AN ANALYSIS OF WORD ORDER ERRORS IN STUDENTS' WRITINGS

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Abstract

In constructing well-form sentence, word order held an important role to make the sentence can be understood. If the words in a sentence are in the wrong order, the sentence will not make sense. So, it is important for foreign language learners to put the word in the right order. This study is aimed to analyze the kinds of word order error in sentence and phrase made by students of STBA Teknokrat. To analyze the data the writer used descriptive qualitative method and used library research in order to collect the data which had been analyzed in this research is 20 papers of fifth semester students' academic writings from academic presentation class in academic year 2016/2017. The result of the research indicated that the researcher 2 types of word order errors, which are syntactical distribution and sentence construction. In syntactical distribution errors, students did 7 from 14 representative most-occured data, it shows that students did not really pay attention on the head of noun phrase.The form of syntactical distribution errors can be occured when students are failed in placing auxiliary in the noun phrase distribution and misplacing verb phrase and participle in verb phrase distribution. Whereas, the second is word order errors in sentence construction. In this type of word order errors, the researcher found 3 categories, which are ommision of subject, ommision of predicate, and omission of object. This type of error showed students' unconsistency in making well-form sentence, it is seen from the frequency of errors which is 7 from 14 most-occured data. Hopefully, these findings would be beneficial to L2 learners of English to reduce errors in writing skills syntactically and to improve students' writing ability by having more practices.

Key words: Ommision, sentence construction, word class, word order, syntax

INTRODUCTION

English becomes an important language in Economic ASEAN Community era, there are many countries engaged this language as a main media of communication (Tiono & Sylvia, 2004), (Lubis et al., 2019), (Febriantini et al., 2021), (Setiawan et al., 2021), (Lestari et al., 2018), (Sanger et al., 2021), (Schrape, 2018). In Indonesia, English is taught as a foreign language then commiting errors becomes something usual (Chavez, 2000), (Wahyudin, 2015), (Ayu, 2020). Also in higher school of foreign language, eventhough they are common with English, they still commit errors. In the process of learning English, commiting errors is an usual thing, in addition he emphasized that writing ability is one of the most difficult and complicated language skill to be learned almost by the students in every level of education (Choi et al., 2015), (Ayu, 2020), (Yuliansyah & Ayu, 2021), (Yuliansyah & Ayu, 2021), (F. M. Sari, 2020), (Utami et al., 2020). One of the reasons makes writing becomes a difficulty is strongly professed that in English and many other languages, the arrangement of word is a vital factor in determining the meaning of a writing (Wahyudin, 2018), (Meliasari et al., 2018), (F. M. Sari & Putri, 2019), (Pustika, 2021), (Putri & Aminatun, 2021), (Handayani & Aminatun, 2020). It means that word

order becomes a factor that influential in creating good sentences (Meliasari et al., 2018), (Pranoto & Afrilita, 2019), (Damayanti & Subriadi, 2017), (van Eijck, Michiel; Hsu, Pei-Ling; Roth, 2009). A sentence has to have the word in order to make a sense and help us to understand the grammatical function of each constituent (Afrianto, 2017), (B. N. Sari & Gulö, 2019), (Oktavia & Suprayogi, 2021), (Widianingsih & Gulö, 2016). When students create a sentence, especially in English, they should use standard language of English, especially in word order (Kuswoyo, 2014), (Abidin, 2018).

LITERATURE REVIEW

When creating 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 (Fischer-Starcke, 2009). In many languages, including English, word order plays in important part in determining meaning expressed by user (KUSWOYO et al., 2013). Understanding of rules in English syntax becomes important thing to make a meaningful sentence. Most English sentences (clauses) conform to the SVO word order. This means that the Subject comes before the Verb, which comes before the Object. Examples:

- I (S) bought (V) a new computer (O).
- She (S) doesn't like (V) dogs (O).
- Why did you (S) do (V) that (O)?

METHOD

This research is a descriptive qualitative one based on the theories set forth by Linda Thomas (993) in her book *Beginning Syntax*. The aim of the research was only to simply analyze a word order errors in students writings made by the second language learners of English. Thus, the notion of difference between errors and mistakes was not addressed specifically in this research. It focuses more on the syntax and word order theory in its nature. The data sources were naturally written materials copied from 20 papers of fifth semester students' academic writings from academic presentation class in academic year 2016/2017 in STBA Teknokrat. The writings were about the students' argumentation text in social issues. The data will be analyzed five steps in EA research, such as first, collecting the data source copied; the researcher began to read and collect relevant data related to the errors the students made. Second, identifying the errrors; generalized the errors grammatically. Third, describing the errors; the researcher classified the data gathered into similar characteristics of error she had. Fourth, explaining the descriptions of errors at previous step; the researcher analyzed the data in order to formulate the findings. Fifth or the last, evaluating the data processed systematically, the researcher prepared to report the result in an analytical, descriptive-qualitative report.

RESULTS AND DISCUSSION

From the errors found, the researcher has analyzed the most occuring issues which cover about types of errors such as:
From this data, the researcher identified sentences errors related with word order either in constructing sentence or distributing words committed by students and the data is explained in the table below.

Word Order Errors in Syntactical Distribution

Language comes before grammar, which is only an attempt to describe a language. Knowing the grammar of a language does not mean you can speak or write it fluently, but it helps. Knowing the names for the various elements which make up language (the terminology) and the functions they perform (the parts of speech) also helps the researcher talks about syntactical distribution. Syntactical distribution is defined to only identify a complete word classes or part of speech in a sentence and to analyze the wrong orders of it. For further analysis, the researcher tried to look at part of speech diagram to make sure the validity of the word orders.

Based on the diagram by Skills Team, University of Hull (2014) , the researcher found word order errors in syntactical distribution based on part of speech or word class. The findings of word order error in syntactical distribution are presented below:

Noun Phrase Distribution

A phrase is a group of words that have a function in a sentence, but do not have a subject and verb. Whereas, noun phrase is a phrase that consists of a pronoun or noun with any number of associated modifiers, including adjectives, adjectives phrases, adjectives clause, possessive adjectives, adverbs, determiners, preposition phrases and other nouns in the possessive case. The simple structure of noun phrase word order is determiner + modifier + head noun (Fitriyani: 2013). From the quotation, the researche concludes that if the distribution of noun with any number of associated modifiers are not complete and well-formed in the right position, it means the students really did word order errors in noun phrase distribution.

Table 1. Noun Phrase Distribution

Datum	Error Sentence	Correct Sentence	Type of Errors
1	Next, we move to the topic about what are the dangers of drug if it is abused and consumed, especially for the substance methamphetamine	...what the dangers of drug are..	• Misordering noun phrase distribution (whQ + head + aux)
2	No matter what are our jobs, we are still the same.	...what our jobs are,...	• Misordering noun phrase rule (whQ + head + aux)
6	In this section, I will discuss about what is flood	..what flood is..	• Misordering noun phrase distribution (whQ + head + aux)

Taken from 3 representative data, students from 3 different writings did the same error in ordering the noun phrase, as Linda (1993) said earlier that the most meaningful part of a

noun phrase is the noun. It is the obligatory constituent and is the HEAD of a noun phrase. Here, students wrote a sentence as it is an interrogative sentence, in fact, they would explain the noun phrase one by adding WH question which the proper distribution should be (whQ + head + aux). On the other words, they did not pay attention on the head of the noun phrase.

Verb Phrase Distribution

This kind of word order error, resercher found that students have good understanding in order to put verb in right tenses since mostly student from this students level also take advanced grammar as the current grammar subject, but they only did not focus and was not consistent toward the grammatical errors they wrote.

Table 2. Verb Phrase Distribution

Datum	Error Sentence	Correct Sentence	Type of Errors
5	Korea had has the <u>most operations</u> per capita <u>since 2009</u>.	Korea has had..	• Misordering participle as predicate
7	Why it is called sexual violence against children?	Why is it called sexual violence againts children?	• Misordering the predicate in constructing a sentence as the rule of interrogative sentence= WH + Aux + NP/Adj +Question mark (?)

Word Order Errors in Sentence Construction

In previous explanation, it can be known that there were two kinds of error that consist of omission one of sentence constituent and wrong arrangement of the element of sentence. These errors are explained below.

Omission of Subject

In English grammar, a subject is one of the two main parts of a sentence. (The other main part is the predicate.) The subject is sometimes called the *naming part* of a sentence or clause. The subject usually appears *before* the predicate to show (a) what the sentence is about, or (b) who or what performs the action. As show below, the subject is commonly a noun, pronoun, or noun phrase. A subject may be one word or several words. (1) The subject may be just a single word: a noun or a pronoun. As presented above, here is the finding of the ommision of subject:

In datum 3 stated, "The impact that get more energetic than before because when people use it". This sentence demonstrates that the student had committed the omission error since the student ommitted the subject. Because of this omission, the sentence was out of order

and it did not make sense. So, make reference to previous sentence, the correct sentence is "The impact that people get more energy than before because when they use it". Also on the head of the noun phrase. In this datum, a student did not put any head of noun, he only explain the adjective as modifier without giving any object to modify. This occured on Table 3.

Table 3. Omission of subject on NP

Datum	Error Sentence	Correct Sentence	Type of Errors
	Nowadays, many declared in a newspaper or electronic media that broadcast about free association performed by students after they back to home from school.	...many declared news in...	• Omission of head (noun phrase distribution) modifier + head

3.2.2 Omission of predicate

A predicate is the completer of a sentence. The subject names the "do-er" or "be-er" of the sentence; the predicate does the rest of the work. A simple predicate consists of only a verb, verb string, or compound verb. A compound predicate consists of two (or more) such predicates connected. A complete predicate consists of the verb and all accompanying modifiers and other words that receive the action of transitive ver or complete its meaning. With an intransitive verb, objects and complements are included in the predicate. With a transitive verb, objects and object complements are said to be part of the predicate. With a linking verb, the subject is connected to a subject complement. As explained above, the researcher wanted to emphasize that if the existences of predicates are not complete, it is indicated word order errors in sentences construction.

Omission of predicate appears in "Why full day school should applied in Indonesia?". The students often ommit to be when they arrange a sentence that followed by modal + be (passive voice). So, the correct sentence is "Why full day school should be applied in Indonesia?".

Table 4. Omission of Predicate

Datum	Error Sentence	Correct Sentence	Type of Errors
	I will disscuss about how the government solve the problem,and what kind of punishment that will give to the teacher,and the impact of this case or problem to the student or the victim itself	The discussion will be about how the government solve the problem and what kind of..(NP)..and..(NP)..are	• Omission of aux *are* in Noun Phrase in the form of WH Question

CONCLUSION

After doing the analysis, the researcher found 2 types of word order errors, which are noun phrase distribution and sentence construction. The first is word order in syntactical distribution. In syntactical distribution, the researcher only identify a complete word classes in a sentence and to analyze the wrong orders of word classes. From the identification, she found syntactical distribution errors are in noun phrase and verb phrase. In noun phrase distribution errors, students did 3 from 14 representative most-occured data, it shows that students did not really pay attention on the head of noun phrase.The form of noun phrase distribution errors can be occured when students are failed in placing auxiliary in the noun phrase distribution.

The second is word order errors in sentence construction. In this type of word order errors, the researcher found 3 categories, which are ommision of subject, ommision of predicate, and ommision of object. This type of error showed students' unconsistency in making well-form sentence, even though most of students are in advanced grammar as their current grammar subject. As explained above, researcher can conclude that there is no inclination from both word order errors. For the next research, hopefully the researcher may continue the research by analyzing the same topic with the deeper discussion of the word order errors made by students in academic writings to make students, the readers, and (the researcher) can pay more attention to the words we used. In addition, the researcher really encourage the students who learn English language as their second language learning to learn word order because in writing academic or non-academic writing, we need tobe able in order to deliver our critical and analytical thinking through well-form sentences to prevent readers' misunderstandings.

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