

**AN ERROR ANALYSIS OF STUDENTS IN ARRANGING THE JUMBLE  
WORDS INTO THE CORRECT SENTENCES AT THE SECOND  
SEMESTER OF THE EIGHTH GRADE AT SMP N 31 BANDAR  
LAMPUNG IN ACADEMIC YEAR OF 2017/2018**



(A Thesis Proposal)

Submitted as a partial fulfillment of the requirements for S1-Degree

By

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**1439 H /2018 M**

## **ABSTRACT**

### **AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN ARRANGING THE JUMBLE WORDS INTO THE CORRECT SENTENCES AT THE SECOND SEMESTER OF THE EIGHTH GRADE AT SMPN 31 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018**

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Making error is the fundamental process in the students' learning. Teacher should pay attention to these problems in order to give correction and explanation to the students. Therefore, this thesis discussed an analysis of students' grammatical errors in arranging the jumble words into the correct sentences. The objective of this research is to find out the types of errors done by the students and to know the proportion (frequency and percentage) of errors made by the students.

The research is descriptive qualitative research. The subject of the research was the students at the second semester of the eighth grade of SMP N 31 Bandar Lampung in the academic year of 2017/2018, while the sample of 28 students. In data collecting technique, the writer used documentation of students' task. Then, the writer analyzed the students' errors in their sentences based on Surface Strategy Taxonomy, they are omission, addition, misformation, and misordering.

The result of this research showed that there are 84 errors made by the students which consist of omission, addition, misformation, and misordering. The highest percentage of the errors belong to misordering categorized (75,00%). The second percentage was omission categorized (16,67%). The third percentage was misformation categorized (4,76%). The last percentage was addition categorized (3,57%). It means that the most students' grammatical errors in arranging the jumble words into the correct sentences were misordering errors.

**Keyword:** *Error Analysis, Descriptive Qualitative, Jumble Words*



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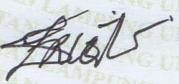
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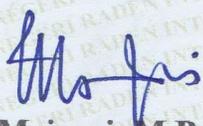
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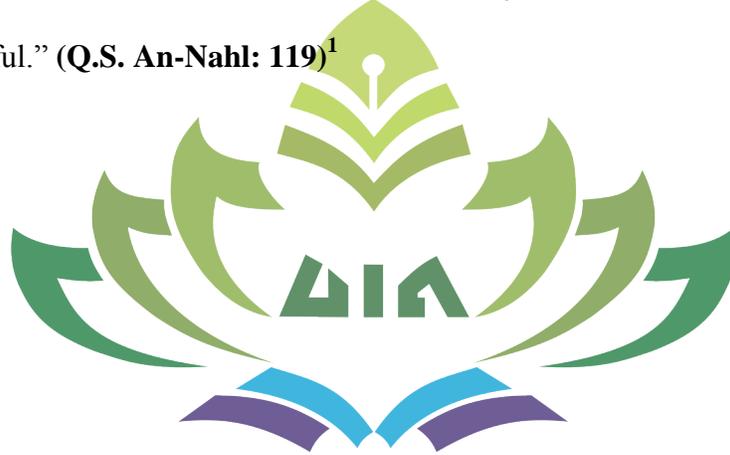
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## MOTTO

ثُمَّ إِنَّ رَبَّكَ لِلَّذِينَ عَمِلُوا السُّوءَ بِجَهْلَةٍ ثُمَّ تَابُوا مِنْهُ بَعْدَ ذَلِكَ وَأَصْلَحُوا إِنَّ رَبَّكَ مِنْ بَعْدِهَا لَغَفُورٌ رَحِيمٌ ﴿١١٩﴾

“Then indeed your Lord, to those who have done wrong out of ignorance and then report after that and correct themselves- indeed, your Lord. Therefore, is Forgiving and Merciful.” (Q.S. An-Nahl: 119)<sup>1</sup>



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<sup>11</sup> Abdullah Yusuf Ali, *The Holy Qur'an English Translation*, (Avaible [www.Qur'an4u.com](http://www.Qur'an4u.com)), February, 25<sup>th</sup> 2018

## **CURRICULUM VITAE**

The name of the writer is Novi Amilia. She was born on November 29<sup>th</sup>, 1995 in Bandar Lampung. She lives in Bandar Lampung. She is the first child of Mr. Arminsyah and Mrs. Eliana. She has two brothers. They are M.Reza Nanda Putra and Malzein Siddiq.

She started her formal education at Kindergarten of TK Dewi Sartika Bandar Lampung , and graduated in 2000. She continued her study to Elementary School of SDN 2 Sukabumi Bandar Lampung and graduated in 2006. Then, she continued her study to Junior High School of SMPN 24 Bandar Lampung and graduated in 2009. Having graduated, she continued her study to Senior High School at SMAN 12 Bandar Lampung and graduated in 2012. After finishing her study, she continued her education at UIN Raden Intan Lampung since 2013 then she decided to take S-1 in English education program of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.

## DEDICATION

From my deepest heart, I would like to dedicate this thesis to:

1. My beloved parents: Mr. Arminsyah and Mrs. Eliana who always pray and give me the support and spirit as well as wish for my success.
2. My beloved brothers who always give me support to finish my thesis.
3. My beloved Almamater UIN Raden Intan Lampung.



## **DECLARATION**

I hereby declare that paper entitled “An Analysis of Students’ Grammatical Errors in Arranging the Jumble Words into the correct sentences at SMPN 31 Bandar Lampung in the Second Semester of the Eighth Grade in the Academic Year 2017/2018” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



**Bandar Lampung,**

**2018**

**Declared By**

**Novi Amilia**

**1311040233**

## ACKNOWLEDGEMENT

Praise be to Allah, the Most Merciful and the Most Beneficent for the blessing and mercy given to the writer during her study and in completing this final project. The the best wishes and salutation be upon the great messenger prophet Muhammad peace be upon him.

The thesis entitled “An analysis of Students’ Grammatical Errors in arranging the jumble words into the correct sentences at SMPN 31 Bandar Lampung in the Second Semester of the Eighth Grade in the Academic Year of 2017/2018” is submitted as a compulsory fulfillment of the requirements for S-1 degree of English Study Program at Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.

The writer is fully aware that this thesis cannot to be finished without other people’s helps. Therefore, the writer would like to thank the following people for their ideas, time and guidance for this thesis:

1. Prof. H. Chairul Anwar, M. Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.
2. Meisuri, M. Pd, the Chairperson of English Education Study Program UIN Raden Intan Lampung.
3. Syofnidah Ifrianti M. Pd, advisor for her guidance and help to finish this final project.

4. M. Ridho Kholid M. Pd, co-advisor for his wonderful advice, guidance, dedication, correction and suggestion in finishing this thesis.
5. The English Department Lecturers in UIN Raden Intan Lampung.
6. Novrika S. Pd, the English Teacher of SMPN 31 Bandar Lampung for being helpful and giving suggestion during the research process.
7. My beloved best friends (Rulina, Triyana, and Shely ) for the best time in sadness and happiness.
8. All friends in F Class of 2013 of English Study Program (Sofi, Vera, Pita, Trio, Merlin, Melia Anissa, Refri, Anggi and Buana) for the best time and moment almost 4 years.
9. All friends in KKN 71 for the best time and moment for 40 days.
10. All friends in PPL, especially Tumirah, Mona Zahara, Pedral Ludin thanks for the crazy time.
11. Any other person who cannot be mentioned one by one for their any contribution to the researcher during finishing her thesis.

Finally, none is perfect and neither is this final project. Any correction, comments, and criticisms for the betterment of this final project are always whole heartedly welcome

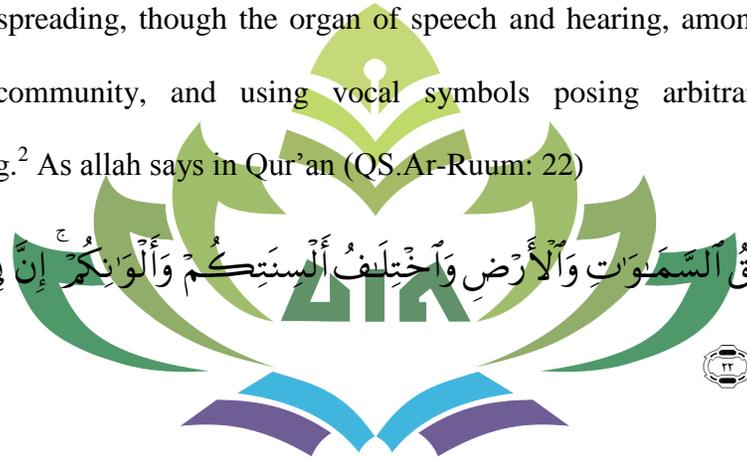
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## =CHAPTER I INTRODUCTION

### A. Background of the Problem

The function of Language is so important for human life. Language is used for communication. <sup>1</sup> Language as a means of communication is very important for human beings. Brown also defines language as a system of communication by sound, spreading, though the organ of speech and hearing, among members of a given community, and using vocal symbols posing arbitrary conventional meaning.<sup>2</sup> As allah says in Qur'an (QS.Ar-Ruum: 22)

  
وَمِنْ آيَاتِهِ ۚ خَلَقَ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتَلَفُ اللَّسَانِكُمْ وَأَلْوَانِكُمْ ۗ إِنَّ فِي ذَلِكَ  
لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

“And among his signs is the creation of the heaven and the earth, and the variations in your language and your colours, verily in that are sign for those who know”.<sup>3</sup> It means that all the people in this world have different languages as evidence the power of the God and we needed and communication each other. The

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<sup>1</sup>H.Douglas Brown, *Principles of Language Learning and Teaching 5<sup>th</sup> Edition*, (California: Longman, 2006), p.17

<sup>2</sup>H.Douglas Brown, *Principles of Language Learning and Teaching*, (New Jersey : Prentice-Hall,1980), p.77

<sup>3</sup>Yusuf Ali Abdullah, *The meaning of the Holly Al-Qur'an*,( Maryland: Amana Publication,2004), p.1013

definitions implies that human need language as a means of communication to express their ideas, feeling, and desires to other.

In our education system, English is known as one of many language in the world. Every country around the world becomes closer because of economic, culture, and social interaction. This is because English is an important international language which is used as a medium of communication by the most people in the world. Every human in the world always use language to communicate, give information, knowledge and express their idea and thought.

In mastering English, there are four skills namely listening, speaking, reading, and writing. In English also there are three language component, they are Pronunciation, Vocabulary and Grammar.<sup>4</sup> We should master them if we want to be able to use English for communication. The students should be given a lot of practice in using language because by having practices they are going to be more active and are able to speak or write English well.

If our students want to express themselves in speaking or writing, they need to know how to perform these functions. In other words how to use grammar and vocabulary to express certain meaning/purposes.<sup>5</sup> It means that in order to be able to write English well, the students should master vocabulary and grammar. Tenses

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<sup>4</sup>Ur,Penny, *A Course in Language Teaching Practice and Theory*,(Cambridge: Cambridge University Press,1991),p. 46

<sup>5</sup>Jeremy Harmer, *How to Teach Writing*,(London: Longman,2004),p. 15

are included in grammar and it has important role in communication especially in written form. It is the key in making good sentences. Without having enough grammar mastery, it will be difficult for the students to express their ideas, minds, or feelings in writing.

Although a knowledge of grammar will not on its own create writing skills, there is good reason to think that understanding the structure of sentences helps to increase sensitivity to some of the important factors that distinguish good writing from bad. It would be impossible to learn language effectively without knowing the grammar, because grammar helps learners to identify grammatical forms, which serve to enhance and sharpen the expression of meaning.

In learning language, grammar has important role that should be mastered by students. Because it is needed when they learn writing. The teachers are expected to have a good way to increase the students grammar especially in arranging the jumble words. Burton and Robert says, that sequences of words that can function as constituents in the structure of sentences.<sup>6</sup> Its means that one way to understand English sentences knows the sequences of words in a sentence.

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<sup>6</sup> Noel Burton and Robert, *Analysing Sentence*, ( New York: Longman, 1986), p 14

Jumble words mean words in disorder. It was derived from a word 'jumble' that means confused mixture. They had put in correct order become a meaningful sentence. Jumble words also mean a string of characters is given the task is to find all the meaningful sentences that can be created by rearrange its words. Summing up those definitions and elaboration above, jumble word is an activity of arrange the words into a correct sentences.

In this research, the researcher focuses on arranging words that jumbled into correct sentence which called by jumble words. The researcher chooses jumble words because it is fit to the students level, age, and material that are to be practiced and also simple to use. And because the researcher is really interested to know and find out the kind that make students get difficulty in arranging the jumble words into the correct sentences.

Based on preliminary research at SMPN 31 Bandar Lampung, the researcher interviewed with Mrs. Novrika,S.Pd as the English teacher of Eighth Grade students of SMPN 31 Bandar Lampung. She said that basically the students grammatical is low, especially in arranging the jumble words into the correct sentences. Her students still make errors in arrange the words, it happened because they lack of grammar. It could be seen from students' grammatical score. Analyze the students' grammatical error in arranging the jumble word is very important in learning English. It can be said that the correction the students' error can be

benefit as a feedback to teaching learning process. It can be used as a source of information for the English teacher.

From the data that researcher get from the English teacher of SMPN 31 Bandar Lampung, It can be concluded that the students' grammar mastery is still low. The students' grammatical score can be in the table below:

**Table 1**  
**The English Grammatical Score of Students SMPN 31 Bandar Lampung**  
**2017/2018.**

No	Score	Class						Total	Percentage
		VIII A	VIII B	VIII C	VIII D	VIII E	VIII F		
1	≥ 70	17	20	13	10	12	16	88	46%
2	<70	15	14	18	20	19	18	104	54%
<b>Total</b>		<b>32</b>	<b>34</b>	<b>31</b>	<b>30</b>	<b>31</b>	<b>34</b>	<b>192</b>	<b>100%</b>

*(Source: Document of the English Grammatical Score of Eighth grade of the Second Semester in the SMPN 31 Bandar Lampung)*

From the table above, the students who get difficult in grammar is 104 of 192 students. It means that students who felt difficult to understand grammar are 54%. And the students who got easily in grammar is 88 from 192 students with presentation 46% the table about the grammatical score of SMPN 31 Bandar Lampung.

There are some previous research about jumble words as follows : The study conducted by Yasminar Amaerita entitled : An Error Analysis On The Sixth Graders' Ability In Constructing Jumble Words Into Correct Sentences of SD Negeri 077278 Zari-Zari Kecamatan Sitolu Ori Kabupaten Nias Utara in the Academic Year of 2017/2018.<sup>7</sup> On this research discuss about kinds of errors are commonly done by the students in constructing jumble words, what error are often dominantly done by the students in constructing jumble words and why and how do the students do continuously. The research result of the analysis suggest that the dominant errors done by the students are lexical errors, the errors are rarely done by the students are grammar errors, and the students do the errors continuously because students not understanding the basic element of a sentence.

Secondly a research conducted by Faizah Sabardani, Entitled The Teachers' Use Of Jumbled Words In English Exercise To Students' Grammatical Mastery Of Writing At The Eighth Students Of Smp N 2 Candung . In this reserch discuss about the students perception about the teacher use of jumble words, Students grammatical mastery of jumble words writing as the effect of teacher teaching (Students ability to write affimative, negative, interrogative form simple present tense using jumble words). The result of the research is the students had positive perception on the use jumble words in english exercise of writing and the ability to

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<sup>7</sup>Yasminar Amaerita, An Error Analysis On The Sixth Graders' Ability In Constructing Jumble Words Into Correct Sentences of SD Negeri 077278 Zari-Zari Kecamatan Sitolu Ori Kabupaten Nias Utara. S1 Thesis,

write write affirmative, negative, interrogative form simple present tense using jumble words was moderate. There are affirmative 61.16%, negative 57.89%, interrogative 78.95%.

In contrast to previous studies, there were similarities in topic about jumble words. It can be concluded that are significant differences of previous studies to this research. The researcher only focused the type of error in arranging the jumble words into the correct sentences based on surface strategy taxonomy because based on preliminary research English teacher said that students have difficulty in arranging the jumble words into the correct sentences. In this case the researcher paid attention very much in grammar, especially in arranging the jumble words.

From interview with Mrs. Novrika, she said that the students' lack of practice in arranging the jumble word at home, they just practice with the teacher and their friends in the school. For them, English is not daily communication, so they tough that practice English are not important.

By using jumble words, students will increase grammar mastery, they will also be motivated and given the first expectation about the arranging the jumble words of sentences. With knowing what will be discussed about structure in the sentences, the students will be curious and have desire to arrange the sentences automatically. Jumble words will help students to identify structure of sentences by arranging the jumble words to be good sentences correctly.

Kaswan states in Okta Mahendra & Fenny Thresia , at the beginning of learning English, students will write a little. Those most involved copying the word or sentences.<sup>8</sup> It is a good idea to use copying activity by encouraging children to think. In this research, the researcher assumes that students' grammar has affection with arranging jumble words into good sentence ability. It is shown that the students will have good ability in arranging jumbled words if they have well grammar mastery.

Thus when we arranging the jumble words, sometimes we will find some errors namely: omission error, addition error, misformation error and misordering error. It is called omission error because there is characterized by the absence of an item or word that must appear in well-form utterance. While addition error happen when there is characterized by the presence of an item this must not appear in a well-formed utterance. It is called misformation errors because these errors are characterized by the incorrect form morpheme or structure. While misordering errors happen when these errors are characterized by incorrect placement of morpheme or a grow of morpheme or word in utterance.

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<sup>8</sup>Okta Mahendra & Fenny Thresia, *The Correlation Between Students' Grammar Mastery And Their Ability In Arranging Jumbled Words Into Good Sentence*(**Vivid Journal**, Vol.6, No.3, October-2016 English Education, Muhammadiyah University))

From the explanation above, the researcher interested in analysis on students' grammatical errors in arranging the jumble words into the correct sentences. Therefore the researcher conducted this research entitled: "An Error Analysis Of Students In Arranging The Jumble Words Into The Correct Sentences' At The Second Semester Of The Eighth Grade Of SMPN 31 Bandar Lampung 2017/2018 Academic Year". The researcher try to identify and analyze them based on Surface Strategy Taxonomy. In Arrange the words the researcher focus from 2 tenses, they are Simple Past Tense and Simple Future Tense. The tenses based on the syllabus that used at the eighth grade students of SMP N 31 Bandar Lampung.

### **B. Identification of Problem**

Based on the background above the researcher identified the problems as follows :

1. The Students' error in arranging the jumble words is low.
2. The Students' often make errors in arranging the jumble words.

### **C. Limitation of the Problem**

In this research, the researcher focused on an error analysis of students' in arranging the jumble words into the correct sentences. The researcher analyzed and identified the error based on Surface Strategy Taxonomy made by the students of the eight grade of SMP N 31 Bandar Lampung in the academic year of 2017/2018. This research focuses of 2 tenses there are Simple Past Tense and Simple Future Tense.

#### **D. Formulation of the Problem**

Some questions of this research are:

1. What are the types of error that the student made in arranging the jumble word into the correct sentences based on Surface Strategy Taxonomy ?
2. What are the proportions (frequency and percentage) of errors comitted by the students based on Surface Strategy Taxonomy?

#### **E. Objective of the Research**

The researcher formulates the objectives of the problem as follows :

1. To find out the types of errors that the student made in arranging the jumble word into the correct sentences based on Surface Strategy Taxonomy.
2. To find out the proportion (frequency and percentage) of errors committed that the students in arranging the jumble word into the correct sentences based on Surface Strategy Taxonomy.

## **F. Uses of the Research**

The uses of this research are as follows:

1. Theoretically, this research is expected to give information about grammatical errors in arranging the jumble words into the correct sentences, with the expectation that the students in the future can increase their capability.
2. Practically, this research is expected to inform English teacher about kinds of error, so the teacher can help their students in teaching learning grammar in arranging the jumble words into the correct sentences well.

## **G. Scope of the Research**

### **1. Subject of the Research**

The Subject of the research was the students at the second semester of the eight class at SMP Negeri 31 Bandar Lampung.

### **2. Object of the Research**

The object of the research was the students grammatical error in arranging the jumble words into the correct sentences.

### **3. Time of the Research**

The research was conducted at the second semester in 2017/2018

### **4. Place of the Research**

The research was conducted in SMP Negeri 31 Bandar Lampung.

## CHAPTER II

### FRAME OF THE THEORIES

#### A. Concept of Grammar

The word grammar has several meanings and there is no universally accepted definition. Different experts define the term grammar differently. There is no fixed definition of grammar. Scott Thornbury said that grammar is a description of the rules that govern how a language's sentences are formed.<sup>1</sup> In addition, grammar is a process for making a speaker's or writer's meaning clear when contextual information is lacking.<sup>2</sup> It means that with good grammar, people can understand the information meaning of material, and by grammar, people can combine the words and language into the larger units that are meaningful.

Grammar is one of the important elements of language in making a unity of English sentences that can not be separated from each other in a composition. The construction of those elements build sentences. The simple rules are called grammar. As Brown said that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.<sup>3</sup> While Thornbury says that grammar is partly the study of what forms (or structures) are possible in a language.<sup>4</sup> It means that grammar is fundamental to language. Without grammar, it does not exist. Understanding grammar

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<sup>1</sup>Scott Thornbury, *How to Teach Grammar*, (Longman:Edinburgh Gate, 1999), p. 1

<sup>2</sup>*Ibid*, p. 4

<sup>3</sup>H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, (Longman:New York, 2000), p. 362

<sup>4</sup>Scott Thornbury, *Op.Cit*, p. 1

is very important for students it is one of the elements in English material. By mastering grammar, students know how to use good rules in making composition as make a good sentence and understand what people think about everything either spoken or written form because without grammar the students will get difficulties in understanding the language.

Williams stated that grammar is the formal study of the structure of a language and describes how words fit together in meaningful constructions.<sup>5</sup> In other words, with grammar people can combine the words in their language into the larger units that are meaningful. People associate grammar with errors and correctness. But knowing about grammar also helps to understand what about sentence, clear paragraph, sentence or paragraph that interesting and precise. With grammar mastery students will be able to construct some words to be new sentence or utterances easily.

Literally, grammar is conventionally seen as study of the syntax and morphology of sentences. Put another way, it is the study of linguistic chains and slot. That is, it is the study both of the way words are chained together in a particular order, and also of what kinds of words can slot into any one link in the chain.<sup>6</sup> Based on the statements above those are clear that grammar is an important role in English, it is very important part to use language well written or oral. People cannot express their idea, feeling, and their opinion if the sentences are not well in structure.

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<sup>5</sup>James D. William, *The Teacher's Grammar*, (London :Lawrence Erlbaum Associates:,2005), p.2

<sup>6</sup>Scott Thornbury, *Op Cit*, p. 2

Moreover, Nunan states that grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language.<sup>7</sup> It means that grammar holds an important role in a language. It is the silver lining of language, the harmony of language, as it is the one that make language meaningful.

Furthermore, Hancock states that grammar is an intrinsic meaning maker of a language that rules in arranging a set of words in order to form meanings.<sup>8</sup> It means that grammar does not only explain how the utterances are formed, but also provides a tool to generate some possible structures that have never been used before, which might be useful for people who prefer to use the language in a creative way so that they can communicate easily.

Based on the explanation above, it can be summarized that grammar is the component of language that has rules to help the learners produce the words, so by learning grammar the students are able to understand the language and they can construct some new words to be new sentence correctly.

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<sup>7</sup>David Nunan, *Second Language Teaching & Learning* (Massachusetts: Heinle&Heinle Publisher, 1999), p. 97

<sup>8</sup>Craig Hancock, *Meaning-Centered Grammar: An Introductory Text* (London: Equinox publishing Ltd, 2005), p. 6

## B. Kinds of Grammar

### a. Part of Speech

To be able to construct sentences in English, we should understand parts of speech in English. Understanding parts of speech will help learners to create sentences with the correct words put at the correct position hence avoid making ungrammatical sentences. According to Diane Larsen, in grammar book these are the parts of speech. There are: Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction, Interjection.<sup>9</sup>

#### 1. Nouns

Definition of a noun is as you have seen-a noun is the name of a person, place, or thing.

#### 2. Pronouns

Pronouns refer to or replace nouns and noun phrases within a text or as direct reference to an outside situation..

#### 3. Adjectives

The definition of adjective is that it describes or denotes the qualities of someone or something. Adjective commonly occur between a determiner and a noun, or after be or other linking verbs, although they can also follow a noun.

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<sup>9</sup> Diane Larsen, *The Grammar Book: Form, Meaning, and Use for English Language Teachers* (Canada: Nelson Education, 2015), p.19

#### 4. Verbs

The national, or semantic, definition of a verb is that it is a word that denotes an action or state of being.

#### 5. Adverbs

Adverbs modify verbs and contribute meanings of various sorts to sentences.

#### 6. Prepositions

Prepositions connect words to other parts of a sentence and have a close relationship with the word that follows, which is usually a noun.

#### 7. Conjunctions

Conjunction are words that join. There are coordinating conjunctions, such as and, but, and or, which join “like” constituents.<sup>10</sup>

#### 8. Articles

A, an, and the that are used with noun to indicate that they are definite or indefinite articles.

### C. Concept of Error Analysis

In learning and using a foreign language, one of the most inhibiting factors is the fear of making mistakes and errors. Both error and mistake have similar meaning, but they have difference in language. It is important to differentiate between error and

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<sup>10</sup> *Ibid*, p.23

mistake. Otherwise, some of people are still misunderstanding about the definition of them. There are some definitions from experts that define both error and mistake.

Making of errors is a sign that students have not yet mastered the rules of the language being learned. To cope with this problem, one of the strategies widely used by linguist is error analysis. Taylor states error analysis is the study and evaluation of uncertainty in measurement.<sup>11</sup> It implies that error has a positive role in language learning since it is the sign that a language learner does not learn the rules of the tagert language effectively. In the simple word, error analysis has an important role in determining the suitable remedial and effective teaching learning strategy as well as it can be used as a guideline to minimize the errors.

Error analysis is study or an effort to observe, analyze, and classify the students' errors. It also expresses that the teacher will guide the students to avoid errors, both the studenrs and the teacher need to study hard. So, it will be very useful for the language teacher to have an error analysis. This is emphasized by Brown that error analysis is the fact that learners do make errors, and those errors can be observed, analyzed, and classified to reveal something of the system operating within the learners, led to surge of study of learners' error.<sup>12</sup> Error analysis can keep us too closely focused on specific language rather than viewing universal aspects of

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<sup>11</sup>John R.Taylor, *An Introduction To Error Analysis: The Study Of Uncertaintiesin Physical Measurement* (2<sup>nd</sup>Ed) (Colorado: University Science Book, 1997), p.3

<sup>12</sup>H. Douglass Brown, *Op. Cit*, p.218

language.<sup>13</sup> In this case, the students' error gives benefit such as error tells the teacher how far the students have progressed to reach the goals, errors provide evidences of how language is learned and what strategies the learners are employing and the students to learn can use error.

As Erdogan emphasizes that error analysis deals with the learners' performance in terms of the cognitive process. They use of recognizing or coding the input to receive the target language. Therefore, a primary focus of error analysis is on the evidence that learners' error provide with an understanding of the underlying process of second language acquisition.<sup>14</sup> While Corder points out that error analysis is part of methodology of the psycholinguistic process of language learning.<sup>15</sup> Similarly, error analysis is a process based on analysis of learners' error in their process of second or foreign language learning.

Furthermore, Khansir defines error analysis is a type of linguistic analysis that focuses on the errors learners make.<sup>16</sup> By establishing error analysis in learning process, teachers are able to examine students' problem. James argues that error analysis is the process of determining the incidence, nature, causes and consequences

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<sup>13</sup>*Ibid*, p.219

<sup>14</sup>Vacide Erdogan, *Contribution Of Error Analysis To Foreign Language Teaching*, Journal of The Faculty Of Education Mersin University, Vol.1, Issue 2, pp.261-270, December 2005, p.262

<sup>15</sup>S.P Corder, *Error Analysis And Interlanguage* (New York: Oxford University Press, 1981),p. 35

<sup>16</sup>Ali Akbar Khansir, *Error Analysis And Second Language Acquisition*, Journal Of Theory And Practice In Language Studies, vol. 2, no.5, pp.1027-1032, May 2012, p. 1029

of unsuccessful language.<sup>17</sup> It seems that the use of error analysis is such a tool that investigates student's learning process in acquiring second language by identifying, describing, analyzing, and explaining the learner's error.

From the explanation above, it can be inferred that error analysis is a study that focuses on the errors learners make. Moreover, error analysis is one of the most useful techniques that focus on the errors that learners commit whether in their written or spoken discourse. By identifying what is exactly lacking in the learners' competence, error analysis brings the problem areas to the attention of teachers, syllabus designers and textbook writers, and suggests remedial action to overcome the mismatch between knowledge of the learner and the demand of the situation.

#### **D. Concept of Error and Mistake**

Human learning is fundamentally a process that involves the making of mistake and error, for instance, if the students learning English always make some mistake and some error. So, the students must try to correct them by asking the other person who is master English well to analyze the error.

In learning and teaching languages, error have the important role. By knowing the error, the students can learn their errors and they can do better in the future. For the teacher it can be used to improve the way of teaching if it is needed. In order to

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<sup>17</sup>Carl James, *Errors in Language Learning and use: Exploring error analysis* (London: Longman, 1998), p.1

analyze learner's error in a proper perspective, it is crucial to make a distinction between mistake and error.

In agreement with Keshavarz, errors are considered to be systematic, governed by rule, and appear because a learner's knowledge of the rules of the target language is incomplete.<sup>18</sup> Therefore, error is wrong response because the students to the learner do not have knowledge about what the right answer is. If students make mistake, it means the students have wrong response thought about it and they would realize what the right answer is.

Dulay says that error are the flawed side of the learner speech or writing and they deviate from some selected norm of mature language performance.<sup>19</sup> Brown explain that distinction between error and mistake clearly. He states that a mistake refers to a performance error that is either a random guess or a "slip", in that is failure to utilize a known system correctly. But an error noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner.<sup>20</sup>

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<sup>18</sup>Mohammad Hossein Keshavarz, *Constructive Analysis & Error Analysis* (New Ed) (Tehran: Rahnama Press,2011), p.60

<sup>19</sup>Heidy Dulay,*Language Two*,( New York :Oxford University Press:,1982),p. 138

<sup>20</sup>H.Douglas Brown, *Principles Of Language Learning And Teaching* (5<sup>th</sup> ed) (United State of America, 2007), p.226

Furthermore, Crystal states that errors are assumed to reflect in a systematic way, the level of competence achieved by learner, they are constructed with “mistake”, which are performance limitations that learner would be able to correct.<sup>21</sup> Mistake are of no significance to the process of language learning.<sup>22</sup> It can be inferred that a mistake is made by learner because he does not apply the rules that he actually knows, in other words, a mistake is a non systematic deviation from the norms of the language.

Confirming to Keshavarz, in contrast to errors, mistakes are random deviations, unrelated to any system, and instead representing the same types of performance mistakes that might occur in the speech or writing of native speakers.<sup>23</sup> Unlike error, mistake is related to language performance. The learners have known the correct rules, but they are unable to perform their competence.

Mistakes can be caused by slip of the tongue and physical condition, such as fatigue, lack of attention, and strong emotion. Mistake can be known by the learners because it refers to language performance but the learners can correct themselves. In making mistake generally one-time-only events. If students make mistake, it means the students have wrong response thought about it and they will realize what the the right answer is.

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<sup>21</sup>David Crystal, *Dictionary of Linguistics And Phonetics*,( USA : Blackwell Publishing ,2008), p.173

<sup>22</sup>Jack C.Richards, *Error Analysis: Prespective on Second Language Acquisition*,(London: Longman,1984), p.25

<sup>23</sup>Mohammad Hossein Keshavarz, *Op.Cit*,p. 61

From the statement above, the learners cannot know error because they do not know that they have done something wrong. It caused by the lack knowledge of language, the learners cannot correct by themselves and they need explanation about it. It refers to language competence that shows learners' ability in using language. The different is learners can know mistake because it refers to language performance but the learners can correct themselves. It is the result of imperfection in producing speech. The learners know about the rules to make good sentences but condition make they do error.

An error is generally something that is repeated more than once by the students. However, a mistake is something that is done once by accident. For example, when learning a language, students can make an error because they do not understand the grammar, than an error is repeated in other times. Whereas, the students who have understand the grammar but state a wrong thing it is called mistake, they understand it but they make a mistake.

We must collect all of the wrong sentences before we analyze it. This first job to do is identifying those errors. But practically we cannot always tell the difference between error and mistake without careful analysis. Sometimes, if one or two occasions, an English learner states "*Fia came to my house lastnight*", but on the other occasion says "*Fia came to house my lastnight*". It is difficult to determine it is a mistake or an error. But in this case, the researcher does not want to difference them.

Furthermore, Dulay said that the distinction performance error (mistake) and competence of error (error) is extremely important but it is often difficult to determine the nature of deviation without careful analysis. In order to facilitate reference to deviations that have not yet been classified as performance or competence errors, we do not restrict the term "error" to competence based deviations. We use to refer to any deviation from a selected norm of language performance, no matter what the characteristics or causes of the deviation might be.<sup>24</sup>

In this research practically the researcher uses the idea proposed by dulay, as the basis of determining the deviation made by the subject, any deviation would be considered as an error.

### **E. Sources of Error**

According to Brown, there are several causes of errors:

#### **1. Inter-lingual transfer**

The beginning stages of learning a second language are characterized by a good deal of interlingual transfer from the native language, or interference. It is a phenomenon in which native language influences the target language, so the learner produces erroneous utterance. Inter-lingual transfer is cause of error from transferring knowledge or grammar into the target language. It means

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<sup>24</sup>Dullay.et.al, *Op.Cit*,p.139

the native language interference the target language in terms of patterns, system or rules.<sup>25</sup>

## 2. Intra-lingual transfer

Intra-lingual transfer refers to errors caused by the lack competence of the language being learnt target language.<sup>26</sup> Intra-lingual transfer is phenomenon in which the learner make errors because of overgeneralization in target language is caused by the grammatical rules of the target language itself as the result of adequate knowledge of the learners in the target language.

## 3. Context of learning

A third major source of error, although it overlaps both types of transfer, it is the context of learning. It refers to the classroom context the teacher or the textbook or even because of a pattern that was rottenly memorized on a drill but not properly contextualized.<sup>27</sup>

## 4. Communication Strategies

Communication Strategies were defined and related to learning styles. Learners obviously use production strategies in order to enhance gettin their

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<sup>25</sup>H.Douglass Brown, *Op.Cit*, p.224

<sup>26</sup>*Ibid*

<sup>27</sup>*Ibid*, p. 226

messages across, but at times these techniques can themselves become a source of error.<sup>28</sup>

## F. Classification of Error Analysis

Dulay et al present the most useful and commonly used bases for the descriptive classification of errors.<sup>29</sup> To classify the types of errors, Dulay says, there are four classification of error namely Linguistic Category Taxonomy, Surface Strategy Taxonomy, Comparative Taxonomy, Communicative Effect Taxonomy.<sup>30</sup> From the four taxonomies, one of them employed in the present study.

### 1. Linguistic Category Taxonomy

Dulay explain linguistic category taxonomy classify error according to either or both the language component include phonology (pronunciation), syntax and morphology (grammar), semantics and lexion (meaning and vocabulary), and discouse (style). Constituents include the elements that comprise each language component.

### 2. Surface Strategy Taxonomy

The Surface Strategy Taxonomy is classification system “based on the ways in which the learner’s erroneous version is different from the presumed target

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<sup>28</sup>*Ibid* p. 223-227

<sup>29</sup>Dulay et al, *Readings on Applied Linguistics* (Surakarta: Muhammadiyah University, 2009), p.144

<sup>30</sup>Dulay et al, *Language Two*, (New York: Oxford University Press, 1982), p.140

version". It highlights the ways the surface structures deviate. By using Surface Strategy Taxonomy the error classification can give a clear description about cognitive process that underlie the learner's reconstruction of the new language or language being learned.

### 3. Comparative Taxonomy

The classification of errors in comparative taxonomy is based on comparison between structures of second language errors and certain other types of construction. If we are to use comparative taxonomy to classify the errors of an Indonesia learning English, we might compare the structure of the student's errors reported for children acquiring English as a first language.

### 4. Communicative Effect Taxonomy

This type taxonomy classifies errors based on "the perspective of their effect on the listener or reader". It deals much with distinguishing between errors that seem to cause miscommunication and those that do not.<sup>31</sup> Research on this matter has shown that errors that reflect the overall organization of the sentence usually do not hinder communication.

In this research, the researcher used Surface Strategy Taxonomy based on Dulay's explanation. The researcher analyzed and classified the students error based on the Surface Strategy Taxonomy since this taxonomy focused on aspect on the error them

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<sup>31</sup>*Ibid*, pp.140-189

selves and it emphasizes on analysis the ways surface structure are changed. Therefore, Surface Strategy Taxonomy is described further below.

### G. Concept of Surface Strategy Taxonomy

In this research, the researcher used the classification of errors by Dulay to describe the students errors. Dulay defines that Surface Strategy Taxonomy as a classification of language errors based on how the surfaces are altered as follows: The definition of surface strategy taxonomy is explained that surface taxonomy highlight the ways surface strategy structures are altered: learners may *omit* necessary items or *add* unnecessary ones; they may *misform* items or *misorder* them.<sup>32</sup> Thus there are four types or errors based on the surface strategy including, omission, addition, misformation and misordering plus one category (blends) by James.

In this classification, there are four kinds of error, that are:

#### 1. Omission Errors

Omission errors are characterized by the absence of an item that must appear in a well formed utterance.<sup>33</sup> This statement can be implied that omission error happened in missing particular morpheme or word in well-form of the sentence.

*Example:*

- Mary president new company.

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<sup>32</sup>*Ibid*, p. 150

<sup>33</sup>*Ibid*, p. 154

It should be; Mary is the president of the new company.

## 2. Addition errors

Addition errors are characterized by presence of an item, which must not appear in well formed utterance. Addition errors usually occur in the late stages of L<sub>2</sub> acquisition, when the learner has already acquired some target language rules. In fact, addition errors result from the all-too-Faithfull use of certain rules. This infers that addition error happened in presenting item of morpheme or word that must not be present in well form of the sentence.

There are 3 types of addition;

### a. Double Markings

Double markings are characterized by many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic constructions, but not in others.

Example;

- He doesn't eats.
- **Is this is** a cow?

### b. Regularization

Regularization typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns.

Example;

- She **eated** an apple yesterday.

- The **mouses** died after eat the fish.

c. Simple Addition

Simple addition error is an error that does not belong to double marking.

Example;

- The fishes **doesn't** live in the water.
- We stay **in over** there.

### 3. Misformation Errors

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. This implied that misformation error appears when the learners misform, either, morpheme, word or structure in well utterance and the sentence.

There are 3 types of misformation;

a. Regularizations Error

Regularization is an item in which a regular marker is used an irregular one.

Example;

- The girl asks the boy what **he** should paint.
- They just **childs**.

b. Archi-forms

Archi-forms are selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition.

Example;

- **Me** so hungry.
- **That** Dog.

c. Alternating Forms

In this type of error, the learners know a lot more about various members of a class of words and the different usages among them. However this fact sometimes confuses him/her to which one to use.

Example;

- They have **gave** it *and* I **seen** her yesterday.

**4. Misordering Errors**

Misordering errors are characterized by the incorrect placements of a morpheme or word in an utterance.<sup>34</sup> Thus, misordering error appears when the learners misplace the word, morpheme or group of morphemes in the sentence.

*Example:*

- *What Daddy **is** doing?*
- *He is **all the time** late.*

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<sup>34</sup>*Ibid.* pp. 156-162

## 5. Blends

There is one more category of surface strategy taxonomy and it is called Blends. It is written by Carl James in his book but the researcher just focus on the four categories above because they are common in research. Blends are the combination between two alternative grammatical forms. The students are unaware that two sentences have been blended. They did not know that the two parts cannot be combined or blended. Thus, the sentence had an ungrammatical blend.<sup>35</sup>



## H. Procedures of Error Analysis

In conducting error analysis, several procedures are required to conduct the research correctly. Here, James provide us to analyzing the learner's errors with the following steps:

### 1. Error Detection

In detecting errors, James states that one thing required is the ability to spot the errors, and it is usually easier to spot errors of other people than our own errors. In this first step, we use sentence as our unit of analysis, and use our knowledge to detect it.

### 2. Locating Errors

After detecting the error, we locate the errors. We have to be also thorough in locating errors, because some errors may happen in every sentence. Some errors can

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<sup>35</sup>Carl James, *Errors in Language Learning and Use* (New York: Longman, 1998), p. 111

be diffused throughout the sentence or the whole text. The errors will appear only after the whole text is carefully examined. Thus, we have to be careful to locate the errors.

### **3. Errors Description**

In describing learners' errors, the system used must have two essential characteristics. First, the system must be well-developed and highly elaborated because many errors made by beginners are remarkably complex. The second, the learners' errors are described is that it should be as simple, self-explanatory and easily learnable as possible.<sup>36</sup> There are three main purposes of describing learner's errors. The first is to make learner's errors explicit. The next is that error description is the prerequisite for counting errors. And the last purposes is to create categories.



### **4. Error Classification**

Error classification is the fourth major step in the error analysis procedure then, after error detection, error location and error description. We must decide people's errors by classifying the types of each error. Error classification is important for people who committed errors.

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<sup>36</sup> *Ibid*, p.95

## 5. Error count

Counting error is the last step to do in error analysis procedure. The analyst counts the errors made by the students.<sup>37</sup>

### I. Concept of Sentence

Sentence consists of words, which has the unity and meaning. According to Kane, sentence may be described as a word or group of words standing by itself, that is. Beginning with a capital letter and ending with a period, question mark, or exclamation point.<sup>38</sup> Sentence is group of words that express a statement, questions and so on. It means that sentences can help reader to identify subject, verb and clause connectors and improves their ability to comprehend author's meaning.

Knap and watkins describes that a sentence is a group of words that makes complete sense. It is marked in writing beginning with a capital letter and ending with a full stop.<sup>39</sup> As we known a complete sentence consists of a subject and a predicate, but a sentence is a full predication containing a subject, a predicate, and a finite verb.

Traditionally grammar defines a sentence is one of two ways. By meaning sentence is a "complete thought". Such a definition is inadequate, however, because of the vagueness of the term "complete thought". By function a sentence consist of a subject and predicate. This definition is more satisfactory because it is actually possible to

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<sup>37</sup>Carl James, *Errors in Language Teaching and Use* (New York : Longman, 1998), PP. 91-114

<sup>38</sup>Thomas S Kane, *The Oxford Essential Guide to Writing*,( New York :Barkley,2000) p.152

<sup>39</sup>Peter Knapp and Megan Watkins, *Genre Text And Grammar* (Sydney: UNSW Press Book, 2005), p.63

identify the structural functions of subject and predicate in a sentences. A sentence is a full predication containing a subject plus a predicate with a finite verb.<sup>40</sup>

From the statements, it can be concluded that sentence is a group of words that we use to communicate in writing or in speech and express a complete thought. Sentence are generally classified in two ways, by types and by the number of formal predications.<sup>41</sup> A complete sentence consists a subject, a predicate as the verb that expresses a thought in the form of a statement, question, instruction, or exclamation and starts with a capital letter and ending with a full stop.

### 1. Classification of Sentences by Types

#### a. Declarative Sentences (Statements)

In a declarative sentence the subject and predicate have normal word order.

The sentence ends with a period in writing and a drop in pitch in speech.

Examples : The child ate his dinner.

The rain just stopped

#### b. Interrogative Sentences (Questions)

In an Interrogative sentence the subject and auxiliary are often reversed.

The sentence ends with a question mark or interrogation in writing.

Examples : Did you child eat his dinner ?

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<sup>40</sup>Marcella Frank, *Modern English a Practical Reference Guide*,(Hall.Inc Englewood Cliffs:New Jersey,1972),p 220

<sup>41</sup>*Ibid*,p. 220

Are you a teacher ?

c. Imperative Sentences (Commands, Requests)

In an imperative sentence, only the predicate is expressed. The simple form of the verb is used, regardless of person or tense. The imperative sentence ends with a period in writing and a drop in pitch in speech. There are two kinds of imperative, do and don't.

Examples : Go straight ahead and then turn left.

Do open the door.

Don't eat my dinner

d. Exclamatory Sentence (Exclamation)

As a sentence begins with an exclamatory phrase consisting of what or how plus a part of the predicate. In writing, the exclamatory sentence ends with an exclamation mark (or, exclamation point).

Examples : what a good day!

How cute the cat is!

## 2. Classification of Sentences by Number of Full Predications

This classification is based on the number and kind of clauses within a sentence. Marcella Frank states that there are four kinds of sentence in English. To know what actually each kind of sentence are, some examples are given as follows :

a. Simple Sentence

Simple sentence is sentence which has only one full predication ( one subject and one predicate) in the form of an independent clause. A simple sentence may include an embedded clause or one or more phrases.<sup>42</sup> It means that a simple sentence has the most basic elements that make a sentence: a subject, a verb, and a completed.

For examples : My sister reads the magazine

The manager comes late today

b. Compound Sentence

Compound sentences are such sentence which have two or more full predication in the form of independent clauses. In compound sentences there are two or more clauses that are coordinated or linked in such a ways as to give each equal status as statment.<sup>43</sup> Compound sentences can be joined in three ways. (a) by coordinating conjunction, such as and, or, nor, but, for, so, and yet. (b) by sentence connector such as furthermore, however, otherwise, and therefore, and (c) by punctuation alone ( semicolon, colon, and comma).

For examples : He enjoyed the film, but he did not like he actor.

She was sick, therefore she did not go to school.

Andre speaks English; he doesnot speak Spanish.

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<sup>42</sup>Peter Knapp and Megan Watkins,*Loc. Cit.*

<sup>43</sup> *Ibid*, p. 64

c. Complex sentence

Complex sentence is type of sentence that consist of one independent clause and two or more dependent clause. Complex sentence consists of one main clause and one or more subordinate clauses. A subordinate clause refers to a clause that is providing a separate piece of information to the main clause but is dependent on the main caluse to make sense.<sup>44</sup>

For examples :

He doesn't pass the exam, eventhough he has studied well.

We cannot see the house anymore after tornado damaged it.

d. Compound-Complex Sentence

Compound-Complex Sentence is type of sentence that contains two or more independent clauses and one or more dependent clauses.<sup>45</sup>

For Examples:

- The man bought a guitar and he gave it to his son although he knew his son couldnot play it.
- While I was playing guitar last night, Rina came to my house and she brought me food for dinner.

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<sup>44</sup>*Ibid*, p. 65

<sup>45</sup>Marcella Frank, *Op. Cit*, p.223

## J. Concept of Jumble Words

In English, more than in most order languages, word order is important. The reason is that most English words do not have distinctive endings to show they are used in this sentence. Words in a sentence are like building blocks. They can be moved into different positions to change the way the sentence looks and sounds. The statement indicate that words order is important in writing a sentence to understand a sentence clearly. To know word order in sentence, firstly the students have to know the sentence structure. Syntax or sentence, structure just means the way you put your words together to make sentences.<sup>46</sup>

Students often make mistake in putting words into a sentence. Kaswan states in Okta Mahendra & Fenny Thresia , at the beginning of learning English, students will write a little. Those most involved copying the word or sentences.<sup>47</sup> Jumble words is one of puzzle game technique that divides a sentence to be some words or phrases randomly while students are asked to arrange the words to bring the sentence back.<sup>48</sup> A sentence can be understood clearly if the words are arranged in good order.

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<sup>46</sup>Kate Grenvile, *Writing From Start to Finish*, (Allen and Uwin: South Australia,2001), p.110

<sup>47</sup>Okta Mahendra & Fenny Thresia, *The Correlation Between Students' Grammar Mastery And Their Ability In Arranging Jumbled Words Into Good Sentence*(**Vivid Journal**, Vol.6,No.3,October-2016 English Education,Muhammadiyah University)

<sup>48</sup>Bungsudi & Eva Faliyanti, *The Comparison Of Using Jumble Words And Word Order Techniques Toward Students' Grammar Mastery*,(**Vivid Journal**, Vol.6,No.3,October-2016 English Education,Muhammadiyah University)

jumble words is one task for the students in rearrange of the reordering words and mix things together in confusing words into correct sentences.<sup>49</sup> Jumble words mean words in disorder. It was derived from a word 'jumble' that means confuses mixture. They had put in correct order become a meaningful sentence. Jumble words also mean a string of characters is given the task to find all the meaningful sentences that can be created by rearrange its words.

To have a good understanding of English grammar, the structure of sentences and paragraph. In this case, students need to rearrange the parts of a sentence into a meaningful sentence or the sentences into a meaningful paragraph. A sentence consist of words or phrases arranged logically and semantically correct. Similar to sentence, a paragraph consists of sentences connected logically, grammatically and semantically accepted.

The researcher gets a point of view that jumble words is a word puzzle that gives students a group of scrambled words and requires students to unscramble them to make a correct sentence which correlate to the text and also to motivate the students interest of the text itself. In this research, the students are hoped able to rearrange the words of the sentence correctly.

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<sup>49</sup> Adzanil\_Prima, *The Teachers use of jumbled words in English exercise to students grammatical mastery of writing at the eight students of smp n 2 candung*, (online), available on [www.academia.edu/1146791/THE\\_TEACHERS\\_JUMBLED\\_WORDS\\_IN\\_ENGLISH\\_EXERCISE\\_TO\\_STUDENTS\\_GRAMMATICAL\\_MASTERY\\_OF\\_WRITING\\_AT\\_THE\\_EIGHTH\\_STUDENTS\\_OF\\_SMPN\\_2\\_CANDUNG](http://www.academia.edu/1146791/THE_TEACHERS_JUMBLED_WORDS_IN_ENGLISH_EXERCISE_TO_STUDENTS_GRAMMATICAL_MASTERY_OF_WRITING_AT_THE_EIGHTH_STUDENTS_OF_SMPN_2_CANDUNG) Adzanil\_Prima. Accessed on 20/10/2017 at 05.09pm

Based on the explanation above, we can conclude that arrange the jumble words is action to put and design the word in to a good arrangement to make a sentence with right structure. Summing up those definitions and elaborations above, jumble word is an activity of arrange the words into good to be a meaningful sentence.



## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

In this research, the researcher used descriptive qualitative research. Qualitative research is the research that involves analyzing and interpreting texts and interviews in order to discover meaningful patterns descriptive of a particular phenomenon.<sup>1</sup> In addition Arikunto said that Descriptive research is to describe the situation or status of Phenomena.<sup>2</sup> In this research, the researcher used descriptive qualitative research to gain description of status of phenomena that appear in the current situation. It means that the researcher come to field to obtain the information about students errors, to write, to describe them, then analyze her finding based on the surface strategy taxonomy.

Setiyadi states that “qualitative research is research that produces descriptive data in form or written words or oral from the subject and its behavior that can be observed, therefore the goal is an individual understanding and its background completely”.<sup>3</sup> It means that this research is qualitative, because the researcher produced descriptive data. By the qualitative research, the researcher focused the research on analyzing the

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<sup>1</sup>Carl F.Auerbach, Louise B. Silverstein, *An Introduction to Coding and Analysis: Qualitative Data*,(New York: New York University Press, 2003), p.1

<sup>2</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Pragmatik*, (Jakarta: Rineka Cipta ,2013), p. 209

<sup>3</sup>Ag. Bambang Setiyadi, *Metode Penelitian dan Pengajaran Bahasa Asing* (Yogyakarta: Graha Ilmu, 2006) p. 219

students error in arranging the jumble word into the correct sentences at the second semester of eight grade of SMPN 31 Bandar Lampung.

In this research, the researcher analyzed and described the students' errors in arranging the jumble words into the correct sentences. The researcher paid attention to the errors, identified and classified them in their categories. The description in this research is about an error analysis of students in arranging the jumble word into the correct sentences based on Surface Strategy Taxonomy.

### **B. Research Subject**

The subject of this research were students at the second semester of the eight grade of SMPN 31 Bandar Lampung 2017/2018 academic year. In taking the sample of the research, the researcher used purposive sampling technique. Arikunto states, purposive sampling technique is a sampling technique which is done because some causes such as the researcher has particular purpose towards the sample, limited time and funding.<sup>4</sup>

Moreover, based on Lodico, the goal of purposive sampling technique is not to obtain a large and representative sample; the goal is to select persons, places, or things that can provide the richest and most detailed information to help us answer our research question.<sup>5</sup> The researcher considered to take the sample is that the students can give the researcher much information about the students' grammatical errors. The

<sup>4</sup>Suharsimi Arikunto, *Prosedur Penelitian* (Yogyakarta: Rineka Cipta, 2013), p. 183

<sup>5</sup>Marguerite G. Lodico, *Methods in Educational Research: From Theory to Practice* (San Fransisco: Jossey Bass, 2010), p.140

researcher took the sample based on the information from the teacher in order to get the sample properly.

Sample is several or represents of population of research.<sup>6</sup> The sample of this research is class VIII D that contains 30 students. From the six classes that had score under KKM, class VIII D had lowest score among all the eight class. And based on the information from the teacher that it class have difficulties in learning about grammar and they has the lower score than other class. Then, in this research the researcher chose the class that has lowest score to be analyze. It is expected that this class can represent all of the population and gives a valid data for this research. So, the researcher chose this class as the sample and the object for analysis of student errors in arranging the jumble words.

### **C. The Data Collecting Techniques**

The next step is to choose the data collection technique. The most common data collection technique used in qualitative research are; observation , interview, and documentation. In collecting the data, the researcher used a documentation In order to know students' errors in arranging the jumble word into the correct sentences, the researcher used documentation to collect the data.

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<sup>6</sup>Sugiyono, *Metode Penelitian Pendidikan Kualitatif, Kuantitatif, dan R&D*, (Bandung: Alfabeta, 2013), p.81

Collecting personal documents can provide a researcher with a rich source of information. For example, consider a study that used journals prepared by several women.

An important source for learning about women in superintendent positions is for them to keep a personal journal or diary of their experiences. A researcher asked three women superintendents to keep a diary for 6 months and record their reactions to being a woman in their capacity of conducting official meetings comprised primarily of men.

From the example above, Creswell asks the subject of the research to do something. He asked them to keep personal journals that were useful for learning about the working lives of women in educational settings. It provides him with a source of information.<sup>7</sup> Based on the statement above in order to know students' errors in arranging the jumble words, the researcher used documentation to collect the data. In this research, the documentation was taken from the students' writing task that can provide her with a rich source of information.

Arikunto says that documentation derived from the word document means written object.<sup>8</sup> It means the documentation data can be found in the written record of the subject. Thus, the source of analyzing the data in this research through documentation is taken from the students' writing task that are written by the students at the second

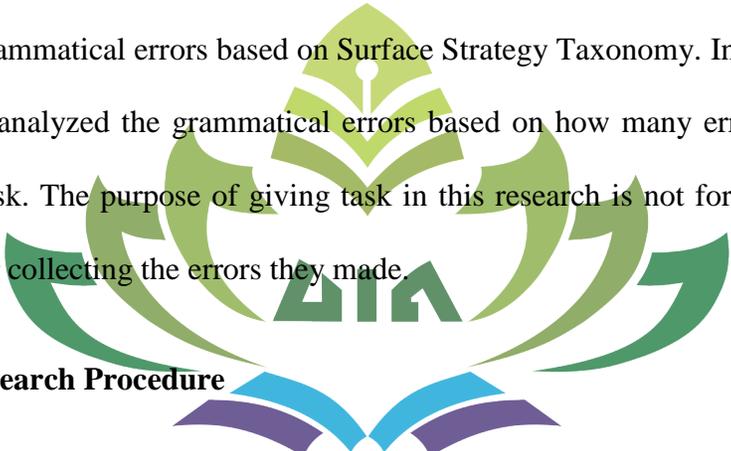
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<sup>7</sup>John W. Creswell, *Educational Research Planning, Conducting and Evaluating Qualitative and Quantitative Research*, 3<sup>rd</sup> Edition, (New Jersey; Pearson Education, 2008), p.231

<sup>8</sup> Suharsimi Arikunto, *Op.Cit*, p. 201

semester of the eight grades at SMP N 31 Bandar Lampung in academic years of 2017/2018.

In writing task, the students should arrange the jumble word based on form area simple sentence in the form of affirmative sentence (simple past tense and simple future tense). The researcher gave students 60 minutes to arranging the words on the paper, there are 10 questions including 5 question of simple past tense and 5 question of simple future tense. From the result of the task, the researcher analyzed the students grammatical errors based on Surface Strategy Taxonomy. In this research the researcher analyzed the grammatical errors based on how many error their made in students task. The purpose of giving task in this research is not for scoring students task but for collecting the errors they made.



#### **D. Research Procedure**

The researcher used the procedures of collecting data as follows:

1. The researcher formulating the research problems or question and determining the focus of the research. The focus is an analysis of students in arranging the jumble words into the correct sentence.
2. The researcher determining the subject of the research is the students of the eighth grade of SMP N 31 Bandar Lampung by purposive sample technique.
3. The researcher preparing the instruments of the data collecting technique consist of writing task.

4. The researcher collecting the data and documenting the data through writing task.
5. The researcher classifying the data.

In this step, the researcher categorize the students' grammatical errors especially in arranging the jumble words based on Surface Strategy Taxonomy. They are: omission, addition, misformation, and misordering. But in this research only focus in misordering.

6. The researcher evaluating, analyzing, and calculating the percentage of the errors made by students in arranging the jumble words into the correct sentence.
7. The researcher made report of the result from data analysis in the research.

#### **E. Trustworthiness of the Data**

Trustworthiness is demonstration that the evidence for the result reported is sound and when the argument made based on the result is strong.

This qualitative research uses some methodologies to keep the validity of the data in order to have more accurate conclusion. To make the data valid, triangulation is employed. According to Setiyadi, triangulation is the combination of two methods or more in collecting the data about the attitude of the subject of the research, because the attitude of human being is quite complex, the use of single method in collecting the qualitative data is often considered not enough.<sup>9</sup>

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<sup>9</sup> Ag Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing* (Yogyakarta, Graha Ilmu, 2006), p. 246

The usefulness of triangulation is to enrich the data and or make more accurate conclusions. In qualitative research, the triangulation is important because if the researcher wants to get the conclusion, the researcher should have strong data.

There are 6 kinds of triangulation, there are:<sup>10</sup>

- a. Triangulation of time. Triangulation of time has two forms, there are:
  1. Cross-sectional triangulation is data collection carried out in the same time with the different group.
  2. Longitudinal triangulation is data collection carried out from the same group with different time.
- b. Triangulation of place. In triangulation of place to make the data collection more accurate, it can be done using different place for similar data.
- c. Triangulation of theory, in triangulation of theory, data collection is collected based on different theory or by analyzing the same data with different theory.
- d. Triangulation of method, in triangulation of method the researcher use different method for collecting similar data.
- e. Researcher triangulation. In research triangulation, for collecting the same data it is done by some people/several researchers.
- f. Triangulation of methodology. In triangulation of methodology, the data collected from the same learning process with different approach, namely qualitative and quantitative so the researcher collect the both of data from those approach.

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<sup>10</sup> *Ibid.* p. 246-247

In this research, the researcher used researcher triangulation. In research triangulation, for collecting the same data it is done by some people/several researchers. It means that the results of research either in the form of data or conclusions was check by other researchers and done by holding a discussion or involving some researchers who have sufficient knowledge.

The judgments of other researcher are carried out in order to achieve the dependability of the data analysis of students' errors in arranging the jumble words into the correct sentences. The data analysis discussed and consulted with other researcher. This research study is also consulted by them in order to confirm the data. By applying this technique, the researcher expects the results of this research have strong data and accurate conclusion.

#### **F. Data Analysis**

Sugiono states that data analysis is the process of systematically searching and arranging the interview, transcript field notes, and other materials that you accumulate to increase your own understanding of them and enable you to present what you have discovered to others.<sup>11</sup> To analyze the data of the students' grammatical errors, the researcher used steps of the analyzing data as follows:

1. The researcher collecting the data from the students' work.

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<sup>11</sup> Sugiyono, *Op Cit*, p. 244

The researcher collects the students' writing task to be analyzed according to Dulay's theory.

2. The researcher identifying the students' errors by underlining the errors item.
3. Identifying the students' errors in arranging the jumble words into the correct sentences. To find the errors, the researcher read the students' writing task and identifying the students errors by using code: (O) omission, (A) addition, (MF) misformation, (MO) misordering.

4. The researcher classifying the student's errors.

After identifying and divided the data, the classify the error based on Surface Strategy Taxonomy.

5. Calculating the percentage each of the errors type. To get the percentage of them, the researcher uses the following formula.

According to Sudjiono, the formula is:

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

Explanation:

P = Percentage of students' errors

F = Total number of students' errors

N = Total number of students' sentences<sup>12</sup>

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<sup>12</sup>Annas Sudjiono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2008), p. 43

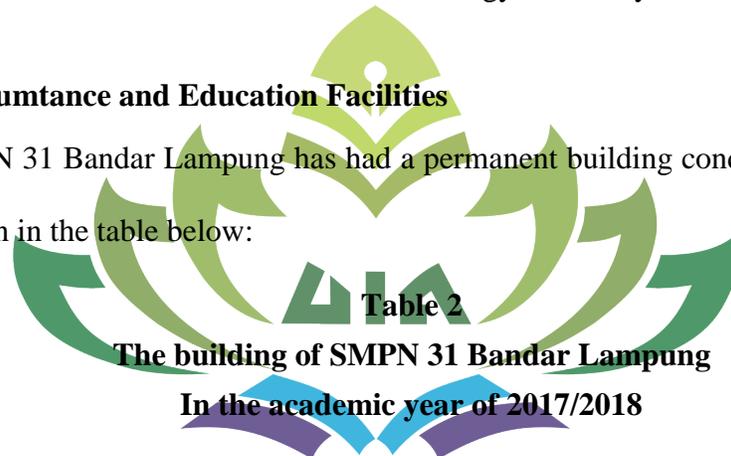
**CHAPTER IV**  
**RESULT AND DISCUSSION**

**A. The Description of SMPN 31 Bandar Lampung**

The research was conducted in SMPN 31 Bandar Lampung which is located on Jl. Alimudin Umar No.108Kec. Sukabumi, Bandar Lampung. In this research, the writer took the eighth grade students to analyze their errors in arranging the jumble words into the correct sentences based on surface strategy taxonomy.

**1. Circumstance and Education Facilities**

SMPN 31 Bandar Lampung has had a permanent building condition. The details can be seen in the table below:



<b>NO.</b>	<b>The Name of Room</b>	<b>Total</b>	<b>Broad</b>	<b>Condition</b>
<b>1</b>	The headmaster room	1	60m <sup>2</sup>	Good
<b>2</b>	The co-headmaster room (Curriculum, Students, and Equipment)	3	55m <sup>2</sup>	Good
<b>3</b>	Administration room	1	90m <sup>2</sup>	Good
<b>4</b>	Conseling room	1	45m <sup>2</sup>	Good
<b>5</b>	Classes		180m <sup>2</sup>	Good
<b>6</b>	Teachers room	1	200m <sup>2</sup>	Good
<b>7</b>	Library	1	100m <sup>2</sup>	Good

<b>8</b>	Computer lab	1	180m <sup>2</sup>	Good
<b>9</b>	Language lab	1	180m <sup>2</sup>	Good
<b>10</b>	UKS room	1	45m <sup>2</sup>	Good
<b>11</b>	Pramuka room	1	45m <sup>2</sup>	Good
<b>12</b>	Security room	1	180m <sup>2</sup>	Good
<b>13</b>	Office staff room	1	96m <sup>2</sup>	Good
<b>14</b>	Bathroom	4	24m <sup>2</sup>	Good

*Source: Documentation of SMPN 31 Bandar Lampung*

Based on table above, it can be concluded that SMP N 31 Bandar Lampung has some facilities to support teaching and learning.

## **2. Teacher and Staff of SMPN 31 Bandar Lampung**

The conditions of the teacher and staff of SMPN 31 Bandar Lampung in 2017/2018 Academic Year. It can be seen in the table:

**Table 3**  
**Situation of the Teacher and Staff of**  
**SMPN 31 Bandar Lampung in the Academic Year 2017/2018**

<b>No.</b>	<b>Official Statement</b>	<b>Number</b>
1.	Headmaster	1
2.	PNS (Teacher)	17
3.	Honorary (Teacher)	20
4.	PNS (Official)	5
5.	Honorary (Official)	10
Total		53

*Source: documentation of SMPN 31 Bandar Lampung in the Academic Year 2017/2018*

### 3. Students of SMPN 31 Bandar Lampung

The conditions of the Students at SMPN 31 Bandar Lampung in 2017/2018 Academic Year. It can be seen in the table:

**Table 4**  
**Situation the Students of**  
**SMPN 31 Bandar Lampung in the Academic Year 2017/2018**

No	Students Class	$\Sigma$ Students
1	VII	282
2	VIII	192
3	IX	348

*Source: documentation of SMPN 31 Bandar Lampung in the Academic Year 2017/2018*

### B. Result of the Research

The main instrument of this research was documentation. The data were gained from the students' writing task. In collecting data, the writer asked the eighth grade students of SMPN 31 Bandar Lampung to arrange the jumble words into the correct sentences consists 2tenses (simple past tense and simple future tense) .The numbers of the eighth grade students were 30, but 2 students were absent.

The data were 280 sentences analyzed based on Surface Strategy Taxonomy. Having checked the students' writing task in arranging the jumble words into the correct sentences, it was found that there were 63 items of misordering errors, 14 items of omission errors, 4 items of misformation errors, and 3 item of addition errors. The total number of errors are 84 items. Below are presented several examples of apparent errors made by the students in arranging the jumble words into the correct sentences.

### C. Types Of Students Grammatical Errors In Arranging The Jumble Words Into The Correct Sentences

#### 1. Omission Errors

Omission error is characterized by the absence of an item (word) required in a well-formed utterance. In this research omission errors committed by the students were 14 errors. The following data were presented as examples of the error did by the students. Therefore, the whole of data omission errors can be seen in Appendix 5:

**Table 5**  
**Examples of Students Omission Errors**

No	The Student's Errors	Explanation	Correction
1	We arrive at lampung tomorow	The letter "r" should be added in word "tomorrow"	We arrive at Lampung tomorrow
2	I bought book yeterdai	The letter "a" should be added after subject "I"	I bought a book yeterdai

3	Adit repair the car next week	The word “will” should be added after subject “Adit”	Adit will repair the car next week
4	She will come to party tonight	The word “the” should be added after preposition “to”	She will come to the party tonight
5	We will arrive Lampung tomorrow	The word “at” should be added after verb “arrive”	We will arrive at Lampung tomorrow
6	I loveyou yesterday	The letter “d” should be added in word “love”	I loved you yesterday
7	They will visit the zo tomorrow	The letter “o” should be added in word “zo”	They will visit the zoo tomorrow
8	We will arive at Lampung tomorrow	The letter “r” should be added in word “arive”	We will arrive at Lampung tomorrow

## 2. Addition Errors

Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance. In this research, addition errors committed by the students are 3 errors. The following data were presented as examples of the error did by the students. Therefore, the whole of data addition errors can be seen in Appendix 5:

**Table 6**  
**Examples of Students Addition Errors**

No	The Student's Errors	Explanation	Correction
1	Dino went to Bali last month.	Addition of letter "u". It should be omitted	Dino went to Bali last month.
2	We will arrive at Lampung tomorrow	Addition of letter "m". It should be omitted	We will arrive at Lampung tomorrow
3	They will visit the zoo tomorrow	Addition of letter "m". It should be omitted	They will visit the zoo tomorrow

### 3. Misformation Error

Misformation errors are characterized by the use of the wrong morpheme or structure. In this research misformation errors committed by the students are 4 errors. The following data were presented as examples of the error did by the students. Therefore, the whole of data misformation errors can be seen in Appendix 5:

**Table 7**  
**Examples of Students Misformation Error**

No	The Student's Errors	Explanation	Correction
1	I love you yesterday	The word "love" should be replaced by "loved"	I loved you yesterday
2	Fia come to my house last night	The word "come" should be replaced by "came"	Fia came to my house last night
3	They send a book last week.	The word "send" should be replaced by "sent"	They sent a book last week.

#### 4. Misordering Error

Misordering error is characterized by the incorrect placement of a morpheme or a group of morpheme in an utterance. In this item, the student did misorder in their sentences. In this research misordering errors committed by the students are 63 error. The following data was presented several examples of the error did by the students. Therefore, the whole of data misordering errors can be seen in Appendix 5:

**Table 8**  
**Examples of Students Misordering Error**

No	The Student's Errors	Explanation	Correction
1	They a book sent last week	Incorrect placement of verb "sent" should be placed after subject "they"	They sent a book last week
2	Fia to my house came last night	Incorrect placement of verb "came" should be placed after subject "Fia"	Fia came to my house last night.
3	Dino Bali went to last month.	Incorrect placement of object "Bali" should be placed after verb "went to"	Dino went to Bali last month.
4	Fia came to house my last night.	Incorrect placement of possessive "my" should be placed after verb "came"	Fia came to my house last night.

5	I a book bought yesterday.	Incorrect placement of verb“ bought” should be placed after subject “I”	I bought a book yesterday.
6	She will tonight come to the party.	Incorrect placement of adverbials of time “Tonight” should be placed after object “party”	She will come to the party tonight.
7	We arrive will at Lampung tomorrow	Incorrect placement of “will” should be placed after subject “we”	We will arrive at Lampung tomorrow.
8	Budi will the task finish tonight.	Incorrect placement of verb“finish” should be placed after object “task”	Budi will finish the task tonight.
9	Adit will repair car the next week.	Incorrect placement of articles “the” should be placed verb “repair”	Adit will repair the car next week.
10	They will the zoo visit tomorrow.	Incorrect placement of verb“visit” should be placed after “will”	They will visit the zoo tomorrow.
11	Budi finish will the task tonight	Incorrect placement of “will” should be placed after subject “Budi”	Budi will finish the task tonight.
12	We will at Lampung arrive tomorrow	Incorrect placement of verb “arrive” should be placed after “will”	We will arrive at Lampung tomorrow.
13	Dino to went Bali last	Incorrect placement of	Dino went to Bali

	month.	verb “went” should be placed after subject “Dino”	last month.
14	Fia to came my house last night.	Incorrect placement of preposition “to” should be placed after verb “came”	Fia came to my house last night.
15	They a sent book last week	Incorrect placement of article “a” should be placed before object “book”	They sent a book last week
16	Adit will the car repair next week.	Incorrect placement of verb “repair” should be placed after “will”	Adit will repair the car next week.
17	They will visit zoo the tomorrow.	Incorrect placement of article “the” should be placed before noun “zoo”	They will visit the zoo tomorrow.
18	She will come party to the tonight.	Incorrect placement of object “party” should be placed after article “the”	She will come to the party tonight.

**Table 9**  
**The Classification Of Errors Committed By Each Students**

Sample Number of Students	Types of Error				$\Sigma$ Errors
	O	A	MF	MO	
S1	1	-	-	3	4
S2	-	-	-	2	2
S3	1	-	-	1	2
S4	-	-	-	-	0
S5	3	-	-	5	8
S6	-	-	-	-	0
S7	-	-	-	-	0
S8	1	-	-	3	4
S9	-	-	-	-	0
S10	2	-	-	2	4
S11	1	-	1	2	4
S12	-	-	-	-	0
S13	-	-	1	1	2
S14	-	2	-	1	3
S15	-	-	-	2	2

<b>S16</b>	-	-	-	<b>1</b>	<b>1</b>
<b>S17</b>	<b>1</b>	-	-	<b>4</b>	<b>5</b>
<b>S18</b>	-	-	-	-	<b>0</b>
<b>S19</b>	-	-	-	<b>4</b>	<b>4</b>
<b>S20</b>	-	-	-	<b>5</b>	<b>5</b>
<b>S21</b>	-	-	-	<b>6</b>	<b>6</b>
<b>S22</b>	-	-	-	-	<b>0</b>
<b>S23</b>	<b>1</b>	-	-	<b>2</b>	<b>3</b>
<b>S24</b>	-	-	-	<b>5</b>	<b>5</b>
<b>S25</b>	-	-	-	-	<b>0</b>
<b>S26</b>	-	-	<b>1</b>	-	<b>1</b>
<b>S27</b>	-	-	-	<b>1</b>	<b>1</b>
<b>S28</b>	-	-	-	<b>7</b>	<b>7</b>
<b>S29</b>	<b>2</b>	-	-	<b>6</b>	<b>8</b>
<b>S30</b>	<b>1</b>	<b>1</b>	<b>1</b>	-	<b>3</b>
<b>∑ Errors</b>	<b>14</b>	<b>3</b>	<b>4</b>	<b>63</b>	<b>84</b>

*Source : Data Analysis*

Explanation :

O : Omission

A : Addition

MF : Misformation

MO : Misordering

#### **D. The Percentage of Students' Grammatical Errors In Arranging The Jumble Words Into The Correct Sentences**

After obtaining the data from the students' task, the writer identified the errors and classified them based on surface strategy taxonomy. They are: omission, addition, misformation, and misordering. Then classifying the types of errors and determined the frequency of them. The total numbers of errors are 84 items. Based on the result of the research above, the highest error made by the students is misordering errors the following table is the frequency of the students' errors based on the writing task.

The calculation of the percentage of the error types, the formula is:

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

Explanation:

P = Percentage of students' errors

F = Total number types of students' errors

N = Total number of students' sentences errors

It was found that were 84 items error with details as follows:

**a. Omission Error**

$$P = \frac{14}{84} \times 100\%$$

$$= 16,67 \%$$

The percentage of omission error is 16,67 %

**b. Addition Error**

$$P = \frac{3}{84} \times 100\%$$

$$= 3,57 \%$$

The percentage of addition error is 3,57 %

**c. Misformation Error**

$$P = \frac{4}{84} \times 100\%$$

$$= 4,76 \%$$

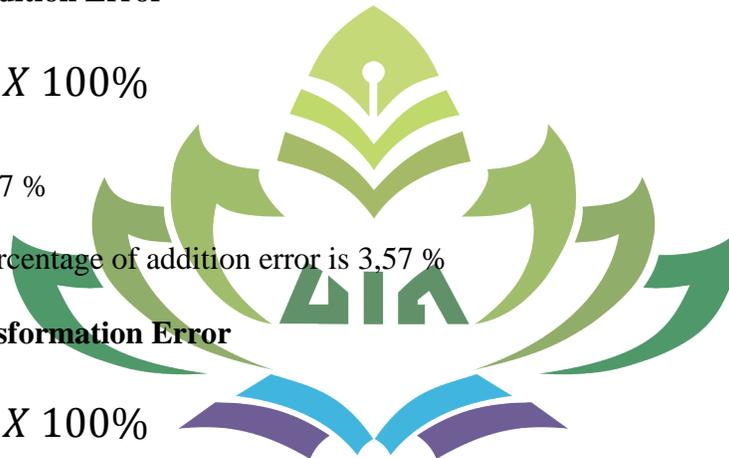
The percentage of misformation error is 4,76 %

**d. Misordering Error**

$$P = \frac{63}{84} \times 100\%$$

$$= 75,00 \%$$

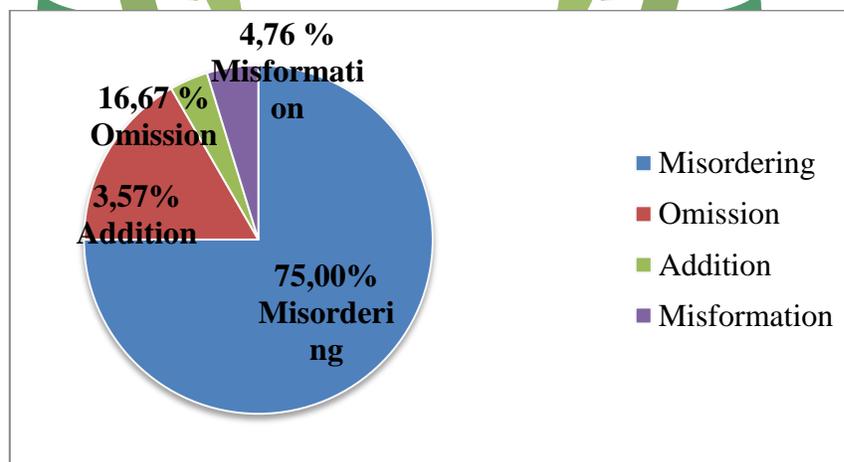
The percentage of misordering error is 75,00 %



**Table 10**  
**The Percentage of Students' Errors**

No.	Types of Errors	Total
1.	Misordering	75,00%
2.	Omission	16,67 %
3.	Misformation	4,76%
4.	Addition	3,57%
<b>Total</b>		<b>100%</b>

The proportions of errors based on Surface Strategy Taxonomy can be described in following figure:



**Figure 1**

**The Proportions Of Errors Made By Students That Most Dominant In Arranging The Jumble Words Into The Correct Sentences Based On Surface Strategy Taxonomy At SMPN 31 Bandar Lampung In The Second Semester Of The Eighth Grade In The Academic Year 2017/2018**

Based on the result of the research, the writer found that the highest frequency of error made by students based on Surface Strategy Taxonomy is Misordering with 75,00%, the secondlargest percentage is Omission with 16,67%, the third is Misformation with 4,76%, and thelast is Addition with 3,57%.From the percentage can be concluded that the most problems cause of the students' errors are the students still had problem to write affirmative form using jumble words and they did not know about the structure of tenses.

### **E. Discussion of Finding**

After collecting the data,the writer analyzed 28 data from eight grade students at SMP N 31 Bandar Lampung which contain error in arranging the jumble words into the correct senetnces. Based on the finding of this research, it could be concluded that the students produced four types of error, there are: omission, addition, misformation, and misordering. It supported by Dulay, who classifies error into omission, addition, misformation, and misordering.<sup>1</sup> Furthermore, James states that error divided into five types based on Surface Strategy Taxonomy, there are omission, addition, misformation,misordering, and blends.<sup>2</sup> Based on some theories above, it can be concluded that it is possible for students to make some errors. In this research the writer analyzed the students' errors consist four subtypes, they are omission, addition, misformation, and misordering by Dulays' theory.

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<sup>1</sup>Heidi Dulay, *Language Two*,( New York: Oxford University press), P.146

<sup>2</sup>Carl James, *Error in Language Learning and Use; Exploring Error Analysis*, (London and New York: Addition Wesley Longman Limited,1998), p.1

From the result of the research, the writer found that the students produced some types of error, there were: omission 16,67%, addition 3,57%, misformation 4,76% and misordering 75,00%. It can be concluded that the highest error made by the students based on surface strategy taxonomy is misordering with 63 item (75,00%) and the lowest error happened in addition (3,57%).

According to Dulay, misordering error is characteristic by incorrect placement of a morpheme or a group morpheme or word utterance. In this type the students made error 63 items (75,00%). The example of misordering : Adit will the car repair next week, and Dino Bali went to last month. In this case the students made errors because they do not understand how to placing structure of tenses (verb,object, adverbials etc correctly).

The students committed many errors not only in misordering but also omission errors 14 item (16,67%). As we know omission error is characterized by the absence of an item in a well-formed utterance. The example of omission: We arrive at lampung tomorrow and I bought book yesterday. In this case, the students still has problem, the students might forgot to put letter or words in their sentence. The writer also found misformation error (4,76%) in this research. The example of Misformation: Fia come to my house last night and They send a book last week. Misformation error occur because the learner uses the wrong form of the morpheme or structure.

The last errors made by the students are addition (3,57%). Addition error are characterized by the percent of an item which must not appear in well-formed utterance. The example of addition: Dino went to Bali last mounth and We will arrive at Lampung tommorrow. The students made addition errors because they might think that those item should be in the sentence and . Therefore the result of the research shows that misordering errors are the highest error made by the students.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The objectives of this research were to find out the types of errors, frequency and percentage of errors made by students in arranging the jumble words into the correct sentences based on Surface Strategy Taxonomy at the second semester of the eighth grade of SMP N 31 Bandar Lampung in the academic year of 2017/2018.

Based on the result of data analysis the writer has made out the conclusion about the students' errors in arranging the jumble words in to the correct sentences as follows:

1. The types of errors that the students made are omission, addition, misformation, and misordering.
2. The total numbers of errors committed by the students were 84. Here the proportion (frequency and percentage) based on Surface Strategy Taxonomy.
  - a. The number of omission error were 14 items, and the percentage is 16,67%
  - b. The number of addition error were 3 items, and the percentage is 3,57%
  - c. The number of misformation error were 4 items, and the percentage is 4,76%

- d. The number of omission error were 63 items, and the percentage is 75,00%

## **B. Suggestion**

Based on conclusion above, the writer tries to give suggestion as follows:

### **1. For the English teacher**

The teacher should inform these kinds of errors to students. The teacher should give further practice about sentences and give example to arrange the jumble words which are easily remembered by the students. It is better if the teachers use more English in learning and teaching process so the students will be more familiar with English.

### **2. For the Students**

The students should be more active in learning English. The students should pay more attention in every particular material in learning English, especially in arranging the jumble words, and remember the grammatical pattern and rules. So, the students can improve their English ability and reduce the error in arranging the jumble words into the correct sentences.

### 3. For other Researcher

It is necessary to the other researcher to conduct further research with the same object and different perspective in other grammatical pattern of English because many students have lack of grammar. Then, the writer recommended to concern about grammar.



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## Appendix 1

### Interview in Preliminary Research

1. Apakah murid yang miss ajarkan sudah mengenal jumble words?
2. Teses apa yang sedang dipelajari di semester 2 ini miss ?
3. Bagaimana pendapat anda tentang penggunaan jumble words?
4. Bagaimana pendapat anda tentang pemahaman grammar siswa dengan menggunakan jumble words?
5. Bagaimana pendapat anda tentang kesulitan dalam pemahaman grammar siswa dengan menggunakan jumble words?
6. Menurut miss apa kelebihan menggunakan jumble words terhadap kemampuan grammar siswa?

**1. Teacher :** Ya tentu saja. Jumble words sudah sering saya ajarkan, saya sering memberikannya sebagai latihan dan PR dirumah. Tetapi saya tidak mengajarkannya sebagai materi. Jumble words sebenarnya sebagai pemahaman grammar buat siswa, dimana siswa disuruh untuk menyusun kata acak sehingga membuat mereka berfikir untuk menentukan pola kalimat dengan benar. Apalagi jumble words juga berhubungan dengan tenses pastinya, tapi kan kita tau kalo tenses juga tidak secara langsung diajarkan. Jadi biasanya jumble words dibahas ketika kita mempelajari tentang descriptive text atau recount text contohnya, dimana latihannya berupa jumble words.

**2. Teacher :** kalo tenses kan seperti yang saya katakan tadi tidak ada pelajaran/materinya tapi kalo tenses disemester dua ini yang sedang dipelajari atau dipakai adalah simple past tense dan simple future tense, itu yang sedang saya ajari kesiswa.

**3. Teacher :** Jumbled words itu adalah latihan acak kata yang mana sering digunakan dalam pembelajaran bahasa pada siswa SMP. Jumbled words juga strategy/teknik menulis yang tertera dalam kurikulum pendidikan bahasa inggris, saya sering menggunakan ini untuk latihan menulis pelajar.

Jumbled words sangat penting dalam latihan bahasa menulis dalam pendidikan bahasa Inggris, selain strategi ini di rekomendasikan oleh pemerintah melalui kurikulum yang kami gunakan, jumbled words juga sangat membantu siswa dalam menentukan pola kalimat.

4. **Teacher** : Jumbled words cukup membantu siswa di berbagai aspek yang tercakup dalam grammar. Jumbled words sangat penting terutama dalam menulis, dengan latihan menulis siswa akan dengan sendirinya mengerti grammar. Jumbled words bisa membantu siswa dalam memahami grammar, sehingga siswa bisa mengetahui susunan kalimat yang benar.
5. **Teacher** : Siswa sering kali menemukan kesulitan di dalam grammar. Mereka merasa bingung atau tidak tahu dalam menentukan grammar apa yang harus digunakan. Karena ketidaktahuan tentang jenis tenses yang ada membuat mereka sulit dalam memahami grammar. Siswa terkadang kurang mengerti menempatkan subjek, kata kerja dan objek disebuah kalimat. Dalam menyusun jumbled words siswa sering terbalik menulis antara subjek dengan objek.
6. **Teacher** : Tentu ada. Penggunaan jumbled words memang sangat penting dalam grammar, karena dengan mengetahui grammar yang benar maka siswa bisa membuat kalimat yang benar. Dengan menyusun jumbled words siswa bisa mengetahui apakah mereka sudah mengerti dengan cara membuat kalimat. Dengan menggunakan jumbled words sangat membantu pemahaman grammar siswa, dengan menyusun kata-kata jumbled words siswa dapat mengetahui grammar apa yang harus digunakan dalam membuat sebuah kalimat. Jumbled words bisa meningkatkan kemampuan menulis siswa sehingga siswa bisa dengan mudah membuat kalimat bahasa Inggris

## Appendix 2

### Data of Sample

No	Name	Class	Male/Female
1	A.S.	VIII D	M
2	A.N.	VIII D	F
3	A.A.	VIII D	F
4	B.T.W.	VIII D	M
5	D.O.	VIII D	M
6	D.A.	VIII D	F
7	G.R.	VIII D	M
8	H.M.	VIII D	M
9	H.S.	VIII D	M
10	I.R.	VIII D	M
11	I.N.	VIII D	F
12	I.	VIII D	M
13	J.Y.	VIII D	F
14	K.Q.	VIII D	F
15	L.	VIII D	F
16	M.	VIII D	F
17	M.R.	VIII D	M
18	M.M.	VIII D	F
19	M.G.R.	VIII D	M
20	M.H.G.	VIII D	M
21	N.	VIII D	M
22	P.R.	VIII D	M
23	P.M.	VIII D	F
24	R.	VIII D	M
25	R.A.	VIII D	M
26	R.R.	VIII D	F
27	R.R.	VIII D	M
28	R.K.	VIII D	M
29	R.R.A.	VIII D	M
30	S.	VIII D	F

### Appendix 3

**Name:** \_\_\_\_\_ **Subject : English**

**Class :** \_\_\_\_\_ **Time Allocation : 60 Minutes**

Arrange the following jumbled words into the correct sentences!

1. Loved-I-yesterday-you

Answer:.....

2. They-book-sent-a-last week

Answer:.....

3. Dino-Bali -went- last month –to

Answer:.....

4. Fia-to-house-came-my-last night

Answer:.....

5. Bought-I-book-yesterday-a

Answer:.....

6. We-arrive-tomorrow-will-at-Lampung

Answer:.....

7. Come-will-party-She-to-the-tonight

Answer:.....

8. Budi-finish-will-tonight-the-task

Answer:.....

9. Adit-repair-car-next week-will-the

Answer:.....

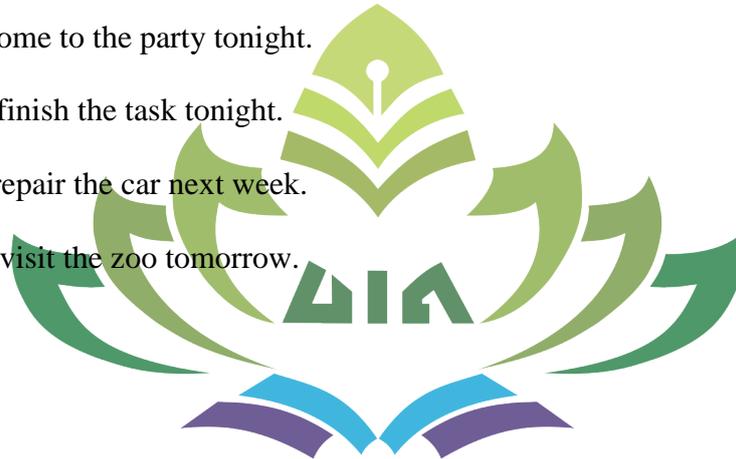
10. They-zoo-will-the-tomorrow-visit

Answer:.....

*Good Luck.....*

**Appendix 4****KEY ANSWER**

1. I Loved you yesterday.
2. They sent a book last week.
3. Dino went to Bali last month.
4. Fia came to my house last night.
5. I bought a book yesterday.
6. We will arrive at Lampung tomorrow.
7. She will come to the party tonight.
8. Budi will finish the task tonight.
9. Adit will repair the car next week.
10. They will visit the zoo tomorrow.



## Appendix 5

### a. Omission Error

$$P = \frac{14}{84} \times 100\%$$

$$= 16,67 \%$$

The percentage of omission error is 16,67 %

### b. Addition Error

$$P = \frac{3}{84} \times 100\%$$

$$= 3,57 \%$$

The percentage of addition error is 3,57 %

### c. Misformation Error

$$P = \frac{4}{84} \times 100\%$$

$$= 4,76 \%$$

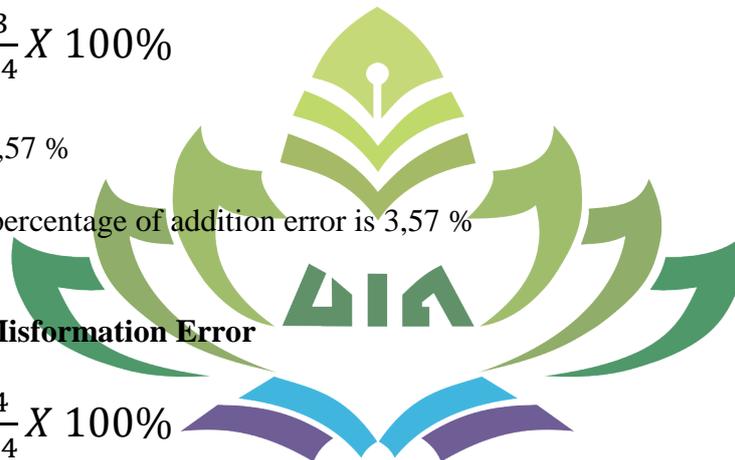
The percentage of misformation error is 4,76 %

### d. Misordering Error

$$P = \frac{63}{84} \times 100\%$$

$$= 75,00 \%$$

The percentage of misordering error is 75,00 %



## Appendix 6

### The Total Number of Errors Did by the Students

No.	Students	The Students' Error (Omission)	Correction	Type of error
1.	S30	I love you yesterday.	I loved you yesterday.	O
2.	S5	I bought book yesterday.	I bought a book yesterday.	O
3.	S29	We arrive at will Lampung tomorow.	We will arrive at Lampung tomorrow	O
4.	S3	We will arive at Lampung tomorrow.	We will arrive at Lampung tomorrow	O
5.	S10	We will arrive Lampung tomorrow.	We will arrive at Lampung tomorrow	O
6.	S5	We will arive at Lampung tomorrow.	We will arrive at Lampung tomorrow	O
7.	S8	She will come to party tonight.	She will come to the party tonight	O
8.	S11	Adit repair the car next week.	Adit will repair the car next week	O
9.	S1	Adit will repair car next week.	Adit will repair the car next week	O
10.	S17	Adit will repair car next week.	Adit will repair the car next week	O
11.	S23	Adit will repair car next week.	Adit will repair the car next week	O
12.	S29	They will visit the zoo tomorow.	They will visit the	O

			zoo tomorrow	
13.	S10	They will visit the zo tomorrow.	They will visit the zoo tomorrow	O
14.	S5	They will visit zoo tomorrow.	They will visit <b>the</b> zoo tomorrow	O
		<b>The Students' Error (Addition)</b>	<b>Correction</b>	<b>Type of error</b>
15.	S30	Dino went to Bali last mounth.	Dino went to Bali last month.	A
16.	S14	We will arrive at Lampung tomorrow.	We will arrive at Lampung tomorrow.	A
17.	S14	They will visit the zoo tomorrow.	They will visit the zoo tomorrow.	A
		<b>The Students' Error (Misformation)</b>	<b>Correction</b>	<b>Type of error</b>
18.	S13	Fia <b>come</b> to my house last night.	Fia came to my house last night.	MF
19.	S26	Fia <b>come</b> to my house last night.	Fia came to my house last night.	MF
20.	S30	I <b>love</b> you yesterday	I loved you yesterday.	MF
21.	S11	They <b>send</b> a book last week.	They sent a book last week.	MF
		<b>The Students' Error (Misordering)</b>	<b>Correction</b>	<b>Type of error</b>
22.	S1	They <b>a book sent</b> last week.	They sent a book last week.	MO

23.	S5	They <b>a book sent</b> last week.	They sent a book last week.	MO
24.	S19	They <b>a book sent</b> last week.	They sent a book last week.	MO
25	S28	They <b>a book sent</b> last week.	They sent a book last week.	MO
26	S8	They <b>book sent a</b> last week.	They sent a book last week.	MO
27.	S10	They <b>book sent a</b> last week.	They sent a book last week.	MO
28	S8	They <b>book sent a</b> last week.	They sent a book last week.	MO
29.	S10	They <b>book sent a</b> last week.	They sent a book last week.	MO
30.	S24	They <b>a sent</b> book last week.	They sent a book last week.	MO
31.	S23	Dino <b>to went</b> Bali last month.	Dino went to Bali last month.	MO
32.	S15	Dino went to <b>last month Bali</b> .	Dino went to Bali last month.	MO
33.	S5	Dino <b>to Bali went</b> last month.	Dino went to Bali last month.	MO
34.	S3	Dino went <b>Bali to</b> last month.	Dino went to Bali last month.	MO
35.	S13	Dino <b>Bali went to</b> last month.	Dino went to Bali last month.	MO
36	S20	Dino <b>Bali went to</b> last month.	Dino went to Bali last month.	MO

37.	S8	Fia came to <b>house my</b> last night.	Fia came to my house last night.	MO
38.	S21	Fia came to <b>house my</b> last night	Fia came to my house last night.	MO
39.	S27	Fia came to <b>house my</b> last night.	Fia came to my house last night.	MO
40.	S28	Fia came to <b>house my</b> last night.	Fia came to my house last night.	MO
41.	S29	Fia came to <b>house my</b> last night.	Fia came to my house last night.	MO
42.	S1	Fia came to <b>house my</b> last night.	Fia came to my house last night.	MO
43.	S24	Fia came to <b>house my</b> last night	Fia came to my house last night.	MO
44.	S19	Fia <b>to my house came</b> last night.	Fia came to my house last night.	MO
45	S23	Fia <b>to my house came</b> last night.	Fia came to my house last night.	MO
46	S20	Fia <b>to my house came</b> last night.	Fia came to my house last night.	MO
47.	S5	Fia to house <b>came</b> my last night.	Fia came to my house last night.	MO
48.	S5	Fia <b>to house</b> came <b>my</b> last night.	Fia came to my house last night.	MO
49.	S2	Fia <b>to came</b> <b>my house</b> last night.	Fia came to my house last night.	MO
50.	S16	I bought <b>yesterday</b> a book.	I bought a book yesterday.	MO

51.	S2	I <b>a book bought</b> yesterday.	I bought a book yesterday.	MO
52.	S17	I <b>a book bought</b> yesterday.	I bought a book yesterday.	MO
53.	S1	We <b>arrive at Lampung will</b> tomorrow.	We will arrive at Lampung tomorrow	MO
54.	S21	We <b>arrive will tomorrow at Lampung.</b>	We will arrive at Lampung tomorrow.	MO
55.	S17	We <b>arrive will</b> at Lampung tomorrow.	We will arrive at Lampung tomorrow.	MO
56.	S19	We <b>arrive will</b> at Lampung tomorrow.	We will arrive at Lampung tomorrow.	MO
57.	S28	We will <b>at Lampung arrive</b> tomorrow.	We will arrive at Lampung tomorrow.	MO
58.	S20	We will <b>tomorrow</b> arrive at Lampung.	We will arrive at Lampung tomorrow.	MO
59.	S28	She will come to <b>party the</b> tonight.	She will come to the party tonight.	MO
60.	S15	She will <b>tonight come to the party.</b>	She will come to the party tonight.	MO
61.	S20	She will <b>tonight come to the party.</b>	She will come to the party tonight.	MO
62.	S29	She will <b>party come to the</b> tonight.	She will come to the party tonight.	MO
63.		She will <b>party come to the</b> tonight.	She will come to the party tonight.	MO
64.	S11	She will come <b>party to the</b> tonight.	She will come to the party tonight.	MO

65.	S21	She <b>come to the party will</b> tonight.	She will come to the party tonight.	MO
66.	S14	She will <b>to the party come</b> tonight.	She will come to the party tonight.	MO
67.	S17	She to the party <b>will come</b> tonight.	She will come to the party tonight.	MO
68.	S17	She <b>to the party</b> will come tonight.	She will come to the party tonight.	MO
69.	S24	Budi will <b>the task finish</b> tonight.	Budi will finish the task tonight.	MO
70.	S21	Budi <b>finish the task will</b> tonight.	Budi will finish the task tonight.	MO
71.	S5	Budi will finish <b>task the</b> tonight.	Budi will finish the task tonight.	MO
72.	S29	Budi <b>finish will</b> the task tonight.	Budi will finish the task tonight.	MO
73.	S28	Budi will finish <b>task the</b> tonight.	Budi will finish the task tonight.	MO
74.	S20	Budi will <b>tonight</b> finish the task	Budi will finish the task tonight.	MO
75.		Adit will repair <b>car the</b> next week.	Adit will repair the car next week.	MO
76.	S28	Adit will repair <b>car the</b> next week.	Adit will repair the car next week.	MO
77.	S29	Adit <b>repair will</b> the car next week.	Adit will repair the car next week.	MO
78.	S21	Adit <b>repair the car will</b> next week.	Adit will repair the car next week.	MO

79.	S19	Adit will <b>the car repair</b> next week.	Adit will repair the car next week.	MO
80.	S24	Adit will <b>the car repair</b> next week.	Adit will repair the car next week.	MO
81.	S28	They will visit <b>zoo the</b> tomorrow.	They will visit the zoo tomorrow.	MO
82.	S11	They will visit <b>zoo the</b> tomorrow.	They will .visit the zoo tomorrow.	MO
83.	S21	They <b>visit the zoo will</b> tomorrow.	They will visit the zoo tomorrow.	MO
84.	S24	They will <b>the zoo visit</b> tomorrow.	They will visit the zoo tomorrow.	MO

