

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents research findings and discussions which include types of errors, frequency of errors tabulation, and sources of errors which are as the procedures of error analysis.

A. Research Findings

As previously stated on chapter I, this research concerned to the grammatical error occurred on narrative writing made by the first year students at IAIN Tulungagung. After collecting and analyzing data, she found two hundred and sixty five (265) grammatical errors. Those were classified as follows:

- a. Errors in using verb groups = 103
- b. Errors in subject-verb agreements = 36
- c. Errors in the use of articles = 12
- d. Errors in the use of prepositions = 34
- e. Errors in pluralization = 20
- f. Errors in the use of pronouns = 25
- g. Errors in the use of conjunctions = 31
- h. Errors in the use of adverbs = 4

As stated before, the researcher calculated each error frequency using the following formula:

$$P = \frac{n1}{\Sigma N} \times 100\%$$

In which,

P: percentage of each error

N1: total of the given error

ΣN : total of the whole errors

Therefore, by using that formula, she was able to present the percentage of error frequency in the following table:

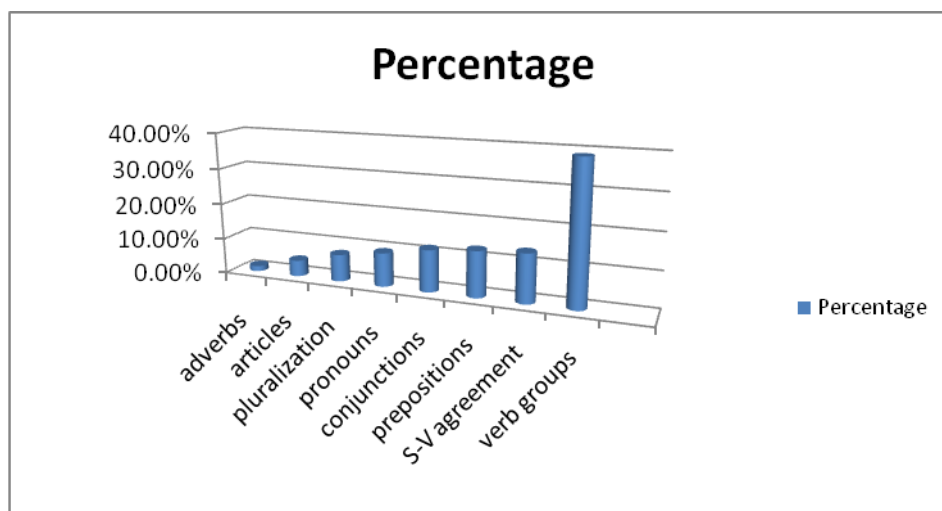
Table 4.1. Table of Error Frequency

No.	Type of Error	Total of Error	Percentage
1.	Errors in using verb groups	103	38.86%
2.	Errors in subject-verb agreement	36	13.58%
3.	Errors in the use of articles	12	4.52%
4.	Errors in the use of prepositions	34	12.83%
5.	Errors in the use of pluralization	20	7.54%
6.	Errors in the use of pronouns	25	9.43%
7.	Errors in the use of conjunctions	31	11.69%
8.	Errors in the use of adverbs	4	1.50%
Total		265	100%

After discussing about the types of errors, the researcher would like to present the level of error frequency to know the highest error and the lowest of error. Based on the table 4.1 and 4.2, it could be inferred that the highest error was owned by errors in using verb groups (38.86%). Then it followed by some errors which were more than 10% such as error in subject-verb agreement (13.58%), errors in the use of prepositions (12.83%), errors in the use of conjunctions (11.69%). After that, they were followed by errors in the use of pronouns (9.43%), errors in the use of pluralization (7.54%), and errors in the use of articles (4.52%). Thus, errors in the use of adverb (1.50%) were the lowest of error frequency.

In addition, the researcher presented the diagram of errors to know the highest error and the lowest error.

Figure 4.1. Diagram of the Level of Errors



Based on the findings, the college students were known that they had bad ability in verb groups because they had the highest error in that part. As stated on chapter II, Dulay (1982:172) divided the source of errors that might cause the students errors which were context learning, communication strategy, interlingua transfer, and intralingua transfer. Based on the interview results, the researcher found that those sources of errors influenced the college student's ability in producing narrative.

B. Discussions

As mentioned on chapter I, the researcher built three types of research problems. The researcher used the documents to answer research question number one and two. Moreover, the researcher used interview and the findings to know the causes of error which were also as research questions number two.

Based on the findings and the types of errors, the researcher knew that there were eight types of errors appeared in the college students' writing.

1. Errors in using verb groups

Errors in using verb groups were the most frequent errors made by the college students. There were a lot of rules in using verbs so that errors were often occurred in this area. Some of those errors were presented below:

- a. We decided to asks the police
- b. We was tired and decided to went home

- c. I had to bought a correction pen
- d. I went to studied in Indonesia
- e. I have to came to Indonesia
- f. We was tired and decided to went home
- g. I ready to listened it
- h. The security asked a crazy woman to left the room

Here the students made errors in producing verb 1 or infinitive. They failed to recognize where to put the infinitives. The students failed to figure out the non-finite verbs. They should be in the form of infinitives (to + the simple form of the verb). Although the tense used in narrative is past form, but there are still infinitives should be used. The sentences should have been:

- a. We decided to ask the police
- b. We was tired and decided to go home
- c. I had to buy a correction pen
- d. I went to study in Indonesia
- e. I had to come to Indonesia
- f. We was tired and decided to go home
- g. I am ready to listen it
- h. The security asked a crazy woman to leave the room

Besides the infinitive forms, verb groups could also be in the form of linking verbs (to be). Frank (1972: 48) stated that linking verbs are

verbs of incomplete predication; it merely announces that the real predicate follows. The complement is usually an adjective or a noun. Therefore, errors in using linking verb were presented below:

- a. I hope you always healthy
- b. We in the city
- c. My parents proud with me and look happy
- d. She wearing a green shirt and white shorts
- e. Finally, I hit by the motorcycle, and it made me injured

Those sentences showed that the college students failed to use linking verb correctly. The omission happened in those sentences. It meant that they omitted the linking verb in those sentences, while they needed the linking verb. The wrong sentences above are categorized into nominal sentences (a, b, c), past continuous tense (d), and passive form (e).

The sentences should have been:

- a. I hope you were always healthy
- b. We were in the city
- c. My parents were proud of me and looked happy
- d. She was wearing a green shirt and white shorts
- e. Finally, I was hit by the motorcycle, and it made me injured

As stated before, this research studied the college students' narrative writing. Consequently, they had to use past form in their writing. However, they made errors in that case. For example:

- a. We didn't went by busway at night
- b. I arrive in the shop at 07.00 pm
- c. I don't know who I pulled
- d. I apologize to the teller and quit the bank
- e. My journey is not very easy
- f. I met the owner who is an old woman

Some students were confused to use past form in sentences. We could see on point (a), the students had to use verb 1 after auxiliary verb. Then on point (b-f), the students used present tense whether in nominal sentences or nominal sentences, while they had to use past tense.

The sentences should have been:

- a. We didn't go by busway at night
- b. I arrived in the shop at 07.00 pm
- c. I didn't know who I pulled
- d. I apologized to the teller and quitted the bank
- e. My journey was not very easy

The last part related to verb groups is gerund (-ing form of the verb). It explains that a process of something has been done, and it also

functions as noun. Some of errors made by college students were as follows:

- a. Before arrived in Tambak beach, on the way my wheel was lake
- b. They helped me by pulled my foot from the pedal
- c. Suddenly there was a car without saw condition of the road
- d. Then I continued study about English
- e. I went to home without bring anything

The students failed to recognize the ing-form of the verb. Instead of using ing-form, they used the past form, so the errors occurred.

They should have been:

- a. Before arriving in Tambak beach, on the way my wheel was lake
- b. They helped me by pulling my foot from the pedal
- c. Suddenly there was a car without seeing condition of the road
- d. Then I continued studying about English
- e. I went to home without bringing anything

2. Errors in subject-verb agreement

Agreement between subject and verb is influenced by the subject form whether it is singular or plural. The verb must agree with the subject to construct a correct sentence structurally. The college students failed to recognize agreement between subject and verb, it meant that they failed to construct correct sentences structurally. Consequently, they had to

identify the subject correctly whether it was singular or plural, and they had to understand the normal sentences and verbal sentences. In addition, some students omitted the subject in sentences so that it was also indicated as error. In using past tense, they had to use *was* for singular, and *were* for plural. However, they made errors in those parts, for instance:

- a. We passed the house of the Dayak, have guard dogs
- b. The dogs was afraid
- c. The meaning of sentences is that she loved me
- d. That the reason why I am not used my shoes
- e. You still studied abroad when he were dead

The students omitted a subject in sentences like a point (a). at the point (b, c and e), they were confused to differentiate between singular of plural nouns so that they failed to use *be* (was or were) appropriately. Moreover, they recognized the nominal and verbal sentence wrongly so that they used *be* for negative sentences, while they had to use auxiliary verb because it was verbal sentence.

They should have been;

- a. We passed the house of the Dayak, the Dayak ethnic group had guard dogs
- b. The dogs were afraid
- c. The meaning of sentences were that she loved me
- d. That the reason why I didn't use my shoes

e. You still studied abroad when he was dead

3. Errors in the use of articles

The use of articles is also determined by the noun whether it is countable or uncountable and whether it is singular or plural. There are two kinds of article; they are definite article (the) and indefinite article (a/ an). We use definite article (the) if the noun has been mentioned before or if the noun has been familiar. It helps to distinguish the known from the unknown. It may narrow down a class, or it may even limit the class to one. However, we use indefinite article (a/ an) if the noun has not been mentioned before. The use of indefinite article also takes into account whether the noun is countable or not and whether it is singular or plural. If the noun is countable, singular and has not been mentioned before, the indefinite article must be used. Consequently, to be able to use an article properly, the college students had to be sensitive in differentiating the use of definite article, indefinite article and even using no article at all. If they were not able to differentiate them, the errors appeared, for example:

- a. I and my friends saw many of the big corals in Tambak beach
- b. I was in north position when a car run fast
- c. It was the one and only bank with two floors in the city
- d. After that, I was a shocked and didn't want study here

From the text above, the students made omission and addition of article. At the point (a and d), they made addition because they put articles

which were not needed. In addition, they made omission because they omitted or deleted the articles like the point (b and c), while those were needed.

Thus, the sentences had to be as follows:

- a. I and my friends saw many big corals in Tambak beach
- b. I was in the north position when a car run fast
- c. It was the one and the only bank with two floors in the city
- d. After that, I was a shocked and didn't want study here

4. Errors in the use of prepositions

Prepositions are often followed by nouns (or pronouns). They are connective words that show the relationship between the nouns following them and one of the basic sentence elements: subject, verb, object, or complement. They usually indicate relationships, such as position, place, direction, time, manner, agent, possession, and condition, between their objects and other parts of the sentence (Wishon and Burks, 1980: 288). A preposition may be composed of one, two, or three parts. For instance:

- a. one part: of, on, in, at, for, from
- b. two parts: because of, according to, etc
- c. three parts: in front of, on top of, as far as, etc

In using a preposition, one should be aware because there is no certain rule for this. One has to determine which preposition should be used based on its context.

Some of errors made by the college students were as follows:

- a. Because the middle of the road one of my friend's motorcycle wheels was leak
- b. Then we entrusted our motorcycle in there
- c. She looked at to the girl
- d. She joined with the event
- e. Finally all my friends laughed because me
- f. In Sunday, I and my friend completed the dawn prayer

From the sentences above, the researcher knew that the college students made omission of the preposition (a and e) because they omitted *in* and *of* in those sentences. Then they also made addition (b and d) because they put *in* and *with* as preposition of both sentences. Last, at the point (f), it was indicated that the students used the preposition incorrectly because it should be *on* Sunday instead of *in* Sunday.

The correction of those sentences was as follows

- a. Because in the middle of the road, one of my friend's motorcycle wheels was leak
- b. Then we entrusted our motorcycle there

- c. She looked at the girl
- d. She joined the event
- e. Finally all my friends laughed because of me
- f. On Sunday, I and my friend completed the dawn prayer

5. Errors in pluralization

Pluralization is a process of adding morpheme (s/es) to pluralize nouns. There are many exceptional nouns that do not use adding -s/es to construct their plural forms. For instance: mouse-mice, person-people, deer-deer, fish-fish etc.

The errors happened in narrative made by the college students were as follows:

- a. I feel very comfortable because many beach here
- b. I saw a lot of flowers such as roses, jasmine, orchids, and others
- c. Then I got some medicine, and went home with that injured
- d. Next day, all of my neighbor, family, and friends heard that, and they all visited me

Those sentences showed that the students failed to recognize the plural forms of the object sentences. Thus, the corrections of those sentences were presented below:

- a. I feel very comfortable because many beaches here
- b. I saw a lot of flowers such as roses, jasmines, orchids, and others

- c. Then I got some medicines, and went home with that injured
- d. Next day, all of my neighbors, families, and friends heard that, and they all visited me

6. Errors in the use of pronouns

Pronoun is used to substitute nouns. It has many types; they are personal, reflexive, indefinite, relative, interrogative, demonstrative, and expletive pronouns. The students made errors in this area. They are as follows:

- a. One man tie the fabric on my hole foot, and they brought me home
- b. She was wearing a green shirt and white shorts, like Susi's clothes.
Quickly I pulled her's clothes
- c. Me and my friends walked to the campus without shoes
- d. Me decided to break through the rain

The sentences above represented that most of college students were confused to use personal pronouns. Therefore, the corrections of them were as follows:

- a. One man tie the fabric on my hole foot, and he brought me home
- b. She was wearing a green shirt and white shorts, like Susi's clothes.
Quickly I pulled her clothes
- c. I and my friends walked to the campus without shoes
- d. I decided to break through the rain

7. Errors in the use of conjunctions

Conjunctions are used to connect not only words, but also phrases and clauses. Some of college students did not recognize conjunctions correctly so that the errors happened in their writing, for example:

- a. When I have free time I go to library. And do another positive activity
- b. I was exhausted with the condition. But there was one of my friend who helped me
- c. Few hours later, we arrived there and we have fun together

At the point (a and c) it should be put comma before *and* not a period. Then at the point (b) it should be put comma before *but* not a period or it could be put a period, but after period the students could use *however* instead of *but* in the first sentence. Consequently, the corrections could be seen below:

- a. When I have free time I go to library, and do another positive activity
- b. I was exhausted with the condition. However, there was one of my friend who helped me
- c. Few hours later, we arrived there, and we have fun together

8. Errors in the use of adverbs

Adverb modifies verb by giving us the following information such as (1) how the action occurs, (2) where the action occurs, (3) how

many times action occur, (4) at which time the action occurs, and (5) intensity of action. In addition, adverbs are categorized into (1) adverbs of manner, (2) adverb of place, (3) adverb of time, and (4) adverb of frequency. However, the little students made error in these parts which were as follows:

- a. I arrived in the shop with safe
- b. I passed my study with happy
- c. He also remembered that now we were in the city

Those errors sentences showed that some of college students did not understand adverb of manner (a and b) because they made errors in the kind of adverb. In addition, at point (c), they could not put *now* as adverb of time in past tense, the corrections could be seen below:

- a. I arrived in the shop with safely
- b. I passed my study with happily
- c. He also remembered that we were in the city

From those data, it could be inferred that the college students need to improve their ability particularly in using verb group because it was considered as the worst achievement in writing narrative.

The last discussion was about the causes of errors (research questions number three) were known from the students' interview and the findings.

Based on the findings, the college students were known that they had bad ability in verb groups because they had the highest error in that part. As stated on chapter II, Dulay (1982:172) divided the source of errors that might cause the students errors which were context learning, communication strategy, interlingua transfer, and intralingua transfer. Based on the interview results, the researcher found that those sources of errors influenced the college student's ability in producing narrative. Those were classified and identified in the following discussion.

1. Context learning

The context learning was categorized into the role of lecturers and the class environment. Related to the role of lectures, they admitted that they had been taught about the rules where the errors occurred in grammar class. However, they were still confused to use the rules correctly in sentences. Moreover, they also got material about how to produce a good narrative in writing class. However, they said they needed more practices and guidance from their lectures, and they needed the reinforcement from their lectures to decrease the errors in the next writing.

Related to the class environment, the class where most of students were lazy to practice more about the material given by the teacher gave the bad effect to their understanding about how to write narrative well. As a result, the students made many grammatical errors in writing

2. Communication strategy

In communication strategy, the students made errors which caused the prefabricated error. These errors happened because the students were not able to use kinds of grammatical rules although they were familiar with them. As a result, the grammatical errors occurred in their writing.

3. Interlingua transfer

Interlingua errors happened because of vocabulary limitation. Some of college students seemed having difficulties to express their mind so that their narratives were difficult to understand.

4. Intralingua transfer

Intralingua errors occurred because the students did not understand and know how to use each grammatical rule correctly. This case also happened in few students writing so that caused the errors.