

CHAPTER V

DISCUSSION

After presenting and tabulating the data, the next is discussing the data that have been gathered to answer the research problems about the most types of grammatical errors in writing made by the first semester students of English department of IAIN Tulungagung and the sources of errors.

Dulay et al. (1982:146) present the most useful and commonly used bases for the descriptive classification of errors into four taxonomies, namely linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

Based on one of Dulay's classification of errors namely surface strategy taxonomy, there are four types of errors. They are error of omission, error of addition, error of misinformation and error of misordering.

Based on the data that was got by researcher in the table 4.1 and 4.2, the researcher found that the most type of grammatical errors made by the first semester students of English department of IAIN Tulungagung was misinformation. From the 270 data that was found by researcher, 110 of them were misinformation or 40.7 % of the error total. It means that misinformation was the most type of grammatical error often appears in the first semester students' writing. Almost a half of data gathered by the researcher was misinformation.

Misformation errors are characterized by the use of the wrong form of the morphemes or structure. While in omission errors the item is not supplied at all, in misformation errors, the learners supply something, although it is incorrect.

The researcher found many misformation errors in the first semester students' writing. One of misformation errors in the students' writing was presented as in the example below. E.g.:

They do not want study English.

Some verbs are intended automatically to "to-infinitive". One of them is "want". When the verb "want" is followed by another verb, the following verb should be in the form of "to-infinitive". The student seems like does not recognize that the verb after verb "want" should be followed by "to-infinitive". In the example above, the verb "want" is followed by the verb "study". The verb "study" should be changed into "to-infinitive" (to study). Thus, the reconstructed sentence is: They do not want *to* study English.

This research also tried to find out the sources of the errors made by the first semester students of IAIN Tulungagung in their writing from the perspective of intralingual error. The intralingual errors were defined by Richards (1974) as the errors that do not reflect the structure of the mother tongue, but generalizations based on partial exposure to the target language. That was the basic idea for the researcher in identifying and classifying any possible sources of errors. The researcher had uncovered the various kinds errors and as the second objectives of the research. The errors are overgeneralization, ignorance of rules restriction,

incomplete application of rules and false concept hypothesis. Based on the table 4.3 and 4.4, the most source of error was ignorance rules restriction.

Arifin (2012) in his research entitled *Common Grammatical Errors Made by XI Grade Students of MAN Kunir in Writing Academic Year 2011/2012* found that the most type of grammatical errors made by the students was omission with 49.3 %. Then, the most errors source found was incomplete application of rules with 39.7 %. From those, it can be concluded that the XI grade students of MAN Kunir (the students that would have graduated from senior high school) did not complete in applying the rules to produce acceptable sentence.

Habibullah (2010) who studied about An Error Analysis on Grammatical Structures of the Students Thesis of UIN Syarif Hidayatullah Jakarta Academic Year 2010 presented that the most error type found in the students' thesis was omission and the source of error was learning strategy toward target language. As the conclusion, the students who would have been graduated from university still made errors of omission in their thesis.

Referring to the previous studies above, the researcher concluded that each education level has different types of errors. This research showed that the most type of grammatical error made by the first semester students was misformation. It seemed like the students know the rules but they put incorrect morpheme or structure. The researcher also believed that analyzing students' error through error analysis is important to know students' learning progress, students' difficulties and their grammar achievement. So, both English teacher and English lecturer can minimize the errors made by the students in the future by drilling them through

exercise then the students writing ability would be better in the next higher education level. In addition, the students would have known grammar errors they made then they can learn from the errors and not to do the same again.