activity in the past. For example: When Agung got home, his hair was still wet because he had been swimming.
- g. Using Material (action) Process Material Processes are processes of material doing. They express the notion that some entity physically does something-which may be done to some other entity.
- h. Focus on temporal sequence of events (temporal conjunction) Conjunction is a connective. It is a part of speech (or word class) that serves to connect words, phrases, clause or sentence. Example: Last year, on the weekend, then, etc.

3. The Concept of Writing

a. Definition of Writing

Harmer argued that writing is a process that we write is often heavily influenced by the limitations of genres, and then the elements have to be present in learning activities.¹¹ It means that writing is a part of learning activities that give effect in language style to our life.

Thomas stated at other time something about us, experience, and feeling was expressed by writing.¹² It means that writing is the activity for transferring the information to the others. Moreover, by writing people can express the ideas, experiences, thoughts, and feeling into written form, It means that writing as one of the four language skills is not an activity in its own right but one which serves the other skills.

Writing is central to children's intellectual, social and emotional development and plays a critical role in learning. It is therefore essential that the early teaching of writing should draw research which describes the types of texts that students have to write at different stages.

Researcher also put several concept of text, A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A written text is any meaningful written text. It means that text is a number of words to give a message to somebody in written or spoken. Text have a structure, they are orderly grammatical of

¹¹ Jeremy Harmer, *How to Teach Writing*, (England: Longman,1988),p.86

¹² Thomas S Kane, *The Oxford Essential Guide to Writing*, (New York: Berkley Books,2000),p.19

words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.

Further, language is always produced, exchanged or received as a text that is language as a system of communication is organized as cohesive units we call texts. It means that text is used as a communication by the writer with organized the structure of the text and grammatical of words, clauses and sentences. The text structure is how to produce and interpret a unified and coherent text and how to select and use the correct grammatical aspects a certain unified and coherent text.

According to Emilia that a text has texture and good characteristic as follow:

- a. Coherence refers to a group clauses or sentences relate with the context. Coherence divided into situational coherence and generic coherence. Situational coherence is the reader can identify the text as one of the kind text such as recount, procedure, narrative, exposition, discussion, and can identify the structure in the text.
- b. Cohesion refers to how the writer relates each part from the text. Based on those explanations, it can be inferred that a good text is a text that relates with the theme, use correct grammatical and generic structure appropriate with the text, and can be understood by the reader.¹³

¹³ Mark Anderson, Kathy Anderson, *Text Type in English* (Australia: Mackmillan, 1997)

b. Types of Writing

There are four types of paragraph, namely narrative paragraph, descriptive paragraph, persuasive paragraph, explanatory paragraph, and recount paragraph. The explanation shows below:

1) Narrative paragraph is the simplest most natural of writing which may be based upon fact imagination, or combination both. In the narrative essay you are not telling a story, you are using a narrative to illustrate, support or prove a clearly stated thesis.

2) Descriptive paragraph is a paragraph that provides the readers a “word picture” of specific person, the flavor or special place, or the look of particular object.

3) Persuasive paragraph is a paragraph that aims to persuade or convince others that ought to believe or act. In persuasive writing, your purpose is not only to inform your reader but to change your reader’s attitude, believe, or behavior.

4) Explanatory paragraph is also known as exposition paragraph whose purpose is to explain something to the readers.

5) Recount text is a type of text that tells about a story, action, or activity. Typically, recount text recounts events or experiences that occurred in the past.¹⁴

c. Characteristic of Writing Text

Expert points out that there are four characteristic of a good paragraph, namely unity, completeness, order and coherence, it will be explained below:

¹⁴Christensen, J. A., *Building Writing Skill Composition.*(USA: Mc Dougal, littell and Company,1997)

1) Unity

Unity means that all the sentences in the paragraph focus on the topic. A paragraph has a unity if every sentence develops one central idea. A paragraph does not have unity if it does not develop or support the main idea of a paragraph. In other words, unity means that all sentences in the directly support the topic sentence.

2) Completeness

Good paragraph is adequately developed. Thus, the writer must tell enough about the main idea to make it clear to the reader. A complete paragraph provides information well enough and it develops the truth for the reader.

3) Order in paragraph

It can be achieved by presenting the information of paragraph in a desirable sequence. The order of a paragraph depends on the subject matter, the purpose of writing, the writer's preference and so on.

4) Coherence

Coherence means sticking together. Coherence in a paragraph can be achieved by connecting one sentence to other. Each sentence should be closely related to the next, so that ideas stick one together. Coherence also means that all the information of the paragraph is well organized, logically ordered and easy to follow.¹⁵

d. Steps of Writings

There are four steps any kind of writing, they are:

¹⁵Lindholm, Peter, The Elements of Writing. (New York: Me Milan Publishing Co. Inc.1983)

1. Planning; plan what they are going to write (about main issue, the choice of Language, and the content of the structure).
2. Drafting ; doing a first draft from beginning to end, without going back (use the idea for draft).
3. Editing; proof reading for grammar, spelling, punctuation, diction, sentences and paragraph structure.
4. Final Draft; edited their draft, making the changes they consider to be necessary, they produce their final version.

It can be summarized that writing is an important skill in English that must be learned. There are many uses of written English in daily life. For example, today many companies require the applicants to write their application in English. So it will be better for the learner to master it well. From the statements above, the writer concluded that writing is a process of expressing ideas or thought in words should be done at our leisure as the ways sending a message or information must have the purpose to make the readers easy to understand it.

4. The Concept of Word Order

a. Definition of Word Order

Word order is a grammatical signal in all languages, though some languages, like English, depend more heavily on it than others do. “The man finished the job” and “The job finished the man” are sharply different in meaning, as are “He died happily” and “Happily he died.”¹⁶

¹⁶John Algeo. *The Origins and Development of The English Language, Sixth Edition* (Wadsworth Cengage Learning, USA, 2010) p.4

Word Order is an arrangement or sequence of words in stringing a sentence. In the Indonesian language rules we know SPOK, and then it is a Word Order in English. As we know, in composing an English sentence that is good and right, the following sequence is needed: Subject, Predicate (verb) and the new object is added with an adverb of place and time. English Word Order Form:

S: Subject

P: Verb or predicate

O: Object

K: Adverb

Errors in writing such as tenses, prepositions and low vocabulary are the most common and often type errors that are done by learners. The learners 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. A distinction is sometimes made between an error, which results from incomplete knowledge, and a mistake made by a learner when writing or speaking and which is caused by lack of attention, fatigue, carelessness, or some other aspect of performance.¹⁷

b. Classification of Word Order

Word order is specific to each language and may show considerable variation. Nevertheless, research has identified certain universal word order patterns. Typological studies of hundreds of languages show that each one may be classified into one of three basic word order types according to how the three

¹⁷Richards. Jack. C and Richard Schmidt, *Dictionary of Language Teaching and Applied Linguistic, Fourth Edition*, (Longman: Great Britain, 2010)p. 201

main syntactic constituents—subject (S), verb (V), and object (O)—are ordered within a basic declarative sentence. The SVO order of languages such as English, French, and Spanish is nearly as common, occurring in 35–43%. The VSO order found in languages such as Irish, Maori, and Berber is the rarest, with estimates varying from 9% to 20%.¹⁸

Languages differ in the degree to which they allow or exploit variations from the basic SVO or VSO word order. Variations are typically used to convey a certain style or focus, emphasize a particular word or phrase, or signal that a sentence has a special discourse function, such as a question or command. It is not uncommon to find that one word order is standard in finite (tensed) main clauses and that another is the norm in infinitive (untended) clauses. Adverbs (such as *luckily*), which are optional elements, are particularly flexible in their possible placements.

In terms of language processing, the very first and last positions in each sentence are significantly prominent positions. Often a phrase will be ordered first or last to emphasize and focus attention on it. Very long phrases, such as the three young men who washed the car for me last Saturday, are often positioned last or at least moved rightward, possibly because this makes them easier to process. The first and last positions are also the most common ones for special question-marking particles in those languages that use such particles. Although there are two types of word orders above, but in this study, researcher only focused on the type of word order that SVO of noun phrase.

¹⁸Dearborn Fitzroy, *Encyclopedia of Linguistics*, (Philip Strazany, New York, 2005),p.1187

c. The Function of Word Order

The function Word order in sentence is very important in English because there is very little "case marking" a subject and an object has the same form (except for pronouns). For example, the sentence "Mary likes Dave." does not have the same meaning as "Dave likes Mary." The Subject (the person who "likes") comes before the verb. The Object (the person who receives the action of the verb) comes after the verb.

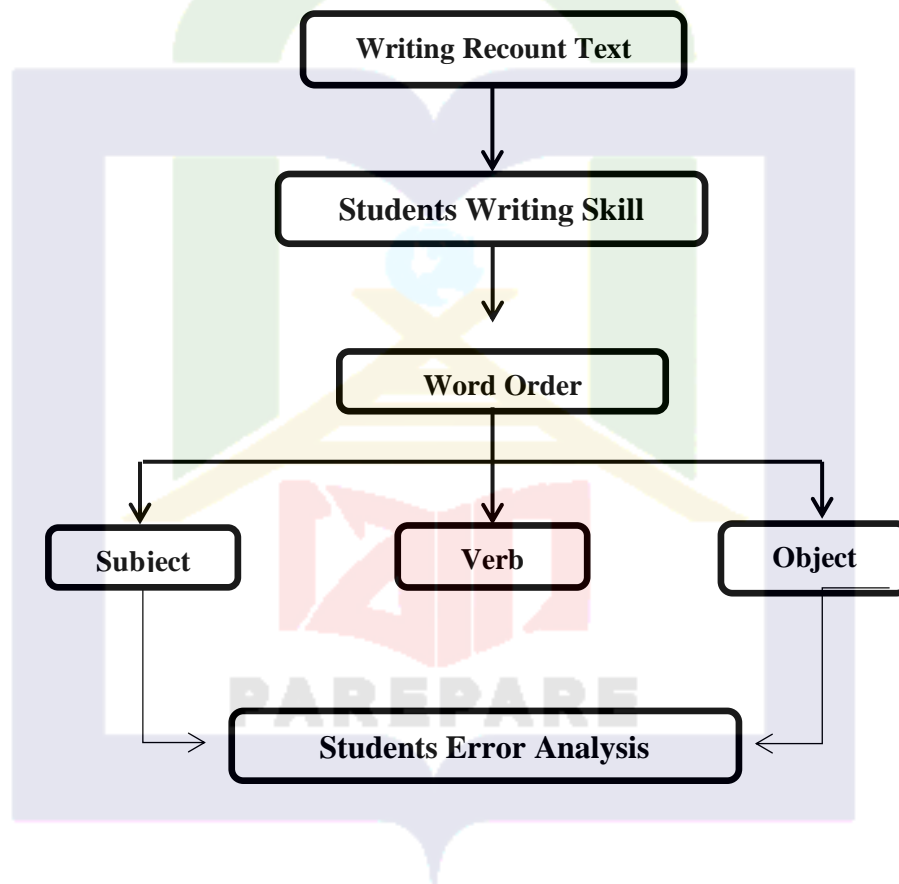
The learners usually face difficulties in learning the grammatical aspects of the target language, such as in subject-verb agreement, the use of preposition, articles and the use of correct tense. A distinction is sometimes made between an error, which results from incomplete knowledge, and a mistake made by a learner when writing or speaking and which is caused by lack of attention, fatigue, carelessness, or some other aspect of performance.

This explanation showed very clearly about the discussion above, students may have several problems and errors which caused of many aspect that really prove that, students have errors in their writing skill of recount text which referred of word order.

C. Conceptual Framework

Framework is a picture of the pattern of relationships between concepts or variables in a horror manner which is a complete picture of the focus of research. The framework of thought is usually put forward in the form of a schematic chart.¹⁹

To facilitate this research the writer makes the following framework of thought:



¹⁹Sekolah Tinggi Agama Islam, *Pedoman Penulisan Karya Ilmiah* (Parepare: Departemen Agama, 2013), p. 26.

d. Definition of Operational Variable

The definition operational is set to define variables operationally based on the characteristics of research variables that allow researchers to be carefully observe an object, as well as a limitation of research.²⁹

This research has 2 definitions operational namely:

1. This research limited the study about the error analysis of student writing text, error analysis here focuses on the error only, it will be identify from the students writing perform.
2. The researcher choose recount text as the writing materials taught at SMAN 2 Pinrang, and take steps of writing in final draft from the students writing performance.
3. Error analysis refers to the word error which the researcher going to be researched here, word order errors only for the word of Subject, Verb and Object.

²⁹ Marzuki, *Metodologi Riset*, (Yogyakarta: Hanindita Offset, 1983). P. 55

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used a descriptive quantitative design in order to answer the proposed question. Descriptive research describes the current status of an identified variable. These research projects are designed to provide systematic information about a phenomenon. This method used to identifying the students' error writing in using word order of recount text.

B. Location and Time of the Research

This research held at SMAN 2 Pinrang and this research spend 45 days including of analysis data.

C. Population and Sample

1. Population

Population is the entire research object.¹ In this research the population was be second grade of SMAN 2 Pinrang. It consisted of 152 students, the number of population as show below:

Table 3.3
The Entire of Research Population

| No. | Class | Number of Students |
|-------|----------|--------------------|
| 1 | MIPA I | 20 Students |
| 2 | MIPA II | 23 Students |
| 3 | MIPA III | 28 Students |
| 4 | MIPA IV | 24 Students |
| Total | | 152 Students |

¹Arikunto,S,*Prosedur Penelitian*, (Jakarta: Rineka Cipta, 1995), p. 198

2. The Sample

The researcher concluded that the population of this research was the whole students of second grade at SMAN 2 Pinrang. As the sample, it used simple random sampling that chosen by the researcher in order to get perfect data.

The researcher took 20 students from MIPA I as the sample of the research.

D. Research Instrument

The writer used test for an instrument. The writer asked the students to write recount text. This instrument tested the students for their error in comprehend grammar, the instrument is a tool for having proper data from the respondent as an subject of the research, the data reflected of every aspect which mention in previous chapter and had been validity for fulfill research result.

E. Procedure of Data Analysis

1) Descriptive Test

The process of data analysis started when the researcher collect the data. The researcher collected the data step by step. The process of the data analysis is elaborated based on Cored; it states that there are five-stage process of Error Analysis (EA) which consists of:²

1) Error Analysis (EA)

(1) The Collection of Errors:

After reading the whole result of recount text made by students' then the researcher collect the errors by taking a note.

(2) The Identification of Errors:

²Corder, *Error Analysis and Interlanguage*. (Hong Kong : Oxford University Press, 1987)

Identification of error is the next step after doing collection of error; the researcher identify the errors to be classified into the types of errors.

(3) The Description of Errors:

The next step is description of errors. After making identification of errors, the researcher describe the error by giving the characteristic of the error.

(4) The Explanation of Errors:

The next step is explanation of the errors, the researcher explain the errors one by one and giving argument why it can be detected as errors.

(5) The Evaluation of Errors:

The last step is evaluation of error. After getting the list of errors, the researcher evaluate and give a correction.

2) Percentage

The researcher used percentage formula to quantify the errors base on the types which follow Subagyo on his book:

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

Where:

P = Percentage

F = Frequency of Respondent

N = Number of Cases (Respondents)

100% = Constant Value.³

³Subagyo, *Metode Penelitian Pendidikan* (Bandung:Penerbit Alfabeta,2010), P.45

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The research findings consisted of the answer of research question that formulated in the first chapter. This part is also present the data analysis of Students' error and the source of error in using Word Order of Recount Text at Second Grade of SMAN 2 Pinrang, the researcher conducted the test which related to the aspect of the Word Order.

According to the theory, this research used quantitative approach for Students' error in using Word Order of Recount Text.

1. Students' Error in using Word Order of Recount Text

Table 4.1 Students Error in Using Word Order

| No | Interval Error | Total Error | | | | | |
|----|----------------------|-------------|-----|------|-----|--------|-----|
| | | Subject | | Verb | | Object | |
| | | F | % | F | % | F | % |
| 1 | Low Error (0 - 3) | 7 | 35% | 10 | 50% | 7 | 35% |
| 2 | Middle (4 - 6) | 6 | 30% | 6 | 30% | 10 | 50% |
| 3 | High (7 - 10) | 5 | 25% | 4 | 20% | 3 | 15% |

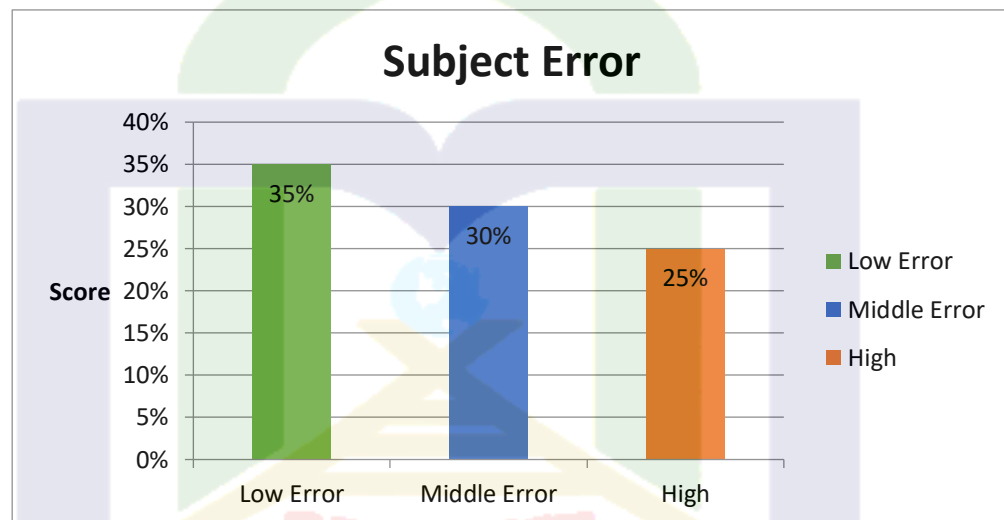
Souces: Result of students evaluation (2021)

The table above explains about the Students Error in using word Order which shows that students which get interval score of 0-3 subject errors were 7 students while verb error were 10 students, object error 7 students and interval 4-6 , subject error were 6 students, verb error were 6 students, object error

were 10 students and interval 7-10, subject error were 5 students, verb error were 4 students, object error were 3 students.

The researcher showed the specific description of students' error in using word order based on subject, verb and object which conducted from the test as instrument of the research. It showed below the diagram below:

Figure 4.1 Students Error based on Subject



Sources: Diagram by Arianto, Students Error (2021)

Based on the diagram above, the researcher conclude that:

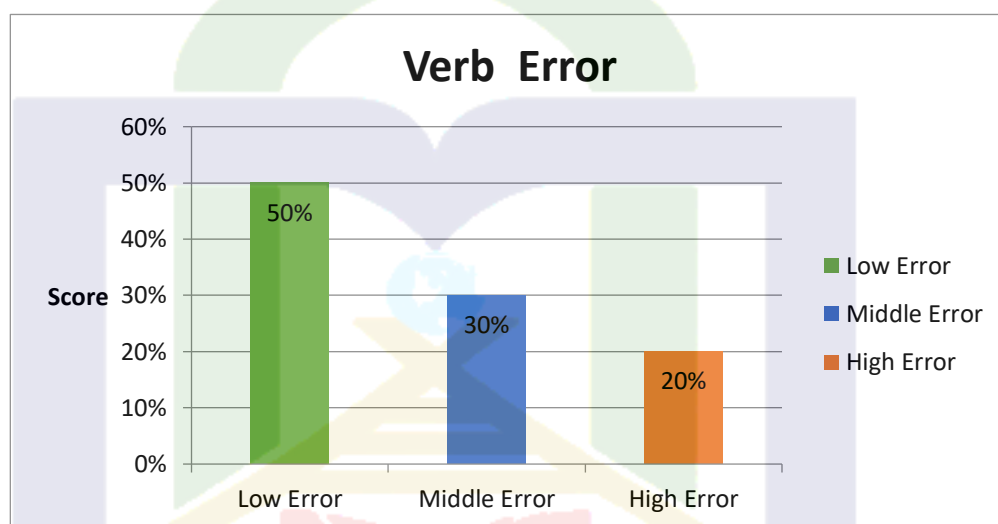
1. The students subject error which showed low error was 35%
2. The students subject error which showed middle error was 30%
3. The students subject error which showed High error was 25%

The diagram above explains of the students error in using word order for subject, as we know that, diagrams are the graphic representation used to explain the relationship and connection between the parts of illustration on

research.¹ This diagram supported the result of the research for representative showed, it can be seen from the diagram that, the subject error showed dominant error in interval 0-3 errors, it means that students' mostly in minimum error in interval of one to three total mistake in using subject.

Another result showed from the verb error as seen below:

Figure 4.2 Students Error based on Verb



Sources: Diagram by Arianto, Students Error (2021)

Based on the diagram above, the researcher conclude that:

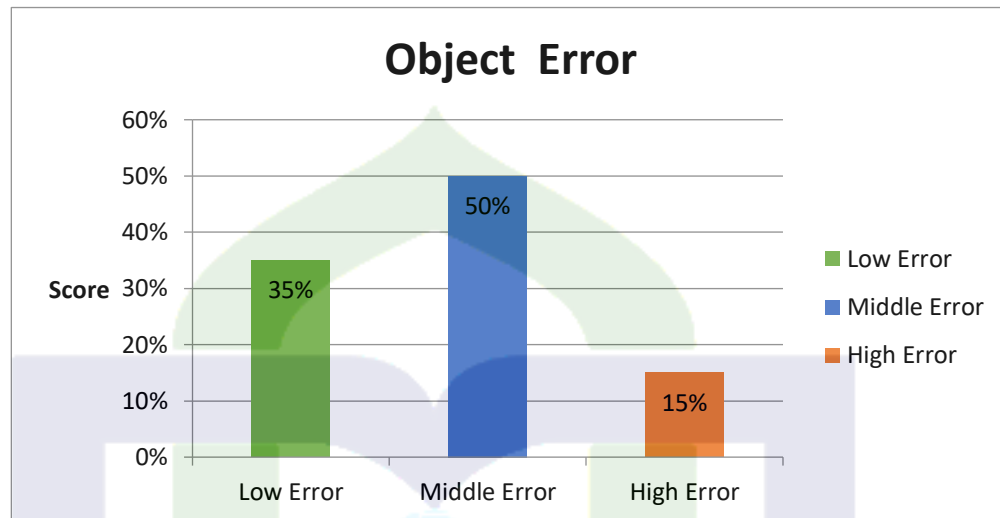
1. The students verb error which showed low error was 50%
2. The students verb error which showed middle error was 30%
3. The students verb error which showed High error was 20%

It can be seen from the diagram that, the using of verb error showed dominant error in interval 0-3 errors, it means that students' mostly in minimum error in interval of one to three total mistake in using verb.

¹Umoquit, Burchet, *systematic review of the use diagram from research*, (Cambridge:BioCentre,2011)

Another result showed from the Object error as seen below:

Figure 4.3 Students Error based on Object



Sources: Diagram by Arianto, Students Error (2021)

Based on the diagram above, the researcher conclude that:

1. The students object error which showed low error was 35%
2. The students object error which showed middle error was 50%
3. The students object error which showed High error was 15%

It can be seen from the diagram that, the using of verb error showed dominant error in interval 4-6 errors, it means that students' mostly in middle error in interval of four to six total mistake in using object.

2. Students' Dominant Error in using Word Order of Recount Text

Research accumulated the dominant errors which showed the result below:

Table 4.4 Accumulation of Students Error in Using Word Order

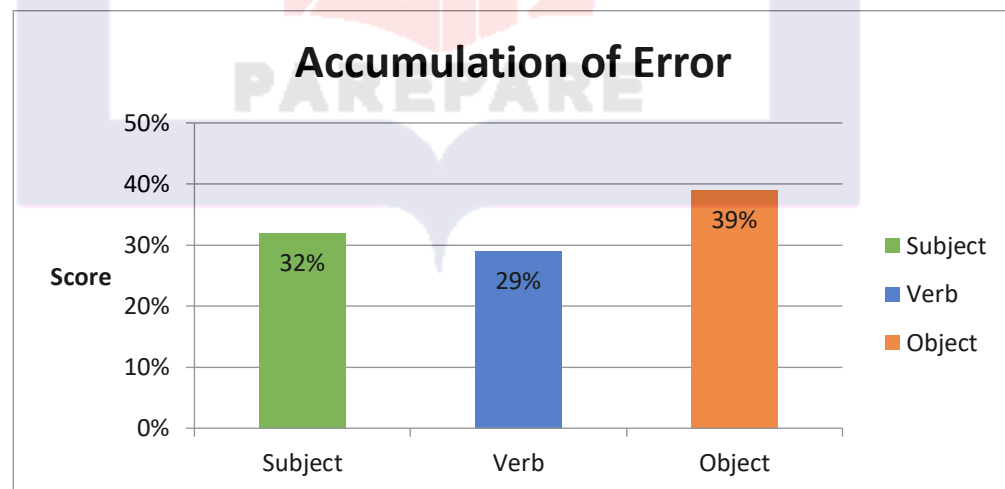
| No | Class | Error Result | | |
|----------------|--------|--------------|------|------------|
| | | Subject | Verb | Object |
| 1 | MIPA 1 | 70 | 63 | 80 |
| Presentation % | | 32% | 29% | 39% |
| Dominant Error | | - | - | √ |

Sources: Result of students evaluation (2021)

The table above was the explanation of each result of students' error in using word order which identified that subject error was 32%, verb error was 29% and object error was 39% and become the dominant error.

The researcher showed clearly in diagram below:

Figure 4.4 Accumulation of Students Error



Sources: Diagram by Arianto, Students Error (2021)

It indicated that students get dominant error in using object for word order roles at narrative text delivered by online and offline toward the students.

The result above, were the data which conducted in school as the research sample. The test was sending by Google form and this data analysis categorized as valid data and available to be result of research.

B. Discussion

The research findings were the answering of problems statements that formulated in the first chapter. This part is also present the data analysis of the respondents to find out the description of students quality. This section were going to find out the answer of the research question mentioned in first chapter, which asked about the students writing error in using word order.

1. Students Error Using Word Order

a. Subject

Languages differ in the degree to which they allow or exploit variations from the basic SVO or VSO word order. Variations are typically used to convey a certain style or focus, emphasize a particular word or phrase, or signal that a sentence has a special discourse function, such as a question or command. It is not uncommon to find that one word order is standard in finite (tensed) main clauses and that another is the norm in infinitive (untended) clauses. Adverbs (such as luckily), which are optional elements, are particularly flexible in their possible placements.

This research finding was the students' error in using subject in English sentences which referred to the recount text, the students mostly

found several difficulties caused of their less habit in using writing skill in their daily life.

The quality of the students in using word order showed little error found in fact data, here were many students who error in interval 0-3 errors, it should be required for the teacher to respond the error of the students performing. It also caused many aspect of errors.

Word Order is an arrangement or sequence of words in stringing a sentence. In the Indonesian language rules we know SPOK, and then it is called Word Order in English. As we know, in composing a good and correct English sentence, the following sequence is needed: Subject, predicate (verb) and then the object is added with an adverb of place and time if there is In addition, one of basic error that often committed by English foreign language learners is in syntax, especially in word order.

Students may have much difficult or error in using subject in sentences, it showed from the students result writing which indicates many singular form changed to be plural form in sums up, the students still less of background knowledge in differentiate between singular and plural in sentences.

Many errors also caused of less in clause, students didn't understand well about the using of clause in sentences, they put the entire clause in the same form, it caused of their errors.

b. Verb

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. Besides that, learners usually use native language to comprehend English and they have lack ability to think in English so it makes students incompetent to use English perfectly. This problem is also faced by students in learning English.

The students usually have problems to create good sentence in writing process. It is caused by interference of first language that different with English especially in word order, so it causes errors commuted by learners. These errors are cleared when the learner makes a written text. One kind of written text that engenders an error is recount text. 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.

Another error comes from the using of verb, as we know that, verb put very essential in sentences, word of verb can be change form in different situational and different context. Recount text put several past forms in sentences, because it tells about things happened in past form.

Another problem caused of error because the form of past sometimes change to be future form based on the students result wiring, it happened for many times in students writing result.

In additional, students get error in little category in using verb in sentences as word order rules. The researcher may assume that, the sources of error due of transferring rules from the mother tongue to the target language sometimes called “Interlingua errors”. As it has already seen, Interlingua 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 make many errors, which show they are processing the second language in its own terms.

Languages differ in the degree to which they allow or exploit variations from the basic SVO or VSO word order. Variations are typically used to convey a certain style or focus, emphasize a particular word or phrase, or signal that a sentence has a special discourse function, such as a question or command. It is not uncommon to find that one word order is standard in finite (tensed) main clauses and that another is the norm in infinitive (untended) clauses.

Those all problem which identified in this research validity for the students errors in writing recount text the problems should be attention for the repairing the errors. The teacher must be able to identify the problems among the students' errors.

2. Students Dominant Error Using Word Order

a. Object

Object plays important rules in every sentences, it should be very careful in writing performing because it caused many errors in this test, more than half of students get very much errors in the form of object in this test.

Students may have error in using an object for different context in sentences; many students just put any word I object without matching the verb and the subject before. They thing every object can be put in every position in

sentences. Another error seen from the students writing context, which indicated much for Indonesian style writing.

The differentiate between students Indonesian learning style and foreign language style were very different, they all the students Indonesian style for the students habit in their class, students in Indonesian always put every word in their form of sentences, the form of students foreign language style should be very discipline in their sentences form.

It shows much errors in object, caused in form of verb and subject they have more much error before conducting the object in the end of the sentences, it also seen from the clause error in sentences, many students didn't know the using of clause error, it sums that students may have many errors in using object in sentences.

Knowing Basic Word order in sentence is very important in English because there is very little "*case marking*" a subject and an object has the same form (except for pronouns). For example, the sentence "Mary likes Dave." does not have the same meaning as "Dave likes Mary." The Subject (the person who "likes") comes before the verb. The Object (the person who receives the action of the verb) comes after the verb.² Another expert stated that students may understand the used of word order for the example that "The man finished the job" and "The job finished the man" are sharply different in meaning, as are "He died happily" and "Happily he died."³

²Christensen, J. A., *Building Writing Skill Composition.*(USA: Mc Dougal, littell and Company,1997)

³John Algeo.*The Origins and Development of The English Language, Sixth Edition*(Wadsworth Cengage Learning,USA,2010)p.4

The learners 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. A distinction is sometimes made between an error, which results from incomplete knowledge, and a mistake made by a learner when writing or speaking and which is caused by lack of attention, fatigue, carelessness, or some other aspect of performance.

In fact, students get very difficult in write sentences based on the rule of the sentence; mostly students put noun, verb and pronoun in wrong position at sentence like:

“I in my home grandfather”

“My family go to hometown yesterday”

“my sister parking the boat”

The rivel lives someone”

“when I was about go there”

“ I lift go with there”

“I am study in grandhome”

“my busy is very hard”

“on the weekend there I go”

The sentences or clause above was representative of students writing result which identified wrong in certain word, The learners 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. A distinction is sometimes made between an error, which results from incomplete knowledge, and a mistake made by a learner when writing or

speaking and which is caused by lack of attention, fatigue, carelessness, or some other aspect of performance.

After discussed all the result above, the researcher compare the reseach from Yulia astute on her study “*Word Order in Recount Text Made by The Students of The Eighth Grader At The Mts N 1 Lampung Timur*. This research is a qualitative research. The types of research included in the case study. Meanwhile, the qualitative design used in this study is descriptive study. Data was taken from students in the eighth class of MTs N 1 East Lampung using cluster purposive sampling technique. Finally, the results of data analysis show that most students still have difficulty mastering the word order. The error can be seen that the number of errors made by students in the word order is 58 errors. The most commonly found error in the use of verbs is 26 errors (44.8%), error in objects 18 (31.0%), error of the subject 14 (24.13%). Furthermore, based on students' responses when answering Questionnaire, the researchers concluded that the cause of the mistakes made by students was the preparation of inaccurate words and lack of understanding the concept of English.

This explanation showed very clearly about the discussion above, students may have several problems and errors which caused of many aspect that really prove that, students have errors in their writing skill of recount text which referred of word order.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and the result of the data analysis in the previous chapter, the conclusion can be drawn as follows:

1. Students Error Using Word Order

The researcher concludes the research result based on the instrument and the theory of the research and concludes that students' error in using word order divided into subject, verb and object form showed the accumulation of students' error in subject form was 32% of errors, verb was 29% of errors and object was 39% of errors.

The accumulation of the errors showed on findings can be sums that, students may get much error in using object as the complement of the sentences while subject had errors also and in the little errors comes from the verb as the main form of the sentences.

The subject caused error from the context of the text which showed many students put random subject in their writing performance, it showed from the students result writing which indicates much singular form changed to be plural form.

The verb errors caused the form of past sometimes change to be future form, it mostly caused error in students result data. While object many students didn't know the using of clause error, it sums that students may have many errors in using object in sentences.

2. Students Dominant Error Using Word Order

Students may have error in using an object for different context in sentences; many students just put any word I object without matching the verb and the subject before . It shows dominant errors in object, caused in form of verb and subject they have more much error before conducting the object in the end of the sentences, it also seen from the clause error in sentences, many students didn't know the using of clause error, it sums that students may have many errors in using object in sentences.

B. Suggestion

Based on the research and discussion, researcher offer two points of ideas aimed to the teacher and researchers. These points were described as follow:

1. The teacher is a person who can influence the students in writing performance, so the teachers should provide a great technique in teaching, students' writing performance should be better than previous semester by considering the best techniques.
2. The result of this research can be used for the research to identifying the student's writing skill and also for the next researcher who wants to doing an experimental class, by reading and understand the result of this research, they can done better research than this research.

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APPENDICES

Appendix 1 : Test Form

| | |
|---|---|
|  | <p align="center">KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH</p> <p align="center">Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id</p> |
| <p align="center">VALIDASI INSTRUMEN PENELITIAN SKRIPSI</p> | |

Name :
Nis :
Class :

Please write some paragraphs of Recount Text, choose the themes below:

- a) Holiday
- b) Weekend
- c) Unforgettable moment
- d) Birthday
- e) At School

The text must contain at least 100 words!

| |
|---|
| <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
|---|

The Students Total Error

| No | Name | Word Order Error | | | Total Error |
|-------|------------|------------------|------|--------|-------------|
| | | Subject | Verb | Object | |
| 1 | Student 1 | 8 | 3 | 4 | 15 |
| 2 | Student 2 | 9 | 3 | 6 | 18 |
| 3 | Student 3 | 3 | 7 | 3 | 13 |
| 4 | Student 4 | 1 | 2 | 6 | 9 |
| 5 | Student 5 | 4 | 2 | 7 | 13 |
| 6 | Student 6 | 4 | 3 | 5 | 12 |
| 7 | Student 7 | 7 | 2 | 4 | 13 |
| 8 | Student 8 | 5 | 6 | 2 | 13 |
| 9 | Student 10 | 3 | 5 | 3 | 11 |
| 10 | Student 11 | 5 | 3 | 4 | 12 |
| 11 | Student 12 | 7 | 4 | 5 | 16 |
| 12 | Student 12 | 2 | 2 | 6 | 10 |
| 13 | Student 13 | 3 | 6 | 3 | 12 |
| 14 | Student 14 | 7 | 4 | 5 | 16 |
| 15 | Student 15 | 3 | 7 | 6 | 16 |
| 16 | Student 16 | 4 | 6 | 7 | 17 |
| 17 | Student 17 | 2 | 2 | 3 | 7 |
| 18 | Student 18 | 1 | 5 | 2 | 7 |
| 19 | Student 19 | 5 | 4 | 6 | 15 |
| 20 | Student 20 | 7 | 3 | 3 | 13 |
| TOTAL | | 70 | 63 | 80 | 213 |

Appendix 2 : Documentation





PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921093 Pinrang 91212

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
Nomor : 503/0102/PENELITIAN/DPMP/PS/2021

Tentang

REKOMENDASI PENELITIAN

untuk melaksanakan penelitian terhadap permohonan yang diterima tanggal 08-03-2021 atas nama RISMAYANTI dengan telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.

- Dasar hukum
- Dasar hukum
1. Undang - Undang Nomor 29 Tahun 1998
 2. Undang - Undang Nomor 18 Tahun 2002
 3. Undang - Undang Nomor 25 Tahun 2007
 4. Undang - Undang Nomor 25 Tahun 2008
 5. Undang - Undang Nomor 23 Tahun 2014
 6. Peraturan Presiden RI Nomor 87 Tahun 2018
 7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014
 8. Peraturan Bupati Pinrang Nomor 45 Tahun 2016, dan
 9. Peraturan Bupati Pinrang Nomor 38 Tahun 2018
- Dasar pertimbangan
1. Rekomendasi Tim Teknis PTSP - 0194/UT Teknis/DPMP/PS/03/2021, tanggal: 10-03-2021
 2. Berita Acara Pemeriksaan (BAP) Nomor : 0101/BUP/PENELITIAN/DPMP/PS/03/2021, tanggal : 10-03-2021

MEMUTUSKAN

- Menetapkan
- KEJATI
- 1. Memberikan Rekomendasi Penelitian kepada
 1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
 2. Alamat Lembaga : JL. AMAL BAKTI NO 8 SOREANG
 3. Nama Peneliti : RISMAYANTI
 4. Judul Penelitian : AN ERROR ANALYSIS OF STUDENTS' WRITING SKILL IN USING WORD ORDER OF RECOUNT TEXT AT SECOND GRADE OF SMAN 2 PINRANG
 5. Jangka waktu Penelitian : 1 Bulan
 6. Sasaran/target Penelitian : SISWA SMAN 2 PINRANG
 7. Lokasi Penelitian : Kecamatan Damparan
- KEDEA
- 1. Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 30-09-2021
- KEDEGA
- 1. Peneliti wajib meneliti dan melakukan ketertuan dalam Rekomendasi Penelitian ini serta wajib menyerahkan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 8 (delapan) bulan setelah penelitian dilaksanakan.
- KEENPAT
- 1. Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diulangi perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 12 Maret 2021



Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP.,M.Si
NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BNE



**PEMERINTAH PROPINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH X
UPT SMA NEGERI 2 PINRANG**

Jalan Puros Pinrang Pulmas KM 24 Kode Tlp. 0421.3922500 Fax 912571 e-mail: admin@umanduaipinrang.scb.sdi

SURAT KETERANGAN

Nomor : 421.3/086- UPT SMA.2/PRG/DISDIK

Yang bertanda tangan di bawah ini, Kepala UPT SMA Negeri 2 Pinrang, Kab. Pinrang menerangkan bahwa :

Nama : Rismayanti
Nim : 161300103
Agama : Islam
Jenis Kelamin : Perempuan
Program Studi : Pend. Bahasa Inggris
Perguruan Tinggi : Institut Agama Islam Negeri (IAIN) Pare-pare
Alamat : Data

Telah melakukan Penelitian di SMA Negeri 2 Pinrang, dalam rangka penyelesaian Program Pendidikan Strata Satu (S.1), dengan judul :

"An Error Analysis of Students' Writing Skill in Using Word Order of Recount Text at Second Grade of SMAN 2 PINRANG"

Demikian Surat Keterangan dibuat untuk dipergunakan sebagaimana mestinya.

Lampa, 03 Juni 2021
Pdt. KEPALA UPT SMAN 2 Pinrang,

GUNTUR, S.Pd., M.Pd
NIP. 19731112 199903 1 003
SP. 8001/3298-Sekret.2/Disdik

CURRICULUM VITAE



Rismayanti, the writer was born on August 12th 1997 in Malaysia. She is the third Child from four children in her family, her father's name is Bakri and Her mother's name is Murni. She is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her education background, she began her study on 2004-2010 at SDN 197 Duampanua, and graduated on 2010, while at the same year she study in SMPN 5 Duampanua and then continued her study in SMA Negeri 2 Pinrang graduated on 2014. Then continued hers study at Tarbiyah Faculty of IAIN Parepare and completed her study with the title *“An Error Analysis of Students’ Writing Skill in Using Word Order of Recount Text at Second Grade of SMAN 2 Pinrang”*