

CHAPTER IV

RESEARCH FINDING

This chapter presents findings of the research which include types of errors, tabulation of the errors, and sources of the errors.

A. Types of Errors

Identification towards students' writing done had resulted the finding of various errors. The errors found were classified into omission, addition, substitutive (misformation), and word order error.

1. Errors of Omission

This kind of error was any form of the absence of an item that must appear in a well-formed utterance. This included:

a. Omission of {-s/-es} as plural marker

The sentence below is the example of the omission.

Example: There are some kind of cat.

In the example found, {-s} should be attached to the word *kind* to show the number of more than one. Thus, the reconstructed sentence should be:

There are some kinds of cat.

b. Omission of “to be” as ordinary verb in nominal sentence

The sentence below is the example of such omission.

Example: Cat different from tiger because ...

Nominal sentence, like the example above, should put verb in the form of “to be”. The “to be” could be *is, am, are, was, were, be*, and other possible forms of it, based on the subject and tense. Thus, the reconstructed sentence should be:

Cat is different from tiger because ...

c. Omission of “to be” as auxiliary

It is different from kind of “to be” above for this one is used as auxiliary verb, both in constructing *passive* or *progressive* sentences.

The example of the omission of such “to be” is below.

Example: He born on August 1985.

Now, he also studying in Malang University.

The sentences above should have auxiliary in the form of “to be”.

Thus, the correct construction is:

He was born on August 1985.

Now, he is also studying in Malang University.

d. Omission of preposition

The sentence below contains the omission of preposition.

Example: Rabbit is kind animals which ...

Besides the omission of article “a”, preposition “of” should be placed in the sentence. The reconstructed sentence is:

Rabbit is a kind of animals which ...

e. Omission of article

The article in this kind of error is “a”/”an” and “the”. The sentences below contains of the omission:

Example: Cat is kind of animals which ...

Smash is big boy band in Indonesia. There are some
interesting facts about boy band. They are ...

Reconstructed sentences are:

Cat is a kind of animals which ...

... There are some interesting facts about the boy band.

f. Omission of subject

The example of the subject omission is below.

Example: Their song is very unique because uses 3 languages.

The minimum requirement of good sentence is that there should be subject and verb. The second clause in the sentence has no subject.

Thus, the correct one is:

Their song is very unique because it uses 3 languages.

g. Omission of verb (no verb)

Sentence below shows the omission of verb.

Example: Taufik always the winner.

Thus, the correct sentence is:

Taufik always becomes the winner.

h. Omission of third person singular verb

The following is the example of the omission.

Example: It glow because of chemical reaction in its body.

As “it” is a *third person singular subject*, the form of the verb should be attached with {-s} to indicate third person singular verb. The correct sentence is:

It glows because of chemical reaction in its body.

i. Omission of subordinator

The following is the example of omission of subordinator error.

Example: Rabbit has flat nose is more expensive than ...

The sentence has two verbs and subordinator is needed to make good construction. Thus, the reconstructed sentence is:

Rabbit which has flat nose is more expensive than ...

j. Omission of possessive pronoun

The following sentence contains the omission of possessive pronoun.

Example: Ronaldo is a football player. Nationality is Portugal.

The sentence needs a possessive pronoun to make it grammatical.

The correct sentence is then:

Ronaldo is a football player. His nationality is Portugal.

2. Errors of Addition

Any unnecessary morphemes which appeared in an utterance were then classified into addition error. Below are types and examples of addition errors found in the students' writing.

a. Addition of possessive marker

The following sentence contains this omission.

Example: It's has tail.

The possessive marker {-s} is not necessary in the sentence. The correct one should be:

It has tail.

b. Addition of article

The following is the example of addition of article.

For example: A banana is a fruit which is sweet.

The correct one should be:

Banana is a fruit which is sweet.

c. Addition of “to be” as auxiliary verb

The sentence below contains this kind of addition error.

Example: He is stay on ...

They are attack together.

The fact is that not all sentences have auxiliary. The auxiliaries in the examples above are unnecessary. The correct ones are:

He stays on ...

They attack together.

d. Addition of plural marker

The sentence below is the example of this kind of addition error.

Example: A male cats is more expensive because ...

The subject is mainly seen as singular. Thus, {-s} as plural marker is not necessary, and the correct one is:

A male cat is more expensive because ...

e. Addition of subordinator

The following is an example of this addition error.

Example: Butterfly's wings are which colorful.

The subordinator "which" is unnecessary because the sentence contains no clause. The correct one is then:

Butterfly's wings are colorful.

f. Addition of pronoun

Sometimes, a sentence has double subjects which is caused by the presence of pronoun after the main subject. The sentence below is the example of this kind of error.

Example: ... because TV it brings picture and sound from ...

Pronoun "it" is unnecessary because the sentence has already had a subject "TV". The correct construction is:

... because TV brings picture and sound from ...

g. Addition of preposition

Not all verbs are connected to their object with preposition. The example is below.

Example: Many people buy to it.

In this sentence, preposition "to" is not needed. The correct one is then:

Many people buy it.

h. Repetition

English doesn't allow any repetition, more over in formal writing.

The example of the repetition is below.

Example: Kitten is very very very funny.

Such construction is not allowed in English. Thus, the correct one is:

Kitten is very funny.

3. Substitutive Errors (Misformation)

Substitutive errors were characterized by the use of wrong form of the morpheme or the structure. Some substitutive errors found in the students' writing included misformation of:

a. Passive construction

The example of misformation of passive construction is below.

Example: She does what order by her husband.

As passive voice is mainly constructed by "to be" + "past participle verb", the correct one should be:

She does what is ordered by her husband.

b. Pronoun

Sometimes pronoun used does not refer to appropriate reference, as in example below:

Example: Mother He takes care of children.

"She" should be used instead of "He" since it refers to female subject.

Thus, the correct construction is:

Mother She takes care of children.

c. Tense

The form of verb is much influenced by tense used. Thus, when the form doesn't represent the time when the event occurs, it will cause error.

Example: He get gold medal in Athens Olympic 2004.

As the event occurred in the past, the correct formation should be:

He got gold medal in Athens Olympic 2004.

d. Gerund (functioning verb as noun)

When a verb is functioned as noun, it can be constructed by forming the verb into gerund or infinitive. The gerund form usually occurs when the verb is located after preposition.

Example: He is very good in speak English.

After preposition "in" in the sentence, the verb must be constructed in gerund form. The correct construction is then:

He is very good in speaking English.

e. Infinitive (verb after another verb)

In some certain cases (certain verbs), a verb following another verb may be constructed into gerund, but for other cases, it is formed into infinitive, as in example below.

Example: He want win the trophy.

Any verb following the verb "want" should be constructed into infinitive. Thus, it should be:

He wants to win the trophy.

f. To be

The form of “to be” is always influenced by the quantity of the subject. When the “to be” doesn’t fit the subject, it will cause error, as in example below.

Example: They is Ferdinand, Irwan and Lee.

As the subject is “they”, the appropriate form of “to be” should be “are”.

They are Ferdinand, Irwan and Lee.

g. Derivational affixes

English words are rich of derivation. Any derivational affixes attached will result different use of it, and/or the word should be derived to make grammatical construction. Below is the example of error cause by misformation of derivational affixes.

Example: He has good possess.

“Possess” is a verb, while what is needed in the construction is a noun. The word “possess” should be derived into noun by attaching any affixes. Thus, it results:

He has good possession.

h. Preposition

The example of the misformation of preposition is below.

Example: He was born at 11 August 1985.

The sentence uses incorrect preposition in which date should be initialized by preposition “on”, not “at”, as in the following correct form.

He was born on 11 August 1985.

i. Verb change construction

There are certain rules in changing verb form. When the rules are omitted it will cause error as in example below.

Example: useing *or* haveing

The change of the verb should be:

Using *or* having

j. Possessive pronoun construction

The example of this kind of error is like below.

Example: They are famous with they song by the title “Yes!”.

The underlined word should be formed as possessive pronoun, as in:

They are famous with their song by the title “Yes!”.

k. Subordinator

The following sentence is the example of this kind of error.

Example: Rats is animal who destroy field.

Subordinator “who” should only be used when the subject refers to human. Thus, this sentence should be constructed as below.

Rats are animals which destroy field.

l. Verb form

When the students tend to rely on dictionary, they may make this kind of error.

Example: The large ears to help them to hear sound.

The verb should be in normal form instead of infinitive form.

The correct one is then:

The large ears help them to hear sound.

m. Plural – singular form

The example of this kind of error is below.

Example: He is people who ...

Mother is a women who ...

The construction is discordant for “mother” and “he” are both singular subject, but the complement “people” and “women” are plural. The correct constructions should be:

He is a man who ...

Mother is a woman who ...

n. Quantifier

The sentence below is the example of misformation of quantifier.

Example: Television provides many information.

“Many” is quantifier which can be attached to countable noun.

However, “information” is uncountable noun. It becomes error for “many” should not initialize an uncountable noun.

Television provides much information.

o. Comparative form of adjective

The example of this kind of error is as below.

Example: Male cat is usually more big than ...

“Big” has only one syllable and, in comparative form, it should be attached by {-er} instead of “more”. Thus, the correct one is:

Male cat is usually bigger than ...

p. Verb after modal

The sentence below shows the error verb formation after modal.

Example: Banana also can giving energy.

Verb after modal should be in the form of base, no addition may be made. Thus, putting “giving” after modal “can” is categorized into this error. The correct one should be:

Banana also can give energy.

q. Negative function form

The example of this error is shown in sentence below.

Example: They haven't much fur.

“Haven't” is not the negative form of “have”. To make negative function in English, auxiliary is needed and not just by putting “not”.

The correct one is then:

They do not have much fur.

4. Errors of Word Order

It referred to any incorrect placement of a morpheme or a group of morphemes in an utterance. This might happen in both sentence and phrase.

The word order errors found in the students' writing included misorder of:

a. Noun phrase

The example of this error is as below.

Example: Banana grows in Asian south east.

Noun phrase generally places the head in the end of construction. In the example above, "Asia" is the head, then, the construction should be as below.

Banana grows in south east Asia.

b. Object

The following example shows this kind of error.

Example: Parents send to school children.

Generally, object directly follow a verb, or with preposition to relate.

Thus, the construction should be:

Parents send their children to school.

B. Tabulation of The Errors

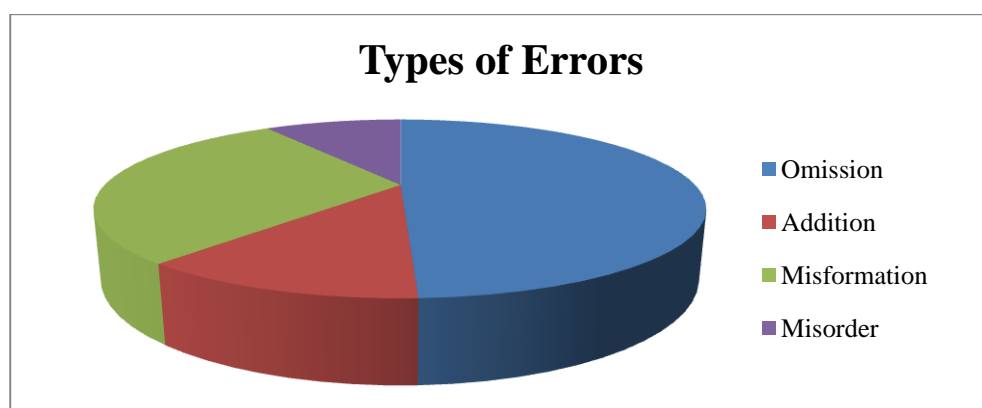
Errors which had been classified were then tabulated. The tabulation was presented in the form of percentage. The tabulation of errors can be seen on the following tables.

Table 4. 1. Types of errors found in the students' writing and its frequency of occurrence

No.	Types of Errors	Frequency	Percentage
1	Omission	201	49.3 %
2	Addition	49	12.0 %
3	Misformation	120	29.4 %
4	Misorder	38	9.3 %
	Total	408	100 %

Table 4.1 was presented to show the distribution of errors found in the writing of XI IPS grade students of MAN Kunir. After the errors were calculated by tabulating them, researcher found various types of errors which total was 408 errors. From the table as the result of tabulation, it can be seen that the XI IPS grade students of MAN Kunir made most error in Error of Omission that was 201 times which means 49.3 % of error total. The next most error made by the students was in Error of Misformation with 120 times or 29.4 %. The students made 49 times of Error of Addition. They also made 38 times of Error of Misorder. Further comparison can be seen in figure 4.1. below.

Figure 4. 1. Types of Errors Found in the Students' Writing and Its Frequency of Occurrence



Four types of errors found in this research were caused by various grammar influences or aspects. In this part, those grammar aspects were counted based on each type of errors. The occurrence frequency of each grammar aspect which influenced each type of errors was also counted here.

Table 4. 2. Frequency and Percentage of Aspects of Grammar Error in Omission Error

No.	Grammar Aspect	Frequency	Percentage
1	{ -s/es } plural marker	18	9.0 %
2	To be (in nominal sentence)	52	25.9 %
3	To be (as auxiliary)	9	4.5 %
4	Preposition	25	12.4 %
5	Article	21	10.4 %
6	Subject	11	5.5 %
7	Verb (no verb)	4	2.0 %
8	3 rd person singular verb	54	26.8 %
9	Subordinator	3	1.5 %
10	Possessive pronoun	4	2.0 %
	Total	201	100 %

Table 4.2. explains any points of grammar error which had caused error of omission. The table shows that the students of XI IPS grade of MAN Kunir made 201 errors of omission in their writing. The omission errors consisted of various grammar aspects. The students made error of omission of *3rd person singular verb* 54 times. They also made error of omission of *to be* (in nominal sentence) 52 times. The students also made error of omission of *preposition* 25 times. The students, then, made error of omission of *article* 21 times. They also made error of omission of *“s” as plural marker* 18 times. Those students also made error of

omission of *subject* 11 times. It was also found that the students did not put *to be as auxiliary (both in passive and progressive tense)* in their sentences 9 times. The students also did not put any verb or *no verb* that should have been placed in sentence 4 times. Also, the students made error of omission of *possessive pronoun* 4 times. The last type of errors of omission found in the students' writing was omission of *subordinator* with 3 times of occurrence.

Table 4. 3. Frequency and Percentage of Aspects of Grammar Error in Addition Error

No.	Grammar Aspect	Frequency	Percentage
1	Possessive marker	9	18.5 %
2	Article	11	22.5 %
3	To be (as auxiliary)	10	20.0 %
4	Plural marker	5	10.0 %
5	Subordinator	1	2.0 %
6	Pronoun	6	12.3 %
7	Preposition	6	12.3 %
8	Repetition	1	2.0 %
	Total	49	100 %

Table 4.3 explains some points of grammar errors which had caused error of addition. The table shows that XI IPS grade students of MAN Kunir made 49 errors of addition. The addition errors were contributed most by the addition of *article* which was made by the students 11 times. The students also made error of addition of *to be as auxiliary* 10 times. They also made error of addition of *possessive marker* 9 times. It was also found that the students also made error of addition of *pronoun* and *preposition* 6 times for each. They also made error of

addition of *plural marker* 5 times. Error of addition of *subordinator* was made once. Also, the students made *repetition* which is forbidden in English one time.

Table 4. 4. Frequency and Percentage of Aspects of Grammar Error in Misorder Error

No.	Grammar Aspects	Frequency	Percentage
1	Noun phrase	36	94.7 %
2	Object	2	5.3 %
	Total	38	100 %

Table 4.4 explains some aspects of grammar error which were the basis of error of misorder. The table shows that in ordering the target language, the XI IPS grade students of MAN Kunir faced serious difficulty in constructing noun phrase, how to form a well-ordered noun phrase. It was proved by the fact that the students made error of misordering noun phrase 36 times. In addition, the students also made error of misordering object 2 times.

Table 4. 5. Frequency and Percentage of Aspects of Grammar Error in Misformation Error

No.	Grammar Aspect	Frequency	Percentage
1	Passive construction	9	7.5 %
2	Pronoun	11	9.2 %
3	Tense	19	15.8 %
4	Gerund	5	4.2 %
5	Infinitive	3	2.5 %
6	To be	3	2.5 %
7	Derivational affixes	11	9.2 %
8	Preposition	12	10.0 %
9	Verb change construction	2	1.6 %

10	Possessive pronoun construction	12	10.0 %
11	Subordinator	1	0.8 %
12	Verb form	19	15.8 %
13	Plural – singular form	4	3.3 %
14	Quantifier	1	0.8 %
15	Comparative degree	2	1.6 %
16	Verb after modal	4	3.3 %
17	Negative form	2	1.6 %
	Total	120	100 %

Table 4.5 above explains some points of grammar error which had caused error of misformation. The total of 120 errors of misformation had been made by the XI IPS grade students of MAN Kunir. The table shows that students made pretty much misformation errors in *forming correct regular verb* which meant they formed the verb in present participle or infinitive instead of forming in simple verb, for example they wrote *He playing* instead of *He plays*. The students made error of misformation of *verb form* 19 times. The students also made misformation of verb form which was caused by the influence of tense 19 times. The students of XI IPS grade of MAN Kunir also made error of misformation of *preposition* and *possessive pronoun construction* 12 times for each. They also misformed *pronoun* and *derivational* affixes 11 times for each. The students also made error in forming passive construction 9 times. The students also made 5 errors of misformation in which they should have formed the verb into *gerund*. They also made error of misformation of *plural – singular form* 4 times. For example, they wrote *Mother is a women who ...* The students also made error of misformation of *verb after modal* 4 times. It was also found that the students

made error of misformation of *infinitive* and *to be* 3 times for each. In the students' writing, the researcher also found 2 errors of misformation of verb change construction, for example *useing*. Also, the students made error of misformation of *comparative degree* and *negative form*. Errors of misformation of *subordinator* and *quantifier* were made once for each by those students.

Table 4. 6. Top Five Errors

No.	Grammar Aspect	Frequency	Percentage
1	Omission of 3 rd person singular verb	54	13.0 %
2	Omission of "to be" in nominal sentence	52	12.7 %
3	Misorder of noun phrase	36	8.8 %
4	Omission of preposition	25	6.1 %
5	Omission of article	21	5.1 %
	Total	188	45.7 %

Table 4.6 shows that almost a half of 408 error total was contributed by these five errors; omission of 3rd person singular verb, omission of "to be" in nominal sentence, misorder of noun phrase, omission of preposition, and omission of article. It shows how vital these five errors are.

C. Sources of The Errors

Richards in Hasyim (2002: 47) classifies causes of error into 1) overgeneralization, 2) incomplete application of rules, 3) false concepts hypothesized, and 4) ignorance of rule restriction. This perspective is also called intralingual in which any errors made is seen as unrelated to the mother tongue or

L1. By this intralingual perspective, the errors were then classified based on their sources as in table 4.7. below.

Table 4.7. Frequency and Percentage of Source of Intralingual Errors

No.	Types of Intralingual Error	Frequency	Percentage
1	Overgeneralization	92	22.5 %
2	Ignorance of rule restriction	99	24.3 %
3	False concept hypothesis	55	13.5 %
4	Incomplete application of rules	162	39.7 %
	Total	408	100 %

Table 4.7. shows various sources of errors which are found in students' writing seen from intralingual perspective. The sources include *overgeneralization*, *ignorance of rule restriction*, *false concept hypothesis*, and *incomplete application of rules*. "Incomplete application of rule" becomes the most error sources by occurring 162 times or 39.7 % of error total, followed by "ignorance of rule restriction" with 24.3% or 99 times of occurrences, "overgeneralization" with 92 occurrences, and "false concept hypothesis" with 13.5 % or 55 times of occurrences. The examples of intralingual error sources are expanded below.

1. Overgeneralization

Example:

a. Misformation of negative form

They willn't fall down except when there are enemies attack them.

The students tend to generalize the negative construction. They were exposed that negative function like *do not*, *does not* or *have not* may

have contractions *don't*, *doesn't* and/or *haven't*. The students then made generalization on contracting *will not* based on the exposure. They formed *willn't* instead of the correct one, *won't*.

b. Misformation of verb change construction

He is haveing business in ...

Students made generalization in forming verb-ing construction, by directly attaching the {-ing} after verbs, without seeing the last letter of the verb. Words ending in “e” are formed by replacing the “e” with “i”. Thus, the construction should be *having*, *using*, and so on.

c. Addition of possessive marker

It's has beautiful wings.

Students were exposed to possessive forming in which {-‘s} is usually attached. The example, like above sentence, has meaning of possessing. The students then applied the rule of possessive construction instead of seeing first that there had been a verb which has meaning of possessing which means the possessive marker {-‘s} is not necessary.

2. Ignorance of Rule Restriction

Example:

a. Misformation of pronoun

His play for Arema Indonesia.

His is possessive form of pronoun “he”. The pronoun is ruled as subject in the example and the students ignored the rule. They should

have used the subject pronoun “he” instead of possessive pronoun “his”. Thus, the correct construction is:

He plays for Arema Indonesia.

3. False Concept Hypothesis

Example:

a. Quantifier

TV provides many information.

Students had an inaccurate idea about language rule. *Information* is uncountable noun. *Many* is quantifier for countable noun. There is distinction between countable and uncountable noun which influences to its *quantifier* and the students couldn't distinct it. If they could, they will have formed:

TV provides much information.

4. Incomplete Application of Rule

The students tend to use simple construction. To have successful communication, they tend to avoid forming complex structure. They then didn't use all rules.

Example:

a. Omission of third person singular verb

It like eat carrot.

The third person singular subject influences the verb formation, in which {-s/-es} should be attached after the verb “like”.

It likes to eat carrot.

b. Omission of “to be” as auxiliary

He born on August 1985.

Passive voice is constructed with “to be” + past participle verb. The students tend to use simpler construction instead of forming:

He was born on August 1985.