

AN ERROR ANALYSIS IN ARRANGING THE JUMBLED WORDS IN THE FORM OF SIMPLE PRESENT TENSE BY THE EIGHTH-GRADE STUDENTS of SMPN 02 KENCONG

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ABSTRACT

In English language learning, making errors is a natural thing for students, especially for those who is in beginner level. Teacher have been trying many ways to make students minimize error occurrence in their language production, including using jumbled words. However, errors are still frequently found. Therefore, this study discusses about an analysis of students' error in arranging the jumbled words into correct sentence. The objective of this study is to find out the types of errors committed by the eighth-grade students of SMPN 02 Kencong and the cause of the errors itself. there are 29 students participated in this study. A descriptive qualitative method was employed. in collecting the data, documentation of students' task and interview were used. moreover, students' errors were analyzed based on surface strategy taxonomy from Dulay (1982), which consisted of four kinds of errors; omission, misformation, addition, and misordering. This study only focused on omission and misordering error. The results of this study revealed that there are 219 errors were committed by the students. The most frequent error was misordering error, with 146 errors or 66.67%, error omission was 73 errors or 33.33%. Based on the interview results, the errors were caused by two main sources of errors, those are interlingual and interlingual transfer. The interlingual transfer refers to the influence of mother tongue or native language. Whereas, the intralingual transfer refers to the complexity of the target language being learned. The results of this study suggests that teachers should find appropriate methods to make the students having sufficient knowledge about English and making students aware with the errors they made.

Key Words: Error Analysis, Jumbled Words, Surface Strategy Taxonomy

INTRODUCTION

According to Wati (2020), jumbled words is words in disorder.

It comes from the term "jumbled," which meaning "confused combination." It's become a good and correct sentence after being put in the proper order. A string of

characters is supplied, and the aim is to find all the meaningful sentences that can be made by rearranging the words. Jumbled word, according to Amalia (2018), is an activity that involves arranging words into correct sentences. Jumbled words are a good technique to improve students' capability in familiarizing with vocabulary and grammar.

According to information obtained by the researcher from an eighth-grade English teacher at SMPN 02 Kencong, grammatical errors are still often found in student's transactional and interpersonal texts, such as descriptive, procedure, narrative, and other types of text. Thus, the students' grammar competency is generally poor. Because of this weakness, the teacher then uses jumbled words to make students more aware of the linguistic pattern or structure of a sentence. However, the students still continue to make errors in word arrangement. It is critical to analyze the students' errors in arranging the jumbled word in learning English. It may be said that correcting a student's error can be beneficial as a kind of feedback for the teaching and learning process. It may be utilized by English teachers as a source of information.

By the fact of the case above, the researcher then focuses to investigate the errors on arranging

jumbled words into correct sentences. Jumbled words were chosen by the teacher because they are appropriate for the students' level, age, and subject to be rehearsed, as well as being simple to utilize. Moreover, with the teacher's reason in choosing it, it then makes the researcher keen to learn about and identify the errors made by students in putting jumbled words into correct sentences and as well as the cause of the errors.

METHOD

This study employed descriptive qualitative research to obtain a description of the current situation of phenomena. It means that the researcher goes out into the field to collect data on students' errors, write them down, explain them, and then analyze the results using the surface strategy taxonomy.

Researchers used two kinds of instruments in collecting the data of this study. Those are students' writing task and interview. The writing task was used to find out students' errors and interview was used to find out the cause of the errors. The writing task is about jumbled words that are needed to be arranged into correct sentence. It is consisted of affirmative, negative and interrogative sentences using the simple present tense. There were 20 sentences of jumbled word that need to be arranged correctly. Furthermore, the interview was

consisted of 5 questions. Each question was made to find out the type of the causes of the errors.

Participants of this study were 29 eighth-grade students of SMPN 02 Kencong, 13 male and 16 female students. The researcher collected the data by administering the writing task to the students directly in the class, and then interview some selected students.

After collecting the data, the researcher then analyzed students writing in arranging the jumbled words based on Surface Strategy Taxonomy by Dulay., et.al., (1982). Focusing on two kinds of errors; omission and misordering. Whereas, the data from the interview was analyzed using data analysis technique that was proposed by Miles and Huberman (1984).

RESULTS AND DISCUSSION

The results of this study revealed that students' errors in terms of omissions is 33.33 % and misordering is 66.67 %. Based on the surface strategy taxonomy, it can be concluded that the students' highest error was misordering and followed by omission error. This

finding on the error's frequency occurred in this study is in line with several previous studies' findings, one of which is a study from Amilia (2018). The study showed that the highest percentage of students' errors was misordering errors and then it was followed by the omission errors as the second highest percentage.

According to Dulay (1982), misordering error occurs when a morpheme or a group of morphemes is placed incorrectly in a sentence or utterance. In this type the students made error 146 items (66.67%). The example of misordering: Do you it understand?. In this case the students made errors because they do not understand how to placing structure of tenses (verb, object, adverbials etc. correctly). Moreover, the students tend to arrange the jumbled word by following their first language' (Indonesian) grammatical structure or pattern. This kind of tendency is accordance with the interlingual transfer as the source of error. According to Brown (2000), interlingual transfer comes from students' mother tongue or native language. Students translated their native language into the target language. In other words, this error appears because of the impact of different rules from the students' mother tongue or first language with the new

language. Furthermore, another source of error that also contributed to the misordering errors that were committed by the students is intralingual transfer. Based on the results from the interview, the students still have insufficient knowledge about English, as well as the simple present tense rules. Based on the case mentioned it is relevant with the concept of the intralingual transfer where it was caused by the complexity by the language that is being learnt and the inability to comprehend of the language (Brown, 2000; James, 1998).

The omission errors that were committed by the students are mainly letter omission of a certain word and the absence of a certain item from the jumbled word, such as the question mark for an interrogative sentence and a certain word or item from the jumbled word itself. This omission letter may be caused by the unfamiliarity with the vocabulary, where the students write directly based on what they see or read with insufficient vocabulary mastery. This error is commonly happened in a word which has double letters, such as *coffee*, *happy*, *meeting*,

usually, *etc.* Furthermore, the omission error of a certain word or element from the jumbled word itself are also frequently found. This absence of an item is caused by the intralingual transfer, especially in terms of "*incomplete application of rules*". This error happens when a student is unable to add or display important things in a word, sentence, or phrase (Brown, 2000; Ellis, 1994).

Based on the results and findings of this study, two source of errors; interlingual and intralingual transfer become the main source of the student's error in arranging the jumbled words into correct sentence. As already presented in the previous chapter, it was proven by the students' interview response toward the questions of the intralingual and interlingual errors and it is supported by the connection between the interview response and the errors they made. However, the source of errors in terms of *context of learning* is also contributed. The students had unclear explanation from their teacher or textbook that they used for learning. According to Brown (2000), the term "context of learning" refers to the social environment in the case of unclear second language learning or the classroom with its teacher and materials in the case of school learning. In a

classroom setting, the instructor or the textbook may influence the student to form incorrect assumptions about the language. Based on the findings of the context of learning, some of the students still find teachers' explanation is quite difficult to understand.

CONLUSSION

The results of this study revealed that there are 219 errors were committed by the students. The most frequent error was misordering error, with 146 errors or 66.67%, error omission was 73 errors or 33.33%. Based on the interview results, the errors were caused by two main sources of errors, those are interlingual and interlingual transfer. The interlingual transfer refers to the influence of mother tongue or native language. Whereas, the intralingual transfer refers to the complexity of the target language being learned. The results of this study suggests that teachers should find appropriate methods to make the students having sufficient knowledge about English and making students aware with the errors they made.

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