ABSTRACT

In English language leraning, 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 occurance 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 kinds of errors committed by the eighth-grade students of SMPN 02 Kencong and the sources 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 itralingual 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.