CHAPTER IV

RESEARCH FINDINGS

In this chapter, the writer explains the result of data analysis, which procedures have been described in the previous chapter. This section is divided into two parts. The first part deals with result of the data and the second part is about discussion. The result of the data covers identification of errors, classification of errors and tabulation of errors. Discussion concerns on the findings obtained from the result of the data.

A. Research Findings

The following section is sequence of steps in analyzing data: identification of errors, classification of errors and tabulation of errors.

1. Identification of error

After the researcher has been done, there is a data in the form of students' speaking. Students have to speak English based a picture given by the researcher.

Based on the data collected, the errors that are found in speaking made by the second grade students of SMP Negeri 2 Gondang Tulungagung in academic year 2014/2015 as follow:

There are 79 occurrences of all errors. In term of each type of errors, the errors of omission 58 times or 74,3% of all errors, errors of misformation 13 times or 16,6%, and errors of addition 8 times or 10,2% of all errors.

2. Classification of Errors

After the errors have been identified, the next step is classification of the errors. The errors are going to be classified into their types. To classify the errors occurred in the

students' speaking product, the researcher uses surface taxonomy strategy as proposed by Dulay, they include error of omission, error of addition, error of misformation, and error of misordering.

a. Error of Omission

Based on the data collected, the researcher finds many kinds of error of omission. Those are omission of plural marker, omission of be, omission of gerund marker (-ing), omission of article, omission of to infinitive, omission of third person singular verb marker.

1) Omission of plural marker *(s/es)*

Plural marker is one of important aspects that have to be concerned in speaking composition. Plural marker is used for giving sign that noun is more than one. According to Azar (1989:198) final *s/es* is added to a noun to make a noun plural but it is not occur in irregular plural nouns. Although, plural marker looks so simple, but students still make many errors in applying the use of plural marker.

After the researcher checks the students' speaking, the researcher finds some errors related the use of plural marker *(s/es)*. The examples of the errors are shown bellow:

(a) Many **girl** like him (Raffi Ahmad)

(b) **There is** many **table and chair** in my classroom.

The example above show that student always omit plural marker *(s/es)* when they explain plural things. The student should add *s/es* in the end of noun to indicate plural because there is quantifier many as indicated plural noun. Thus, the construction should be:

(a) Many **girls** like him

(b) **There are** many **tables and chairs** in my classroom.

2) Omission of be

Omission of be is indicated by the absence of be. Based on the data collected, these are the examples of errors of omission of be in students' speaking:

(a) Doraemon a robotic cat

The reconstructed sentence should be:

(a) Doraemon **is** a robotic cat

3) Omission of gerund marker (- ing)

Error omission of gerund marker was indicated by the absence of – ing marker. A gerund can be the subject of verb, the direct object of verb, or the object of preposition (Fitzpatrick, 2005:286). Sometimes, student omits the gerund marker that must be added in the sentence. Based on the data, this is the example of omission of gerund marker:

(a) I am **read** a novel in this room.

The reconstructed sentence should be:

(a) I am **reading** a novel in this room.

4) Omission of Article

Omission of article is also found in students' speaking. The following are the examples of this errors:

(a) Temple is constructed on a hill 46m high and consist of eight level terraces

"The" is definite article. We use definite article *"the"* before singular count nouns, plural nouns and uncountable nouns that represent old or known information (Fitzpatrick, 2005:278). Actually, noun above is associated with the topic of the text

and has already known by the reader. So, to make the sentence well-formed *"the"* is needed. The sentences above can be reconstructed to be like this:

(a) **The** temple is constructed on a hill 46m high and consist of eight level terraces

5) Omission of to infinitive

This is the example of omission of to infinitive:

(a) Rabbit like eat vegetables

However *"to"* should be added to make the sentence is well-formed. To infinitive joins one clause to other clauses. The revised sentence should be:

(a) Rabbit like **to** eat vegetables

6) Omission of Third Person Singular Verb Marker

Simple present tense has its characteristic for some subjects they are *she, he, it (third singular person).* For these kinds of subjects students should add *s/es* at the verb. When students omit the marker *(s/es)* the sentence is ill-formed. Based on the data collected, these are the examples of omission third person singular verb marker in the sentences:

(a) My father **keep** many chickens in there

(b) She always **make** me smile

The revised sentence should be:

(a) My father **keeps** many chickens in there

(b) She always **makes** me smile

b. Error of Addition

Errors of addition are characterized as the present of items which must not appear in well-formed sentence. The errors of addition presented in this chapter are the addition of be and addition of plural marker.

1) Addition of *be*

Addition of *be* is characterized by presence of be in the sentence. Based data collected, these are the examples of this kind error:

(a) Doraemon have a large pocket that can **be** produce many gadgets from the future

(b) We love **is** my family

Both sentences are ill-formed because there is presence of *be* in sentence. *"be"* cannot be used before verb 1 in all sentences construction. On the contrary, *"be"* is used before verb 3 and verb-*ing*. Students should omit *be* in sentence like above. The reconstructed sentence will be:

(a) Doraemon have a large pocket that **can produce** many gadgets from the future

(b) We **love** my family

2) Addition of plural marker *(s/es)*

The addition of plural marker *(s/es)* is identified by the presence of noun plural marker *(s/es)* in the plural things. A final s/es ia added to a noun to make a noun plural (Azar, 1989:198). When a final affix s/es is added, it will influence the verb form. These are examples of this kind error:

(a) Borobudur is a Hindu-Buddhist **temples**

The sentence can be reconstructed as:

(a) Borobudur is a Hindu-Buddhist **temple**

c. Error of Misformation

The errors of misformation are indicated by the use of wrong morpheme or structure. The errors of misformation found in this research are misformation of conjunction, misformation of possessive adjective pronoun, misformation of passive voice and misformation of be.

1) Misformation of Conjunction

The existence of conjunction made the sentence relate each other. In contrast, where the conjunction is ill-formed the sentence would difficult to be understood. See the error below:

(a) She is my classmate and sit **besides** me

The revised sentence should be:

(a) She is my classmate and sit **beside** me

2) Misformation of Possessive Adjective Pronoun

Misformation of pronoun is indicated because the wrong form of pronoun. There are sentences that contain the errors:

(a) Rahmi comes from a very simple family. **His** father is a cab driver

The errors above can be reconstructed to be:

(a) Rahmi comes from a very simple family. **Her** father is cab driver

3) Misformation of Passive voice

The ability of students in using passive sentence is still low. Some students who try use passive sentence unfortunately make errors in constructing sentence. The sentence below shows the misformation of passive voice:

(a) He is **often** call SBY

Those sentences can be reconstructed to be:

(a) He is often **called** SBY

4) Misformation of be

Some students do not understand well the subject and verb agreement in simple present. They often make errors in using be which must relate to the subject. Based on the data collected these are the example of the error:

(a) **There is** two bedrooms

The revised sentence should be:

(a) **There are** two bedrooms

Table of Identification and Classification

No.	Om	Ad	Mf	Error Sentences	Revised Sentence	Type of Error
1.	1	1	1	Borobudur is a Hindu-Buddhist temples. Temple is constructed on a hill 46m. The first, five terraces **is** squared	Borobudur is a Hindu-Buddhist **temple.** **The** temple is constructed on a hill 46m. The first, five terraces **are** squared.	Addition of plural marker. Omission of article. Misformation of be.
2.	4			Spinach a vegetables. Spinach contain vitamins. Spinach contain iron. Spinach can found in the country.	Spinach **is** a vegetables. Spinach **contains** vitamins. Spinach **contains** iron. Spinach can **be** found in the country.	Omission of be. Omission of plural marker. Omission of plural marker. Omission of be.
3.	4			He has small body and two white hand and feet. Doraemon a robotic cat. Doraemon a good cat. He always help nobita.	He has small body and two **hands** and feet. Doraemon **is** a robotic cat. Doraemon **is** a good cat. He always **helps** nobita.	Omission of plural marker *s/es*. Omission of be. Omission of be. Omission of third person singular verb marker.
4.	3			I found it on the side of street. She a Persian cat. Her favorite food sardine fish.	I found it on the side of **the** street. She **is** a Persian cat. Her favorite food **is** sardine fish.	Omission of article. Omission of be. Omission of be.
5.	5			We need 15 minutes drive from the center. It has 18 classroom. They are basketball court, volley ball, course and sport hall	We need 15 minutes to drive from the center. It has 18 **classrooms.** They are basketball court, volley ball, course and sport hall	Omission of to infinitive. Omission of plural marker.

No.	Om	Ad	Mf	Error Sentences	Revised Sentences	Type of Error
				for play badminton and doing exercise.	for **playing** badminton and doing exercise.	Omission of Gerund marker *(-ing)*
				There are a lot of plant around the school.	There are a lot of **plants** around the school.	Omission of plural marker *s/es.*
				School also has some ponds to look after some fish.	**The school** also has some ponds to look after some fish.	Omission of article.
6.	3			He a presenter and famous actor.	He **is** a presenter and famous actor.	Omission of be.
				Raffi has 2 sister.	Raffi has 2 **sisters.**	Omission of plural marker *s/es.*
				Many girl like him.	Many **girls** like him.	Omission of plural marker *s/es.*
7.	2		1	He is often call SBY.	He is often **called** SBY.	Misformation of passive voice.
				SBY have a fat body, round face, pointed nose and black hair. They have two son.	SBY **has** a fat body, round face, pointed nose and black hair. They have two **sons.**	Omission of plural marker *s/es.* Omission of plural marker *s/es.*
8.	2		1	He is easily known because there is dimples on his cheek when he is smile and always wears glasses.	He is easily known because **there are** dimples on his cheek when he is **smiling** and always wears glasses.	Misformation of be. Omission of gerund marker *(-ing).*
				Afgan likes eat.	Afgan likes **eating**.	Omission of gerund marker *(-ing).*
9.		1	1	She is often call Prilly. She have beautiful voice and beautiful face.	She is often **called** Prilly. She **has** beautiful voice and beautiful face.	Misformation of passive voice. Addition of plural marker *s/es.*
	1			I think Indonesia can be make other artist to like Prilly L.	I think Indonesia can be make other artist to **be** like Prilly L.	Omission of be.
10.	3			I want tell you about my hobby.	I want **to** tell you about my hobby.	Omission of to infinitive.

No.	Om	Ad	Mf	Error Sentences	Revised Sentence	Type of Error
				My hobby is update status in Facebook.	My hobby is **updating** status in Facebook.	Omission of gerund marker (-ing)
				I am update status in Facebook every day.	I am **updating** status in Facebook every day.	Omission of gerund marker (-ing)
11.	2		1	The capital of state. It symbolizes the struggle for Indonesian independence of our country. The monument consist of a 117.7m obelisk on a 45m square platform at height of 17m.	The capital of **the** state. It symbolizes the struggle for Indonesian independence of our **countries.** The monument **consists** of a 117.7m obelisk on a 45m square platform at height of 17m.	Omission of article. Misformation of plural marker. Omission of plural marker *s/es.*
12.	4	1	2	It has five room. There is two bedroom. I am read a novel in this room. My bedroom **is** in the left side of the living room. In this room there are a computer. When door is open.	It has five **rooms.** **There are** two **bedrooms**. I am **reading** a novel in this room. My bedroom in the left side of the living room. In this room **there is** a computer. When **the** door is open.	Omission of be. Misformation of be. Omission of plural marker s/es. Omission of gerund marker. Addition of be. Misformation of be. Omission of article.
13.		2	1	I has a special friend. She is my classmate and sits besides me. She have a young brother.	I **have** a special friend. She is my classmate and sits **beside** me. She **has** a young brother.	Addition of Plural marker *s/es.* Misformation of conjunction. Addition of plural marker *s/es*

No.	Om	Ad	Mf	Error Sentences	Revised Sentences	Type of Error
14.	3	1		I **has** a dog. Betty my female dog. She cute and funny. She always make me happy.	I **have** a dog. Betty **is** my female dog. She **is** cute and funny. She always **makes** me happy.	Addition of plural marker *s/es* Omission of be Omission of be. Omission of third singular verb marker.
15.				My mother excellent woman to me. I want invite my mother to join with me in Tulungagung.	My mother **is** excellent woman to me. I want **to** invite my mother to join with me in Tulungagung.	Omission of be. Omission of to infinitive.
16.	6		1	My bedroom favorite place in my house. On the bed there is two pillow. The cupboard used to keep my clothes. My bedroom look fresh and cool. The wall paint. It make me like stay in the cloudy palace.	My bedroom **is** favorite place in my house. On the bed **there are** two **pillows.** The cupboard **is** used to keep my clothes. My bedroom **looks** fresh and cool. The wall **is** paint. It **makes** me like stay in the cloudy palace.	Omission of be. Misformation of be. Omission of plural marker s/es. Omission of be. Omission of third person singular verb marker. Omission of be. Omission of third person singular verb marker.
17.	4	2		I don't have brothers and sisters. My family harmonious. We love **is** my family. We life in small village. My father keep many chicken in there.	I don't have **brother** and **sister.** My family **is** harmonious. We love my family. We **live** in small village. My father **keeps** many **chickens** in there.	Addition of plural marker *s/es.* Omission of be. Addition of be. Omission of be. Omission of third person singular verb marker. Omission of plural marker *s/es.*
18.	5			Bali has many beautiful tourism object. I do many activity in Kuta beach.	Bali has many beautiful tourism **objects**. I do many **activities** in Kuta beach.	Omission of plural marker s/es. Omission of plural marker s/es.

No.	Om	Ad	Mf	Error Sentences	Revised Sentence	Type of Error
				I am play white sand with my friend in beach. We see scenery of sunset.	I am **playing** white sand with my friend in **the** beach. We see **the** scenery of sunset.	Omission of gerund marker (-ing) Omission of article. Omission of article.
19.	4			The rabbit very funny. Many people who love rabbit. The rabbit cute and funny. Rabbit like eat vegetables.	The rabbit **is** very funny. Many **peoples** who love rabbit. The rabbit **is** cute and funny. Rabbit like **to** eat vegetables.	Omission of be. Omission of plural marker *s/es*. Omission of be. Omission of to infinitive.
20.	2		3	Every morning before the class **start**, I read book at the library. My classroom is **paint** in white color. **There is** many **table** and **chair.**	Every morning before the class **started**, I read book at the library. My classroom is **painted** in white color. **There are** many **tables** and **chairs.**	Misformation of passive voice. Misformation of passive voice. Misformation of be. Omission of plural marker *s/es* (2)

3. Tabulation of Errors

After classification of errors have been done, the next step is tabulation of the errors. The tabulation of error was presented in the form of percentage. Based on the data that has been analyzed by researcher, the results show that there are 79 errors are made by second graders sudents of SMP Negeri 2 Gondang Tulungagung in academic year 2014/2015. The highest frequency of occurrences is errors of omission with 58 times or 74,3% of all errors. The second highest frequency is errors of misformation with 13 times or 16,6% of all

errors. The third highest is errors of addition with 8 times or 10,2%. The last is error of misordering with 0 times or 0%. The data is presented in table below:

Table 4.1. Types of Errors found in the Students' speaking and its frequency of Occurrences

Number	Types of Errors	Frequency	Percentage
1.	Omission	58	73,4%
2.	Addition	8	10,12%
3.	Misformation	13	16,4%
4.	Misordering	0	0%
	Total	79	100%

Figure 4.1. Diagram Types of Errors found in the Students' speaking and its Frequency of Occurrence
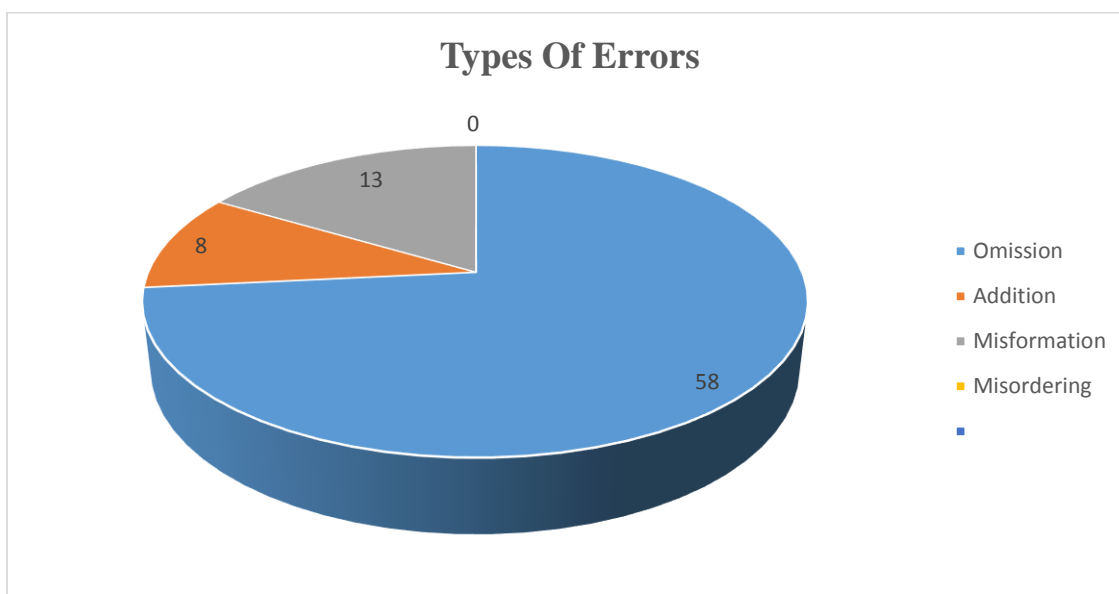
The errors that are made by students are various. To make clear in what aspects students often make errors. Table below will explain the aspects of grammar error in student

speaking. The first, table 4.2 will explain the frequency and percentage of aspects of grammar error in omission error.

Table 4.2. Frequency and Percentage of Aspects of Grammar Error in Omission Error

Number	Types of Omission Errors	Frequency	Percentage
1.	Be	19	32,7%
2.	Plural marker *(s/es)*	18	31%
3.	Article	7	12%
4.	Gerund marker (-ing)	7	12%
5.	Third person singular verb marker	4	6,8%
6.	To infinitive	3	5,7%
	Total	58	100%

Meanwhile, the aspects of grammar error in errors of misformation are also various. The frequency and percentage of each aspects of grammar error in errors of misformation is presented bellow:

Table 4.3. Frequency and Percentage of Aspects of Grammar Error in Misformation Error.

Number	Types of Misformation Errors	Frequency	Percentage
1.	Be	6	46,1%
2.	Passive voice	4	30,7%
3.	Conjunction	1	7,6%
4.	Plural marker	1	7,6%
5.	Possessive Adjective Pronoun	1	7,6%
	Total	13	100%

The table 4.4 below presents the frequency and percentage of aspects of grammar error in addition errors that are made by students.

Table 4.4. Frequency and Percentage of Aspects of Grammar Error in Addition Error

Number	Types of Addition Errors	Frequency	Percentage
1.	Plural marker *(s/es)*	6	75%
2.	Be	2	25%
	Total	8	100%

Furthermore, the researcher is going to calculate the top five errors that often made by students. The table below explains the top five errors found in students' speaking.

Table 4.5 Top Five Errors of Grammar Aspects

Number	Grammar Aspects	Frequency	Percentage
1.	Omission of Be	19	33,3%
2.	Omission of Plural marker (s/es)	18	31,5%
3.	Omission of Article	7	12,2%
4.	Omission of gerund marker	7	12,2%
5.	Misformation of Be	6	10,5%
	Total	57	100%

B. Discussion

From the data analysis, the objectives of the study if to know there are three 3 steps to analyze the data identification of errors, classification of errors and tabulation of errors in grammatical errors made by the second graders students at SMP Negeri 2 Gondang Tulungagung in the 2014/2015 academic year.

Based on the researcher method, speaking test is used by researcher with some criteria such us the researcher give a picture to students and then the students tell about this picture by speak English. This takes 1 minutes 30 seconds to be done. Data that researcher got in this research were in the form of the result of speaking. All sentences produced by

the students in describing the picture which has been transcript from recording to written form.

Based on the data that has been analyzed by researcher, the result show that there are 79 errors in their speaking. Each type of errors has different frequency of occurrences that will show the most dominant types of errors made by the second grade students of SMP Negeri 2 Gondang Tulungagung in academic year 2014/2015. The frequency occurrences of each type of errors then are described below from the most frequent to the rarely frequent.

a. Error of Omission (73,4%)

Error of Omission is the highest type of error is this research. This errors occurs 58 times or 73,4% of all identified errors. This omission error consisted of various grammar aspects.

b. Error of Misformation (16,4%)

Error of Misformation is the second highest of types of errors. Error of misformation occurs 13 times or 16,4% of all errors. This type of error had many distributions.

c. Error of Addition (10,2%)

The last type of error is error of addition. Error of addition occurs 8 times or 10,2% of all identified of errors.

Weinreich in Brown, 2000:215) states that the best known inter language refers to the separateness of a second language learner's system, a system that has a structure between the native and target languages. Errors also stem from intra lingual transfer, which

is an indicator to the teacher that the students have moved out of the beginning stages of learning. Brown's students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure of word.

Teaching grammatical seems to need serious effort. Studying grammatical means that students are studying structure of language. The students try to comprehend the message as good as possible in speaking considering rules of language they use. A good speaking is difficult to be acquired. It is clear that form analysis, the writer found that getting a good understanding speaking needs more attention of grammatical situation of speaking as correct as possible. This gives signal to the reader what is important and what to come.

However, the teacher's responsibility to provide good way to students. Teachers suppose to give a sufficient knowledge and example of grammatical to train the students to comprehend speaking contact form. So, it is important to teach the students understand how to get a good understanding in comprehending message and meaning based on speaking.

Suggestion for getting improvement in speaking is that to have advanced context of grammatical, students can do some activities such us, Speak in English, assuming English is the language whose grammar you wish to improve upon. English is understood in most parts of the planet, and its importance is increasing in our daily life. Learning grammar can be hard if we don't really know how to speak English. Improve your grammar by continuous practice.

In previous study the researcher found that students of SMA POMOSDA Tanjung Anom Nganjuk, had many problems in speaking, such as: the students' difficulty to make

the sentence and difficulty to make the sentence with the correct structure. The cause of student problem where because the students only had view vocabularies in there speaking and they seldom use all vocabulary in their speaking, the students only had view vocabularies and they had insufficient exercise to use the correct sentence. This students were not confidence to speak with correct pronunciation, intonation, accuracy, fluency, and vernacular patois which influenced their daily English speaking and students impinged regulation of language in the school.

As for my study, it can be concluded that students make errors because the English is learned by the students as second language, so it is very often the error encountered. Furthermore, it is also caused by the lack of continuity between the students and the teacher's explanation.