

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

This section presents the findings of the study. There are surface strategy taxonomy and summary of grammatical errors.

1. Surface Strategy Taxonomy

The table below is the findings of the total errors based on Dulay's that found in 5% thesis abstracts of each major of non-English department student at UIN SATU Tulungagung.

Table 4.1 Surface Strategy Taxonomy

No	Surface Strategy Taxonomy	Sentence Code	Total
1	Omission Error	AA3, AA4, AA5, AB1, AB3, AB4, AB4 (2), AB8, AB9, AB17, AB20, AB21, AC2, AD4, AE13, AL25, AM23, AN17, AP1, AP4, AR13, AS16, AT1, AT2, AT16, AU5, AU14, AV2, AW10, AX1, AX3, AZ9, BA1, BB6, BB7, BB8, BB12, BB14, BB15, BD12, BD14, BF9, BG16, BJ1, BK8, BM8, BM9, BQ1, BS1, BS5, BS8, BT11, BX15, BX20, CA2, CA6, CA12, CC13, CE13.	59
2	Addition Error	AA5, AA6, AA7, AA8, AA12, AA13, AA13 (2), AA13 (3), AA14, AA15, AB1, AB6, AC2, AD10, AD18, AE1, AF6, AG4, AH2, AK18, AL15, AM10, AM24, AM28, AO4, AP2, AP3, AP17, AT3, AT10, AU5, AW17, AY15, AZ4, BA14, BA16, BB16, BC2, BC12, BC12 (2), BC13, BD7, BE3, BE5, BF7, BF14, BK3, BN6, BO4, BS7, BV4, BX6, BZ16, BZ16 (2), CA3, CA4, CC2, CC2 (2), AQ17, AQ17 (2).	61

		CE3.	
3	Misformation Error	AA12, AA12 (2), AA12 (3), AA13, AA13 (2), AA14, AA14 (2), AA14 (3), AA14 (4), AA15, AA15 (2), AA15 (3), AB1, AB2, AB2 (2), AB3, AB3 (2), AB5, AB10, AB11, AB13, AB14, AB19, AC18, AD19, AH1, AH7, AL9, AL9 (2), AL23, AM9, AM17, AN6, AN7, AN8, AN12, AN12 (2), AP21, AQ6, AR9, AT5, AU4, AW4, AY4, AY8, AZ2, AZ5, AZ9, AZ16, BA1, BA7, BA9, BB2, BB3, BB11, BB13, BB16, BD1, BD12, BE1, BF15, BG11, BH3, BH12, BK5, BM12, BN12, BO15, BQ1, BQ1 (2), BQ8, BR4, BT1, BT13, BV6, BW6, BY11, CA4, CA5, CA9, CA9 (2), CA9 (3), CA9 (4), CA9 (5), AQ12, AQ17, CE1.	87
4	Misordering Error	AB4, AB5, AB7, AB12, AB16, AI4, AK2, AN1, AX14, BG13.	10
TOTAL			217

Based on the findings table above, it shows that the total error made on these abstract is 217. The table show that the misformation error is the highest and made the total amount by 86 (40%), in addition error 61 (28%), I omission error 59 (27%), and the lowest is misordering error with 10 errors (5%). The detailed percentage will be shown in the chart below.

Surface Strategy Taxonomy

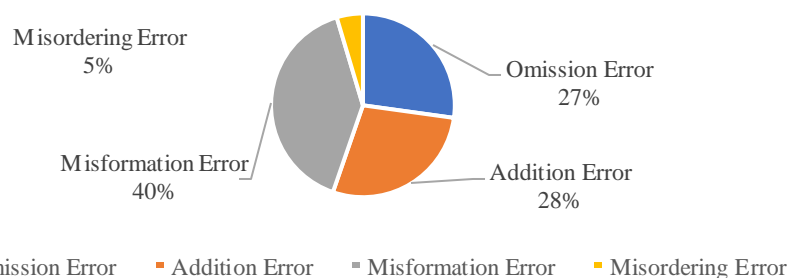


Diagram 4.1 The Percentage Amounts of Surface Strategy Taxonomy

2. Summary of Grammatical Errors

The table below is the findings of the total grammatical error found in 5% thesis abstracts of each major of non-English department student at UIN SATU Tulungagung.

Table 4.2 Summary of Grammatical Errors

No	Primary categories of grammar	Sentence Code	Total
1	Noun	AL15, AW17, AY15, BE5, BS7, AQ17, AA12, AA14(2), AB2, AB10, AB14, AC18, AD19, AL9, AN12, AP21, AQ6, AR9, AT5, AY4, AZ2, AZ5, AZ9, BA7, BA9, BB13, BD12, BM12, BN12, BQ1(2), BR4, BT13, CA4, CA9(3), AI4, AK2	40
2	Verbs	AA3, AT16, BJ1, AR13, BS8, BX15, CE3, AA14, AB6, AF6, AH2, AT3, CC2, AA12, AA15(3), AB5, AB11, AB19, AM17, AU4, AY8, AZ16, BB2, BB11, BB16, BH3, BV6, BW6, CA5, AQ17, BZ16	33
3	Adjective	AG4, AM24, AM28, AP17, BN6, BO4, BV4, BZ16, AA14, AB1, AB3(2), AB13, AL9, AL23, AM9, AN6, AN7, AN8, AW4, BB3, BE1, BO15, BT1, BY11, CA9, AQ12, CE1	28
4	Adverb	AH1	1
5	Pronoun		0
6	Preposition	BA14, BB16, BC2, BC12, BE3, BK3, BX6, CA4, AQ17, CE3, AA13, AZ16, BF15, BG11, BN12, BQ8	16
7	Conjunction	AA12, AB2, BH12	3
8	Determiner	AA5, AB8, AB9, AB21, AC2, AN17, AP1, AP4, AS16, AT1, AT2, AU5, AU14, AV2, AW10, AZ9, BB6, BB7, BB12, BD12, BD14, BF9, BG16, BK8, BM8, BM9, BQ1, BS1, BS5, BT11, BX20, CA2, CA12, AA13, AB1, AB3, AB4, AB17, AB20, AD4, AE13, AL25, AM23, BA1, BB8, BB14, BB15, CA6, CC13, AE1, AK18, AP3, AT10, AU5, AZ4, BA16,	64

	BC13, BF14, CA3, CC2, AN12, BA1, BD1, BK5	
TOTAL		185

Based on the findings table above, the research result show that the total error made on these abstracts is 185. The table shows that the Determiner is the highest and made the total amount by 64, compared to 40 errors on Noun, 32 in Verbs, 28 in Adjective, 16 in Preposition, 3 in Conjunction, 2 at Adverb, and the lowest error 0 in Pronoun. For the detailed percentage will be shown in the chart below.

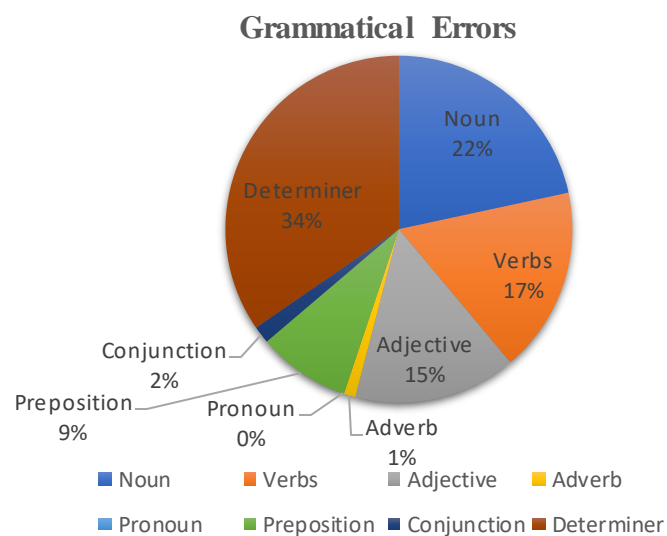


Diagram 4.2 The Percentage Amounts of Grammatical Errors

B. Research Discussion

The objective of this research was to examine the type of errors in the thesis abstract text, to find the most common grammatical error in the abstract text, and to find the factors that contribute to the errors.

The discussion is according to the surface strategy taxonomy and the primary categories of grammar. The surface strategy taxonomy are omission error, addition error, misformation error, and misordering error. Then, the primary categories of grammar are Noun, Verb, Pronoun, Adjective, Adverb, Conjunction, Preposition, and Determiners.

1. Surface Strategy Taxonomy

According to the research findings above, there were four errors in writing English on abstract made by non – English Education Department students namely omission, addition, misformation, and misordering. From the research data, it was found that misformation was the highest percentage of errors that made by non – English Education Department students. The frequency of misformation is 87 errors (40%). The errors are mostly about the use of the wrong form of verbs.

Misformation can be characterized by the use of the wrong form of the word or structure. For example, in the sentence code BB3: *“Learning models that have been used are less able to make learners play an active role in the learning process, so that the learning interest of learners is reduced.”*. Incorrect form *is*, the correct form is *are*. From the sentence code BB3, the word *are* as linking verbs connects *learners* as plural noun to the word *reduced*. Another example found in the incorrect form of sentence code AU4: *“Therefore the researcher take and use the domino media to increase the ability to memorize*

vocabulary for grade XI at MA Ma'arif Ponggok Blitar.”. The form of the word *take* is incorrect, the correct form is *takes*.

The second-high percentage of errors was addition with 61 errors (28%). Addition are illustrated by the presence of an element which must not appear in a well-performed sentence.

For example, in the sentence code AD18: “While *checking the validity of the data uses credibility (extension of participation, triangulation of sources and data), transferability, dependability, and confirmability.*”. The word *while* in the beginning of the sentence is unneeded because it is a single sentence. Another example is in sentence code AE1: “*In achieving an educational goal, a person needs an encouragement or motivation.*”. The word *an* in the sentence above is unneeded because it uncountable noun.

The third error was omission which take about 59 errors (27%). The errors are mostly about the absence of determiners. Omission are illustrated by the absence of a component that has to appear in a well-formed sentence.

For example, in sentence code AA5: “*The focus of research in this thesis are: (1) What is the intrinsic motivation of santri's in memorizing the Qur'an Al – Hidayah Plosokandang Tulungagung?*”. Missing determiner *the* after the word *of*. Another missing determiner found in the sentence code BX20: “*human relationship with oneself.*”. missing determiner *the* in the beginning of sentence.

The lowest error was misordering with 10 errors (5%). Misordering is illustrated by the incorrect placement of a word or group in a sentence. For example, in the sentence code AB5: “*This method encourages work together with group*.” The correct is *together in a group*. Another example is in the sentence code AN1: “*This research is motivated by a phenomenon that in this day and age there are many teenagers who lack discipline in carrying out the prayer*.” The correct form is *many teenagers lack*.

According to the error analysis result, see the percentage amounts of surface strategy taxonomy, the errors can be occurred because of interference language, difference concept between Indonesia and English, limited knowledge of English grammar and vocabulary and carelessness. The high percentage of misformation with 87 errors (40%), the errors are mostly about the use of wrong form of verbs. The students made mistakes about the form of verbs whether the verbs appear in either a past tense or non-past tense, action verbs, linking verbs, or helping verbs.

The research written by Voni Novita (2018) Entitled *An Error Analysis on Undergraduate Thesis Abstracts of English Language Education Students of Sanata Dharma University* focused on the mechanical and grammatical errors that include omission, addition, misformation, and misordering, found 540 errors in the undergraduate thesis abstracts. Omission has the highest frequency with 194 errors

(35,9%), followed by misinformation with 116 errors (21.5%), addition with 99 errors (18.3%), and the lowest frequency of errors made by misordering with 17 errors (3.1%).

Based on the research results, 114 mechanical errors were discovered. Punctuation error had a higher frequency of errors (11.9% or 64 errors) compared to spelling (9.3% or 50 errors). In other words, 21.2% of the errors were related to the mechanics in writing.

According to the research findings and the research result by Voni Novita, errors made by misordering have the same level in the lowest frequency made by the students. The research by Voni Novita has a deep analysis about the abstract, but the research is limited into the English Education Department in the respective university. Therefore, the researcher found the difference which is the researcher took 11 available majors of Tarbiyah Faculties and Teacher Training.

2. Summary of Grammatical Errors

The discussion is according to the primary categories of grammar. They are Noun, Verb, Pronoun, Adjective, Adverb, Conjunction, Preposition, and Determiner.

From the research data, it was found that Determiner was the highest percentage of grammatical errors. Researcher found 64 Determiner Error in these abstracts, which take out about 34% of grammatical errors. Determiner is a word that introduces a noun or provides information about the quantity of a noun. Determiners are

required before a singular noun but are optional when it comes to introducing plural nouns. The errors are mostly about Omission and Addition.

For example, in the sentence code AS16: “3) *the solution taken is that all teachers attend training on how to handle students with special needs, utilize existing media in the school environment, and deliver material repeatedly.*”. Missing determiner “the” between the words deliver and material. Another example found in the unneeded of determiner, for example in the sentence code AK18: “*Ustadz Madin should have a good behavior towards students by departing on time, dressed well and politely, spoke well and always patient in teaching.*” In this sentence, the word *a* is unneeded because the word *good* is an adjective.

In constructing the sentence in code AK18, the author influenced by Indonesian language. In Indonesia, an article serves a quantifier used in accordance with the accompanying noun. But in English, the rules of using articles are more complex, it must be matched to the subject type and sound of initial word that follows it. Relating to this term, Rudy & Carthy (2008) explained that the indefinite article “a” is used in front of singular noun whose initial letter is a consonant or vowel that sounds like consonant, while “an” is used in front of the singular noun whose initial letter is a vowel or consonant

that sounds like vowel. Meanwhile in sentence code AK18, the article “a” is unneeded because the word *good* is an adjective.

The second high percentage of grammatical errors was Noun. Researcher found 40 errors in the thesis abstracts, which take out about 22% of grammatical errors. Noun is a word that identifies a person, place, thing, or idea. The errors are mostly about Addition and Misformation.

For example, in the sentence code AW17: “(2) *Factors of this use are: ah habitual and economic factors.*” The word *factors* in the end of the sentence is unneeded because it was already explained in the beginning of the sentence. Another example found is in sentence code AC18: “2) *There is an influence of the Contextual Teaching and Learning learning model towards the active of student learning, as evidenced by the t-test with a significance of 0.001 <0.05*”. The word *active* in the sentence above is incorrect. The correct form is “activity”.

Another structure of English that caused interference is parallelism construction, it is the relationship between the position of two or more of ‘the class of the word’. According to Hopper in Aisyah (2005), two or more things/ideas that are similar in nature known as parallel ideas. For an effective was, express them in parallel form. The researcher found the error in sentence code AC18. The word “active”

have to replace into “activity” because it has determiner, so it must be replaced with Noun.

The third high percentage of grammatical errors was Verb. Researcher found 32 or Verbs Error in the abstracts, which take out about 17% of grammatical errors. Verb is a word that used to describe an action, state, or occurrence. The errors are mostly about Addition and Misformation.

For example, in sentence code AF6: “*Therefore, this must **be** immediately sought a solution from various parties concerned.*”. The word *be* in the sentence above is unneeded. Another example is in sentence code AU4: “*Therefore the researcher **takes** and use the domino media to increase the ability to memorize vocabulary for grade XI at MA Ma’arif Ponggok Blitar.*” The correct form is *take*.

In English, verbs should depend on the function in the sentence and it also accordance with the subject not with the modifier on the subject. The plural verb in sentence code AU4 “takes” does not appear to agree with the singular subject “the researcher”. It should be replaced with “take”

The next high percentage of grammatical error was Adjective. Researcher found 28 Adjective Error in these abstracts, which take out about 15% of grammatical errors. Adjective is a word that modifies or

describes a noun or pronoun. The errors that found are mostly about Addition and Misformation Error.

For example, in the sentence code BN6: “*The purpose of this study are: (1) to find out the types of learning difficulties of students in class VIII-F on the subject matter of relations and functions, (2) to find out the factors causing to the learning difficulties... function*”. The word *out* in the sentence above is considered unneeded. Another example of error in adjective is in sentence code AW4: “*Without mastering a second language, a country's people will experience underdevelopment from other countries in the education, tourism, politics, technology, and economy sectors*. The word *economy* in the sentence, should be changed into “*economic*”.

Parallel constructivism was also interference that found in sentence code AW4. The word *economy* does not seem fit with the sentence. It has to replace with “*economic*”.

The next high percentage of grammatical error was Preposition. Researcher found 16 Preposition Error in these abstracts, which take out about 9% of grammatical errors. Preposition is a word used to link nouns, pronouns, or phrases or other words within a sentence. The errors that found are mostly about Addition Error.

For example, in sentence code BA14: “*The informant in this study was the Head of at Darussalam Islamic Elementary School*

Campurdarat Tulungagung”. The word *at* in the sentence above was considered unneeded because there was already a preposition *of*. Another error example for preposition is in sentence code BC2: “**With** *different styles will lead to a variety of student responses, especially in teachers who use teaching styles that are not in accordance with the material presented, teachers who use monotonous teaching styles, less...place.*”. the word *with* in the sentence above is unneeded because it placed in the beginning of the sentence.

Interference also happens in preposition. The number of Indonesian preposition was not as much as English preposition. In the use, the type of English preposition was more specific, a preposition in Indonesian language can be synonymous with some preposition in English. This becomes the trigger for interference.

The next high percentage of grammatical error was Conjunction. Researcher found 3 Conjunction Error in these abstracts, which take out about 2% of grammatical errors. Conjunction are words that link other words, phrases, or clauses together. The errors that found are mostly about Misformation Error.

For example, in sentence AB2: “**Cause** the motivation of student was low that affect to low learning outcomes.” Incorrect form *cause* the correct form is “because”. Another example is in sentence code BH12: “The research pattern used is Quasi experiment **which** aims

to find out the influence of outdoor research methods and motivation levels on student learning outcomes in English.”. Incorrect form *which*, the correct form is “that”.

The next high percentage of grammatical error was Adverb. Researcher found 1 Adverb Error in these abstracts, which take out about 1% of grammatical errors. Adverb is a word that modifies a verb, an adjective, or even a whole sentence. The errors that found are Misformation Error. For example, in sentence code AH1: “*This research is motivated by a reality phenomenon in the present era.*” The word *reality* supposed to be “real”

The lowest percentage of grammatical error was pronoun. Researcher found 0 Pronoun Error in these abstracts, which take out about 0% of grammatical errors. It happen because pronouns are forbidden in academic writing.

Based on the research by Qhusnul Qhatimah (2018) Entitled *An Analysis of grammatical Mistakes in Students’ Writing* that identified grammatical mistakes and aspects of grammar mostly made by the students, the author found that are 88 mistakes in tense (70.97%), 30 mistakes in subject verb agreement, and 6 mistakes in personal pronoun.

According to the research result by Qhusnul Qhatimah, the most mistakes made by the students were tense, followed mistakes in subject verb agreement. The students made mistakes in the use of gerund as the

subject of the sentence. While in this research, according to the summary of grammatical error, verb was the third high percentage with 32 verb errors (17%) which is the errors are mostly about addition and misformation. The most common grammatical error in these abstract was determiner, which take out about 64 (34%) of grammatical errors.