

Error Analysis of Word Order Well-Formed in written English sentences made by Third Year English Students of Universitas Pasifik Morotai

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Abstract

This study is carried out to find out the errors of word order made by the third years English students at Universitas Pasifik Morotai. descriptive analysis method was used to analyze the data. The participants of this study consist of 5 students from the third years English students at Universitas Pasifik Morotai. The result of the study shown that the third years students of English at Universitas Pasifik Morotai made grammatical errors of word order by misplacement the Determiner, Ordinate, Epithet, Classifier, and Head, (DOECH) and produce error in verb. where the most common misplacement (error) of DOECH was ephitet with the total of ephitet errors of all the respondents' answer was 25. The second place was ordinate, with total misplacement was 12. Followed by determiner, classifier, and head with total of misplacement was 10, respectively. Besides, error of verbs occupied the highest position, with the total number of error was 28.

Keywords: *Error analysis, writing, word order*

Abstrak

Penelitian ini dilakukan untuk mengetahui kesalahan urutan kata dan faktor-faktor kesalahan yang dilakukan oleh mahasiswa bahasa Inggris tahun ketiga Universitas Pasifik Morotai. Metode analisa deskripsi di gunakan dalam teknik analisis data. Subjek dalam penelitian ini berjumlah 5 mahasiswa jurusan Bahasa Inggris tahun ke-tiga di Universitas Pasifik Morotai. Hasil dari penelitian ini menunjukkan bahwa mahasiswa jurusan Bahasa Inggris tahun ketiga Universitas Pasifik Morotai melakukan kesalahan tatabahasa dalam urutan kata determiner, ordinate, epithet, classifier, dan head (DOECH). Kesalahan yang sering dilakukan dari salah penempatan untuk DOECH adalah kesalahan ephitet dari semua jawaban dari responden yaitu 25. Di posisi ke-dua yaitu ordinate dengan jumlah salah penempatan yaitu 12, kemudian di ikuti oleh determiner, classifier, dan head dengan jumlah salah penempatan masing-masing sebesar 10. Selain itu, eror pada kata kerja mencapai posisi tertinggi dengan jumlah error sebesar 28.

Kata kunci: Analisis kesalahan, menulis, urutan kata

1. Introduction

It is commonly believed that every time people want to write, they should think at the topic that they are going to write. Meanwhile, thinking about the topic is not easy; it requires a lot of times to get the topic. After getting the topic, there are still many processes that they have to deal with; such as thinking about the supporting ideas, the content of the writing, the correct grammar, the unity of the paragraph, the information, and all the compositions in order to get a good writing result. At the end of their writing, the writers have to review and revise all the writing which they have just written. That is why many learners consider writing skill is the most difficult skill which can be mastered among the four skills. This statement supports by (Ramly, Donni; Suhartono, Luwandi; Novita, 2013), they stated that there are some indicators that make writing skill more difficult than the other skill, such as choosing correct dictation, telling the right chronologies, and using spelling and words correctly. Ramli adds, through writing, the students is demanded to be able expressing their feeling, thinking, and sharing their idea from one paragraph into others and make it connects cohesively and coherently, but the majority of cases occurs that just few of the learners are able to write the text base on grammatical and features correctly. This statement also is supported by (Burstein, Chodorow, & Leacock, 2004) they argue that discourse elements

such as introductory material, a thesis statement, main ideas, supporting ideas, and a conclusion are elements that should be considered in writing a well-written essay. Furthermore, in producing written English, L1 interference becomes wide factor that influence the students written English. Thus, grammatical structures, vocabulary items, and discourse are three components in interference of linguistic element in students written English (Bennui, 2008)

However, writing in English for Indonesian learner is difficult since English is different with Indonesia structure. Grammatical rules still becomes the difficult problem for Indonesian students in learning English. Especially in writing skill when the students want to start write sentences or English paragraph. Students often make some grammatical errors in the process of writing English sentences, paragraphs, or text. As what the researcher has been observing, the English students at Universitas Pasifik Morotai especially the third year students of English are still produce grammatical error in their writing. Some errors were close related with error of ordering or word order. According to (Noviyanti, 2013) the types of errors are error of omission, error of addition, error of selection, error of ordering. In this study, the researcher only analyzes the error of ordering or word order, whereas error of ordering is the types error where the items presented are correct but wrongly sequences.

On the other hands, the researcher conducted error analysis research because according to (Noviyanti, 2013), “Error analysis can give a picture of the type of difficulty that learners are experiencing. If carried out on a large scale such as survey, it can be helpful in drawing up a curriculum”. (Ananda, Gani, & Sahardin, 2014) also stated that error analysis parts from contrastive analysis, whereas error analysis purpose is an attempt to understand the originality of learners’ errors. Thus, error are divided into three different useful ways, firstly, it helps the educator to give information about the progression of the learners to learn language. Secondly, error provides the educators/teachers with evidence on how language is acquired, the last point is error as devices that can be used by the students to learn, whereas it is prominent for the students to learn by themselves (Sattayatham, Anchalee., Ratanapinyowong, 2008). Furthermore, (Abushihab, 2014) said that it is easy for the teachers/ researchers to identify some errors that are made by the learners but the learners themselves find it difficult to recognize that even they already do it for many times. Those mistakes are not merely caused by lack of competence mastery but it supports by other results, for good illustration is a slip of the tongue. This lapse as a result of some personality factors such as memory failure, and physical/mental fatigue.

There are some previous studies try to find out the causes of error in English language teaching and also attempt to tackle the problems of error. For instance, some related studies which trying to identify cause of error made by the students, including error in sentence, paragraph, essay, they are (Silalahi, 2014); (Ananda et al., 2014); (Sattayatham, Anchalee., Ratanapinyowong, 2008) Another study try to evaluate error sources with aims to reduce the error while knowing the major source of error (Bennui, 2008); (Hourani & Randall, 2008); (Sermsook, Liamnimitr, & Pochakorn, 2017) and number of studies attempt to apply some approach and strategy to deflate error and improve students’ writing skill (Lee, 2004); (Yoon & Jo, 2014)

Therefore, error analysis has an important role to help the researcher to reveal what kind of errors that most of the third year English students at Universitas Pasifik Morotai do in writing which the main focus is word order in sentences. Being aware of the types of students’ errors is a very important for teachers in order to measure the level of the learners and the teachers can improve their methods in teaching and will avoid the error by teaching materials about the errors in writing. As for the students, expectantly will have better understanding about the errors they make while writing and eventually will be able to write correctly.

2. Method

This research was qualitative research by using descriptive method because after analyzing the data, the researcher described the result of the research. Taking sample of data resource was conducted by using purposive sampling. As in this research, the researcher used descriptive method to analyze and describe the errors of writing which were made by the third year English students at Universitas Pasifik Morotai. The subjects of the research were the students of the third year English students at Universitas Pasifik Morotai. The total population was 10 students. In this research, the researcher took the overall population of the third year English students at Universitas Pasifik Morotai to be the subjects of research. Because firstly, the third year students have already learned about this material in one of the subject courses and secondly, the number of students was just few and they were in one class, the researcher can easily conduct the research to entire students of third grade in English department. Therefore, all the 10 students were the subjects to be analyzed.

The instruments of collecting data were tests. The test that was given by the researcher was a writing test which the researcher distributed papers to the students who have been chosen as subjects of research. The papers consist of 10 sentences in Bahasa form and the researcher asked the students to write the sentences into English. The test that was used was a test to examine and analyze the common error which the third year English students at Universitas Pasifik Morotai made in their writing specifically in the use of word order formula such as Determiner, Ordinator, Epithet, Classifier, Head, and Verb.

The technique of analyzing data that the researcher applied in this study was error analysis or content analysis method. There were three components in analysis data, namely data reduction, data display and data verification or conclusion drawing.

3. Findings and Discussion

Findings

The researcher had given an essay writing test. There were 10 students in the class, but the researcher only took 5 students as the respondents. As for the test was a writing test consist of 10 questions. The students were required to translate 10 sentences into well-formed word order sentences. After conducting the test, the researcher analyzed the data from the students' test to find out the errors that students made in his/her answer by italicizing the errors. The results of students' error in writing will be identified by several tables below.

Table 1
Students' Lapse in Sentence Caused by Error and Absence of Determiner

No	R	Students' Error	Error Correction
2	2	The woman read <i>a</i> old book who interesting	<i>The</i> woman reads <i>an</i> interesting old story book
	5	the woman read <i>a</i> old story book is interesting	interesting old story book
3	1	Actress Japanese it very beautiful visit we school last yesterday	<i>The</i> most beautiful Japanese actress visited our school last week
	2	<i>They</i> very beautiful Japanese actress visited our school last week	our school last week
	3	Artist Japan is very beautiful visit our school last week	our school last week
5	1	Ken pick ripe manggo big <i>that</i> in my garden this morning	Ken picked <i>the</i> ripe big mango in my garden this morning
	2	Ken picking cooked mangoes <i>that</i> big in my garden this morning	this morning
7	1	We very happy to see high admire that yesterday	We were very happy to see <i>the</i> awesome high rocky mountain
	3	We very happy saw <i>that</i> amazing rocky high mountain yesterday.	rocky mountain
8	3	We found yellow box little on last Sunday	We found <i>a</i> small yellow box last Sunday

The majority of respondents made some errors in word order at constructing the determiner. Determiner consists of article (a, an, the), possessive, demonstrative, and quantifiers (some, many, few, little, etc). Based on the respondents' answer in number 2, it found that the students made error to write indefinite article particularly "a" and "an". Meanwhile, Article "a" should be paired a word that begins with consonant, but in this case, the students put article "a" after a word that begins with vowels, such as

“a old”. Conversely, in number 8 question, the student was absence to put article “a”, whereas after verb, it should be followed by article “a”. Thus, the number of the question 3, article “the” should be appeared together with superlative word, but the students made error in this part, they were absence of article “the”. It should be written “the most beautiful Japanese actress” but it was written with wrong grammatical form such as “Actress Japanese it very beautiful”, “They very beautiful Japanese actress”, and “Artist JAPAN is very beautiful”. Further, the students were still error in writing article “the” in point 5 and 7 questions. Whereas, word “that” should be replaced with “the”, because whole sentences were in simple sentence form, there were no adjective clause connector is needed.

Table 2
Students’ Lapse in Sentence Caused by Error and Absence of Ordinate

No	R	Students’ Error	Error Correction
1	1	He gave me a new English book <i>very good</i> yesterday”	He/she gave me a <i>very good</i> new English book yesterday
	2	She gives me a new English book who is <i>very good</i> yesterday	
	3	She give me a new book English <i>very good</i> yesterday	
	4	He gave me a new English book <i>very good</i> yesterday	
	5	She gave me a new English book was <i>very good</i> yesterday	
3	1	Actress Japanese it <i>very beautiful</i> visit we school last yesterday	The <i>most beautiful</i> Japanese actress visited our school last week
	3	Artist JAPAN is <i>very beautiful</i> visit our school last week	
10	1	A new comic Japanese <i>very good</i> publishing	A <i>very nice</i> new Japanese comic is being published
	2	A Japanes new comik <i>very good</i> is public	
	3	A new Japanese comic <i>very good</i> being published	
	4	A new comic Jepang <i>very beautiful</i> is published	
	5	A new Japan comic is <i>very good</i> publishing	

Actually ordinate should be placed after determiner. Ordinate definitely includes numeral (ordinal, cardinal, and multiple), comparative and superlative degree, and adverb of degree. The words “very”, “most” were categorized as an ordinate. In this phenomenon, the students produced some errors in word order particularly at ordinate formula. All of the error are made by the students were the ordinate did not placed in the proper position. Thus, the words “very good”, “very beautiful” should be put after article “a” or after determiner, but the students located them after epithet.

Table 3
Students’ Lapse in Sentence Caused by Error and Absence of Epithet

No	R	Students’ Error	Error Correction
2	1	The woman reading a story book <i>old interesting</i>	The woman reads an <i>interesting old</i> story book
	2	The woman read a <i>old</i> book who <i>interesting</i>	
	3	The woman read a book story <i>interesting old</i> man	
	4	The women reads an <i>old</i> book that <i>interesting</i>	
	5	the woman read a <i>old</i> story book is <i>interesting</i>	
4	4	A teacher matematik is teaching in our class	A <i>new</i> mathematic teacher is teaching in our class
5	1	Ken pick <i>ripe</i> manggo <i>big</i> that in my garden this morning	Ken picked the <i>ripe big</i> mango in my garden this morning
	2	Ken pick that <i>big ripe</i> manggo in the garden this morning	
	3	Ken picking cooked mangoes that <i>big</i> in my garden this morning	
	5	Ken pick the <i>big ripe</i> manggo in my garden this morning	
6	1	They go to city a <i>new big</i> car color <i>blue</i> yesterday	They went to town by a <i>new big blue</i> car yesterday
	2	They went to city with a <i>blue</i> color <i>big new</i> car yesterday	
	3	They go to city with a <i>new big</i> car the <i>calor blue</i> yesterday	
	4	They went to the city by a <i>new big</i> car <i>blue</i> yesterday	
7	1	We very happy to see <i>high admire</i> that yesterday	We were very happy to see the <i>awesome high</i>
	2	We very happy looked the <i>rocky tall</i> mountain that <i>awsome</i>	

		yesterday		<i>rocky</i> mountain
	3	very happy saw that <i>amazing rocky high</i> mountain yesterday		
	5	We are very happy look the <i>high rocky</i> mountain was <i>admire</i> yesterday		
8	1	We found a <i>yellow</i> box last yesterday		We found a <i>small</i>
	3	We found <i>yellow</i> box <i>little</i> on last Sunday		<i>yellow</i> box last Sunday
9	1	A child boy ride a <i>rice</i> motorcycle <i>metal</i>		A boy is riding a <i>nice</i>
	2	A boy riding a <i>metal race</i> motorcycle is <i>awsome</i>		<i>metal</i> <i>racing</i>
	4	A boy is ride a motor GP that <i>cool</i>		motorcycle
10	1	A <i>new</i> comic Japanese very good publishing		A very nice <i>new</i>
	2	A Japanes <i>new</i> comik very good is public		Japanese comic is being published

Epithet was kind of word order, there are 6 parts of epithet, they were; quality/ character, size, participle, age/temperature, shapes, and color. Each part of epithet should be followed in order. In addition, most of the students made error of several sentences in number 2, 4, 5, 6, 7, 8, 9, and 10. All kinds of the error were the students arranged noun phrase. It can be seen in the sentences in number 2, the words “*interesting*” and “*old*” were categorized into *participle* and *age* in epithet formula. So, both of them should be arranged sequentially, after “*interesting*”, it should be followed by “*old*” word, as well as on the sentence in number 5,6,7,8, and 9, and 10, the students did not put it in order based on epithet formula. For instance; the words “*rape*” and “*big*” should be unite, because “*rape*” was categorized into quality and “*big*” is classified into size in epithet formula. Thus, this was similar case with the sentences in number 6. The words “*new big blue, small yellow*”, “*awsome high rocky*”, “*nice metal racing*”, should be written in order following by the formula of epithet. In addition, the students also made some lapse to the sentences in number 4 and 10. Whereas, word of “*new*” was kind of quality/character in epithet and it should be gone after determiner and before clasifier “*a*”, but in this case, the student wrote a word “*new*” after classifier “*Japanese*” and another case was the students removed the word “*new*”.

Table 4
Students' Lapse in Sentence Caused by Error and Absence of Clasifier

No	R	Students' Error	Error Correction
1	3	She give me a new book <i>English</i> very good yesterday	He/she gave me a very good new <i>English</i> book yesterday
2	3	The woman read a book <i>story</i> interesting old man	The woman reads an interesting old <i>story</i> book
	4	The women reads an old book that interesting	
3	1	Actress <i>Japanese</i> it very beautiful visit we school last yesterday	The most beautiful
	3	Artist <i>Jepan</i> is very beautiful visit our school last week	<i>Japanese</i> actress visited
	5	The very beautiful <i>Japan</i> artist visit our school last week	our school last week
10	1	A new comic <i>Japanese</i> very good publishing	A very nice new
	2	A <i>Japanes</i> new comik very good is public	<i>Japanese</i> comic is
	4	A new comic <i>Jepang</i> very beautiful is published	being published
	5	A new <i>Japan</i> comic is very good publishing	

Classifier is noun which has function as adjective. However, classifier in these sentences was “*English*”, “*story*”, and “*Japanese*”. In classifier case, the students still confused to put the right position of classifier. Further, classifier was noun phrase and it had function as adjective. Actually it had different formula in Bahasa that is why many students made error in this part. (Syams, Fitrah., Said, 2016) assumed that the students be affected by their first language rules about noun phrase in Bahasa, because the contract of noun phrase in English is different with Bahasa form, so this is the major reason why the students always produced grammatical errors vastly. In addition, the word “*English*” should be in the begin before word “*book*”, as well as the word “*story*” it should be appeared before the word “*book*” and

the position of word “*Japanese*” should be located before “*actress*” and “*comic*”. This is the common mistake did by the Indonesian students, because in this part particularly in noun phrase, between bahasa and English has different grammatical arrange.

Table 5
Students’ Lapse in Sentence Caused by Error and Absence of Head

No	R	Students’ Error	Error Correction
1	3	She give me a new <i>book</i> English very good yesterday	He/she gave me a very good new English <i>book</i> yesterday
2	3	The woman read a <i>book</i> story interesting old man	The woman reads an interesting old story <i>book</i>
	4	The women reads an old <i>book</i> that interesting	
3	1	<i>Actress</i> Japanese it very beautiful visit we school last yesterday	The most beautiful Japanese <i>actress</i> visited our school last week
	3	<i>Artist</i> Jepan is very beautiful visit our school last week	
	5	The very beautiful Japan <i>artist</i> visit our school last week	
10	1	A new <i>comic</i> Japanese very good publishing	A very nice new Japanese <i>comic</i> is being published
	2	A Japanes new <i>comik</i> very good is public	
	4	A new <i>comic</i> Jepang very beautiful is published	
	5	A new Japan <i>comic</i> is very good publishing	

Head is noun and it has function as subject in a sentence. Related with the students’ error in classifier, both classifier and head had close relation, if the students produced error in classifier, automatically they also made error in head. It can be revealed to the sentences in number 1, 2, 3, 10, the words “*book*”, “*actress*”, “*and comic*”, it must be written before classifier words “*English*”, “*story*”, and “*Japanese*”, because the function of classifier was adjective and it explained noun or head, so, “*English*”, “*story*”, and “*Japanese*” should come up before “*book*”, “*actress*”, and “*comic*”. In another case, there were 2 students misspell in word “*Japanese*”, even they wrote it in word “*Japan*” and “*Jepang*”.

Table 6
Students’ Lapse in Sentence Caused by Error and Absence of Verb

No	R	Students’ error	Error Correction
1	1	She <i>gaves</i> me a new English book who is very good yesterday	He/she <i>gave</i> me a very good new English book yesterday
	2	She <i>gaves</i> me a new English book who is very good yesterday	
	3	She <i>give</i> me a new book English very good yesterday	
2	1	That woman <i>reading</i> a story book old interesting	The woman <i>reads</i> an interesting old story book
	2	The woman <i>read</i> a old book who interesting	
	3	The woman <i>read</i> a book story interesting old man	
	4	The women <i>reads</i> an old book that interesting	
	5	the woman <i>read</i> a old story book is interesting	
3	1	<i>Actress</i> Japanese it very beautiful <i>visit</i> we school last yesterday	The most beautiful Japanese actress <i>visited</i> our school last week
	3	<i>Artist</i> Jepan <i>is</i> very beautiful <i>visit</i> our school last week	
	5	The very beautiful Japan artist <i>visit</i> our school last week	
4	1	A new teacher mathematic <i>studying</i> in we class	A new mathematic teacher <i>is teaching</i> in our class
	3	A new teacher: matematic teacher in my class	
5	1	Ken <i>pick</i> ripe manggo big that in my garden this morning	Ken <i>picked</i> the ripe <i>big</i> mango in my garden this morning
	2	Ken <i>pick</i> that big ripe manggo in the garden this morning	
	3	Ken <i>picking</i> cooked mangoes that big in my garden this morning	
	4	Ken <i>pick</i> the big manggo in this morning in my garden	
	5	Ken <i>pick</i> the big ripe manggo in my garden this morning	
7	1	We very happy to see high atmire that yesterday	We <i>were</i> very happy to see the awesome <i>high</i>
	2	We very happy <i>looked</i> the rocky tall mountain that awsome	

		yesterday	rocky mountain
3		We very happy <i>saw</i> that amazing rocky high mountain yesterday	
5		We <i>are</i> very happy <i>look</i> the high rocky mountain was admire yesterday	
9	1	A child boy <i>ride</i> a rice motorcycle metal	A boy <i>is riding</i> a nice
	2	A boy <i>riding</i> a metal race motocycle is awsome	metal racing motorcycle
10	1	A new comic Japanese very good publishing	A very nice new
	2	A Japanes new comik very good <i>is</i> public	Japanese comic <i>is being</i>
	3	A new Japanese comic very good <i>being published</i>	<i>published</i>
	5	A new Japan comic <i>is</i> very good <i>publishing</i>	

This table revealed that the majority of the students still produced error in verb. The first two sentences showed that students made similar error in verb. Both of them wrote “*gaves*” in verb form. To write the correct verb, it must remove “s” because “*gave*” was past form, so it is not allowed adding “s”. Conversely, in the first three sentences, a student made error to write verb “*gave*”, instead he/she wrote in form of present tense “*give*”. To the second question, it can be seen that the 4 respondent made mistake in verb “*reads*”. It should be written “*reads*” because the subject is singular “*woman*” so it can be wrong if the students wrote the verb in form “*reading and read*”. On the contrary, it was found that the second fourth answer was written by a student used verb “*reads*” but the subject was wrong because it was written in plural “*women*”, so it was indicated error. Furthermore, the sentence in number 3 was indicated that there were 2 subjects and 1 verb in a sentence which was written by a student. The verb itself was wrong and it should be “*visited*”. Thus, the third three and four sentences were still error. Whereas, that sentence did not need auxiliary verb “*is*” and the right verb should be appeared in past form “*visited*”. Further, errors are made by 2 respondents in the sentence of number 4. It must appear in present continues form “*is studying*” but the students was absence of auxiliary verb “*is*” and it is written “*studying*”. Another respondent also was absence of verb. Farther, all of the respondents produced error on verb in the fifth sentences. Fourth of them made similar mistakes which is they tried to complete the sentence by adding verb “*pick*” but it was still error, because the time signal on this sentence appeared in simple past tense, so it should add “*ed*” such as “*picked*”. Otherwise, one of them completed the sentence by put V1+ing without auxiliary verb for example “*Ken picking*”, by all means, it was wrong either from grammatical form or time signal aspect. Besides, another number of errors came from sentence of number 7. It can be analyzed that 3 respondents made similar mistakes in this sentence. The table showed that all of them did not put auxiliary verb “*were*” after subject “*we*”, instead they marked “*look*” and “*saw*” as verb, of course this totally wrong because “*saw*” and “*look*” in this sentence had function as noun so it should be added to infinitive or gerund. To the contrary, a respondent already put auxiliary verb for instance “*are*” but this was wrong, because the time signal was used in this sentence was simple past tense. After verb the respondent must insert “*to infinitive*” to the next verb appeared in the same sentence, because the function of another verb was noun, but in this case the respondent did not add to infinitive to the next word “*look*”. Another case was from sentence in number 9, both of respondents made failure in form of verb. The best verb should be chosen by the respondent was present continues tense “*is riding*”, instead the respondent used verb “*ride*” and the other one put verb such as “*riding*” without auxiliary verb “*is*”. The last but not the least was students’ lapse to the last number of sentence. There were two respondents write down a sentence without verb, and one of another respondent did not put complete verb, it was lack of auxiliary verb “*is*” such as “*being published*”. The other case, one of them just wrote the sentence in present continues tense “*is publishing*”. Actually it must be changed into “*is being published*”.

Discussion

Base on the description and analysis of grammatical errors in word order, it can be seen that there are many errors of word order caused by the students of the third year at Universitas Pasifik Morotai.

The first respondent made 25 errors of word order in 10 questions. There are 3 (12 %) errors in determiner, 3 (12 %) error at ordinative, 7 (28 %) errors in ephitet, 2 (8 %) errors in classifier, and 2 (8 %) errors in head. However, from all the errors of word order (DOECH), it found that based on the first respondent's answers, the most error that was made by the first respondent was Epithet 7 (28 %) errors. Thus, from all of the grammatical error, verb was the most errors made by the first respondent 8 (32 %) errors. The second respondent made 19 errors of word order and verb in 8 questions. There were 3 (15.79 %) errors at determiner, 2 (10.53 %) errors at ordinative, 6 (31.58 %) errors at ephitet, 1 (5.26 %) error at classifier, 1 (5.26 %) error at head, and 6 (31.58 %) error at verb. From all of the data, the most mistakes done by the second respondent were error at epithet and verb 6 (31.58 %) respectively. From all the errors of word order (DOECH), it found that, there were three noun phrases correct. The noun phrases (DOECH) were in number 3, 4 and 8. In addition, the third respondent made 24 errors of word order and verb in 8 questions. There were 3 (12.5 %) similar errors that students made in determiner, ordinative, classifier and head, respectively and 5 (20.83 %) errors in ephitet, 7 (29.17 %) errors in verb. The data showed that, the third respondent was right on the sentence of number 6 and 9, and the most error made by the third respondent from word order was verb. Moreover, the fourth respondent made 12 errors of word order in 6 questions. There were 2 (16.67 %) equals errors in ordinative, classifier, head and verb, respectively and also 4 errors in ephitet. The data indicated that, there was no error in determiner and there were 4 correct answers made by the fourth respondent, they were question number 1, 3, 7, and 8. The most error made by fourth respondent was epithet; with total numbers of error were 4. Farther, 15 errors made by fifth respondent, they spread to the word order well-formed. There were 1(6.67 %) error in determiner, 2 (13.33 %) errors in ordinative, classifier, and head, respectively. 3 (20.5) errors in ephitet, and 5 (33.33%) errors in verb. It found that, there were 4 correct answers made by the last respondent, they were question number 4, 6, 8 and 9 and the most common mistake was verb.

On the other hand, based on the datas of each respondent, the errors of word order were made by misplacement of DOECH (Determiner, Ordinative, Ephitet, Classifier, and Head) where the most common misplacement (error) of DOECH was ephitet with the total of ephitet errors of all the respondents' answer was 25. The second place was ordinative, with total misplacement was 12. Followed by determiner, classifier, and head with total of misplacement was 10, respectively. Besides, error of verb occupied the highest position, with the total number of error was 28. This was supported another research conducted by (Deni; Kristanto, 2017), he revealed that there are different types and number of error. Miss formation became dominant error, whilst mis-ordering or misplacement occupied the least of error, this was caused the students fail to understand the English language system properly. This study yielded findings consistent with the statement supported by (Syams, Fitrah., Said, 2016), they claim that verb is the common kind of word order error made by the students, whereas, the types of error are classified into 3 parts from highest to the lowest average score, they are error of verb (45.41 percent), error of to be (30.28 percent), and error of the noun phrase (24.31 percent). They argue that error in word order are seem natural and something unpreventable, to diminish students' error in word order, they should understand the difference grammatical rule in English and Bahasa, Moreover, the internal factor or individual factor become the main point that should be paid attention by the English teachers, specifically they have to know the students' passion, interest, and ability while learning English. This way can prompt the students to increase their interest in learning English and motivate them to be knowledgeable in English. Another present study conducted by (Sermsook et al., 2017) they utter that there are four sources lead to the error, namely interlingual interference, intralingual inference, unknowledgeable of English grammar and vocabulary, and their carelessness, limited knowledge of target language become dominant source that fluent the students to produce error in writing. However, this phenomenon is one of the fateful case because could cause written miscommunication.

4. Conclusion

As it was stated before, the aimed of the study was to analyze grammatical errors of word order made by the third year English students at Universitas Pasifik Morotai in their writing. All in all, the researcher drew a conclusion that the third years English students of Universitas Pasifik Morotai still made many errors of word order in English writing. The result of the study shown that the third years students of English at Universitas Pasifik Morotai made grammatical errors of word order by misplacement the Determiner, Ordinate, Epithet, Classifier, and Head, (DOECH) and produce error in verb. where the most common misplacement (error) of DOECH was ephitet with the total of ephitet errors of all the respondents' answer was 25. The second place was ordinate, with total misplacement was 12. Followed by determiner, classifier, and head with total of misplacement was 10, respectively. Besides, error of verbs occupied the highest position, with the total number of error was 28.

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