An Analysis of Students Errors in Arranging Jumble Words into the Correct Sentences of the Eight Grade at SMP N 7 Padang

Syahmina[1], Ainul Addinna[2]
Universitas Negeri Padang
Email: syahmina.syh@email.com

Abstract
The purpose of this research was to investigate proportion of omission and addition error and the sources of error made by students when arranging jumble words at SMP N 7 Padang. The subject of this reserch was students of the eighth grade at SMP N 7 Padang. This research was conducted with quantitative methods and using test ang questionnaire as a tool of data collection. The results of this research show that students make more addition errors than omission errors. based on the research result, the percentage of omission error is 72,8% and addition error 27,2%. For the sources of error this researh focus on intralingual transfer and communication strategy, and the results of the questionnaire for intralingual transfer is 74,08% and communication strategy is 81,27% it means the most factor that makes students make errors in arranged jumble words test is intralingual transfer with percentage 74,08%.

INTRODUCTION

Jumble words were chosen because it was following the conditions during the pandemic Covid-19, this activity uses to understanding of the materials and aims to improve students' reading and writing skill. However, as the rate of spread of Covid-19 in Indonesia has decreased especially in West Sumatra, the learning system in Padang has begun to be implemented face-to-face. Finally, jumble words use as a method to determine students learning outcomes have been continued in face-to-face learning activities.

Jumble words come from the word 'jumble' which means a confused mixture. According to Amalina (2018) in her research, the activity of arranging irregular sentences into correct sentence structures is called jumble words. Jumble words is a game puzzle, where students are asked to rearrange words that have been randomly divided into several words or phrases (Bungsudi & Faliyanti, 2016). Jumble words also mean that many letters are scrambled and then arranged to find the meaning of the sentence, especially in English language teaching.

In addition, Using jumble words in the exercises given to students can indirectly increase their vocabulary of these students. According to Tias (2019) in her research, the jumble words method can assist students to suppose creatively and write suitable sentences. Therefore the students can generate their ideas when arranging the sentence. Students slowly begin to know the correct word structure to compose a word, so that it has an understandable meaning. So, jumble words method can be used to help students identify sentence structures. But, giving jumble words to students' exercises may be time ingesting if the quantity of students within the class is large (Sihotang, 2018). Consequently, the teacher ought to keep in mind the time allocation for giving the jumble words and reduce students' confusion.

This skill assessment or jumble words is being implemented by one of the junior high schools in Padang, it is SMP N 7 Padang. Based on preliminary research that the researcher did at SMPN 7 Padang, the researcher interviewed English teacher at SMPN 7 Padang. She said due to the pandemic Covid-19 and learning system is carried out by distance education. So, skill assessments which are usually carried out face to face such as dialogue and role-play, have been shifted to practice activities at home that uses jumble words. This applies because it adjusts to conditions during the pandemic and is still being used because it is considered efficient to know students' understanding of what they have learned. However, sometimes students have difficulty arranging these jumble words. Usually, this happened because students do not understand the meaning of words, some even do not understand the meaning of the sentences that have been arranged. So, some students make errors by adding or omitting some words in jumble words.

Some students make errors in arranging jumble words by adding or missing the word that is in the jumble words. The error is called omission and addition errors. Omission of errors is a kind of blunder that occurs because the students still lack form to have inside the sentence and they omit or delete the word that should exist in the sentence (Hikmah, 2020). It is called an omission error because it is marked by the absence of an item or word that has to appear in the form of a good sentence but the students omit or delete the item or word.

While additional error happens because it is marked by an object or word that should not appear in the structure of a good sentence, Dulay (1982). Addition error is a kind of error that occurs when students add words that should not be in a sentence. Addition error can be detected through the presence of items that do not have to appear in a well-formed utterance or writing. From the explanation above, the researcher is interested in analyzing the errors made by students in arranging jumble words.

The errors made by students can result from some factors. According to Brown's theory (2007), the sources of errors are: "Intralingual Transfer, Communication Strategies". Intralingual transfers refer to the complicated system of the target language itself. The errors happen because of faulty or partial mastering of cause and effect relationships within the structure of the target language. Communication Strategies are clearly used by learners to increase getting their message across.

RESEARCH METHOD
This research is quantitative research that uses a descriptive method to see the

errors made by students' in arranging jumble words into correct sentences at SMP N 07 Padang. Quantitative techniques are one of the important components in test development and validation research, they are a major part of most of the published literature on language assessment (Raquel M. 2019). According to Arikunto "descriptive research is to explain the state or status of the phenomenon. This research had one variable that was an error made by students in arranging jumble words. Therefore, this method is used to figure out the factors that made students error in omission and addition error. Students of the eighth grade of SMPN 7 PADANG 2023/2024 academic year are the population n this study which consists of 254 students, and the sample of the researcher decided that 25% of 254 in total choose as a sample, the sample is 55-60 students

In this research, the instrument used by the researcher are test and questionnaire. For the test, researcher use a test consist of 50 jumble words that will be arranged by students, this test aims to determine the proportion of omission and addition errors made by students. The researcher finds out the proportion of errors made by students by scoring students' test results. From the test and questionnaire results, the researcher analyzes the students' omission and addition errors in arranging jumble words into the correct sentences. The researcher analyzes the proportions (frequency and percentage) of the errors based on how many errors they are made in students' tasks, the researcher finds out the proportion of errors made by students by scoring students' test results. The following steps in the analysis of students' errors in arranging jumble words into the correct sentences research are: the researcher analyze the data after all of the students submit their test, then researcher analyzing the students' error in arranging jumble words into the correct sentences

The researcher uses questionnaire to ask students' understanding regarding to test of arranging jumble words into correct sentences. The researcher uses a questionnaire to ask about students' understanding of arranging jumble words into the correct sentences. The researcher will give the students a questionnaire about SS, S, TS, STS. To find out the source of omission and addition errors in students' tests. the research did it through the following procedures: checking the students' responses, tabulating the data. The researcher uses Likert Scale to give score for the students' answer. In likert scale, the researcher makes the type of the questionnaire in check list form.

From the test and questionnaire results, the researcher analyzes the students' omission and addition errors in arranging jumble words into the correct sentences. The researcher analyzes the proportions (frequency and percentage) of the errors based on how many errors they are made in students' tasks, then find out the causes of the errors.

RESULT AND DISCUSSION

From the data analysis, the answers to the research questions were identified clearly. The first question was to find out the proportion of omission and addition error while the second question was to figure out the factors why students make omission and addition error.

Proportion of Students' Errors

From the data the researcher made the table of the frequency error to know how much of the percentage omission and addtion error made by students in arrangin jumble words into the correct sentences.

Table 4.1 The percentage of Students' Errors

No.	Types of Errors	Total
1.	Omission	72,8%
2.	Addition	27,2%
Total		**100%**

Based on the result of the research, the researcher found the frequency of error made by students is Omission error with 94 error and Addition error with 35, and the percentage of error made by students is Omission error with 72,8% and Addition error with 27,2%. From the frequency and percentage can be concluded that the most problems caused by the students' errors are the students still had problems understanding the meaning of each word and writing affirmative form using jumble words.

The Quesionnaire Result

In this part, the researcher gives questionnaire to know the sourcer of students' error. There are 10 statements in the questionnaire. The first is intralingual transfer, it is the negative tranfers of items within the target language. In this part the students just learn some of target language so they apply the structure into a new form and develop it doesn't correspond to the target language or mother tongue and the last is communication strategies, in this part the students have to use their production strategies to getting message from their teacher. From the data the researcher make 10 statement and every statement has different questions, so to calculate the data the researcher calculate every students responses (SS, S, TS, STS) by 59 students. So it will be 59 point in every statement.

Possibles factor	Item number	Students' responses (%)	Mean (%)
Intralingual Tranfers	1	81,77%	**74,08%**
	2	75,42%	
	3	78,81%	
	4	78,38%	
	5	75,84%	
Communication strategies	6	80,93%	**81,27%**
	7	81,35%	
	8	81,35%	
	9	82,20%	
	10	80,50%	

Based on the table, it can be seen that the highest gradation that possible cause made of students' error in arranging jumble words is communication strategies with mean 81,27% and the last gradation is intralingual transfer with mean 74,08%. After analyzing the data, the researcher finds the most dominant source of students' that cause the students' error. The cause is communication strategies with 81,27% it happens because some of students don't ask the teacher if they don't understand English materials.

Discussion

The researcher finds the proportion of omission and addition errors. The omission error occurred when the students don't complete the sentence in arranging jumble words. Addition error occurred when the students add words that shouldn't be in sentences in arranging jumble words into the correct sentences. Based on the result from the data, it was found that the most dominant error made by student in arranging jumble words into the correct sentences is omission error.

The researcher analyze each of the test in arranging jumble words. students error in omission is 72,8% and addition error with 27,2%. Based on the table of students' respon in questionnaire of factor causing the students to make error in arranging jumble words into the correct sentences is communication strategies with mean 81,27% . then, the next gradation is intralingual transfer with mean 74,08%. Communication strategies become a highest possible factor because in the classroom teacher explain the material to the students, and if they don't understand about the material the students don't ask the teacher about the material. Generally, the student's errors in arranging jumble words into the correct sentence are because they don't understand the structure and the meaning of the sentences. The sentence made by students is often missing some words that make the sentences have different meanings. However, it's natural if they still make error.

CONCLUSION

The researcher concludes the result of the study from research findings and discussion that have been explained in the previous chapter. There are two kinds error that researcher analyze in this research when the students arranging jumble words into the correct sentences. After the researcher analyzes the students' error in arranging jumble words into the correct sentence, the researcher has found some result there are follows: Students do omission and addition errors in arranging jumble words, the result of students written showed that the students errors in arranging jumble words into the correct sentences, there are, 72,8 % students get the error in omission, and 27,2% students get errors in addition error. So based on the result, the most dominant of error in arranging jumble word is omission error, the possible factor for students error is communication stratergies, it happens because some of students don't ask their techer when they don't understand about the materials.

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