



**AN ERROR ANALYSIS OF USING WORD ORDER IN
WRITING RECOUNT TEXT AT GRADE XI ALIYAH
AL-MUKHLISHIN SIBUHUAN PADANG LAWAS**

A THESIS

*Submitted to State Institute for Islamic Studies (IAIN)
Padangsidimpuan as a Partial Fulfillment of the Requirement for the
Degree of Educational Scholar (S.Pd) in English*

Written By:

PITRIYANI DAULAY

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ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

2020



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Assalamu'alaikum Wr.Wb

After reading, studying and giving advice for necessary revision on thesis belongs to Pitriyani Daulay, entitled "An Error Analysis of Using Word Order in Writing Recount Text at Grade XI Aliyah in Al-Mukhlisih Sibuhuan Padang Lawas", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd) in English.

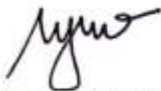
Therefore, we hope that the thesis will soon examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu'alaikum Wr.Wb.

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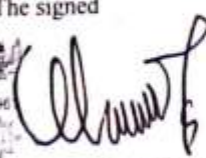
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Thesis : An Error Analysis of Using Word
Order in Writing Reount Text at
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ABSTRACT

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Title of Thesis : An Error Analysis of Using Word Order in Writing Recount Text at Grade XI Aliyah in Al-Mukhlisin Sibuhuan Padang Lawas

This research describes about an error analysis of using word order of noun phrase in writing recount text at Grade XI students of Aliyah in Al- Mukhlisin Sibuhuan Padang Lawas. There were some problems of the students in this research : 1) a certain number of the students make error in creating good sentence in writing process, because the translation of first language are different with the target language. 2) a certain number of the students are lack of vocabulary, so they less of confidence to write.

The formulation of this research was “What are the students’ difficulties in using word order of noun phrase in writing recount text at grade XI Students of Aliyah Al-Mukhlisin Sibuhun Padang Lawas?, and How do the teacher overcome the students’ error in writing recount text at grade XI Students of Aliyah Al-Mukhlisin Sibuhun Padang Lawas?, Therefore, The aim of this research is To know students’ difficulties in using word order of noun phrase in writing recount text at grade XI Students of Aliyah Al-Mukhlisin Sibuhun Padang Lawas and To know the teacher overcome the students’ error in writing recount text at grade XI Students of Aliyah Al-Mukhlisin Sibuhun Padang Lawas.

This research was used a quantitative research followed by qualitative research. The method of this research was a descriptive method of quantitative followed by qualitative research. Quantitative research here is a research used strategy of inquiry likes experiment and survey and explain the data by using the statistic data. Qualitative research is a research which the researcher explained and described about her/his research.

Based on the result of research, In this research it was known that the error analysis of using word order of noun in writing recount text at grade XI students of Aliyah Al-Mukhlisin Sibuhuan Padang Lawas, there are four phrase, are: Det + N (22.67%), there are seventeen errors in Adj + N (22.67%), there are thirty six errors in Det + Adj + N (48%), and there are five errors in Det+Adj+Adj+N (6.67%). so, from the data the students dominant error is on Det+Adj+N, so the effort of the teacher to overcome the students’ error in writing recount text, are: first, teacher gives more explanation about noun, adjective, and determiner, teacher immediately gives an example directly. Second, teacher gives the exercises, the exercises in shape true or false, teacher gives the statement of words and then students make the true or false from the statement above.

Keywords : An error analysis, word order, noun phrase, and writing recount

ABSTRAK

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Judul : **An Error Analysis of Using Word Order in Writing Recount Text At Grade XI Aliyah in Al-Mukhlishin Sibuhuan Padang Lawas**

Penelitian ini mendeskripsikan tentang sebuah analisis error dalam menggunakan susunan kata dalam menulis teks recount pada kelas XI Aliyah Al-Mukhlishin Sibuhuan Padang Lawas. Ada beberapa masalah pada siswa-siswi dalam penelitian ini, yaitu: 1) sejumlah siswa melakukan kesalahan dalam membuat kalimat yang baik dalam proses menulis, karena terjemahan Bahasa pertama berbeda dengan Bahasa Indonesia (TL). 2) sejumlah siswa kurang kosa kata, jadi siswa kurang percaya diri untuk menulis. 3) sejumlah siswa sulit untuk memahami generic strukturnya.

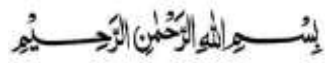
Rumusan masalah dari penelitian ini adalah “apa kesulitan siswa dalam menggunakan urutan kata pada noun phrase dalam menulis teks recount pada siswa kelas XI Aliyah di Al-Mukhlishin Sibuhuan Padang Lawas?, dan bagaimana cara guru mengatasi kesalahan siswa dalam menulis teks recount pada siswa kelas XI Aliyah di Al-Mukhlishin Sibuhuan Padang Lawas?” Oleh karena itu, tujuan penelitian ini adalah untuk mengetahui kesulitan yang dihadapi siswa dalam menggunakan susunan kata dalam menulis teks recount pada kelas XI Aliyah di Al-Mukhlishin Sibuhuan Padang Lawas. Dan untuk mengetahui bagaimana cara guru mengatasi kesalahan siswa dalam menulis teks recount pada siswa kelas XI Aliyah di Al-Mukhlishin Sibuhuan Padang Lawas.

Penelitian ini menggunakan metode kuantitatif yang didukung dengan metode kualitatif. Metode yang digunakan dalam penelitian ini adalah dengan metode deskriptif kuantitatif diikuti dengan penelitian kualitatif. Penelitian kuantitatif di sini adalah penelitian yang menggunakan data statistik. Penelitian kualitatif adalah penelitian yang dijelaskan dan dijelaskan peneliti tentang penelitiannya.

Berdasarkan hasil dari penelitian, diperoleh data bahwa analisis kesalahan menggunakan susunan kata pada noun phrase dalam menulis teks recount Al-Mukhlishin Sibuhuan Padang Lawas ada empat bagian yang terdapat kesalahan, yaitu: ada tujuh belas kesalahan pada Det+N (22.67%), ada tujuh belas kesalahan pada Adj+N (22.67%), ada tiga puluh enam kesalahan pada Det+Adj+N (48%), dan ada lima kesalahan pada Det+Adj+Adj+N (6.67%). Jadi, dari hasil di atas diketahui bahwa yang paling menonjol kesalahannya adalah pada Det+Adj+N. Jadi, guru mempunyai solusi untuk mengatasi kesalahan tersebut. Yang pertama, guru memberikan penjelasan lebih tentang kata benda, kata sifat dan kata penentu, kedua guru memberikan latihan, latihan itu berbentuk pernyataan yang berkaitan dengan kata benda, kata sifat dan kata penentu, jadi tugas siswa adalah membuat apakah urutan kata dari pernyataan tersebut benar atau salah.

Kata kunci : Analisis Kesalahan, urutan kata, dan menulis teks recount.

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This thesis is presented to the English Education Study Program of the State Institute for Islamic Studies Padangsidempuan (IAIN Padangsidempuan) as partial fulfillment of the requirement for degree strata 1 (S1).

In writing this thesis, the researcher found various difficulties. Fortunately, the researcher is assisted by some people. Therefore, in this opportunity the researcher would like to express gratitude to the following people:

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Nothing in the world is perfect, the researcher realize that there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis.

Last but not least, the researcher just wants to say thank you very much for their helping. May Allah bless them and the researcher hope this thesis useful for all.

Padangsidimpuan, 2020
Researcher

PITRIYANI DAULAY
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CHAPTER I

INTRODUCTION

A. Background of the problem

As a foreign language, there are four skills in English Language Learning, are listening, reading, speaking and writing. Writing is one of learning requirement to the students to be a successful in their study. Writing, it can not be far from structure and grammar from the language. It means that writing as a part of the teaching English and important in teaching and learning English. The learning of writing needs ideas or opinion and put it in written form. There are elements of writing such as, content, grammar, syntax, mechanics, organization word choice, purpose, reader and the researcher's process.

Writing skill is focused in producing and creating information in written form. So with the writing students can express their feeling, opinion, ideas, and emotion. In other words, students explore their mind with writing and without they know they increase their skill and their ability in English. Writing activities can train the ability to organize and also clarify various concepts or ideas that are owned by the writer's self. Writing activities can also bring up new ideas. Writing is not a difficult job but it is also not easy. To start writing, students did not need to wait to become a skilled writer.

The form or the result of the writing can be just in a symbol or a sign such as a dot in, letters, words, phrases, sentences and a text. Phrase is

a group of related words within a sentence that complements the overall structure of sentence. A text is understood to be a piece of written or spoken material in its primary form (as opposed to paraphrase or summary).

Based on the explanation above, it can be concluded that writing is one of the important aspects for all people especially for students specifically in learning a language. Increasing their ability in writing there are many genres like: descriptive text, narrative text, explanation text, discussion text, report text, recount text, news items, anecdote text and etc, which each of them has each functions.

In this research, the writer just focuses on the recount text. Because from junior high school until senior high school students can not be separated from the recount text lesson. Recount text is a text to retell what happen in past and tell that to other people. Recount text also an important lesson. So, Writing recount text is one of the productive skills that should be mastered by students especially in senior high school. It needs some aspects such as understanding widely, involving thinking process and need good understanding on word order. Word order refers more generally to the order of element, at the clause level, or within phrases. So. Word order started in a phrase until in a text. There are many types of phrase but here the writer just focuses on word order in noun phrase.

Word order is an arrangement or sequence of words in stringing a sentence. In the Indonesia language rules writer knows SPOK, then it is a

word order in English is SVOA. But, if word order in noun phrase does not need a subject and verb. As writer knows, in composing a good and correct English sentence, the following sequence is needed: subject, predicate (verb), and then object is added with an adverb of place and time if there is.

In addition, one of basic error that often committed by English foreign language learners is in syntax, especially in word order. Word order characteristics of first language influence learner to construct the phrase, clause, and sentence in English. Beside that, learners usually use native language to comprehend English and have lack ability to think in English so it makes students incompetent to use English perfectly. This problem is also faced by students in learning English.¹

The students usually make error in creating good sentences in writing process. It is caused by interference of first language that different with the target language as English especially in the word order of noun phrase.²The translation English into Indonesia language are different, example : sister's house, in Indonesia is rumah kakak, but if the students did know the translation, students will say kakak rumah. So, the students have assumed that writing is complicated especially in writing a recount text. Students do many errors especially the process of constructing the word order in phrase, sentences and in a text. Students are lack of

¹*Interview* with Mrs. Nursyidah Rohimah Nasution, S.S, as a teacher of students XI Aliyah Al-Mukhlisin Sibuhuan Padang Lawas, on 07 August 2020 at 10:48 am.

²Warida Hartika, *Private interview to the students XI ips-4 Al-Mukhlisin* (Al-Mukhlisin, Sibuhuan Padang Lawas, 07th August 2020).

vocabulary, so students are less confidence to write.³ Writing is also difficult to understand because the structure of the recount text, then still confuse in constructing the effective words and have low grammar understanding in writing.⁴ It means students are less grammar and do not want to study more about grammar.

Some of the students are error in writing such as using tenses, preposition, and word order. Usually, word order characteristics of first language influence learner to construct the phrase, clause, and sentences.⁵ So it will cause error in learning and understanding English. Although teachers have given a topic to write, students could not start their writing assignment.

Although the students of senior high school students have studying the word order or the phrase since elementary school, but there are some students still make error in word order in writing, especially in writing recount text. The problem also faced by students XI Aliyah in Al-Mukhlishin Sibuhuan Padang Lawas.⁶ This error caused by the way of students did not understand well about the word order. Students thought that the word order is very easy, but fact they could not apply it

³Interview with Mrs. Nursyidah Rohimah Nasution, S.S, as a teacher of students XI Aliyah Al-Mukhlishin Sibuhuan Padang Lawas, on 07 August 2020 at 10:48 am.

⁴Nur Jannah Simanjuntak, *Private interview to the students XI ips-4 Al-Mukhlishin* (Al-Mukhlishin, Sibuhuan Padang Lawas, 07th August 2020).

⁵Nurul Fitrah Syams and Muhammad Muis, "An Error Analysis used word order in writing recount text Made by Students' at SMK Negeri 1 Pinrang", *Journal of English Language Teaching*, Volume 02, No. 1, June 2016, p. 87.

⁶Interview with Mrs. Nursyidah Rohimah Nasution, S.S, as a teacher of students XI Aliyah Al-Mukhlishin Sibuhuan Padang Lawas, on 07 August 2020 at 10:48 am.

into written form. So, students cannot analyze the component of sentences deeply.

Based on the statement above, the researcher interested to know student's error in using word order of noun phrase in recount text. Then. The researcher applies it through the title **“An Error Analysis of Using Word Order in Writing Recount Text At Grade XI Aliyah Al-Mukhlisin Sibuhuan Padang Lawas”**.

B. Identification of The Problem

Based on the background above the researcher identified the problems of students error in writing recount text at grade XI Aliyah Al-Mukhlisin Sibuhuan Padang Lawas, they are students make error in creating good sentence in writing process, because the translation of first language are different with the target language, the students are lack of vocabulary, so they less of confidence to write, and they also difficult to understand about the structure of the recount text.

C. Formulation of the problem

Based on the identification of problems above, to make the problems clearly in this research, the researcher formulates them as follows:

1. What are the students' difficulties in using word order of noun phrase in writing recount text at grade XI Aliyah Al-Mukhlisin Sibuhuan Padang Lawas?
2. How do the teacher overcome the students' error in writing recount text at grade XI Aliyah Al-Mukhlisin Sibuhuan Padang Lawas?

D. Purpose of the Research

Based on formulation of the problems, the researcher determines that the purposes of this research as follows:

1. To know students' difficulties in using word order of noun phrase in writing recount text at grade XI Students of Aliyah Al-Mukhlisin Sibuhun Padang Lawas.
2. To know the teacher overcome the students' error in writing recount text at grade XI Students of Aliyah Al-Mukhlisin Sibuhun Padang Lawas.

E. Definition of the Key Terms

1. Error analysis

Error analysis is the study of error made by the second and the foreign learner. It is caused by several factors, they are (1) the influence of native language (2) not knowing the grammatical structure and (3) grammatical structure was misinterpreted.⁷ So, by several factors, error resulting from lack of knowledge of the rules of language

2. Word Order

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

⁷T M A Kristanto, "An Error Analysis of Narrative Text Written By Students of English Education Department" 3 (2016), p.95, jurnal.ustjogya.ac.id.

3. Writing Skill

Writing skill is an ability that take ideas, information and write them vn aa good written for read to reader. Writing is a process constituing planning, drafting, revising and editing.⁸ Writing is also an activity to express ideas, events, experiences or feeling in written form. From the activity that can be the tool to communicate with other people.

4. Recount Text

A recountis a text which retellsevents or experiences in the past. Its purpose is either to inform or to entertain the reader or audience. There is no complication among the participants and that differentiates from narrative.

F. Significances of the Study

This study is expected to give some benefits especially for headmaster, teachers, and Readers.

1. For Headmaster as information to know student's error in English.
2. For teachers as information or a tool to know student's error using word order of noun phrase in writing recount text.
3. For readers to add references for the next research in same problems.

⁸Riski Ananda "A Study of Error Analysis From Students' Sentences In Writing," *jurnal.unsyiah.ac.id*, Volume 1, No. 2 (2014), p.82, <http://doi.org/10.24815>.

G. Outline of the Thesis

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with details as follows:

Chapter I consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of the research, definition of key terms, significances of the study, and outline of the thesis.

Chapter II consists of the theoretical description which explains first, about error analysis (definition of error, cause of errors, and types of error), second, word order (definition of word order, classification of word order in noun phrase, and function of word order), third, writing (definition of writing, purpose of writing and process of writing), next recount text (definition of recount text, types of recount text, language feature, generic structure and example of recount text, writing assessment and about review of related findings).

Chapter III is research methodology consisting of place and time of the research, research design, population and sample, instrument of collecting data, and technique of data analysis.

Chapter IV consists of the result of the research taking about the analysis data, the result of the research. This chapter consists of data description of the result, discussion and threats of the research.

Chapter V consists of conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. The Review of Related Literature

1. Error Analysis

In learning any knowledge, there is fundamentally a process of making mistake, misjudgment, miscalculation, and erroneous no matter how good someone to learn it.⁹In the course of learning and using a foreign language, one of the most inhibiting factors in appears of making mistakes and errors.

The making of errors is a sign that the students have not mastered the rules of the language being learned. Language learning as any other human learning involves making mistakes and errors.¹⁰Beside that, error is as a result from the lack of knowledge of the language being learned.

Brown states that error analysis is the study learner' errors that can be observed, analyzed, and classified to tell something that happen within the learners.¹¹ This analysis is completely selected for providing feedback of the students and organizing the errors.¹² Practically, error analysis can be a very useful device of foreign language learning.

⁹H.Douglas Brown, *Prinsipale of Language and Teaching*, 5th ed. (New York: Person Education, 2007), p.257.

¹⁰Richards Jack and Richard Schmidt, *Dictionary of Language Teaching and Applied Linguistic*, 4th ed. (Longman: Great Britain, 2010), p.201.

¹¹H.Douglas Brown, *Prinsipale of Language and Teaching*, p.258.

¹²Tira Nur Fitria, "Error Analysis Found in Students' Writing Composition of Simple Future Tense," *Journal on Interdisciplinary Studies on Humanities*, Volume 1, No. 3 (2018), p. 241, <http://journal.unhas.ac.id/index.php/jish>.

Since language is a process that involves the making of mistakes and errors, errors are considered as the product of learning. It is important for the English teacher to realize that errors made by learned need to be analyzed correctly in order to arrange learning strategy effectively.¹³ In addition, it is important to discuss error analysis to underscore the relevance of such analysis for teaching English as a foreign language. Such an analysis becomes the key for foreign language acquisition.

According to Sanal, error analysis is a study to identify, to describe and systematically to explain the learners' error by using any of the principles and techniques provided by linguistics.¹⁴ It can be said that error analysis as a process based on an analysis of the students' errors.

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

a. Definition of Error

Error may be commonly said as a state or condition of being wrong. It is important to understand about error particularly error in language. In dictionary, error is something done in wrong

¹³Andrian, "An Error Analysis of Efl Students' English Writing," *English Education Journal*, Volume 6, No. 4, October 2015, p. 23, jurnal.unsyiah.ac.id.

¹⁴F.Sanal, *A Learner Based Study on Second Language Lexicology of Turkish Students Og English* (Cukurova University: Adana, 2007), p.29.

way, misprinted, and wrong in writing. Brown says that error is misapplication of grammatical utterance or sentence which refers to the language competence of the learner.¹⁵ To conclude, error happens when the learner's competency in English is applied in the wrong way including misapplication of grammar.

b. Source of errors

The sources of error due to transferring rules from the mother tongue to the target language sometimes called "interlingual errors". As we have already seen, interlingual error is a significant source of error. While it is not always clear that an error is the result of transfer from the mother tongue to the target language, learners also make many errors, which show they are processing the second language in its own terms.

1) Carelessness

Carelessness is usually closely related to lack of motivation. Many teachers will admit that it is not always the student's fault he loses interest, perhaps the materials or style of presentation do not suit them.

2) First language

Norris states that language learning is a matter of habit formation. When someone tries to learn new habits the old ones

¹⁵H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (San Francisco: Longman, 2007), p.259.

will interfere the new ones. This cause of errors is called the first language interference.

3) Translation

Translation is one of the cause of errors. It happens because a students translates his first language sentence or idiomatic expression into the target language word by word. This probably the most common cause of error.

c. Types of Error

Dulay at all classify error into four types. They are error based in linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. Here the explanation:

1) Error based on linguistic Category

Linguistic classifies errors according to either or both the language component and the particular linguistic constituent the error affects.

2) Error based on surface strategy taxonomy

Error based on surface strategy taxonomy consists of three types. They are:

a) Omission Error

Omission is a language phenomenon which element of the grammar is deleted. It affects the

function of word rather than the content.¹⁶ Otherwise, it can be error if it is constructed such as missing a word which grammatically affects the structure of the sentence though the sentence still has meaning in context.

b) Addition Error

Dulay, Burt, and Krashen as quoted in James classify this indicator of error into 3 types. They are regularization and irregularization, double marking, and simple addition.¹⁷ Here the explanation of those indicators.

First, regularization, which is to spread rules to domains where they do not apply, takes the word *buyed* for *bought* as example. Irregularization is to form verb into irregular while it is regular verb.

The second subtype is double marking, defined as failure to delete certain items which are required to construct a sentence.

The third type is simple addition which means all additions found in the sentence but out of regularization and double marking types.¹⁸ Simple addition refer to the addition of one element to the correct utterance.

¹⁶Carl James, *Errors in Language Learning and Use: Exploring Error Analysis* (New York: Routledge, 2013), p.106.

¹⁷Carl James, p. 107–108.

¹⁸Laela Hayati Rohmah, “An Error Analysis of Using Simple Present Tense in Descriptive Text” Volume 6 (2017), p. 12, jurnal.iain.surakarta.ac.id.

c) Misformation

Misformation is defined as the use of wrong form of a structure or morpheme.¹⁹ Misformation errors also are characterized by the use of the wrong form of the morphemes or structure. Which word *drunk* as a past participle is presented while this sentence is in past tense form.²⁰ So, misformation errors the learner supplies something, although it is incorrect.

d) Misordering

Arranging words in right order is also needed besides selecting the right form to use in the right context.²¹ Misordering is sensitive in area of adverbials, interrogatives, and adjectives where in modern English words are less free than old English.

3) Error based on comparative taxonomy

The classification of errors in a comparative taxonomy is based on comparison between the structure of L2 errors and certain other types of construction.

4) Error based on communicative effect taxonomy

The communicative effect taxonomy deals with the error from the perspective of their effect on the listener or reader. It

¹⁹James, p. 108.

²⁰Sunardi Hasyim, "Error Analysis in the Teaching of English," *Letters* 4, No. 1 (2002), p. 45, puslit2.petra.ac.id.

²¹James, p. 110.

focuses on distinguishing between errors that seem to cause miscommunication and those that do not.²² It means that the errors of communicative effect taxonomy can lead to be misunderstood by the listener or reader to get the intended message.

2. Word Order

a. Definition of Word Order

When create a sentence, it is important to put the word in correct order. In Collins dictionary, word order is the arrangement of words in a phrase, clause or sentence. In many languages, including English, word order plays an important part in determining meaning expressed by user.²³ So, understanding of rules in English syntax becomes an important thing to make a meaningful sentence.

Word order in declarative sentence, to create good sentences, H. Martin and P.C. Wren MA in their book explain about the basic conventions of sentence they consist of:

- 1) The subject usually comes before the verb

Example: the people rang the bell for joy.

²²Ali Akbar Khansir, "Error Analysis and Second Language Acquisition," Volume 2, No. 5 (2012), p. 145, www.academypublication.com.

²³Jhon Algeo, *The Origins and Development of the English Language*, 6th ed. (USA: Wadsworth Cengage Learning, 2010), p.4.

2) The object usually comes after the verb

Example: the king wear a crown

3) When there is an indirect object and also and direct object, the indirect predices the direct.

Exmple: she gve me book.

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

Word order is an arrangement or sequence of words in stringing a sentence. In the Indonesian language rules SPOK, then it is a word order in English. So, in composing an English sentence that is good and right, the following sequence is needed: Subject, Predicate (verb) and the new object is added with an adverb of place and time.²⁴ English Word order Form: S (Subject), V (Verb or predicate), O (Object), A (Adverb).

Errors in writing such as tenses, prepositions and low vocabulary are the most common and often type errors that are done by learners. The learners usually face difficulties in learning the grammatical aspects of the target language, such as in subject-

²⁴H. Martin And P.C Wren, *A Final Course Of Grammar And Composition*(Jakarta: Pearson Longman, 2010), p.130.

verb agreement, the use of preposition, articles and the use of correct tense. according to dictionary of language teaching and applied linguistics.

Word order is an arrangement or sequence in stringing a phrase, clause or sentence. A phrase is a group of two or more words functioning as a meaningful unit within a sentence or clause. So, here researcher discussed about types of phrase. There are so many types of phrase, they are: noun phrase, adjective phrase, verb phrase, adverbial phrase, preposition phrase, etc. In this research will focus on noun phrase. The explanation below.

b. Word Order in Noun Phrase

A phrase is a group of related words within a sentence that complements the overall structure of sentence. A phrase cannot stand alone to give complete meaning. There are five types of phrase, are: noun phrase, adjective phrase, verb phrase, adverbial phrase and prepositional phrase. But in this research just focuses on noun phrase.

1) Definition of Noun phrase

The terms of phrase, clause, and sentence are different. Phrase is a group of words which does not have a subject and verb. It only explains a something, such as verbs, adjective, noun, etc. For example, “is completely related” is called as verb phrase. Then “a very beautiful woman” is noun phrase.

Sulter stated in basic academic writing that a phrase is a group of words which has a meaning to a sentence.²⁵ So, noun phrase does not need verb. In a noun phrase, the modifiers come before or after the noun.

Whereas, noun phrase is defined as a phrase that consists of a pronoun or noun with any number of associated modifiers, including adjectives (small, red, lovely), adjectives phrases, adjectives clause, possessive adjectives (my, his, her, their) adverbs (very, extremely, usually), articles (the, a, an), preposition phrases and other nouns in the possessive case.²⁶ Noun phrase never stand alone as sentences. The formula of noun phrase : first : Art+ N, for example : the killer, second Art + Adj + N, for example: a likely fire and a lazy boy, third Adj + N, for example: itchy eyes, fourth Art + Adj+Adj+N, for example: beautiful thin high girl.

There are three parts of noun phrase function formula that consist of pre modifier, head and post modifier.²⁷ this formula as follow:

a) The Head

One of the most important components of a noun phrase is the head noun. In English, the head noun

²⁵Warsidi, *Basic Academic Writing* (Yogyakarta: Cv Budi Utama, 2017), p. 49.

²⁶Yulia Astuti, "An Error Analysis on Using Word Order in Recount Text Made by the Students of the Eight Grader at the Mts N 1 Lampung Timur," *Thesis*, (Lampung: IAIN Metro, 2018), p. 18.

²⁷Warsidi, *Basic Academic Writing*, p.45.

becomes the center of attraction of the noun phrase. This part cannot be omitted from the phrase, whereas the pre modifier or post modifier can be omitted. Example: The strong man. The strong is modifier and man is head.

b) Pre-Modifier

The construction of a noun phrase is always recursive since a number of dependents can be added to the head element. Some dependents may precede the head and others may follow it.²⁸ Dependents that precede the headword, especially modifier, called premodifier or left-handed noun phrase.

A modifier is an element that depends on the head. In pre-modifier, the modifiers that precede the headword are determiner, adjective, verb, and noun. Determiners are used to identify a headword functioning deictically or simply as quantifiers, and they serve as definite or indefinite reference or to give information about quantity and proportion. Example: The smart student. The smart is pre-modifier and student is head.

c) Post-Modifier

Post-modifier comprises words in the noun phrase that follow the head and it usually called as right-handed

²⁸Thome Sara, *Mastering Practical Grammar* (New York: Plarave Macmillan, 2012), p.76.

modifier.²⁹ These words usually consist of prepositional phrases, adjective, adverb, and noun. According to Nichols there are some patterns of noun phrase modifier:

- 1) When infinitives modify noun, they regularly follow the headword. Example: the guest to invite the guest to be invited.
- 2) Adverbs always follow the nouns they modify. Example: the baby cried extremely.
- 3) Adjective phrase are sometimes called 'describing words' in that as far as meaning is concerned, they define attributes or characteristics. Example: amazingly thin.
- 4) Prepositional phrases regularly follow the nouns they modify. Example: the children played in the garden.³⁰

2) Classification the use of word order in noun phrase

Word order are specific to each language and may show considerable variation. Research has identified certain universal word order patterns. Word order of a noun phrase that is the order of the words in which the noun is the headword. For example: a beautiful young lady (seorang wanita yang cantik).³¹ So, from the statement above, word order of noun phrase does not need verb. But have noun, adjective, article, determiner and etc. More clearly, see the table below:

²⁹Mrjolijn Verspoor and Kim sauter, *English Sentences Analysis* (Amsterdam: John Benjamin Company, 2000), p.125–26.

³⁰Warsidi, *Basic Academic Writing*, p.50.

³¹Slamet Riyanto and Emilia NH, *A Handbook of English Grammar* (Yogyakarta: pustaka pelajar, 2007), p.286.

Table 1
THE ORDER OF A NOUN PHRASE

Determiners	Ordinative	EPITHET (kata sifat yang berupa):							HEAD WORD NOUN
		Descriptive	Size	Age	Temperatur	Shape	Color	Classifying noun	
The	Most	Expensive	Small	New	-	Square	Black	Nokia	Handphone
Some	-	nice	-	-	Hot	-	-	-	Drinks
-	Six	Beautiful	Big	old	-	Round	green	American	gardens

Source: Slamet riyanto and Emilia NH, *A Handbook of English Grammar*

THE EXPLANATION:

THE ORDER OF A NOUN PHRASE	EXAMPLES
DETERMINER	A, an, the, this, that, these, those, five, some, several, many, a lot of, much, another, etc.
ORDINATIVE	One, two, three, first, second, third, smaller, more expensive, the smallest, the most expensive, etc.
DESCRIPTIVE	Beautiful, Ugly, good, bad, cheap, expensive, etc.
SIZE	Big, small, tall, short, wide, narrow, medium, large, etc.

AGE	Young, old, new, etc.
TEMPERATUR	Hot, cold, cloudy, warm, etc.
SHAPE	Round, square, triangle, flat, etc.
COLOR	White, black, blue, green, etc.
ORIGIN	American, Japanese, Spanish, etc.
CLASSIFYING NOUN	Football, American, Women, etc.
HEAD WORD NOUN	HAND PHONE, DRINKS, GARDEN

Source: Slamet riyanto and Emilia NH, *A Handbook of English Grammar*

So, from the explanation above, there are five sentence structure in William O'grady's book, are: Noun Phrase, Verb phrase, Adjective Phrase, Adverb phrase, and Preposition Phrase. But in this research will focus on Noun Phrase. In Noun phrase there is Noun, Adjective, Determiners, but there is not verb. The explanation below:

- a) Noun is the names of person, thing or plaace. The use of the noun can be the subject of the sentence, object of the verb, and object of prepositions.³² Example; General Soeharto is the second president of Indonesia.
- b) Adjective is words that are used to explain or modify a person, place or thing.³³ for example: beautiful, black and white, friendly, important, lucky, necessary, satisfied, yellow, etc.

³²Slamet Riyanto and Emilia NH, *A Handbook of English Grammar* (Yogyakarta: Pustaka Pelajar, 2007), p.7.

³³Slamet Riyanto and Emilia NH, *A Handbook of English Grammar*,. p.44.

- c) Determiner is a word that introduces a noun. It always comes before a noun, not after a noun, and it also comes before any other adjectives used to describe the noun. for example: a, an, the, this, that, these, those, five, some, several, many, a lot of, much, another, etc.

So, here the examples, below:

Det + N Example: <u>anIndonesia</u> Det N	Det + adj + N Example: <u>alazyboy</u> Det adj N
Adj + N Example: <u>coldweather</u> Adj N	Det + Adj + Adj + N Example: <u>a handsome strongman</u> Det adj adj N

Table 2
Indicator of Word Order in Noun Phrase

Noun phrase	Total error	Percentage
Det + N		
Det + Adj + N		
Adj + N		
Det + Adj + Adj + N		

3. Writing

a. Definition of Writing

Writing is an activity to express and put on the idea on written form. “writing is a written work to express one’s feeling, ideas, and thinking, and organize them into a good statements and paragraphs in order to be understand by all of the reader easily of

what the writer wants to say”.³⁴ Writing can be defined as a process of transforming thought into written language.³⁵ In other words, writing is the process of expressing ideas, thinking or feeling in words on the piece paper.

According to Basturmen “writing is a way to express the ideas, emotion, feels and opinion in written form.”³⁶ Writing is important skill of the communicative language teaching in second foreign language. So, writing is one way to communicate with other people, and writing very simple and easy to understand.

It is supported by Gaith states that writing is a complex process that allows writers to explore thought and ideas, and make them visible and concrete on the piece paper.³⁷ By writing, someone can express his thoughts more communicable to other.³⁸

From the explanation above, the researcher can conclude that writing is complex process of transforming thought and ideas, thinking how to express and organizing into statement and paragraph that will be clear to a reader. In writing, the writer needs a process to express thoughts in written form, it is not possible to

³⁴Elisa Dora, Rayendriani Fahmei Lubis, and Eka Sustris Harida, “Students’ Seventh Semester of English Education (TBI) STAIN Padangsidimpuan Ability in Academic writing,” *English Education* 1, no.2 (2013): p.4.

³⁵Ken Hyland, *Teaching and Researching Writing* (Great Britain: Person Education, 2002), p.85.

³⁶Sara Cushing Weigle, *Assessing Writing* (United Kingdom: Cambridge University Press, 2002), p.1.

³⁷Thomas S Kane, *The Oxford Essential Guide to Writing* (New York: Berkley books, 2000), p.19.

³⁸Ken Hyland, *Teaching and Researching Writing*, p.7.

directly become a story without process. So, in this research, the researcher explain the process of writing.

b. Purposes of writing

According to Hugo Hartig in H. R. Tarigan's book, there are seven purposes of writing are:

- 1) Assignment purpose. This purpose is there is no aim at all the writer writes something because as just a duty, it is not her self-will.
- 2) Altruistic purpose. This purpose is to place the readers to bring the reader's sadness.
- 3) Persuasive purpose. It is represented by "*persuasive writing*" that is purposed to persuade the readers to do something. It effort to influences others and initiate action or change. Persuasive purpose seeks to convince the reader of a particular position or opinion.³⁹
- 4) Informational purpose. This purpose is to give information or explanation to the readers.
- 5) Self-expressive purpose. This purpose is to introduce or defined author to the readers.
- 6) Creative purpose. It has deep relation with self-expressive purpose, but it has "creative will". It is more than self-expressive and involving herself with the will to reach artistic norm ideal art, so it purpose is to reach artistic value, and art value.
- 7) Problem solving purpose. The writer wants to solve the problem is found, the writer wants to explain, to clear, and to search the thoughts and ideas carefully to be understood and received by the reader.⁴⁰

³⁹Muflih M. Arifuddin, "Improving Students' Skill in Writing Recount Text by Using a Personal Letter (a Classroom Action Research at the Second Grade of Ma Madani Alauddin Pao-Pao)", *Thesis*, (Makassar: UIN Alauddin, 2016), P. 29 .

⁴⁰Rayendriani Fahmei Lubis, "Writing Narrative Text," *English Education, Volume 02*, No. 01 (2014), p. 61-76.

c. Process of writing

According to Joyce Armstrong Carrol, the process of writing in several stages, such as:

- 1) Pre-writing, includes exploring, Choose a topic, and beginning to gather and organize details before write.
- 2) Drafting, involves getting your ideas down on paper in rightly the format intent for the finishwork.
- 3) Revising is the stages in which rework first draft to improve its content aand structure.
- 4) Editing and proof reading, involved correcting errors in grammar, spelling and mechanics.
- 5) Publishing and presenting are the sharing of your work with others.⁴¹

4. Recount Text

a. The Definition of Recount Text

Recount is the most common type of non-fiction writing and includes regular news or diary writing accounts of outings and holiday activities true stories of events in story.⁴² Beside that, recount also retells the experience in the past.

Recount is unfolding of a sequence of events over time. It is about recreating past experience in using language to keep the past alive and to interpret the experience.⁴³ Since recount tells about the past experiences, it uses past tenses. A recount describes events, so plenty of use is made of verbs (action words) and of adverbs to describe or add more detail to verbs.

⁴¹Joyce Armstrong Carrol, *Writing and Grammar* (New Jersey: Prentce Hall, 2005), p.15.

⁴²Sue palmer, *How to Teach Writing Across the Curriculum*, 2nd ed. (London: Routledge, 2011), p.42.

⁴³Blake Education, *Targetting Text: Recount, Procedures, Exposition* (Singapura: Green Giara Press, 2000), p.4.

According to Anderson and Anderson “speaking or writing about past events is called recount”. They further explain that, “A recount is a text that retells past events, usually in the order in which they occurred”. Its purpose is to provide the audience a description of what occurred and when it occurred.

Recount is very similar Narrative, so the thing that differentiates both of them is the schematic structure of the body paragraph.⁴⁴ There is no complication among the participants in recount text instead in recount text explores the series of events which happened to the participants.

b. Types of recount text

Recount text is aimed either to entertain or to inform the reader. Based on its content, recount text is categorized into three types, are:

- 1) Personal recount; it usually retells an event that the writer was personally involved in, for example “my holiday”.
- 2) Factual recount; this text records an incident, such as a science experiment or a police report.
- 3) Imaginative recount; the writer writes an imaginary role and gives details of events related to the role, for example “a day in

⁴⁴Albert Efendi Pohan, “The Students’ Types Error on Writing Descriptive Text (An Analysis Study at Senior High School) Albert Efendi Pohan” Volume 9, No. 1 (2018), p. 95, <http://www.journal.unrika.ac.id>.

the life of a pirate”⁴⁵. Recount text are written in the past tense. It usually contains a sequence of events or time expression (next, after, when, then, before, first, etc). From the types of recount above, the researcher uses of personal recount to research.

c. Language Features of recount text

According to Derewinaka recount text usually have some language features such as:

- 1) Specifics participants, such as my mother, my friends, etc.
- 2) Use of simple past tense, simple past tense indicates a completed action about what happened in the past at the specific time.
- 3) Use of material processes or action verb, such as went, saw, left, etc.
- 4) Use of first person pronoun, such as I, we.
- 5) Circumstances of place, where did the story take place?
- 6) Temporal sequences or linking items, such as the, next, later, etc.
- 7) Circumstances of time, in past tense, and adverb of time can be found in the sentence such as ago, yesterday, last week, etc, may show a period of times that can be meant by the context or situation.⁴⁶

From the language features above, researcher can conclude that writing recount text is easy if know the language features well. Biut not just language features, here also there are the generic structure of recount text.

⁴⁵Herman Benyamin, *Bahasa Inggris 1 Kelas X* (Bandung: Grafindo Media Pratama, 2017), p.131.

⁴⁶Dea Venda Marpaung, “Teaching Writing Recount Text through Personal Journal Writing,” 2015, p.3–4, jurnal.untan.ac.id.

d. Generic Structure of Recount Text

There are three generic structure of recount text, are:

Table 3
Generic Structure of Recount Text

Text Elements	Content
Orientation	Orientation introduces the participants, place and time. It provides all the necessary background information to make sense of the text. 5W question (who, what, where, when and why) are used in order to have systematic and through information. ⁴⁷ Therefore,, what happened, who or what was involved in the story, why, where and the events occurred needed to write.
Sequence of Events	this step tells the sequence events that happened in the past based on the time and place when it occurred.
Reorientation	It consist of optional closure of events or it can be stating personal comment of the writer to the story.

⁴⁷Blake Education, *Targetting Text: Recount, Procedures, Exposition*, p. 6.

e. Example of recount text

Table 4
Example of Recount Text

Title	My Holiday
Orientation	Last week,I went to mount Bromo with my sister. We stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool. My friend lived with 2 sisters, becuse her prents have died. But she was friendly woman, smart, and beautiful.
Events	In the morning, my friend and we saw mount Batok. The screnery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer loct at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.
Reorientation	We were very tired. However, I think it was really fun to have a holiday like this. I and my sister felt enjoy for this holiday. We also thank this is the most memorable holiday. I hope mey next holiday will be more interesting. ⁴⁸

f. Writing Assesment

According to Weight there are five component presented in the analytical scoring rubric for writing essay, that are content: organization, mechanic,vocabulary,and grammar. The explanation are:

1) Content

Content is the things represented or suggested in something writing or created as art, or the ideas it communicated. Content ofthe writing are fulfill therequirement of the writing assignment.⁴⁹The content

⁴⁸Nanda wijaya, *Bahasa inggris : Recount Text*, <https://www.studiobelajar.com>, accessed on 10 July 2020 at 10.00 WIB.

⁴⁹H. Douglass and Ann Hogue, *Langguage Assesment: Principles and Classroom* (New York: Pearson Education, 2004), p.244.

has to be clear and easy to understand by the readers. Trust the content looks interesting to read, and so its one of the criteria good writing.

2) Organization

Organization is the act or process of organizing or of being organized. Form is organizing of the content. In writing activity organizing is one of the main assesment in writing. This criterion is identified introducton, body, and conclusion of writing task.

3) Mechanics

Mechanics is all of about punction and spelling of the writing. In good writing is correct of Englisg writing conventions. Left and right, all need capcapitals, paragraph intended, punction and spelling.

4) Vocabulary

The selection of word should be familiar or commonly used by other people. Thus, readers can understand the message of the writing easily because good writing depends on adequate words.

5) Grammar

Grammar is the part of study of languague which deals with deals with deals with forms and structure of words, with their customary arragement pharase and sentence and often with languague sound and word meaning.⁵⁰

From the explanation above, assessing and scoring student's writing can be done by using teacher's book in PENMENDIKBUD K13 version, as follows:

Table 5
Assessing of writing

Criteria	Very Good	Good	Enough	Poor
The selected idea	The selected is original, the idea is suitable with genre, ideas are	Only fulfill three of the four conditio ns set	Only fulfill two of the four conditio ns set	Only fulfill one or does not fulfill the four conditio

⁵⁰Nabela Reise Alves, *Process Writing* (Birmingham: The University of Birmingham, 2008), p.11.

	developed appropriately			ns set
Organization/structure text and content	The text is suitable with genre, the term and feature are followed perfectly, the relevant, the content of the text is very easy to understand	Only fulfill three of the four conditions set	Only fulfill two of the four conditions set	Only fulfill one or does not fulfill the four conditions set
Grammar	There is no mistake with grammar, the content and the meaning of the text can be understood and very clear	There are some mistakes , but do not interfere the meaning and content	There are some mistakes , but do not interfere the meaning and content	Too much mistakes and interfere the meaning and content
Vocabulary	Effective word or idiom choice and usage	Only fulfill three of the four conditions set	Only fulfill two of the four conditions set	Only fulfill one or does not fulfill the four conditions set

Sources: NurHasanah, *Buku Guru Bahasa Inggris*

B. Review of Related Findings

Related to this research, these are some researchers have similarities and differences with present study which can be used as references to conduct the better study, some researchers had been done as follow:

Firstis Eka Wulandari, “An Error Analysis of Using Word Order In Writing Recount Text Ability At The Eight Graders of Mtsn 1 East Lampung In The Academic Year 2018/2019”, the result of her research there were still many errors in using word order at the eight grade students MTsN 1 East Lampung. The total of errors were 60 items, such as omission of subject and verb (20%), omission of object (23%), omission predicate (22%), misordering in sentence (18%), and misordering in noun phrase disitribution (17%).⁵¹ It means, many students’ error in omission of object.

Second, is Nurul Fitrah Syams, “Error Analysis of Word Order Used In Writing Recount Text Made By Students’ At SMK Negeri 1 Pinrang,” by this writing test, the writer found errors as follows: the errors of using the correct verb (45.41%), the errors of using the correct to be (30.28%) and the errors of using the correct noun phrase (24.31%). Based on the finding and discussion of the research, the researcher concluded that the most common error that made by the

⁵¹Eka Wulandari, “An Error Analysis of Using Word Order In Writing Recount Text Ability At The Eight Graders of Mtsn 1 East Lampung In The Academic Year 2018/2019”, *Thesis*, (Lampung: Universitas Lampung, 2018).

students in using verb.⁵² Beside that, the researcher concluded that the students still faced difficulties in using word order.

Third, is Desi Malasari, “An error analysis on the use of word order in recount text made students’ of SMK N 3 METRO”, in her research the writer observe them by finding the error of using word order. In addition the mistake were categorized into types namely declarative sentence and noun phrase. In declarative sentence, word order errors are visible in the omission of subject, predicate or object and the wrong composition of sentence constituent.

The result of analysis illustrated the frequency of the error in using word order, *declarative sentence 32%, and noun phrase 68%*. so, there are still many errors in using word order of the tenth grade students of fashion Design in SMK N 3 Metro.⁵³ Beside that, the dominant factor that caused the error is carelessness in which the students still confuse and do not have motivation to learn English.

Forth, is Anisa Fitiyani, “An Error Analysis of Word Order Used in Recount Text Made By Students at The Tenth Grade of Man 1 Kota Magelang Academic Year of 2013/2014”, in her research the result of the study indicated that 80% of respondent committed word order error either in constructing sentence, word order errors are visible in the omission of subject, predicate or object and the wrong composition of

⁵²Nurul Fitrah Syams, “Error Analysis of Wor Order Used In Writing Recount Text Made By Students’ At SMK Negeri 1 Pinrang”, *Thesis*, (Makassar: Universitas Alauddin, 2016).

⁵³Desi Malasari, “An Error Analysis on the Use of Word Order in Recount Text Made Students’ of SMK N 3 METRO”, *Thesis*, (Lampung: IAIN METRO, 2017).

sentence constituent. Whereas in word order distribution, the error occurred in the arrangement of modifier + head noun.⁵⁴ Beside that, the dominant factor that caused the error is carelessness in which the students still confuse and do not have motivation to learn.

Fifth, is Yulia Astuti, “An Error Analysis of Using Word Order in Recount Text Made By The Students of The Eight Grader at The MTs N 1 Lampung Timur” in her research the result of data analysis show that the most students still have difficulty mastering the word order. The error can be seen that the number of errors made by students in the word order is 58 errors. The most commonly found error in the use of verbs is 26 errors (44.8%), error in objects 18 (31.0%), error of the subject 14 (24.13%).⁵⁵ The researchers concluded that the cause of the mistakes made by students was the preparation of inaccurate words and lack of understanding the concept of English.

Finally, this research is conducted by researcher to complete the researches above. Thus, the researcher would like analysis of errorusing word order of noun phrase in writing recount text at Grade XI Students of Aliyah Al-Mukhlishin Sibuhuan Padang Lawas.

⁵⁴ Anisa Fitriyani, “An Error Analysis of Word Order Used in Recount Text Made By Students at The Tenth Grade of Man 1 Kota Magelang Academic Year of 2013/2014”, *Thesis*, (Salatiga: STAIN Salatiga, 2013).

⁵⁵ Yulia Astuti, “An Error Analysis of Using Word Order in Recount Text Made By The Students of The Eight Grader at The MTs N 1 Lampung Timur”, *Thesis*, (Lampung: IAIN Metro, 2018).

CHAPTER III

RESEARCH METHODOOLOGY

A. Place and Time of Research

The location of this research was at JL. Bhakti No. 78 B Lingkungan II Pasar Sibuhuan Kec.Barumun Kab.Padang Lawas, North Sumatera. This research started from October 2019 until September 2020.

B. Research Design

The kind of this research used a quantitative research followed by qualitative research. The method of this research was a descriptive method of quantitative followed by qualitative research. "A quantitative is one in which the investigatory primarily uses postpositive claims for developing knowledge, employs strategies of inquiry such as experiments and surveys, and collect data on predetermined instruments that yield statistics data."⁵⁶ It means, quantitative research here is a research used strategy of inquiry likes experiment and survey and explain the data by using the statistic data. "A qualitative is one in which the inquirer often makes knowledge claims based primarily on constructivist perspective".⁵⁷ So, qualitative research is a research which the researcher explained and described about her/his research.

This study belong to quantitative followed by qualitative. The quantitative used to explain the students error in using word order of noun phrase in writing recount text and qualitative used to explain the students'

⁵⁶John W Creswell, *RESEARCH DESIGN: Quantitative, Qualitative, Ans Mixed Methods Approaches*, Sage Publication, Second Edi (Londin: Sage Publication, 2003), p.21.

⁵⁷John W Creswell, p. 21.

difficulties in using word order of noun phrase in writing recount text of XI Students of Aliyah Al-Mukhlishin Sibuhuan Padang Lawas. So, quantitative and qualitative used to analyzing and describing the students' difficulties in using word order of noun phrase in writing recount text at the eleventh grade of Students Aliyah Al-Mukhlishin Sibuhuan Padang Lawas. Especially the purpose of this research is to analyze objectively about students' problem in writing recount text. The researcher evaluated the real condition as objectively as possible.

C. Population and Sample

1. Population

Population is the total of units or individuals whose characteristic are to be studied. "Population is the whole symptom or unit to be studied".⁵⁸ It means, populations is all the individual who as the participant in a research.

The population as the data sources of this research are all the students at grade XI MIA and IIS Students of Aliyah Al-Mukhlishin Sibuhuan Padang Lawas. The reason of choosing this research is because the researcher found the students' error in using word order of noun phrase in writing recount text. The population is the whole the XI MIA 1 until XI IPS 4 students of Aliyah Al-Mukhlishin Sibuhuan Padang Lawas. The population of the research consists of 6 classes with 281 students. It can be seen from the table follow:

⁵⁸BambangPrasetyo and LinaMiftahulJannah, *MetodePenelitianKuantitatif*, (Bandung: Kharisma Putra Utama Offset, 2010), p.199

Table 6
The Population XI Students of Aliyah Al-Mukhlisin Sibuhuan Padang Lawas

No	Class	Total
1.	IPA 1	46
2.	IPA 2	50
3.	IPS1	50
4.	IPS2	46
5	IPS 3	43
6	IPS 4	46
TOTAL		281

Source: Administration Data of MAS Al-Mukhlisin Sibuhuan Padang Lawas

2. Sample

Sample is a part of the population in a study and the result will be considered to be a description for original population. "Sample is part of the population to be studied".⁵⁹It means, sample is a part of population studied taken by researcher to be the participant in his/her research.

This research used the random sampling to take the data. Random sampling is used if the characteristic of the groups is homogeny. In this research, students were not grouped according to their abilities, in other words the students are homogeny. So, researcher used random

⁵⁹BambangPrasetyo and LinaMiftahulJannah, p. 119

sampling to take the sample and by using lotto. Then, the researcher writes the name of the population on a small paper, after that the papers are put into a bottle and shaken, and finally, take out the paper as much as needed. So, in conclusion the name on the paper that came out of the bottle became participants.

The formulation for calculating the sample size of known population is using Solvin's formula, the formula as follows:

$$n = \frac{N}{1 + N \cdot e^2}$$

n = the total sample

N = the total of populations

e = the limit of error tolerance⁶⁰

So, in this research will be use the formulation above to determine the sample size, with limit tolerance 20 %, as follows:

$$N = 281$$

$$e = 20 \% (0,2)$$

$$n = \dots\dots\dots?$$

$$n = \frac{281}{1 + 281 \cdot 0.2^2}$$

$$n = \frac{281}{1 + 281 \cdot 0.4}$$

⁶⁰Husein Umar, *Metode Riset Bisnis*, (Jakarta: PT. Gramedia Pustaka Utama, 2003), p. 141-142.

$$n = \underline{281}$$

$$112$$

$$n = 25$$

From the explanation above, the total of the sample in this research is 25 students.

The participant or sample in this research were the students at grade XI MIA 1 until XI IPS 4 of Students of Aliyah Al-Mukhlishin Sibuhuan Padang Lawas. In this research, consist of two students from XI IPA1, three students from XI IPA2, five students from IPS1, five students from IPS3 and ten students from IPS4, so total of the participants as sample was 25 students. This is quantitative and qualitative method, so all the students as sample will analyzed by the researcher and for the collecting the data there is collaboration with an English teacher of MAS Al-Mukhlishin Sibuhuan Padang Lawas.

D. Instrument of Collecting Data

Research instrument can be defined as a tool or media that used by the researcher to get the data. The students were asked to write a recount text in piece of paper. The researcher explain about the rules of writing recount text and notice them to used grammar correctly in writing recount text.

In this research, the key instrument is the researcher because the researcher collects the data directly by herself. Then the researcher used test and observation.

1. Test

Test is a tool that the researcher or teacher used to know the person's or students' ability. "A test, in simple terms is a method of measuring a person's ability, knowledge, or performance in a given domain".⁶¹ So, in this research a test is an instrument that used to collecting the data and the type of the test is essay test.

2. Interview

Interview is a conversation between two or more people and takes place between the source and the interviewer. "Interview is a technique designed to elicit a vivid pictures of the participant's perspective on the research topic".⁶² It means, interview has purpose to obtain accurate information from reliable sources and interview conducted by submitting a number of questions from the interviewer to the sources. In this research, the researcher interviewed the English teacher to get the data about the students' problem in writing recount text and interview is aimed to make sure about the result of this research.

⁶¹H. Douglas Brown, *LANGUAGE ASSESSMENT Principle and Clasroom Practices* (San Francisco: longman, 2004), p.3.

⁶²Natasha Mack et.all., *Qualitative Research Metod* (New York: Family Healty International, 2005), 29.

E. Technique of Collecting Data

Technique of collecting data in this research as a procedure how the researcher give the test to the students as participant in this research. There are some steps in collecting the data:

- a. Preparing the test. Researcher made the test for the student to know their ability in using word order of noun phrase in writing recount text. In here the research asked the students to write down an essay about explanation based on their experience.
- b. Explaining what the test was and what students would do with the test.
- c. Giving the time of doing the test.
- d. Giving the test to students.
- e. Giving chance to students to answer the test.
- f. Collecting the students' answer sheet to analyze.

F. Techniques of Data Analysis

As Creswell stated the process of data analysis involves preparing the data for analysis and reading through all the data.⁶³ After collecting data, the researcher analyzed the data by using these steps:

- a. Identifying students' error of using word order of noun phrase in writing recount text.
- b. Classifying the errors based on the word order in noun phrase.
- c. Counting the errors according to the word order in noun phrase.
- d. Taking percentage of the data.

⁶³Cresswell, *Research Qualitative Quantitative and Mixed Method Approach* (New York: sage Publikation, 2002), 191.

In getting the percentage the researcher calculated using the pattern:

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

Where : P = Percentage

F = Frequency of items error

N= Sum of all itemserror.

CHAPTER IV

THE RESULT OF RESEARCH

This chapter focus on analyzing data the collecting data. This chapter gives the details data of the findings. This result of research discussion about the result that considered of description of data, calculating the percentage to get their whole result as general, explain the students' difficulties and teacher overcome the students error in writing recount text. As mentioned in earlier chapter, in order the students' error in using word order of noun phrase in writing recount text of XI Students of Aliyah Al-Mukhlisin Sibuhuan Padang Lawas. The details description of data as follows:

A. Description of the Data

Absolutely, to know the extent of the students' error in using word order of noun phrase in writing recount text at grade XI Students of Aliyah Al-Mukhlisin Sibuhuan Padang Lawas, the researcher used test as instrument of the collecting the data. The researcher used an essay test. The researcher asked the students to write the example of recount text about their experience or holiday. So the researcher found many stories inside the test, then the instrument given for grade XI Students of Aliyaha Al-Mukhlisin Sibuhuan Padang Lawas, the error each of them could be seen in the table below:

Table 7
The Students' Total Error Using Word Order of noun phrase in Writing Recount Text

No	Students' initial name	Noun Phrase			
		Det + N	Adj +N	Det + Adj +N	Det+ Adj+ Adj+ N
1	AP	-	-	2	-
2	AR	1	-	1	-

3	ASD	-	2	3	1
4	CSN	1	2	3	-
5	HRH	1	-	2	-
6	IHA	1	-	2	-
7	KRD	1	1	2	-
8	LSL	-	1	1	-
9	MAS	1	1	1	-
10	MF	1	1	1	-
11	NAN	-	1	2	-
12	NFL	1	1	1	-
13	NFN	-	-	1	-
14	NJS	1	-	1	-
15	NJN	-	1	1	-
16	NSL	-	1	1	1
17	NSN	1	1	-	1
18	NYH	-	-	1	-
19	RSH	3	1	3	-
20	SHH	1	1	1	1
21	SHS	1	-	1	-
22	SS	1	-	-	1
23	WH	-	1	1	-
24	YP	-	1	1	-
25	ZM	1	-	3	-
Total		17	17	36	5
Percentage		22.67%	22.67%	48%	6.67%

Based on table above, the total errors at grade XI students of Al-Mukhlisin Sibuhuan Padang Lawas using word order of noun phrase in writing recount text, there are 17 errors in Det+N and Adj+N, there are 36 errors in Det+Adj+N, and the last there are 5 errors in Det+Adj+Adj+N. So, based on table above, the writer can conclude that the most error of noun phrase from the students of XI Aliyah Al-Mukhlisin Sibuhuan Padang Lawas is on Det+Adj+N. Because from the result above the students make 36 phrases error, so it is mean students of XI Aliyah Al-Mukhlisin Sibuhuan Padang Lawas feel difficulties in using Det+Adj+N. some of the students

make error in translation. Students know the English from the word but are not good at entering in phrases, the students always make the English language upside down. So, the percentage we can see in the table below:

Table 8.
Total of errors in using word order of noun phrase in writing recount text

No	Noun Phrase	Total Errors	Percentage (%)
1	Det + N	17	22.67%
2	Adj + N	17	22.67%
3	Det + Adj + N	36	48%
4	Det + Adj + Adj + N	5	6.67%

From the analyzed above, the researcher can concluded that the most of error is on Det + Adj + Nin using word order of noun phrase in writing recount, because in Det + Adj + Nresearcher found there are thirty six errors made by students or 48%. in Det + N isseventeen errors or 22.67 same with Adj+N, and Five errorsin Det+Adj+Adj+ N or 6.67%. here the description of the students' total error in using word order of noun phrase in writing recount text, we can see in the table, below:

Table 9.
Description of Students Error in Using Word Order of Noun PhraseinWriting Recount Text

No	Name	Noun Phrase			
		Det+N	Adj+N	Det+Adj+N	Det+Adj+Adj+N
1	AP	---	---	- I had <i>some accidents strange</i> -My friend bought to me <i>a book English</i>	---

2	AR	-I save <i>my dictionary English</i> in the cupboard	---	-I got a <i>new experience</i>	---
3	ASD	---	-I had <i>great day</i> -I bought <i>bag expensive</i>	-My family visited a <i>house old</i> in Medan -My family said, I had a <i>body slim</i> -I and my family went holiday by using <i>the car clean</i>	-I saw <i>the man small black</i> in Palace Maemun
4	CSN	-I felt <i>holiday that</i> was interesting	-I made <i>cake delicious</i> for my mother -I saw <i>place dirty</i>	-I thought a <i>green spots</i> always looks good -I took a picture with <i>the woman white</i> -I forgot a <i>bag beautiful</i> mine	---
5	HRH	-We visited <i>the Palace Maemun</i>	---	-I felt <i>the weather hot</i> -I saw a <i>pet cute</i> in the garden	---
6	IHA	-We visited <i>the Mesjid Raya</i>	---	-I got a <i>new experience</i> -I had a <i>friend good</i> in my class	---
7	KRD	-Went to Medan for visiting <i>the palace Maemun</i>	-I saw lots of <i>funny animals</i>	-I took <i>the watermelon fresh</i> -We saw a <i>paint unique</i> in Palace Maemun	---

8	LSL	---	- I felt in Medan city is street noisy	-I did not have the examination excellent	---
9	MAS	-I visited the Palace Maemun	-I thought Palace Maemun have clean area	-I got a experience new	---
10	MF	-We took a picture in the Temple Bahal	-people in Medan had skin white	-We saw the palace Maemun beautiful	---
11	NAN	---	-I had day nice	- I got a experience new -I had an ideas nice	---
12	NFL	-i prayed in the Mosque Rayain Medan	-I saw bag cute	-I ride a bicycle beautiful	---
13	NFN	---	---	-We wore a clothes traditional	---
14	NJS	-I saw the beach cermin	---	-I got a experience new	---
15	NJN	---	-I felt moment interesting	-with a food delicious	---
16	NSL	---	- myfriend and I went to beach clean	-I bought a box small for making decorations	-i want to visited some hotel beautiful high
17	NSN	-last year, I visited the zoo Medan	-We saw boy handsome	---	-We saw a rabbit cute white
18	NYH	---	---	- I had an ideas interesting for	---

				making decorations	
19	RSH	- <i>the Mesjid Raya</i> - <i>The Temple Bahal</i> - <i>the palace Maemun</i>	-My mother made <i>decisions Important</i>	-I felt <i>that holiday bored</i> -We bought <i>the book important</i> - <i>these building high</i>	---
20	SHH	- <i>the lake Siais</i>	-I went to lake <i>siais by car cheap</i>	-I got a <i>experience new</i>	-I must have <i>a beautiful bright face</i> because I want to lake Siais
21	SHS	-I want to go to <i>the mountain Sibayak</i>	---	-My friend said to me <i>that mountain beautiful</i>	---
22	SS	-We visited <i>the Temple Bahal</i>	---	---	-My mother made <i>a cakesoft brown</i> for our family in Padang <i>sidi mpuan</i>
23	WH	---	-I must <i>hard study</i> for Examinati on	-My mother went to market and bought to me <i>a banana fresh</i>	---
24	YP	---	- there is <i>eyes unique</i>	-I got a <i>experience new</i>	---
25	ZM	-We bought <i>the food Indonesia n</i>	---	-We saw <i>a boy handsome</i> -We felt <i>a day bored</i> -We thought <i>that holiday interesting</i>	---

B. The Effort of the teacher to overcome the Students' error in writing recount text at grade XI Students of Aliyah Al-Mukhlisin Sibuhuan Padang Lawas

In this discussion, explain the students' error in writing recount text and the teacher overcome the students' error in using word order of noun phrase in writing recount text. In description of students' error above, the writer know the students' dominant error is on Det+Adj+N in writing recount text. This research conducted interview to English teacher of XI Aliyah Al-Mukhlisin Sibuhuan Padang Lawas. To get the data needed in this research, the researcher did deep interview with the teacher.

This research interviewed with the English teacher of XI students of Aliyah Al-Mukhlisin Sibuhuan Padang Lawas. Based on the data, from the indicator of word order in noun phrase, the writer know the dominant error is on Det + Adj + N, some of the students make error in using word order of noun phrase in writing recount text. So, from the students' error above, there are some methods of the teacher to overcome the students' error in using word order of noun phrase in writing recount text, they are:

1. Teacher gives more explanation about the noun phrase
Give the explanation about noun phrase is the first way the teacher to overcome the students' error. Explaining activity is a good component for the teacher to create students interaction relationships in class. At the time of this activity the teacher tends to be more dominant so that it can be play an active and significant role in influencing students well. This can be the meaning, example, cause and effect. Before the teacher explains the material, the teacher instructs students who do not understand the lesson to have a seat in front of teacher or bench one. The teacher explains what is noun, adjective, and determiner, the teacher immediately gives an example directly, such as a noun: the teacher holds a ball,

book, pen, show the chair, table, picture, and so on, it is as a tool for imagining nouns, if an adjective the teacher exemplifies it by demonstrating with facial expression and in determiner, the teacher utilizes it by using word these objects. When the teacher explain the theory, teacher always asks students to open their dictionary, so if students do not know the meaning or English language from the words, students can see in their dictionary. After the teacher has finished explained the material, both understanding and examples, the teacher asks some of the students what they know from what has been explained previously. Next, teacher provides a conclusion from what has been explained with the simple sentence it is easy for students to understand in the room.

2. Teacher gives the exercises about noun phrase

Give the exercises is an activity which is carried out outside of intracurricular activities which aim to understand and appreciate what has been learned. In this method, the teacher gives the exercises to students related to the lesson it is about noun phrase, what is noun, adjective and determiner. Teacher makes exercises in shape statement, then teacher asks students to make true or false from the statement. After finishing to do the exercises, the teacher asks to students if you have finish please do it in front of class or in whiteboard/blackboard. Next, teacher corrects what students write on the board, and gives the correct answer to the exercises and provides easy explanations so that students can understand it well. So, from the results of students training work, the teacher knows whether the students really understands whether it is a noun, adjective and determiner.⁶⁴

So, from explanation above, the writer can concluded that the Eleventh grade learning interest is very strong. Because if the teacher of XI Aliyah Al-Mukhlisin Sibuhuan Padang Lawas asks students to bring a dictionary to classroom during English courses, students always bring it. But if the students make error in using word order of noun phrase because they do not understanding well about noun, adjective and determiner, and the placement of the word, which is the noun before the an adjective or an adjective before the noun.

⁶⁴Nursyah Rohimah Nasution, SS, The English of XI IPS, *Research Written interview*, on Thursday, August 07th 2020, at 10.48.

Beside that, the writer know the students' difficulties in using word order of noun phrase in writing recount text, such as:

a. Students less of translate Indonesia to English language

Some of the students still confused to translate words from first language into target language. Sometimes teacher asks students to speak in front of class they do not want, because they do not have confidence to say the word and sentences, and students also say if they want to speak the word and sentences or the meaning are different, different in pronunciation, and different in written form. So, from that problem, students lost the confidence to speak in front of their friends or teacher. So, effort of the teacher to overcome that problem, the teacher must gives more explanation about translation of first language to target language. Then, teacher gives more test about translation a sentence or word by word.

b. Students less on mastery vocabulary

Students less on mastery vocabulary, students just have limited vocabulary, so they were hindered on writing down what was in their mind. So, writer asks them into write down the example of recount text they just talk with their friends and do not care about it. So, effort of the teacher to overcome this problem, teacher asks students to write a list of vocabularies that realated to the materials then memorizes that vocabularies.

So, from those effort of the teacher to overcome students' error in writing, researcher can conclude that the teacher has tried or has a good learning strategy to make students understand a lesson. But if there is the biggest mistake with the lesson it is because students are less interested in learning English, because maybe from the first time the student learns English it is implied in his heart that he does not like English lesson, in his mind it is just difficult, difficult, and complicated.

So, the teacher must understand the student's behavior or approach the student slowly why they do not like English lessons too much. Then we as teachers should not be too rude to students if they do not know when the teacher asks him about the lesson, the teacher must have a patient and gentle heart, if the teacher is angry or too pressuring the student, the student will hate the lesson or maybe his behavior worse, both for his friend and his teacher, and the teacher also must create a method can make students interested in the lesson, such as the teacher explaining in front of the students if the teacher sees that the student is tired then it would be nice for the teacher to provide games that can make the student's enthusiasm rise again. So, from explanation above, researcher can conclude the students do not need very seriously to study, because students need slowly in learning.

C. Discussion

In this part of the research would like to discussed the result of the data analysis which are relative with the descriptive on using word order of noun phrase in writing recount text, after analyzing the data, it was known that the error analysis of using word order in writing recount text at grade XI students of aliyah Aliyah Al-Mukhlisin Sbukuan Padang Lawas have understood about recount text but they less of understanding about a noun, adjective and determiner.

The result of this research, the data has be showed total error of students in using word order of noun phrase, it can be seen from the description of error analysis in using word order of noun phrase in table VII and also can be seen in table VIII about the percentage error. Based on data analysis above, errors really ocured on the students' using word order of noun phrase in writing recount text. Researcher counted there were 75 numbers of errors which classified into fourpart of Noun phrase. They were seventeen errors in Det + N, seventeen errors in Adj + N, and thirty six error in Det + Adj + N, then there were five error in Det+Adj+Adj+N.

Even though the result of this research, students have understood about noun phrase, but some of the students got errorin mastery noun, adjective and determiner, and also some of the students were less of translation, then some of the students less understanding on grammar, students often wrong in wrote the past tense.

What have been found in this research was little different to the findings before. Here the researcher needed to discuss the findings with other studies. The researcher had written the findings of other studies or researchers come from Nurul Fitrah Syams, Yuli astuti, and Eka Wulan Dari.

In Eka Wulandari's research, the result of her research here were still many errors in using word order at the eight grade students MTsN 1 East Lampung. The total of errors were 60 items, such as omission of subject and verb (20%), omission of object (23%). Omission predicate (22%), misordering in sentence (18%), and misordering in noun phrase distribution (17%).⁶⁵ The researcher found the similarity between Eka Wulandari's research with this research.

Her research found that were errors in omission and misordering in sentence and misordering in noun phrase distribution. In this research, The total of errors were 75 errors of using word order in noun phrase, in this research also found four part of noun phrase, there are Det+Adj+Adj+N is 36 errors or 48%, there are seventeen errors in Det+Nand in Adj+N or 22.67%, and the last there are five errors in Det+Adj+Adj+N or 6.67%.

From the result above, other studies/researchers focus on types of error, but in this research, researcher focus on the use of word order in noun phrase. So the researcher concluded students at Grade XI students of

⁶⁵Eka Wulandari, "An Error Analysis of Using Word Order In Writing Recount Text Ability At The Eight Graders of Mtsn 1 East Lampung In The Academic Year 2018/2019" (Universitas Lampung, 2018).

Aliyah in Al-Mukhlisin Sibuhuan Padang Lawas have understood about recount text but not master about word order especially word order in Det+Adj+Adj+N. They still errors of using word order in their writing.

While the research of the research which conducted by Nurul Fitrah Syams, in her research, the researcher found errors as follow: the errors of using the correct verb (45.41%), the errors of using the correct to be (30.28%) and the errors of using the correct noun phrase (24.31%). Based on the finding and discussion of the research, the researcher concluded that the most common error that made by the students in using verb.⁶⁶ beside that, the researcher concluded that the students still faced difficulties in using word order.

In Yulia Astuti's research also show that the most students still ahve difficulty mastering the word order. The error can be seen that the number of errors made by students in the word order is 58% errors. The most commonly found error in the use of verb is 26 errors (44.8%), error in objects (31.01%), error of the subject 14 (24.13%). The researchers concluded that the cause of the mistake made by students was the preparation of inaccurate words and lack of understanding the concept of English.

From the explanation of other studies or researchers compared with this research, the result of research from Eka Wulandari, Fitrah Syams and

⁶⁶Nurul Fitrah Syams, "Error Analysis of Wor Order Used in Writing Recount Text Made By Students' At SMK Negeri 1 Pinrang", (Universitas Alauddin Makassar).

Yulia Astuti are more wrong items than with this research in writing recount text especially using word order. In this research, the researcher found the word order of noun phrase errors in writing recount text just 28 items error.

D. Threats of the Research

In conducting this research, the researcher realized that there were many threats of the researcher. It is started from the titled until the technique of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing the test, there were the treats of time, because the students' had activities. Beside, the time with was given to be students' not enough. Then, students also did not do the test seriously. So, the researcher looks the answer directly without care about it.

The researcher was aware all the things would want to be searched, but to get the excellent result from the research were more difficult become there were threats the writer, the researcher helping from the entire advisors, headmaster and English Teachers.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After doing the reserach, the researcher found some result that present in this paper.

1. Error analysis of using word order in noun phrase there are seventeen errors in Det + N or 22.67%, and also there are seventeen errors in Adj + N or 22.67%, there are thirty six errors in Det + Adj + N or 48%, and the last there are five errors in Det+Adj+Adj+N or 6.67%. so, all of the errors are 75 errorsin using word order of noun phrase in writing recount text. So, from the result above, the dominant error is on Det + Adj+ N.
2. Based on the data, the dominant error is on Det+ Adj + N, so, the effor of the teacher to overcome the students' error in writing recount text at grade Xi Alvyah Al-Mukhlishin Sibuhuan Padang Lawas, are: first, The teacher explains what is noun, adjective, and determiner, the teacher immediately gives an example directly, such as a noun: the teacher holds a ball, book, pen, show the chair, table, picture, and so on, it is as a tool for imagining nouns, if an adjective the teacher exemplifies it by demonstrating with facial expression and in determiner, the teacher utilizes it by using word these objects.
3. Second,Teacher gives the exercises about noun phrase. In this method, the teacher gives the exercises to students related to the lesson it is

about noun phrase, what is noun, adjective and determiner. Teacher makes exercises in shape statement, then teacher asks students to make true or false from the statement. After finishing to do the exercises, the teacher asks to students if you have finish please do it in front of class or in whiteboard/blackboard. Next, teacher corrects what students write on the board, and gives the correct answer to the exercises and provides easy explanations so that students can understand it well. So, from the results of students training work, the teacher knows whether the students really understands whether it is a noun, adjective and determiner.

B. Suggestion

Based on the conclusion above, the researcher want to give some suggestions related to this result of research to become advice and motivation for:

1. The writer on this occasion hopes that other research will conduct a research related to the topic of this study, especially to know the students' error in using word of noun phrase in writing recount text.
2. The students Aliyah of Al-Mukhlisin Sibuhuan Padang Lawas especially XI Aliyah class need to be more attractive in English, in writing text especially recount text.
3. The teacher especially English teacher at grade XI Students of Aliyah of Al-Mukhlisin Sibuhuan Padang Lawas hoped to develop the students grammar and word order of noun phrase in writing text,

especially recount text. The teacher also should have brainstorming as warming-up before starts the teacher starts teaching learning in classroom in order to make the students happy and relax.

4. The headmaster of Aliyah of Al-Mukhlisin Sibuhuan Padang Lawas is Daulad M. Amin Pulungan, MA Is expected to be more active in monitoring process of teaching and learning English especially in writing text.
5. The readers, especially English learners more improve their knowledge in learning grammar, word order related to types of phrase and writing text.

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CURRICULUM VITAE



A. Identify

Name : Pitriyani Daulay
Reg. Num : 16 203 00119
Place/Birthday : Pir Trans Sosa 1B/ 31 Januari 1998
Sex : Female
Religion : Islam
Address : Pir Trans Sosa 1A Padang Lawas

B. Parents

Father's Name : Mangsur Daulay
Mother Name : Mastinur Nasution

C. Educational Background

1. Elementary School : SD N 101830 Pir Trans Sosa 1A
(2004-2010)
2. Junior High School : MTs S Al-khoir Mananti
(2010-2013)
3. Senior High School : MAN Sibuhuan
(2013-2016)
4. Institute : IAIN Padangsidempuan
(2016-2020)

APPENDIX 1

Writing test

Instruction:

1. Fill your true identify
2. Answer by your own ability
3. Write the example of recount text based on your experience about your holiday. The text should consist of the generic structure of recount text: orientation, events, and re-orientation in 3 paragraphs. Write at least 50-100 words.
4. Time is given 90 minutes.

Name: Class :

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Valdator
Yusn Snaga, M. Hum
NP.19700715 202501 2 010

APPENDIX 2

Students' Name and initial at grade XI students of Aliyah Al-Mukhlishin Sibuhuan Padang Lawas

No	Name	Initial Name	Class
1	Ardiana Putri	AP	IPA 1
2	Ahmad Riadi	AR	IPA 2
3	Abdullah Sani Daulay	ASD	IPS 1
4	Chintya Shary Nasution	CSN	IPS 1
5	Hafifah Robiah Harahap	HRH	IPA 1
6	Imam Hakim Ansor Hsb	IHA	IPS 3
7	Kurnia Rizky Dalimunthe	KRD	IPA 2
8	Lanni Syariah Lubis	LSL	IPS 3
9	Mhd. Ali Sakti	MAS	IPS 3
10	Muhammad Fahri	MF	IPA 2
11	Nanda Anshari Nasution	NAN	IPS 3
12	Nurul Fadilah Lubis	NFL	IPS 1
13	Nurul Fadila Nasution	NFN	IPS 1
14	Nur Jannah Simanjuntak	NJS	IPS 3
15	Nur Jannah Nasution	NJN	IPS 1
16	Nur Sakinah Lubis	NSL	IPS 4
17	Nirwana Sari Nasution	NSN	IPS 4
18	Nuryadani Hasibuan	NYH	IPS 4
19	Rina Saputri Hasibuan	RSH	IPS 4
20	Suria Hamdiah Hasibuan	SHH	IPS 4
21	Syaidah Hannum Siregar	SHS	IPS 4
22	Sarima Siregar	SS	IPS 4
23	Warida Hatika	WH	IPS 4
24	Yakin Parmonangan	YP	IPS 4
25	Zuhair Marzua	ZM	IPS 4

APPENDIX 3

Description of Students Error in Using Word Order of Noun Phrase in Writing Recount Text

No	Name	Noun Phrase			
		Det+N	Adj+N	Det+Adj+N	Det+Adj+Adj+N
1	AP	---	---	- I had <i>some accidents strange</i> -My friend bought to me <i>a book English</i>	---
2	AR	-I save <i>my dictionary English</i> in the cupboard	---	-I got <i>a experience new</i>	---
3	ASD	---	-I had <i>great day</i> -I bought <i>bag expensive</i>	-My family visited <i>a house old</i> in Medan -My family said, I had <i>a body slim</i> -I and my family went holiday by using <i>the car clean</i>	-I saw <i>the man small black</i> in Palace Maemun
4	CSN	-I felt <i>holiday that</i> was intersting	-I made <i>cake delicious</i> for may mother -I saw <i>place dirty</i>	-I thought <i>a green spot</i> is always looks good -I took a picture with <i>the woman white</i> -I forgot <i>a bag beautiful</i> is mine	---
5	HRH	-We visited <i>the Palace Maemun</i>	---	-I felt <i>the weather hot</i> -I saw <i>a pet cute</i> in the garden	---

6	IHA	-We visited <i>the Mesjid Raya</i>	---	-I got <i>a experience new</i> -I had <i>a friend good</i> in my class	---
7	KRD	-Went to Medan for visiting <i>the palace Maemun</i>	-I saw lots of <i>funny animals</i>	-I took <i>the watermelon fresh</i> -We saw <i>a paint unique</i> in Palace Maemun	---
8	LSL	---	- I felt in Medan city is <i>street noisy</i>	-I did not have <i>the examination excellent</i>	---
9	MAS	-I visited <i>the Palace Maemun</i>	-I thought Palace Maemun have <i>clean area</i>	-I got <i>a experience new</i>	---
10	MF	-We took a picture in <i>the Temple Bahal</i>	-people in Medan had skin white	-We saw <i>the palace Maemun beautiful</i>	---
11	NAN	---	-I had <i>day nice</i>	- I got <i>a experience new</i> -I had <i>an ideas nice</i>	---
12	NFL	-i prayed in <i>the Mesque Raya</i> in Medan	-I saw <i>bag cute</i>	-I ride <i>a bicycle beautiful</i>	---
13	NFN	---	---	-We wore <i>a clothes traditional</i>	---
14	NJS	-I saw <i>the beach cermin</i>	---	-I got <i>a experience new</i>	---
15	NJN	---	-I felt <i>moment interesting</i>	-with <i>a food delicious</i>	---
16	NSL	---	- my friend and I went to <i>beach clean</i>	-I bought <i>a box small</i> for making	-i want to visited <i>some hotel beautiful high</i>

				decorations	
17	NSN	-last year, I visited <i>the zoo Medan</i>	-We saw <i>boy handsome</i>	---	-We saw <i>a rabbit cute white</i>
18	NYH	---	---	- I had <i>an ideas interesting</i> for making decorations	---
19	RSH	- <i>the Mesjid Raya</i> - <i>The Temple Bahal</i> - <i>the palace Maemun</i>	-My mother made <i>decisions Important</i>	-I felt <i>that holiday bored</i> -We bought <i>the book important</i> - <i>these building high</i>	---
20	SHH	- <i>the lake Siais</i>	-I went to lake <i>siais by car cheap</i>	-I got <i>a experience new</i>	-I must have <i>a beautiful bright face</i> because I want to lake Siais
21	SHS	-I want to go to <i>the mountain Sibayak</i>	---	-My friend said to me <i>that mountain beautiful</i>	---
22	SS	-We visited <i>the Temple Bahal</i>	---	---	-My mother made <i>a cake soft brown</i> for our family in Padangsidempuan
23	WH	---	-I must <i>hard study</i> for Examination	-My mother went to market and bought to me <i>a banana fresh</i>	---
24	YP	---	- there is <i>eyes unique</i>	-I got <i>a experience new</i>	---
25	ZM	-We bought <i>the food Indonesian</i>	---	-We saw <i>a boy handsome</i> -We felt <i>a day bored</i> -We thought <i>that holiday interesting</i>	---

APPENDIX 4

Percentage of Students Error in Using Word Order of Noun Phrase in Writing Recount Text

No	Initial Name	Noun Phrase				Total Error	Percentage (%)
		Det+N	Adj+N	Det+Adj+N	Det+Adj+Adj+N		
1	AP	-	-	2	-	2	2.67%
2	AR	1	-	1	-	2	2.67%
3	ASD	-	2	3	1	5	6.67%
4	CSN	1	2	3	-	6	8%
5	HRH	1	-	2	-	3	4%
6	IHA	1	-	2	-	3	4%
7	KRD	1	1	2	-	4	5.33%
8	LSL	-	1	1	-	2	2.67
9	MAS	1	1	1	-	3	4%
10	MF	1	1	1	-	3	4%
11	NAN	-	1	2	-	3	4%
12	NFL	1	1	1	-	3	4%
13	NFN	-	-	1	-	1	1.33%
14	NJS	1	-	1	-	2	2.67
15	NJN	-	1	1	-	2	2.67
16	NSL	-	1	1	1	3	4%
17	NSN	1	1	-	1	3	4%
18	NYH	-	-	1	-	1	1.33%
19	RSH	3	1	3	-	7	9.33%
20	SHH	1	1	1	1	4	5.33%
21	SHS	1	-	1	-	2	2.67%
22	SS	1	-	-	1	2	2.67%
23	WH	-	1	1	-	2	2.67%
24	YP	-	1	1	-	2	2.67%
25	ZM	1	-	-	3	4	5.33%

APPENDIX 5

Result of Students Error in Using Word Order of Noun Phrase in Writing Recount Text

There are four part of Noun Phrase, they are: Det + N, Adj + N, Det + Adj + N, and Det +Adj + Adj + N. The explanation, bellow:

1. Det + N

In Det + N, there are 17 phrases error (F) in Using Word Order of Noun Phrase in Writing Recount Text. As we know there 75 phrases error or N. So the percentage is:

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

$$\text{So, } P = \frac{17}{75} \times 100 \%$$

$$= \frac{1700}{75}$$

$$= 22.67\%$$

2. Adj + N

In Adj + N, there are 17 phrases error (F) in Using Word Order of Noun Phrase in Writing Recount Text. As we know there 75 phrases error or N. So the percentage is:

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

$$\text{So, } P = \frac{17}{75} \times 100 \%$$

$$= \frac{1700}{75}$$

$$= 22.67\%$$

3. Det + Adj + N

In Det + Adj + N, there are 36 phrases error (F) in Using Word Order of Noun Phrase in Writing Recount Text. As we know there 75 phrases error or N. So the percentage is:

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

$$\text{So, } P = \frac{36}{75} \times 100 \%$$

$$= \frac{3600}{75}$$

$$= 48\%$$

4. Det + Adj + Adj + N

In Det + Adj + Adj + N, there are 5 phrases error (F) in Using Word Order of Noun Phrase in Writing Recount Text. As we know there 75 phrases error or N. So the percentage is:

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

$$\text{So, } P = \frac{5}{75} \times 100 \%$$

$$= \frac{500}{75}$$

$$= 6.67\%$$

DOCUMENTATION

1. Preparing the test



2. Giving the explanation about test, and what will do with the test





3. Giving the times to do the test



4. Giving the test to students



5. Giving chance to students to answer the test





6. Collecting students' answer





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
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18 September 2019

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imp
ribal

: 135 /In.14/E.6a/PP.00.9/09/2019

: Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

1. Rayendriani Fahmei Lubis, M.Ag.
2. Yusni Sinaga, M.Hum.

(Pembimbing I)
(Pembimbing II)

di-Padangsidempuan

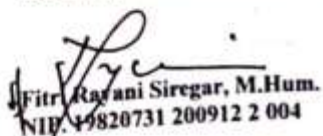
Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan. Maka dengan ini kami mohon kepada Bapak/Tbu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

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NIM	: 1620300119
Fak/Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi	: An Error Analysis Of Using Word Order In Writing Recount Text At Grade XI Aliyah Al-Mukhlisin Sibuhuan Padang Lawas

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Tbu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

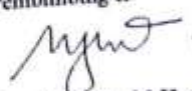

Fitri Rahani Siregar, M.Hum.
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Nomor : B - 506 /In.14/E.1/TL.00/07/2020
Hal : Izin Penelitian
Penyelesaian Skripsi.

29 Juli 2020

Yth. Kepala Madrasah Aliyah Al-Mukhlisin Sibuhuan
Kabupaten Padang Lawas

Dengar: hormat, bersama ini kami sampaikan bahwa :

Nama : Pitriyani Daulay
NIM : 1620300119
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "An Error Analysis of Using Word Order in Writing Recount Text at Grade XI Aliyah Al-Mukhlisin Sibuhuan Padang Lawas".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk membenarkan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.



Wakil Dekan Bidang Akademik

Yizar Rangkti, S.Si., M.Pd.

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YAYASAN AL-MUKHLISHIN PADANG LAWAS
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SURAT KETERANGAN

Nomor : *135* /B/03 /YAMIN/XII/1441

Yang bertanda tangan di bawah ini,

Nama : DAULAD M. AMIN PULUNGAN, MA
Jabatan : Kepala Madrasah
Unit Kerja : MAS Al-Mukhlisin Sibuhuan
Alamat : Jl. Bhakti No 78 Lingkungan II Kelurahan Pasar Sibuhuan
Kec. Barumun Kab. Padang Lawas

Dengan ini menerangkan bahwa:

Nama : PITRIYANI DAULAY
Tempat/Tanggal Lahir : Pir Trans Sosa IB, 31 Januari 1998
NIM : 1620300119
Jurusan/Fakultas : Tadris Bahasa Inggris (TBI) / Tarbiyah dan Ilmu Keguruan
Asal Perguruan Tinggi : IAIN Padangsidimpuan

Adalah benar telah menyelesaikan Penelitian di kelas XI IPS.4 MAS Al-Mukhlisin Sibuhuan dari tanggal 06 s/d 10 Agustus tahun 2020, dengan Judul "An Error Analysis of Using Word Order in Writing Recount Text at Grade XI Aliyah Al-Mukhlisin Sibuhuan Padang Lawas"

Demikianlah Surat Keterangan ini diperbuat, untuk dapat dipergunakan seperlunya.

Sibuhuan, 12 Agustus 2020
Kepala YAS Al-Mukhlisin
MADRASAH ALIYAH
AL-MUKHLISHIN
PADANG LAWAS
DAULAD M. AMIN PULUNGAN, MA

Name : Nirwana Sari Nasution
class : XI IPS 4

Holiday

Last year, I went to medan and my friends went to medan for holiday. we went to medan by bus. we were 8 people. we stayed in house grand mother. we stayed there about a week or 2 weeks.

After arrived at house grand mother, we change our clothes and to bathtub to wash face sleepy. in the morning we immediately went around medan city. we took pictures together. we saw boy handsome and we took pictures together with him. After that, we went to maimunah palace. Then finished there, we went to Brastagi. we saw a very infog scene. we always laughed together and also felt very happy. so many places we visited medan.

I and my friends ~~was~~ happy. we hope, we can come to there again. we did not regret for that vacation. Thank you sis.

Norra & Kurnia Rizky DLR
Kelas & XI IPS
M. Pel & B. Inggris

(Holiday)

In ninth grade, we went to Medan to have a vacation with our family by visiting the Palace Maerum ~~which~~ ~~was~~ very beautiful and famous.

After visiting the Maerum palace we went to the zoo in the city of Medan. I saw lots of funny ~~cute~~ animals including rabid birds and others. What I admired most was seeing the Sumatran tiger which is so rare in Indonesia. And at night we stayed in a very beautiful hotel which is located in the Center Medan. And the next day we go home by taking a new travel bus with quite a long journey in my opinion.

And I am very happy while on vacation in the city of Medan which is famous for its density but has a very-very beautiful charm. Thank you City Medan you mak my heart very happy. Hopefully we can meet again.

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Last month (me) and family went to Medan city for visit aunt and uncle.

After arrived there we all tired. Next day we cooked breakfast after breakfast ready we all eat together. (the) we went to mall but we didn't shop there, we went to mall for cool body.

finish day we went to (pool swimming) to refreshing giantar renang.

After that (we and family) return to Sibuhuan that is very fun we all very happy. We can not regret to visit that place. Hopefully we can go there again.