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ANALISIS KESALAHAN SUSUNAN KATA DALAM TEKS RECOUNT OLEH SISWA KELAS X SMAN 4 PARIAMAN

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ABSTRACT

The purpose of this research is to describe type of error of word order errors that often occured in the use of word order in recount text made by students based on Surface Strategy Taxonomy. The method used in this research is descriptive qualitative. The population of this research is the tenth grade students of SMAN 4 Pariaman in 2017/2018 academic year. The writer used purposive sampling to get the sample. The sample is class X IPA$_5$, which consists of 34 students. The data in this research were taken by using writing test. The result of this research showed that there were four types of error made by students were omission, adition, misformation, and misordering. There were 57 items or 43,2% of ommision errors, 45 items or 34% of misordering error, 25 items or 19% of misformation errors, and 5 items or 3,8% of addition errors. These errors were conducted because most of the students had not clearly understood of the structure of the sentence in English. To sum up, it showed that made of correct word order in recount text is difficult for students. Furthermore, the sources of error came from two categories : interlingual transfer and intralingual transfer. The dominant source of error was interlingual transfer with 77%.

Key Words : *Error Analysis, Word Order, Recount Text.*

INTRODUCTION

English in Indonesia is a foreign language that has been taught from junior high schools up to university. English becomes subject of study because this language is the language for international comunication. In learning English, the students are expected to be able to master four language skill they are listening, speaking, reading, and writing. They do not only learn about those four language skills, but also language forms which support communication. One of language form is word order.

In English, word order becomes a factor that influential in creating good sentences. If the words in a sentence are in the wrong order, the sentence will not make sense. So, it is important for foreign language learners to put the word in the right order.

Based on researcher's experience when observation, students have difficulties to mastery English and they usually have problems to create good sentences in writing process. There are many problems that make writing was difficult. The first, many students found difficulties to make good sentences because Indonesian structure that different with English, especially in word order. Some of them do not know how to put word in right order, so it cause errors commited by students. The second, students usually used native languange to comprehend English and they have lack ability to think in English so it makes students incompetent to use English perfectly. The third, they still could not understand or create a recount text. Most of the students are also not able to construct sentences in past tense and arrange the sentences coherently.

Recount text is a text that retelling as event. Writing recount text is one of the productive skills that should be mastered by students especially in senior high school. It requires some aspects such as widely perception, involving thinking process and need good understanding on word order. In this case, the strong foundation in word order becomes an aspect that should be comprehended in order to make meaningful sentences in writing recount text.

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Based on paragraph above, the researcher is interested in doing a research on analyzing the error related to word order which are made by Students at The Tenth Grade of SMAN 4 Pariaman. In this study, the writer want to know kind of error of the tenth grade students of SMA N 4 Pariaman based on word order especially in recount text. It is important to conduct this research since writing text necessary for the English learner to be mastered.

RESEARCH METHODS

This research was descriptive research. The purpose of this research was to describe the error made by students at the tenth grade of SMAN 4 Pariaman. Gay (2009:7) states that descriptive research involves collecting data in order to answer question concerning the current status of the subject of the research. Arikunto (2007) states that descriptive research has not purpose to test the certain hypothesis, but just describe some variable and condition naturally. The researcher used descriptive qualitative research because the researcher wanted to describe the errors of word order in recount text committed by students at tenth grade of SMAN 4 Pariaman.

The method used in this research was descriptive qualitative. The population of this research was X grade students of SMAN 4 Pariaman in 2017/2018 academic year. The writer used purposive sampling; the sample was class X IPA$_5$ which consists 34 students. The data in this research were taken by using writing test.

There were three topics provided for the students and they were asked to write the recount text. The test conduct once at school for 90 minutes. The students were also remind to write a title for their recount text. Then, after finishing the test the students collected their recount text to the researcher. After that, the researcher analyzed their writing test in order to find the error that made by the students. The researcher focused on word order in constructing sentence and word order in noun phrase distribution. Finally, the researcher counted total error and made the percentage of error.

After collecting students' writing test the researcher uses following steps as part of data analysis, they are :

1. The researcher identified the students' error by underlining the error items. Then, the researcher compare the students sentences with the correct sentence.
2. The researcher classified the students' error based on surface taxonomy.
3. The researcher explained the source of errors.
4. The researcher calculated the percentage of each error.

To get the qualitative result, the data calculated and drawn up in the table of percentage which the formula as follows (Bluman, 2004:68): P = **Error! Reference source not found.**X 100 %

P = percentage of error

F = frequency is looking for percentage

N = number of cases

RESULT AND DISCUSSION

After obtaining the data from students' writing test, then the researcher identified the errors of word order and classified based on types of error : omission, misformation, addition, or misordering. The table below is the recapitulation of the type of error of word order as follows :

Table 4.1
The Recapitulation of Types of Error

No	Types of Error	Frequency of Error	Percentage of Error
1	Omission	57	43.2%
2.	Addition	5	3,8%
3	Misformation	25	19%
4	Misordering	45	34%
	Total	**132**	**100%**

Figure 2
**The Recapitulaion of Students' Error of Word Order**
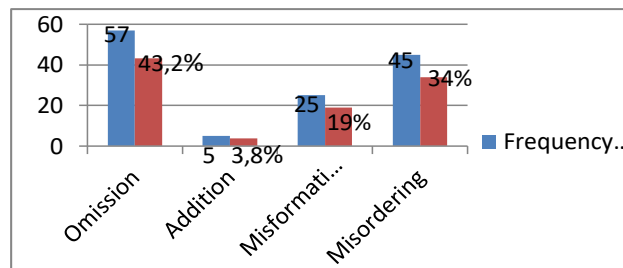
Based on the description of data above, the writer would like to analyze the data by presenting the sources of student's error. There are two sources of student's error. They are interlingual transfer and intralingual transfer (see appendix 4). After analyzing the data, the writer calculated them and then she draws up the total calculation into table. The table below is recapitulation of sources of student's errors as follow:

Table 4.2
The Recapitulation of Sources of error, Frequency, and Percentage

No	Source of Error	Frequency of Source Error	Percentage of Source Error
1	Interlingual Transfer	102	77%
2	Intralingual Transfer	30	23%
Total		**132**	**100%**

Based on the table above, the researcher analyze two error catgories. There were interlingual transfer with 77% and intralingual transfer with 23%. So, the dominat source of error was interlingual transfer with 77%. More details it was describe on the figure below :

Figure 3
Sources of Error
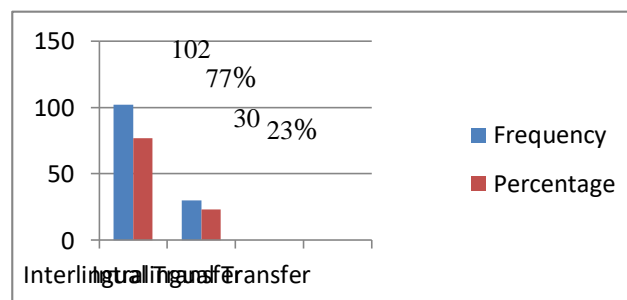
CONCLUSION

Conclusion

Based on the findings of the research, the researcher concluded that:
1. The type of errors that the students made are omission 57 items or 43,2%, addition 5 items or 3,8%, misformation 25 items or 19%, and misordering 45 items or 34%.
2. The sources of error came from two categories : interlingual transfer and intralingual transfer. The dominant source of error was interlingual transfer with the percentage 77%.

Suggestions

Based on the conclusion of this research was already discussed previously, the writer derived several suggestions that hopefully can be useful for students and teachers :

1. Related in students' problem in recount text. the researcher suggested to the teacher to gave more excercise for the students in writing recount text.
2. The students should improve their understanding on English word order, so they can arrange meaningful sentence.
3. The students need to improve their ability in writing skill by practicing writing regularly.

For the next researcher is suggested to do the research about the aspect cause the students get difficulties in writing recount text and find good solution to solve the problem.

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