

STUDENTS ERROR IN WRITING USING WORD ORDER

(A Descriptive in English Study Program of IAIN Curup)

THESIS

This Thesis is submitted to fulfill the requirement For 'Sarjana' degree in English
Language Education



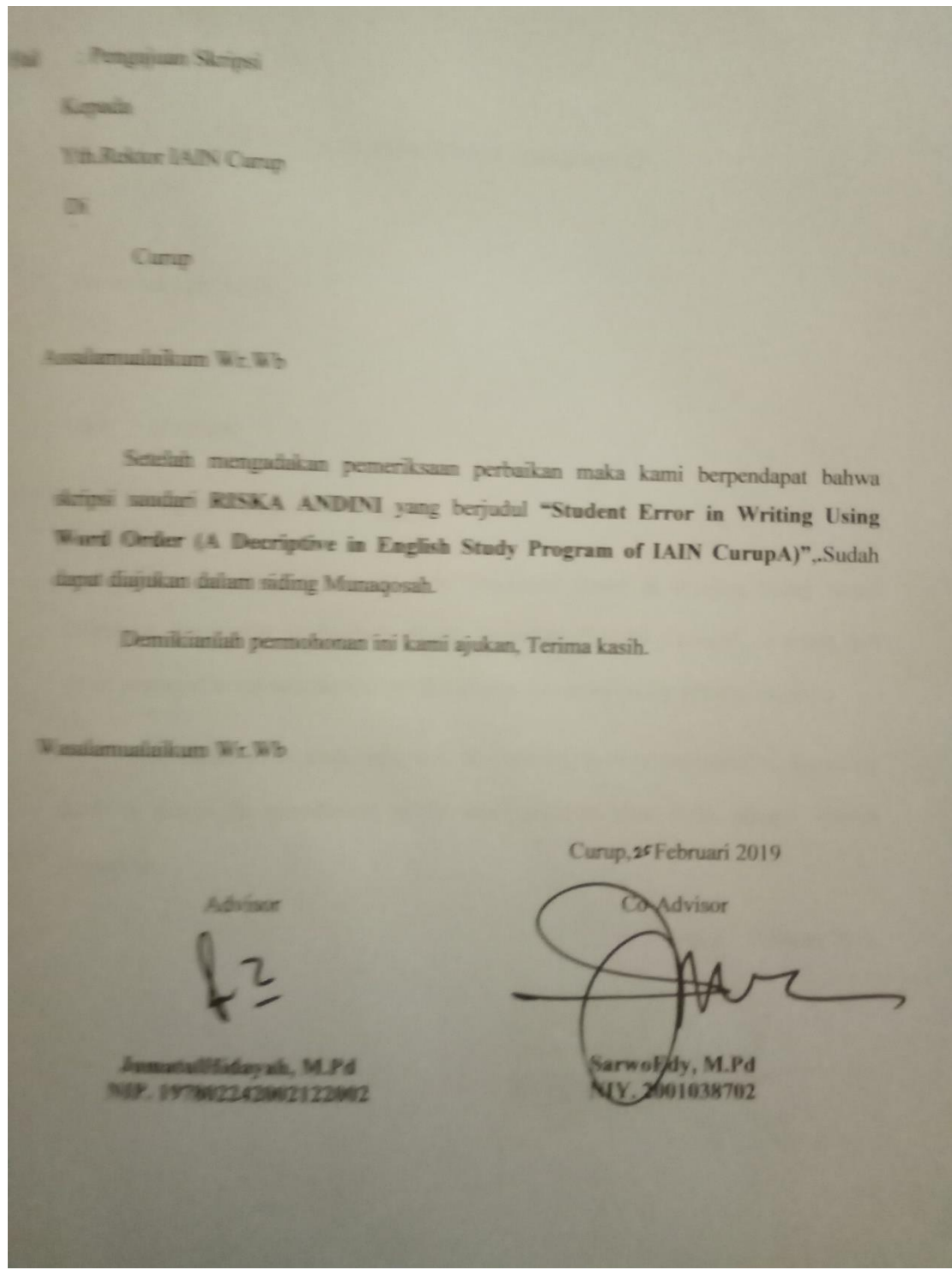
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Hal : Pengajuan Skripsi

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Assalamualaikum Wt. Wb

Setelah mengadakan pemeriksaan perbaikan maka kami berpendapat bahwa skripsi saudara RISKA ANDINI yang berjudul "Student Error in Writing Using Word Order (A Descriptive in English Study Program of IAIN CurupA)". Sudah dapat diajukan dalam sidang Munasabah.

Demikianlah permohonan ini kami ajukan, Terima kasih.

Wassalamualaikum Wt. Wb

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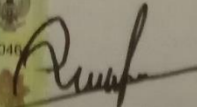
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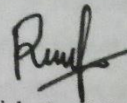
PREFACE

This thesis is submitted as a part of the completion for the sarjana degree in Institute College for Islamic Studies (IAIN) Curup. The writer realizes that the thesis is far being perfect. Thus, she really appreciates any suggestion and criticism for the better value of the thesis.

Finally yet importantly, the writer hopes this thesis will be useful to those who are interested in this field of study.

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Assalamu'alaikum Wr. Wb.

Alhamdulillahirobil' alamin all of praises just Allah SWT the Almighty and merciful god who blessing and guidance have made me possible to finish this thesis completely. Praying and greeting to our Muhammad SAW and all of his family and followers who has brought us from the darkness to the lightness as we felt together.

The researcher finished this research entitled “**Students’ Error in Writing Using word order**”. This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, assistance, support and motivation from others. In this chance, the writer would like to express her deepest appropriation to:

1. Mr. Dr. Rahmat Hidayat, M.Ag, M.Pd as the Rektor of IAIN CURUP
2. Mr. Drs. Beni Azwar, M.Pd. Kons as the head of Education Faculty
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My great thanks to my beloved family, they are my father Mr.Saroni, my mother

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all of my big family that always motivate, supports, hopes and your smile always increase my spirit

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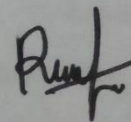
Finally, the researcher realize about writing this thesis is not perfect yet, event in the grammar, structure of the writing, discussion or anything else that is not suitable with hoped. The writer really satisfied, if there is critic or suggestion directly to the writer to make this thesis better and perfect.

And the last as bad as possible this thesis, but the writer still hope the result of this thesis will give the benefit to the reader and may Allah Bless us and give us the easiest way for facing our future. Aamiin Ya Robbal'amin

Wassalamu'alaikum WR.WB

Curup, 25 Februari 2019

Researcher



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Motto and Dedication

“WORK HARD PRAY HARD”

This thesis is honorably dedicated to:

1. To my beloved parents, Ayah Saroni, and Mamak Lina, for their prayer, love, support, advice great financial support during this time until this thesis can be arranged and until whenever I will never back.
2. To my beloved brother Adam Malik, and my sister Renni, S.Pd, of my family who always give their motivation, support and also love.
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CHAPTER 1

INTRODUCTION

This chapter present introduction, which consist of background of the research , research question, objective of research, significance of research , definition of key terms and systematic of the research.

A. Background of the Research

English is one of the international languages used by many people in the world. Most of source of information including book, science, and technology are written in English. Schutz said that English is role as a global language that it had become one of the most important academic and professional tools.¹ Its means that English is the language that is best known by everyone who contributes greatly to communication with others.

In order to get perfect competency in using language, the four skills must be mastered. In addition, if one of them ignored, it will influence other skills because all of those skills are related each other. As a result, the goal of language's competences cannot go fluently. English is used in spoken and written communication form.

The primary function of language is a communication system. Moreover, communication can be divided into two; verbal communication and written communication. both of them are important, but they are

¹Schutz, Richardo, *The International Language*. London: Longman, 2004

different. The grammar point in writing is necessary, whereas, in speaking is not so necessary as long as the speaker and listener understand each other. In addition, writing is one of the difficulties, which is faced by the student.

Writing skill is one of important competences that must be mastered by students because we know that language is not only spoken form, but also it can be used in written form. This skill does not merely focus on words, phrase, sentence pattern and grammar, but also focus on the idea of each paragraph in the text contextually.

The English language was recognized as undoubtedly the most important language for the increasingly mobile international community to learn. Thus it is not surprisingly that English role is getting more and more important in our life. Studying English is not as simple as we imagine. It is difficult to be understood by Indonesian students because basically Indonesian and English. Language has different rules in spelling, phonology and pronunciation, vocabulary, lexical meaning, and grammar. In terms of English language proficiency, there are many aspects that need to be considered, one of which is grammar. in grammar there are several forms such as phrase, clause, word order.

Greco-Stowe stated that word order is part of grammar which plays an important role in information structuring of a sentence because “word order is one of the primary devices languages offer speakers to express who does what

to whom”.² In Indonesian dictionary rules in word order used SPOK, in English word order using SVO. So there are big differences between the languages. Furthermore, Gerskho-Stowe also stated that word order is the placement of words in a particular row according to the norm of a language, both in sentence and clause level, as well as in the frase level. Some languages also have relatively rigid sequences of words to convey their grammatical meaning, some other languages permit flexibility primarily to convey pragmatic information such as for the delivery of a particular topic or emphasis. However, most languages have a preferred word order to use.

In English word order is used as a method of composing words into correct sentences and avoiding the ambiguity of the meaning of the word or in the sentence that is compiled. In this word order, there are two elements that are very important and should be our concern all of the order of arguments and sentence constituents. By using a predetermined pattern or method in preparing the word then the sentence that we want to make more orderly and understand so that we can understand.

From the pre-observations made by researcher at IAIN Curup, especially in the English Departement, the researcher found the error of students in composing words in preparing the correct sentence. Almost everyone in the class has the ability to compose very low words. But there are

²Gerskho-Stowe, Lisa and Susan Goldin-Medow, there a natural order of for expressing semantic Relation? Cognitive Psychology 45, 2002,p375.

only a few people who have the ability to make the word orderly and true. This data was gotten by giving word order test to the seventh semester students, the result showed that 75 percent students cannot answer the questions correctly. 10 percent can answer the question correctly. The rest did not submit the test to the researcher. From the data below it can be seen that seventh semester students got problem in making sentence orderly especially when their face adjective more than one in a sentence. In this study, the purpose of the researcher was to know students' errors in English word order and investigate source of word order errors. As we know word order is the first step of English students in studying the structure or grammar of sentences, which of course will increase knowledge in composing words to form the correct sentence. If students have no pattern or rules in composing words. Words and compilations of sentences are rather difficult.

From the above explanation, the researcher is interested to do research in English Department of IAIN Curup. Because, from the phenomenon those researchers found when doing pre observation, almost all students in the class get low score in composing the word into the correct sentence. Then the researcher wanted to know students' Error in English word order and source of the Error.

B. Research Questions

Based on the background above, the researcher addressing some questions to investigate the English students:

1. Which types of word order errors are common made by students of English departement in writing paragraph?
2. Which Word Order error is the most frequent one?
3. What is the source of these word order errors?

C. Research Objectives

This research aims at finding out the answers of the questions stated in the problem of the research. Thus, the objectives of the research are:

1. To find how is the students ability to compose words
2. To find word order error is the most frequent one
3. To find the factors of students in composing words

D. Significance of the Research

The advantages that the researcher tries to obtain from this research are:

1. Students

For the students word order is important. Because word order is the first step to make a sentence and also help the students become master in using the correct sentences.

2. Teacher

This research can help teachers to provide information to their students about word order that they can apply when learning process and also can help students make a sentences correctly to get a good score.

3. Researcher

For the researcher this research aims to help the researcher to find out word order errors and the factor cause of the errors.

E. Definition of Key Term

a. Word order

Word order is the sequence of words in a sentence, especially as governed by grammatical rules and as affecting meaning³. In this research, word order is the ability of the English Departement of IAIN Curup in Composing words orderly.

b. Error

Brown defines an error as a noticeable deviation from the adult grammar of native speaker, reflecting the interlanguage competence of

³ Hornby, AS, *Oxford Advanced Learner's Dictionary of Current English*. London: Oxford University Press, 1995, p514

the learner.⁴ Error means made by students in make a sentence without using the word order rule correctly.

F. Systematic of Research

The systematic of the research is formed into chapter I in which it contain the background of the research, research question, objective of the research, the significance of the research, definition of key term. Chapter II involves literature review, and review of related research. Chapter III consist of kind of the research, population, and sample of the research, technique of collecting data, instrument of the research, and data analysis technique. In chapter IV, there are the descriptions of finding and discussion. The last is chapter V providing descriptions of conclusion and suggestion.

⁴ H Douglas Brown. 1994. *Principles of Language Learning and Teaching*. New Jersey: Prenticehallnc. P125.

CHAPTER II

Review of Related Theories

A. Literature review

1. Writing

a. Definition of Writing

Writing is the most difficult subject in the school since the students have to produce a text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure.

Meyers stated that writing is a way to procedure language you do naturally when you speak. Writing is speaking to other on paper or on a computer screen.⁵ Writing is also an action, a process of discovering and organizing your ideas, putting them on a paper and rephrasing and revising them. In other word, Palmer stated writing is recursive. It goes back and forth we plan a little, put words on paper, stop to plan when we want to say next, go back and change a sentence, or change our mind altogether.⁶ From the definitions above I can conclude that writing is a

⁵ Meyers, Allan. *Gateways to Academic Writing: effective sentences paragraph and essay*.2004. New York Logman

⁶ Palmer, Barbara. C. *Developing Cultural Literacy Through the Writing Process*. USA. Longwood Professional Book

way to produce language that comes from our thought. It is written on a paper or a computer screen.

b. The Importance of Writing

Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and reach to a far larger audience than through face-to-face or telephone conversation. In this research, writing skills is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. To improve students' writing skills, the teaching and learning process of writing needs to be done well with developed input and effective. Writing Skills is a companion to the Student Success Guide.

2. English Word Order

a. Definition of Word Order

Word order is the placement of words in a particular sequence according to the norm of a language; both in sentence and clause level, as well as in phrase level.⁷ Some languages have relatively rigid sequences of words to convey their grammatical meanings, whereas some other languages permit flexibility primarily to convey pragmatic

⁷Pusatbahasa (2005). Kamus Besar Bahasa Indonesia Edisi Ketiga. Jakarta: Balai Pustaka. ISBN 9789794071823

information such as for delivery of a particular topic or emphasis. However, most languages have a preferred word order to use.⁸ For most languages, the order of basic words can be described in the predicate (P) and the argument: subject (S) dan object (O). There are six basic word sequences for transitive sentences: subject-predicate-object (SPO), subject-object-predicate (SOP), predicate-subject-object (PSO), predicate-object-subject (POS), predicate-subject (OSP), as well as object-predicate-subject (OPS). The majority of languages in the world use word order SPO including Indonesian.⁹ from definition word order is the placement of words in a particular sequence according to the norm of a language, both in sentence and clause level, and in phrase level. Thus, it can from a certain meaning. word order is part of a grammatical.

b. The Importance of Word Order

The importance word order refers to the way words are arranged in a sentence. The standard word order in English is: Subject+ Verb+ Object. To determine the proper sequence of words, we need to understand what the subject, verb and object(s) are: Subject: typically a noun or pronoun the person, place or thing, Verb: The action or state of being Object: the word or group of words

⁸Comrie, Bernard (1981). *Language Universals and Linguistic Typology*. Oxford: Blackwell

⁹ Tomlin, Russel S.(1986). *Basic word order: Functional Principles*. London: Croom Helm

influenced by the verb. The sequence of words is critical when communicating in English because it can impact the meaning of what you're trying to say. The sentence, "the chicken crossed the road" and "the road crossed the chicken" take on two different meanings because the subject and object are inverted. The same would be true if the verb was used out of order, for example: "crossed the road the chicken." So as to clarify the meaning in a sentence. Word order and grammar is a unity in making a sentence to be true and meaningful.

3. Basic of Error

a. Definition of Error

There are some definitions of error. "Errors is the result of incomplete knowledge."¹⁰ Error or deviation is a sentence causing the less of competence.¹¹ In general, errors are oddness made by the language users, especially for second language learner that come to happen every single time they use the language either spoken or written.

According to Harmer, "Errors are part of the students' interlanguage that is the version of the language which a learner has at any one stage of development, and which is continually reshaped as he or she aims

¹⁰ Horby, as, *Oxford advanced learner's dictionary of current English*. Oxford university press. 1974. Page: 321

¹¹ Hendri Guntur Tarigan, *pengajaran pemerolehan bahasa*, Bandung, p.299

towards full mastery”.¹² So, it is a natural process of language learning that students make error when writing in English. The students hopefully can develop their knowledge from their errors. When the learner made errors, the teacher helped to correct them. It can help the teacher to give information whether the language learning process is successful or not.

James said, “lets provisionally define a language error as unsuccessful bit of language”.¹³ So, error could happen if the students are less in understanding and usage of target language.

b. Differences between Error and Mistake

Most people think that error and mistake are same, but is no true. Larsen noted some Corder’s statement that made a distrinction between mistake and error.¹⁴

“A mistake is a random performance slip caused by fatigue, excitement, etc. and therefore can be readily self-corrected, an error is a systematic deviation made by learners who have not yet mastered the rule of the second language. A learner cannot self-corrected an error because it is a product reflective of his or her current stage of second language development, or underlying competence.’

If the students can self-corrected it means he made a mistake and error. If the students can self-corrected it means he made a

¹² Jeremy Harmer, *the practice of English language teaching*, London. Pearson education limited, 2007, p.138

¹³ Carl James, *error in language learning and use, exploring error analysis*, London, Logman, 1998, p.1

¹⁴ Larsen-freeman, Dianne and Michael long, *an introduction to secondlanguage acquisition research*. London: Logman inc. 1991, p.59

mistake. But if they cannot self-corrected it means he made an error.

c. Misordering as an EFL Error

As the label suggests, “misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance”¹⁵. Misordering errors occur systematically for both L1 and L2 in construction that have already been acquired, specifically simple (direct) and embedded (indirect) questions. In addition to these misordering errors, students also make written misordering errors that are word-for-word translations of native language surface structures.

Examples:

- I meet there some Germans

Hinkel made her own list of common EFL word order errors without specifying whether her ordering is based on frequency:

- a. Word order in noun and adjective clauses;
- b. Word order in how- noun clauses;
- c. Word order with adverbs of manner, time, and frequency;
- d. The placement of even and also, and enough¹⁶.

¹⁵ Dulay, Heidi, Marina Burt and Stephen Krashen (1982) *Langugae Two*. Oxford: Oxford Univerity Press.

¹⁶ Hinkel, Eli (2004) *Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar*. London: Lawrence Erlbaum Associates, Inc.

According to Parrott some of the common word order problems in English are:

- 1) The position of subjects: learners sometimes reverse the order of subjects and no-object verbs. This is particularly common after conjunctions like when or because:

A: When did you move back to the city?

B: *When began the war.

A: Why were they laughing?

B: *Because fell down his trousers.

Speakers of other languages may also move the subject towards the end of a clause. Chinese: *Here is everything OK. (Here everything is OK.) Swedish: *... and suddenly did they hear the doorbell. (Suddenly they heard...)

- 2) The position of direct objects: learners sometimes place direct objects between auxiliary verbs and main verbs:

*I'm afraid I still haven't the book finished.

*I don't know where she has the keys left.

- 3) Problems within noun phrases: some learners may place adjectives (or adjective phrases) after the nouns they modify:

*We live in a house very big.

4) Problems with question forms: it is very common for learners to ask questions without making the necessary changes (inversion or additions) to word order:

*When she came?

*How you can say that?

Learners sometimes also make questions by placing the subject after a whole verb phrase instead of after the first auxiliary verb.

*What is doing your sister?

Hinkel claims, that the word order in embedded questions represents another problem for EFL learners. In a direct question, the verb comes before the subject, but in an indirect question, the subject comes before the verb¹⁷. To convert direct questions into indirect questions, they need to be turned into statements with S (first) V (second) word order as is required in all statements in English. Also all wh- words must be retained, and the helping verbs do, does, and did should not be used:

Joe asked Phil who the 40th president of the U.S was.

*Joe asked Phil who was the 40th president of the U.S.

A woman asked the senator why he supported a higher tax on the middle class.

¹⁷ Hinkel, Eli (2004) Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar. London: Lawrence Erlbaum Associates, Inc.

*A woman asked the senator why did he support a higher tax on the middle class¹⁸.

Various things may be overlooked by learners' while building these questions. Learners may not have learned to exchange the places of the auxiliary and the subject, or may not have acquired some or any of the auxiliaries yet. Learners may also not insert do or ad the tense –carrying element, which is required in cases where no auxiliary is available etc., Exactly the steps in the development of these higher level structures (embedded questions) have been the subject of recent investigation. This particular construction is of special interest because some learners attempt using embedded question construction very early, even before they have mastered the simple auxiliary inversion in questions. However, they also produce statements with retained inversion in embedded questions. This fact shows that they do not control the inversion rule at all. This “transitional embedded whconstructions”¹⁹ that learners use shows how learners rely on previously acquired rules when they try out new related SL structures. Learners first begin by using the inversion rule from the simple questions, then they try it both ways at once, and

¹⁸ Parrott, Martin (2000) Grammar for English Language Teachers. Cambridge, UK: Cambridge University Press.

¹⁹ Ibid p.

finally, they stop using the inversion in embedded questions. If learners do not reach the final stage it may be possible that they have not required the rule at all or that they apply rules from L1²⁰

When it comes to misordering in general, Darus and Subramaniam carried out an analysis on Malaysian students' errors in their essays which were written in English. The results of their study showed that six most common errors committed by the participants were singular/plural form, verb tense, word choice, preposition, subject-verb agreement and misordering²¹. We analysed Malaysian ESL learners' written verb form errors and found that errors of misformation were the highest, followed by those of omission, addition and again ordering²².

From the theories above the researcher can conclude that there was several common errors type in word order. It can be seen on the table below;

Table 1.1
Type of Word Order Errors

No	Type of Word Order errors
1	The position of subjects
2	The position of direct objects

²⁰ Ibid p.

²¹ Boroomand, Faezeh and Ali Asghar Rostami Abusaeedi (2013) A gender-based analysis of Iranian EFL learners' types of written errors. *International Journal of Research Studies in Language Learning*. Consortia Academia Publishing, 1-14.

²² Ibid p.

3	Problems within noun phrases
4	Problems with question forms

d. Sources of error in English

To analyse students' errors, it is necessary to determine the sources of errors. Richards first distinguished three types of errors dependent on their sources: interference errors, intralingual errors, and developmental errors. While interference errors are a result from mother tongue interference, intralingual errors reflect characteristics of the rule learning. Developmental errors occur when learners build up rules about the target language on the basis of their limited knowledge. However, Richards classified errors into two categories later, because the distinction between intralingual and developmental errors is rather fuzzy. The two categories are as follows:

- 1) Intralingual errors (caused by mother tongue interference) and intralingual or developmental errors (caused by the learning process of the SL when the learners have not really acquired the knowledge). Intralingual errors are also subdivided into the following categories:
 - a. Overgeneralization errors: the learner creates a deviant structure on the basis of his experience of other structures in the target language. For instance, SV inversion usually appears in interrogative sentence, while SV order nearly always appears in declarative sentences. The learner then generalizes that only a sentence with the question word in the

initial position has VS word order. The learner over-generalizes also the rule to indirect questions. The rule leads to errors of the following type:

- Now I see why did he behave like this.
 - We don't know why are we taught so many courses.
- b. Ignorance of rule restrictions: the learner applies rules to context where they are not applicable like for instance, I made him to do it ignores restrictions on the distribution of make
 - c. Incomplete application of rules: the learner fails to use a fully developed structure. For instance, a learner may use a statement form as a question (the word order is the same as in questions) by simply adding a question word to the statement form as in You like to sing? in place of Do you like to sing?. A grammatical question and statement form (word order) may never become part of learner's competence in the second language. Despite that he or she can achieve efficient communication without the need for mastering more than the elementary rules of question usage. Motivation to achieve communication may exceed motivation to produce grammatically correct sentences.
 - d. False hypothesis: the learners has not fully acquired and does not understand a distinction in the target language (the use of was as a marker of past tense in one day it was happened or the confusion between come and go).²³

2) Interlingual

Interlanguage can be thought of as an “internally structured linguistic system constructed by L2 learners, which draws partly on the learner's L1 and partly on the target language but is also different from them”²⁴. Errors found to be traceable to first language interference are termed interlingual or transfer errors. According to Dulay et al. the first language

²³ Richards, Jack C. and Gloria P. Sampson (1974). The Study of Learner English. In Richards, Jack C. (ed.) Error Analysis: Perspectives on Second Language Acquisition. London: Longman, 3-18.

²⁴ Ellis, Rod (1997) Second Language Acquisition. Oxford, UK: Oxford University Press.

has long been considered the major cause of a learner's problem with the new language²⁵. The child learning his first language is exposed to one language only and can make his hypotheses about the rule structure on the basis of that language. When a learner is faced with the task of acquiring a SL, he or she also has to attempt to establish the rules of that language. Like the native learner he or she can use the evidence provided by the target language itself, and this will lead to errors of performance which may be very like those made by the mother-tongue learner. But, unlike the first language learner, he also has an alternative source of hypotheses, his or her first language. The individual's knowledge of his mother-tongue becomes part of the evidence to be considered in trying to determine what the rules of the new language are. In using this knowledge he or she may make errors which are the result of L1 interference.

B. Review of Related Finding

There are some related researcher that had done before, though they are not significance related to students problems in using the word order of

²⁵ Dulay, Heidi, Marina Burt and Stephen Krashen (1982) *Langugae Two*. Oxford: Oxford Univerity Press

English to EFL students at English department of IAIN Curup. One of them is “An Error Analysis on the Use of Grammar in Indonesian into English Translation Text: A Case Study at the Fifth Semester Students of Class I of English Department of Purworejo Muhammadiyah University in the Academic Year 2012/2013 by Wiwin Miatun. She wants to know what the type of errors and causes the errors on the use of grammar in Indonesian into English translation text at the fifth semester students of English Department of Purworejo Muhammadiyah University in the Academic Year 2012/2013.

The researcher presents the result of the research. The type of error on the use of grammar in Indonesian into English translation text at the fifth semester students of English Department of Purworejo Muhammadiyah University in the Academic Year 2012/2013 are omissions 14.29 %, additions 12.00 %, misinformations 68.00 %, and misorderings 5.71 %. The causes of error that make students produce errors in this research is interference errors occur as a result of ‘the use of elements from one language while speaking another’. Students should study hard to understand the differences between Indonesian and English rule when they want to make sentences.

In other related finding Uun setyowati the tittle research is “A Study Of The Students Mastery In Using Adjective Word Order In A Noun Phrase Use By The Tenth Graders Of SMA Negeri 1 Kaliwiro, Academic Year 2013/2014”. the researcher is interested to examine on using adjective order.

The result of the students' mastery in using word order of adjective in a noun phrase is 4 students (15,38%) get score A. It classified into very good category. 3 students (11,54%) get score B. It classified into good category. 6 students (23,08) get score C. It classified into fair category. 13 students (50%) get score D. It classified into low category, and the last 0 student (0%) gets score E classified into very low category. The highest score is 88 and the lowest score is 40. The result of this research showed that students' mastery in using word order of adjective in a noun phrase at tenth grade of SMA N 1 Kaliwiro at academy year 2013/2014 is fair. It can be approved from the mean score 58,15. The difficulties faced by the students in using adjective in a noun phrase are they do not know the order of adjective and they do not know the category of adjective in adjective order table. Based on the finding above, the students should be more attentive to the explanation given by the teacher and doing more exercises regularly concerning with adjective word order.

Based on the finding about, the researcher state that, this researcher is different. The first focus of error on the use of grammar in Indonesian into English translation text and the second on Mastery In Using Adjective Word Order In A Noun Phrase. This research focus in the student error using the word order of English to EFL students at English Study Program IAIN CURUP.

CHAPTER III

METHODOLOGY

This chapter describes the method use to conduct the research. It consists of kind of the research, subject of the research, technique, of data collecting, research instrument, and data analysis technique.

a. Kind of the Research

This research used qualitative research by using descriptive method. According to Abslem Strauss and Juliet Cstated stated that the qualitative research is a kind of discovery research which is being got without statistic.²⁶ The researcher describes the data in written from. Qualitative data are usually collected through document analysis as make a paragraph descriptive. Qualitative research is research oriented to the phenomena in nature. This definition shows that more qualitative research focused on the problem that is raise through the social phenomena that are natural.²⁷ Thus, the data collected by this qualitative research uses words.

Nana Sudjana states, the descriptive research is a state event that is going happens.²⁸ Based according nana Sudjana, descriptive method is use in accordance with subject of the research that describes data in reality. In this research, the researcher will be found out what students' error in using word

²⁶AnslemStauss and Juliet Corbin. 2003. Dasar-dasarpenelitiaankualitatif.yogyakarta. Pustakabelajar. P:4

²⁷IhsanNul Hakim Dkk. 2009.Pengantar methodology penelitian.Curup.LP2 STAIN Curup. P:35

²⁸Nana Sudjana, tuntunanKaryaIlmiah, seminar baru, Bandunng. 2001, p:55

order that makes the student difficult in using word order. Based on the statement above, the data will be collecting by using descriptive method.

b. Subject of The Research

Subject of this research was students seventh semester of English student program at IAIN CURUP. The research focus on students'error in using word order. The subject was assesed by total sampling. Total sampling technique in this research using non probability techniques that are saturated or often called samples total sampling. Sample saturation is the technique of determining the sample by taking all members of the subjects of the research as respondents or samples.²⁹ Suharsimi Arikunto said that if the populations are less than 100 persons, it is better for us to take all of the population as a sample, but if the populations are more than 100 persons we take from population 10% - 15% Or 20% - 25% or more used as sample.³⁰Because the sample of this research is less than 100 students, the researcher take all of the students. The researcher takes all the numners of students as the sample. So the sample in this study was all students of seventh semester English study program at IAIN Curup academic years 2017/2018 which amounted to 30 students.

²⁹<http://digilib.unila.ac.id/10355/16/BAB20III.PDF> (June 17 2017 at 20:27)

³⁰SuharsimiArikunto, *ProsedurPenelitianSuatuPendekatanPraktek*, Jakarta: RhinekaCipta, 2002. P. 112

c. The technique of Collecting Data

The data are the power of a research, so it was needed in a research. There is not researcher without collecting for the data. The collecting data must be valid and give the true information. To collect the data in this research, the researcher using techniques for collecting data, as follow:

1. Test

The researcher used test because the researcher wants to collect the data that would be analyze. The test is an instrument which used by that provides an indicator of students performance level. It means the test is useful for the to find out the level of students According to Handayani test was an instrument which is used by the that provides an indicator of students performance level.³¹ It means the test was useful for the to find out the level of students.

The resreacher used test to answer both of research questions. The test lead the researcher to gain the data about the error and the source of error. The first, the researcher gave the task to the students in form of written task. The second, the researcher asked them to do the task in 45 minutes there were 30 students answer question . The third, the researcher collected their answer sheets. After that, the researcher copied the students 'answer sheets.

³¹ Handayani, *evaluasi Pendidikan*, Bandung: Ilmu Pustaka, 2000, p 63

d. Research Instruments

Nasution in Sugiono says instrument in qualitative research is the researcher herself. The researcher is the planner, the data collector, the data analyzer, and the data reporter of the research.³² Researcher used the instrument using document analysis to gain the data. In addition, Creswell mentioned, “The instrument of choice in naturalistic inquiry is the human”³³. He added, the researcher is the primary research instrument³⁴. From the explanations above, it can be concluded that researcher herself collect the data, and also who analyze it.

1. Document analysis

Document analysis is a list of thing that an observer analyzed when adressing students write task. This list may have been prepared by the observer. There are two document analysis form. The first to answer students’ error using word order. The second, to answer the question about source of errors. Document analysis showed the observer a structure and framework for students’ error when they used word order. Here, the researcher analyzed the students’ descriptive paragrap task, the document analysis was made by misordering word order theories from Parrot and Martin. The theories were used for

³²Sugiono,.,MetodePenelitianKombinaso. 2012. Bandung : Alfabeta

³³ John W. Cresswell, *Qualitative Inquiry and Research Design Choosing Among Five Approach 2nd*, (Sage Publication, California), Page. 38.

³⁴*Ibid.*, Page. 38.

analyzing students' error using word Order (WO). The researcher made a table to analyzed students' error using word order. Document Analysis form can be seen on the table below;

Tabel 1.2

Type of Students Errorr Using Word Order

No	Participant	Type of Word Order errors	Students' Error
1		The position of subject	
2		The position of direct object	
3		Problems within noun phrases	
4		Problems with question forms.	

The document analysis form was made by using Parrot and Martin theories . then the researcher was analyzed the source of error from students task a paragraph descriptive. The document analysis form in this research was made by the theory about the source of missordering word order. Where there were two main sources and eight sub source indicators. There were type of students error using word order consisted in writing a paragraph descriptive given to respondents. They could be seen in the table below:

Tabel 1.3
Source of Students Error Using Word Order

Variabel	Source of error	Categories	Indicators	Description
The source of the error using word order made by students	Intralingual errors	1. Overgeneralization errors	<ol style="list-style-type: none"> 1. Learner creates a deviant structure on the basis of his experience of other structures in the target language. 2. SV inversion usually appears in interrogative sentence, while SV order nearly always appears in declarative sentences 3. The learner then generalizes that only a sentence with the question word in the initial position has VS word order. 	
		2. Ignorance of rule restrictions	<ol style="list-style-type: none"> 1. the learner applies rules to context where they are not applicable like for instance, I made him to do it ignores restrictions on the distribution of make 	
		2. Incomplete application of rules	<ol style="list-style-type: none"> 1. The learner fails to use a fully developed structure. For instance, a learner may use a statement form as a question (the word order is the same as in questions) by simply adding a question word to the statement form as in You like to sing? in place of Do you like to sing? 	

		2. False hypothesis	1. the learners has not fully acquired and does not understand a distinction in the target language (the use of was as a marker of past tense in one day it was happened or the confusion between come and go	
	Interlingual	1. Errors found to be traceable to first language interference	1. Errors found to be traceable to first language interference are termed interlingual or transfer errors.	

The students must have a writing paragraph to indicate students' error in using word order. It will use when the researcher the students' error in word order. It uses in order to attain standardized comparable data from each respondent. All students' or respondent must be make a paragraph descriptive must in the time same manner. Based on the theory of Parrot and Martin there are students error in using the word order in the delivery of topics.

e. **Technique of Data Analysis**

Data analysis is the process of systematically searching and arranging the interviews or other materials that accumulate to increase the understanding of them and enable to present what you have discovered.³⁵The data that researcher got, will be analyzed by some steps, namely data managing, classifying, description.

Robert C. Bogdan. *Qualitative Research for Education: an interaction to theory an method.* (Toronto, Toronto: 1982.: P 145

1. Data Managing

Data managing is the process of systematically searching and arranging the interviews or other materials that accumulate to increase the understanding of them and enable to present what you have discovered to other.³⁶ So it can be said data processing to arrange data systematically with aims to improve an understanding based on true and real data. Here, the researcher managed the data based on two document analysis form. The first document analysis for type of students' error using Word order and the second data was document analysis for source of students' error.

2. Classifying

The data classifying is ordering field notes or transcription into categories that represents different aspect of the data.³⁷ The process of classifying is the process of selecting various subject, as well as object or event based on different data. The researcher was clasified the data based on variabel, indicator, errorr analyzing.

3. Description

Description is based on the observation and field notes which are to provide the true picture of the setting and event that take place in it. So, the researcher and the reader will be having an understanding of the

³⁶ *ibid.*, p: 148

³⁷ *Ibid.*,

context in which the study take place.³⁸ Based definition description is a document analysis that describes what is in the field. So, the reader can imagine about the context of the study that took place. Here the researcher describes the research questions based on the data assesed.

³⁸ Ibid,.

BAB IV

FINDING AND DISCUSSION

A. FINDING

In this chapter, the researcher presented the findings for document analysis in writing descriptive paragraph. This research had been done 19-22 November 2018. The aims of this research are 1) finding types of word order error are common made by student 2) finding word order error is the most frequent one 3)finding is the source of these word order errors.

1. types of common word order error are made by students

To find types of word order error are commonly made by students in writing descriptive paragraph. The researcher investigated 30 pre-service students who made a descriptive paragraph on seventh semester in IAIN Curup. All of them made word order error in writing descriptive paragraph. It can be seen from table below;

Table 1.4

Types of student Error Using Word Order

No	Participant	Type of word order	Students Error	Correction
1	Student A	The position of subject	Has have five rooms	Small house/ it has have five rooms

			Can see the living room	I can see the living room
		The position of object	I usually play	I usually play online games
		Problem in within noun phrases	-	-
		Problem in question form	-	-
2	Student B	The position of subject	Because will find many new experiences	Because you will find many new experiences
		The position of object	I really love, inspite of its culture	I really love Curup, in spite of its culture
		Problem in within noun phrases	It a famous because of its historical place and local tourism	It is famous city because of its historical place and local tourism
		Problem in question form	-	-
3	Student C	The position of subject	The biggest temple in the world	It was the biggest temple in the world
			All over the world know that Borobudur	The people all over the world know that Borobudur
		The position of object	-	-
		Problem in within noun phrases	Borobudur one of the great art work that ever known since long time ago	Borobudur is one of the great work arts that is ever known since long time ago
		Problem in question form	-	-
4	Student D	The position of subject	Hometown have many interesting sights for tourist to visit	My hometown have many interesting sights for tourist to visit
			In Palembang has traditional food	Palembang has traditional food
			Palembang is very Friendly	The people of Palembang is very friendly
		The position of object	-	-

		Problem in within noun phrases	-	-
		Problem in question form	-	-
5	Student E	The position of subject	If my bedroom beautiful so feel happy	If my bedroom beautiful so, i feel be happy
			There are a comfortable bed white	My bedroom There is a comfortable bed white
		The position of object	I always clean every day	I always clean my bedroom everyday
		Problem in within noun phrases		
		Problem in question form	Why bedroom favorite place.	Why bedroom is a favorite place?
6	Student F	The position of subject	And also has four legs with some strong claws	And also he has four legs with some strong claws
		The position of object	He looking very after bath	He is looking handsome after bathing
			All of my family like to with him	All of my family like to play with him
		Problem in within noun phrases	-	-
		Problem in question form	-	-
7	Student G	The position of subject	Fresh in the morning and cool in the evening	Bukit daun is very fres in the morning and cool when the evening
			Visit my hometown to know the place	some tourist visit my hometown to know the place
		The position of object	I am sure you will also loving after you visit There	I am sure you will also love it after you visit There
		Problem in within noun phrases	-	-
		Problem in question form	-	-
8	Student H	The position of subject	-	-

		The position of object	We can stupid in the world	We can be stupid people in the world
		Problem in within noun phrases	An activities who give a knowledge	An activity that gives a knowledge
			Kubu is a symbol for Jambi city	Kubu which is a symbol for Jambi city
		Problem in question form	-	-
9	Student I	The position of subject	Really love our house	I really love our house
			Room is bigger than other rooms	The family room is bigger than other rooms
		The position of object	This is my place in our house	This is my favorite place in our house
		Problem in within noun phrases	-	-
		Problem in question form	-	-
10	Student J	The position of subject	Everyday always catch mouse in roof	Everyday he always catch mouse in roof
		The position of object	He has beautiful	He has beautiful eyes
		Problem in within noun phrases	And his color skin is black and white	And his skin color is black and white
		Problem in question form		
11	Student K	The position of subject	Always give me a kiss, and when the family have a problem	She always give me a kiss, and when the family have a problem
		The position of object	-	-
		Problem in within noun phrases	Her color skin color light brown and she have a beautiful small	Her color skin are light brown and she has a beautiful smile
			He eyes color eyes like honey	He color eyes like honey
		Problem in question form	-	-
12	Student L	The position of subject	and have to forgive him for his obnoxious	and I have to forgive him for his obnoxious
		The position of object	He enjoy movie	He enjoy movie in television

		Problem in within noun phrases	He ate while television watching	He ate while watching television
		Problem in question form	-	-
13	Student M	The position of subject	About a magical world and dragons	The story is about a magical world and dragons
			Because knew that I love story about dragon	Because she knew that I love story about dragon
		The position of object	-	-
		Problem in within noun phrases	I have a book favorite	I have a favorite book
		Problem in question form	-	-
14	Student N	The position of subject	Because my first laptop joined to the body by using hinges	Because it was my first laptop My screen of my laptop is joined to the body by using hinges
			so cannot be separated	So, it can't be separated
		The position of object	-	-
		Problem in within noun phrases	So you can imagine know that my laptop	So you can imagine know that is my laptop
		Problem in question form	-	-
15	Student O	The position of subject	Because like to play basketball	Because I like to play basketball
		The position of object	I knew right away that my favorite shoes	I knew it right away that is my favorite shoes
		Problem in within noun phrases	I knew right away that my favorite shoes	I knew it right away that is my favorite shoes
		Problem in question form	-	-
16	Student P	The position of subject	Recently found myself falling in love with hijab	Recently I found myself falling in love with hijab

		The position of object	When I put on me	When I put it on me
		Problem in within noun phrases	So I can wear all day without worrying about sweating	So I can wear that it all day without worrying about sweating
		Problem in question form	-	-
17	Student Q	The position of subject	Even though have other guitar right now	Even though I have other guitar right now
		The position of object	I learned some basic guitar	I learned some basic guitar chord with it
		Problem in within noun phrases	My mother bought me guitar acoustic	My mother bought me an acoustic guitar
		Problem in question form	-	-
18	Student R	The position of subject	If familiar with various types of motorcycles	If you are familiar with various types of motorcycles
		The position of object	My father bought for me when I was in senior high school	My father bought it for me when I was in senior high school
		Problem in within noun phrases	The color of new absorber shock is black	The color of new shock absorber is black
		Problem in question form	-	-
19	Student S	The position of subject	And will adjust automatically	And the pillow will adjust automatically
			So can get the best rest with it	So I can get the best rest with it
		The position of object	will adjust automatically	The pillow will adjust itself automatically
		Problem in within noun phrases	-	-
		Problem in question form	-	-

From the table above it, indicated that there are many problems in writing descriptive paragraph. The most error in writing descriptive

paragraph, the first is the position of subject; they are 18 students who were gutting error of it. And other 14 students in the position of object. Meanwhile, there were 8 students error in noun phrases, and one respondent error in question form is

Based on the data above there are 19 students who experience error in using word order. But, there are 8 students who are correct however their grammar used are wrong.

Student A

The word order problem in this respondent are the position of subject and object for example; students errors in subject 1) has have five rooms, 2)can see the living rooms, students' error the position of object (I usually play)

Student B

Respondent had error in the position of subject (because will find many new experiences), and object (I really love inspite of its cultures) , and the problem within noun phrases (it a famous because of its historical place and local tourism).

Student C

There are two errors of word order in writing descriptive paragraph of this respondent, the first is the position of subject 1) the biggest temple in the world, 2) all over the world know that borobudur. The second, the problem within noun phrase (Borobudur one of the great art work that ever known since long time ago)

Student D

This respondent made error in writing descriptive paragraph based on word order problem in the position of subject 1)hometown have many interesting sights for tourist to visit, 2) in Palembang has traditional food, and 3) Palembang is very friendly.

Student E

In writing descriptive paragraph this respondent got error in the position of subject 1)if my bedroom beautiful so feel happy, 2) there are a comfortable bed white, the position of object (I always clean every day), the problem in question form (why bedroom favorite place.)

Student F

in writing descriptive paragraph, this respondent made errors in sentence, the first is the position of subject (and also has four legs with some

strong claws), the second is the position of object 1)he looking very after bath, 2) all of my family like to with him.

Student G

This respondent made error in writing descriptive paragraph in the position of subject 1)fresh in the morning and call in the evening, 2) visit my hometown to know the place, the position of object (I am sure you will also loving after you visit there)

Student H

This respondent got two error in writing descriptive paragraph, the first is the position of object (we can stupid in the world), the sccond is the problem in within noun phrase 1) an activities who give a knowledge, 2) kubu is a symbol for jambi city.

Student I

In writing descriptive paragraph, this respondent made error in the position of subject 1) really love our house, 2) room is bigger than other rooms, and error in the position of object (this is my place in our house)

Student J

This respondent made error in writing descriptive paragraph , the first is the position of subject (everyday always catch mouse in roof), the second is the position of object (he has beautiful), the last is problem in within noun phrases (and his color skin is black and white).

Student K

In writing descriptive paragraph this respondent made error in using word order, in the position of subject (always give me a kiss, and when the family have a problem), this respondent made two error in within noun phrases 1) her color skin color light brown and she have a beautiful small, 2) he eyes color eyes like honey.

Student L

In writing descriptive paragraph this respondent got three error in making sentence, the first is the position of subject (and have to forgive him for his obnoxious, the second is the position of object (he enjoy movie), and the last there is problem in within noun phrases (he ate while television watching)

Student M

This respondent made error in writing descriptive paragraph in the position of subject 1) about the magical world and dragons, 2) because knew that I love story about dragon. This respondent got the problem in within noun phrases (I have a book favorite)

Student N

This respondent did the same error with respondent M, the first the position of subject 1)because my first laptop, 2) joined to the body by using hinges, 3) so cannot separated. And the last is the problem within noun phrases (so you can imagine know my laptop).

Student O

In writing descriptive paragraph this respondent made errors, the first is the position of subject (because like to play basketball), the second is the position of object (I knew right away my favorite house), and the last is the problem within noun phrases (I knew right away my favorite house).

Student P

This respondent made error in the position of subject (recently found myself falling in love with hijab), the position of object (when I put on me),

and the last the problem within noun phrase (so I can wear all day without worrying about sweating).

Student Q

In writing descriptive paragraph this respondent made errors in using word order, the first is the position of subject (even though have other guitar right now), the second is the position of object (I learned some basic guitar) and the last the problem n within noun phrases (my mother bought me guitar acoustic)

Student R

This respondent made e error in the position of subject (if familiar with various types of motorcycles), in the position of object (my father bought for me when I was in senior high school. And the problem in within noun phrases (the color of new absorber shock is black)

Student S

In writing descriptive paragraph this respondent made two errors in using word order, the first is the position of subject 1) and will adjust automatically, 2) so can get the best rest with it. And the last is the position of object (will adjust automatically).

2. The source of these word order errors

To find out the source of these word order errors. The researcher distributed the time to the students of English study program to gain the data. The research classified the data based on the source of errors did by English students. From the result the researcher found some data which will be explained below:

No	Source of errors	Respond
1	Intralingual Errors	72
2	Interlingual Error	-

From the table above, it can be seen that students was done by some sources :

a. Intralingual

Intralingual errors (caused by mother tongue interference) and developmental errors (caused by the learning process of the SL when the learners have not really acquired the knowledge). Based on the table above, 40 respondent done this source and the most source of errors that done the students in paragraph is overgeneralization errors in SV inversion usually appears in interrogative sentence, while SV order nearly always appears in declarative sentences part. The second source of error there are 19 students done error from source deviant structure on basis of his experience of other structure in writing descriptive paragraph. The third there are 7 respondents made the source error based on source of false hypothesis. The fourth, there is only one respondent

based on the source ignorance rule restriction, and the last, there is only one respondent done error based on the source incomplete application of rules.

b. Interlingual

Interlanguage can be thought of as an “internally structured linguistic system constructed by L2 learners, which draws partly on the learner’s L1 and partly on the target language. All of the students did not error in writing descriptive paragraphs based on the source interlingual.

B. DISCUSSION

Writing is medium of communication that represent language through the inscription of signs and symbols. In English, writing is a complement to speech or spoken language. Writing is not a language but a form of technology. The result of writing is generally called paragraph, and the recipient of paragraph is called a reader. Motivations for writing include publication, storytelling, correspondence and diary. Tompkins said that writing has been instrumental in keeping history, dissemination of knowledge through the media and the formation of legal systems.³⁹

Every language learners should notice kinds of paragraph, which are colored by various communicative objectives, parts arrangement of the

³⁹ Tompkins, G.E. 2011.

paragraph, and certain linguistics features. It means that the learners can't only create English sentence in separation, but also arrange them to become a kind of text that are accepted by native speakers.

In composing a good writing, we should notice some aspect. Grammar is one important aspect that should be mastered in order to make a well-structured writing, but writing in different language is not always as paragraph as writing descriptive in our own language since there are some different rules in writing systems. Moreover, these differences sometimes find us make error, one in the form of a word order.

1. The types of word order error are common made by students

To find which types of word order error are common made by students in writing descriptive paragraph, the researcher investigated 30 pre-service students who make a paragraph descriptive in seventh semester in IAIN Curup. All of them wrote descriptive paragraph and made word order error

Based on the data, the researcher concluded that there are 4 types of students' error using word order based on the theories Parrot. Based on the data, it can be seen that there were many respondent made word order error in writing descriptive paragraph.

1. Student A

This respondent had error in writing descriptive paragraph in the position of subject and object,

Example: a. has have five room

b. can see the living room

c. I usually play

This respondent made an error in writing descriptive paragraph in the position of subject and object, to form a sentence that matches the language norm in the placement of word. And then the correct sentence in the position of subject should be it has five roomstoo and I can see the living room. In making sentence correct it needed word and using word order the correct. The sentence must be I usually play game online

2. Student B

Respondent B made an error based on from the position of subject, object, and problem within noun phrases.

Example: a. because will find many new experiences

b. I really love, inspite of its culture

c. it a famous because of its historical place and local tourism

in the first sentence there is no subject, we can see the sentence above.

The sentence should be Because you will be find many new experiences. The

second sentence there is an error in the position of object because the sentence above has no object, I really love. The correct sentence should be *I really love Curup, in spite of its culture.* The third sentence above, there is problem within noun phrase, in the correct sentence form the sentence should be *It is famous city because of its historical place and local tourism*

3. Student C

This respondent made an error the position of subject and the problem within noun phrase in writing descriptive paragraph

Example: a. The biggest temple in the world

b. All over the world know that Borobudur

c. Borobudur one of the great art work that ever known since long time ago

The first and the second sentence above are error,, it can be seen that there is no subject, to form the correct sentence should be, *It was the biggest temple in the world* and *The people all over the world know that Borobudur.* The third sentence, there is a deviation of the noun phrase, the sentence should be *Borobudur is one of the great work arts that is ever known since long time ago.*

4. Student D

This respondent made error in writing descriptive paragraph in the position of subject,

Example: a. Hometown have many interesting sights for tourist to visit

b. In Palembang has traditional food

c. Palembang is very friendly

It can be seen on the sentence above, from the three sentences there is no subject. The correct sentences there must have a subject and the correct placement of word. The sentence should be, My hometown have many interesting sights for tourist to visit, Palembang has traditional food, The people of Palembang is very friendly.

5. Student E

This respondent made an error in the position of subject, the position of object and the problem in the question form in writing descriptive paragraph.

Example: a. If my bedroom beautiful so feel happy

b. There are a comfortable bed white

c. I always clean every

d. Why bedroom favorite place.

It can be seen on the sentence above, this respondent made an error the first sentence in the position of subject. to make correct sentences based on word order should be If my bedroom beautiful so, i feel be happy. The second sentence has a same error that there is no subject, it be My bedroom There is a comfortable bed white. The third sentence respondent made sentences which has no object, the sentence should be I always clean my bedroom every day. And the fourth sentence, it can be seen on the sentence above it error. the question form should be why bedroom is a favorite place?

6. Student F

This respondent made an error in writing descriptive paragraph based on the types in using word order in the position of subject and object.

Example: a. and also has four legs with some strong claws

b. He looking very after bath

c. All of my family like to with him

Those sentences above, the respondent made error on the position of subject on the first sentence there is no subject. It be And also he has four legs with some strong claws. The second and third sentence the respondent made an error in the the position of object. To form the correct sentence there must be an object in accordance with the sentence, it be

He is looking handsome after bathing and all of my family like to play with him.

7. Student G

This respondent made an error in the position of subject and object based on the types using word order.

Example: a. Fresh in the morning and cool in the evening

b. Visit my hometown to know the place

c. I am sure you will also loving after you visit there

This respondent made an error in writing descriptive paragraph in the position of subject. The first and the second the respondent make sentences there is no subject should be Bukit daun is very fresh in the morning and cool when the evening and some tourist visit my hometown to know the place. The third sentence the respondent made an error the position of object, the sentence should be I am sure you will also love it after you visit there.

8. Student H

In writing descriptive paragraph, this respondent made an error in the position of object and the problem in noun phrase.

Example: a. we can stupid in the world

b. An activities who give a knowledge

c. Kubu is a symbol for Jambi city

this respondent made the first sentence with no object, the sentence should be we can be stupid people in the world. The second and the third sentence error in noun phrase. It should be we can be stupid people in the world and Kubu which is a symbol for Jambi city.

9. Student I

This respondent made descriptive paragraph and getting an error in the position of subject and the position of object

Example: a. really love our house

b. Room is bigger than other rooms

c. This is my place in our house

The respondent made a sentence with less word, those sentence above has no subject. So the sentence must be I really love our house, the family room is bigger than other rooms. The third sentence has no object, it should be this is my favorite place in our house.

10. Student J

This respondent made an error in type of using word order among others on the position of subject, object and the problem in noun phrases.

Example: a. Everyday always catch mouse in roof

b. He has beautiful

c. And his color skin is black and white

in writing descriptive paragraph this respondent made an error. There are three type of using word order, the first sentence there is no subject should be everyday he always catch mouse in roof. In the second sentence there is no object must be he has beautiful eyes. And the third sentence there is word deviation, the sentence should be and his skin color is black and white.

11. Student K

This respondent made an error based on the theory parrot, there are an error the position of subject and the problem in the noun phrases

Example: a. always give me a kiss, and when the family have a problem

b. Her color skin color light brown and she have a beautiful small

c. He eyes color eyes like honey

These respondent the first sentence, it can be seen that there is subject, the sentence should be she always give me a kiss, and when the family have a problem. The second and third sentence in writing paragraph, this sentence

there is the problem in the noun phrases should be Her color skin are light brown and she has a beautiful smile, He color eyes like honey

12. Student L

This respondent made an error in writing descriptive paragraph in the position of subject, object and the the problem in the noun phrase in using word order.

Example: a. and have to forgive him for his obnoxious

b. He enjoy movie

c. He ate while television watching

The first sentence, it can be seen that the sentence above, it there is no subject, it should be and I have to forgive him for his obnoxious. And the second sentence this respondent made sentence less words, so there is no object, it should be He enjoy movie in television. The third sentence there is word deviation, so that there is word reversal, it should be He ate while watching television.

13. Student M

This respondent made an error in writing descriptive paragraph in the position of subject and the problem in the within noun phrases.

Example: a. about a magical world and dragons

b. because knew that I love story about dragon

c. I have a book favorite

In writing descriptive paragraph, as we know the first and the second sentence have no subject, and there is an error in the position of subject. The correct sentence, it should be The story is about a magical world and dragons, because she knew that I love story about dragon. The third sentence above has problem in the noun phrase, it should be I have a favorite book

14. Student N

This respondent descriptive paragraph have an error of using word order

Example: a. because my first laptop

b. joined to the body by using hinges

c. so cannot be separated

d. So you can imagine know that my laptop

as we know the sentence above, the first, the second and the third sentence have no subject, so these sentences have an error the position of subject, the correct sentence should be Because it was my first laptop. My screen of my laptop is joined to the body by using hinges, So, it can't be separated. The fourth sentence above, there is word deviation, so the problem within noun phrase, it should be So you can imagine know that is my laptop.

15. Student O

This respondent made an error in using word order based on the theories Parrot

Example: a. Because like to play basketball

b. I knew right away that my favorite shoes

c. I knew right away that my favorite shoes

As we know the first sentence above, there is no subject. then it has an error in the position of subject should be because I like to play basketball. The second and the third sentence above have no object and word deviation. The correct sentence should be I knew it right away that is my favorite shoes.

16. Student P

This respondent made an error in writing descriptive paragraph in the position of subject, the position of object and the problem within the noun phrase

Example: a. Recently found myself falling in love with hijab

b. When I put on me

c. So I can wear all day without worrying about sweating

The first sentence, it can be seen that there is no subject, it should be recently I found myself falling in love with hijab.To form the correct sentence it must be in accordance with the word order. The second sentence above has

no object, it should be when I put it on me. the third sentence has an error in the problem within noun phrase should be So I can wear that it all day without worrying about sweating.

17. Student Q

In writing descriptive paragraph this respondent made an error in using word order

Example: a. Even though have other guitar right now

b. I learned some basic guitar

c. My mother bought me guitar acoustic

The first sentence above, it can be seen that there is no subject in sentence, it should be Even though I have other guitar right now. And the second sentence above, it has no object. So, the position of object to form the correct sentence, it should be I learned some basic guitar chord with it. The third sentence, it has problem within noun phrase, the sentence should be My mother bought me an acoustic guitar

18. Student R

In writing descriptive paragraph, the respondent made an error in the position of subject, object and the problem within noun phrases

Example: a. If familiar with various types of motorcycles

b. My father bought for me when I was in senior high school

c. The color of new absorber shock is black

As we know, the first sentence has an error in the position of subject. The correct sentence should be *If you are familiar with various types of motorcycles.* The second sentence above has no object. So, the correct position of object should be *My father bought it for me when I was in senior high school.* And the third sentence, it can be seen on sentence above there is the problem within noun phrase, it should be *The color of new shock absorber is black*

19. Student S

This respondent made an error in writing descriptive paragraph in using word order

Example: a. And will adjust automatically

b. So can get the best rest with it

c. will adjust automatically

It can be seen that the first and the second sentence above have no subject in their sentences. There is an error in the position of subject. Should be *and the pillow will adjust automatically,* and *So I can get the best rest with it.* The third sentence above, it can be seen that there is no subject and object. It is not a sentence, because there is an error in the position of subject and object. It should be *The pillow will adjust itself automatically.*

Based on the discussion above, there are four problems in writing descriptive paragraph the first is the position of subjects: learners sometimes

reverse the order of subjects and no-object verbs. This is particularly common after conjunctions like when or because, the second is the position of direct objects: learners sometimes place direct objects between auxiliary verbs and main verbs, the third is problems within noun phrases: some learners may place adjectives (or adjective phrases) after the nouns they modify, and the last Problems with question forms: it is very common for learners to ask questions without making the necessary changes (inversion or additions) to word order.⁴⁰

2. The source of these word order

a. Intralingual

Intralingual errors (caused by mother tongue interference) and intralingual or developmental errors (caused by the learning process of the SL when the learners have not really acquired the knowledge). Based on the data, 40 respondent done this source and the most source of errors that done the students in paragraph is overgeneralization errors in SV inversion usually appears in interrogative sentence, while SV order nearly always appears in declarative sentences part. The second source of error there are 19 students done error from source deviant structure on basis of his

⁴⁰ Parrott, Martin (2000) Grammar for English Language Teachers. Cambridge, UK: Cambridge University Press.

experience of other structure in target language. The third there are 7 respondents made the source error based on source false hypothesis, false hypothesis has not fully acquired and does not understand a distinction in the target language.⁴¹ The fourth there is just only one respondent based on the source ignorance rule restriction, and the last there is only one respondent done error based on the source incomplete application of rules.

⁴¹ Richards, Jack C. nd Gloria P. Sampson (1974). The study of learner English. In Richards, jack C, (ed.) Error analysis: perspectives on second language acquisition. London: Longman 3-18

BAB V

CONCLUSION AND SUGGESTION

After investigating and describing the obtained data in previous chapter the next section is conclusion and suggestion. The conclusion below is the answer of the research question, while the suggestion is proposed to give information to the reader who is interest in doing further research in this area.

A. Conclusion

Based on the finding and discussion in previous chapter, the conclusions are:

1. the researcher concluded that the type of students' error using word order in writing descriptive paragraph at seventh semester student of English tadris study program education faculty institute college for Islamic studies in the academic year 2018/2019 are the position of subject, object, the problem within noun phrase and question form. There are 18 respondents got wrong in the position subject, it happened because they did not know

about the rule of a sentence using word order. There are 14 respondents got error in the position of object, these student made descriptive paragraph without consider the rule of word order in English. There are 8 respondents got problem within noun phrase, it happened because students placed objects directly in the main verb or verb and there are some students removed objects in the sentence they made. There is only one respondent who made make word order problem in writing descriptive paragraph because of the reversal of words in making sentences.

2. The most frequent word order error is the position of subject in writing descriptive paragraph, almost all students experienced error in position of subject according to the theory of Parrot. From 30 students, there are 18 students error in word placement of descriptive paragraph.
3. Most of students in ordering the word is still the interference of the first language. The majority of student still influenced by their mother tongue when word order in English so the meaning is not seen natural.

B. Suggestion

Dealing the result of finding that have been presented above, the researcher would like some suggestion as follow:

1. Teacher

Teachers pay more attention in compiling word order writing descriptive paragraphs from both word placement and grammar.

2. Students

Students must pay more attention to grammar especially in the form of word order in writing descriptive paragraph

3. For the further researcher

This will conduct research in this field, the authors hope that at other times, researcher will further investigate what types of word order errors are common made by students of English department in writing paragraph.

**A
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all of my big family that always motivate, supports, hopes and your smile always increase my spirit

8. For all of my friends PBI C that cannot be mentioned one by one, thanks for their friendship, kindness, solidarity, helps and support the writer in finishing this thesis.

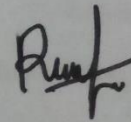
Finally, the researcher realize about writing this thesis is not perfect yet, event in the grammar, structure of the writing, discussion or anything else that is not suitable with hoped. The writer really satisfied, if there is critic or suggestion directly to the writer to make this thesis better and perfect.

And the last as bad as possible this thesis, but the writer still hope the result of this thesis will give the benefit to the reader and may Allah Bless us and give us the easiest way for facing our future. Aamiin Ya Robbal'alamin

Wassalamu'alaikum WR.WB

Curup, 25 Februari 2019

Researcher



Riska Andini
NIM. 14551059

Name : meilisa

Class : 8b

I always fall in love with basketball shoes. It is not because like to play basketball, I just feel
 comfort and confidence with it. I finally got one from my father when we were in Solo three years ago.
 At that moment, when I came to the store with my father, I try a couple of shoes, and when I put this
 one on me, I knew right away my favorite shoes

Tdo ada subject

There is no objection

NP

(I knew it right away that is my favorite shoes)

The colour of my favorite shoes is black. There are two gray stripes on the outer side of the
 shoes. The colour of the sole is white with some circular pattern painted in black on the bottom of it.
 The surface of the sole is flat, which means this shoes has no heel. The shoes has white shoelace and
 two straps binding the eyestay of the shoes. It makes the tongue of the shoes always in steady position.
 The insole is made of foam rubber and the colour is red. It is very soft and comfortable.

KEMENTERIAN AGAMA
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(STAIN CURUP)

D. AK. Umar Kadir, Pw 108 Tj. 072 21010 - 21739 Fax 21010 Curup 2019 Email:staincurup@telkom.net

KEPUTUSAN
KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
Nomor : 09/1.02/199.00.001/2018

Tentang
PERUBAHAN PEMBUNCIAN PEMBIMBING I DAN II DALAM PENULISAN SKRIPSI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP

Membina 1. Bahwa untuk kelancaran penilaian skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penilaian yang dimaksud ;

Mengajar 2. Bahwa siswa yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diarahi tugas sebagai pembimbing I dan II ;

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4. Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;

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9. Surat Ketua STAIN Curup No : 158/Sk.02/199.009/08/2016

MEMUTUSKAN :

Menetapkan

Untuk

1. **Jumatul Hidayah, M.Pd.** 19780224 200212 2 002

2. **Sarwo Edy, S.Pd.,M.Pd.** 2001038702

Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Riska Andini

N I M : 14551059

JUDUL SKRIPSI : En Students' Problem In English Word Ordering
(A Descriptive Study of The Students At English Study Program)

Kedua Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II. Terjadi perubahan Pembimbing Nama tersebut di atas, Karena yang bersangkutan tidak lulus dan telah melakukan perbaikan skripsi ;

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Kemudian Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;

Kelima Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;

Keseluruhan Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;

Ketujuh Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
pada tanggal, 05 Januari 2018
Ketua STAIN Curup
Hendri Harmi,



Tembusan



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Nomer : WA /In 34/PP.00.9/10/2018
Lampiran : Proposal Dan Instrumen
Hal : Rekomendasi Izin Penelitian

31 Oktober 2018

Kepada Yth.
Ka. Prodi PBI IAIN Curup

Di -
Tempat

Assalamu'alaikum Wr.Wb.

Dalam rangka penyusunan skripsi S.I pada Institut Agama Islam Negeri (IAIN)
Curup.

Nama : Riska Andini
NIM : 14551059
Jurusan/Prodi : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris (PBI)
Judul Skripsi : Students Error In English Word Order.
(A Descriptive Qualitative Research In English Study Program
Of IAIN Curup).
Waktu Penelitian : 31 Oktober s.d 31 Januari 2019
Tempat Penelitian : Prodi PBI IAIN Curup Kabupaten Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang
bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terima kasih.

Rektor
Kahiro AUAK
Muhammad Abdu, S.Pd.I., MM
NIP. 19690810 199503 1 000



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Rizka Andini
 NIM : 14551009
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 PEMBIMBING II : Sarwo Edy M.Pd
 JUDUL SKRIPSI : Students Error in English Word Order
 in Writing Descriptive Paragraph in English
 Study Program of IAIN Curup

* Kartu konsultasi ini harap diluwa pada setiap konsultasi dengan pembimbing I atau pembimbing II.

* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing I minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan.

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diajukan di harapkan agar konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi



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 NIM : 14551009
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 PEMBIMBING I : Jumatul Hidayah M.Pd
 PEMBIMBING II : Sarwo Edy M.Pd
 JUDUL SKRIPSI : Students Error in English Word Order
 in Writing Descriptive Paragraph in English
 Study Program of IAIN Curup

Kami berpenyapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi STAIN Curup.

Pembimbing I,

Jumatul Hidayah M.Pd
 NIP. 19780224 2001 2 2001

Pembimbing II,

Sarwo Edy M.Pd
 NIP. 2010 38702

No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1.	13-April 2018	Perbaikan bab 1, 2 dan 3 tentang jenis jalan menurut kes. term dengan materi: garis lurus, mva yg dibicarakan dan dalam penyaji	f	Prof
2.	12-05-2018	kembali ke organisasi of the penelitian dan mendiskusikan temuan berdasar berdasarkan judul.	f	Prof
3.	10-08-2018	ACC bab 1, 2, dan 3	f	Prof
4.	14-09-2018	Perbaikan bab 4, lebih diperbaiki gramarnya.	f	Prof
5.	4-10-2018	lebih diperbaiki lagi bab 4 findingsnya dalam penulisan.	f	Prof
6.	16-10-2018	ACC bab 4 Perbaikan penulisan bab 5 dan Perbaikan gramarnya.	f	Prof
7.	8-11-2018	Perbaikan abstract tentang jawaban kesimpulan dalam penulisan.	f	Prof
8.	20/12 2018	ACC bab 4 dan 5 dan ABSTRACT	f	Prof

No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1.	5-09-2018	Perbaikan tentang background & kerangka teoritis	f	Prof
2.	10-05-2018	lihat kembali / belum sempurna antara Perbaiki Satu dengan kerangka teoritis lainnya	f	Prof
3.	8-08-2018	lihat bab 2, perbaikan cara sumber teori yang lain, tambah lagi, keahulu	f	Prof
4.	12-09-2018	lihat bab 3, perbaikan tabel untuk instrumen, dan gab untuk perbaikan dan keahulu	f	Prof
5.	2-10-2018	Perbaikan tentang jawab bab 4 aktual, agar lebih detail, dan 2. jelaskan dengan detail dan lebih banyak aliterasi	f	Prof
6.	10-10-2018	Perbaikan 5, baik melubangi kawat serta, untuk melubangi kawat. Buat bab 4 dan dalam tabel dan aliterasi	f	Prof
7.	02-11-2018	Perbaikan etika dengan tabel yang lebih sederhana lagi, dan keahulu Point, keahulu dan keahulu	f	Prof
8.	18/12 2018	ACC bab 4 dan 5	f	Prof



BIOGRAPHY



The researcher's name is Riska Andini. She was born in Tebing Tinggi on 10 June 1996. She is a daughter from best couple Mr. Saroni & Mrs. Lina, She has sister Renni S.Pd and She has brother Adam Malik. She finished her elementary school at SDN 06 Tebing Tinggi, continued to junior high school at SMP 01 Tebing Tinggi then continued to senior high school at SMA 02 Tebing Tinggi. Alhamdulillah, all of her education was passed very well.