

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter explains the result of data analysis which the procedure has been reported the previous chapter. This chapter is going to be divided into two parts. First, the description of the research finding and the second is discussion. The descriptions of those parts are explained, as follow:

A. Research Finding

After the errors have been identified, the research classified the errors based on their types. This research concerned to the grammatical errors occurred in writing descriptive text made by the first grade students' of SMPN 1 Boyolangu. After collecting and analyzing data, the researcher found 408 types of grammatical errors. Those were classified as follow:

1. Errors in using Verb = 105
2. Errors in Subject-Verb agreements = 113
3. Errors in the use of Articles = 14
4. Errors in the use of Prepositions = 28
5. Errors in the use Pluralization = 49
6. Errors in the use of Pronouns = 33
7. Errors in the use of Conjunctions = 22

8. Errors in the use of Adverbs = 44

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

$$P = \frac{f}{n} \times 100\%$$

Where:

P : percentage of each error

f : total of the given error

n : the total of the whole errors

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

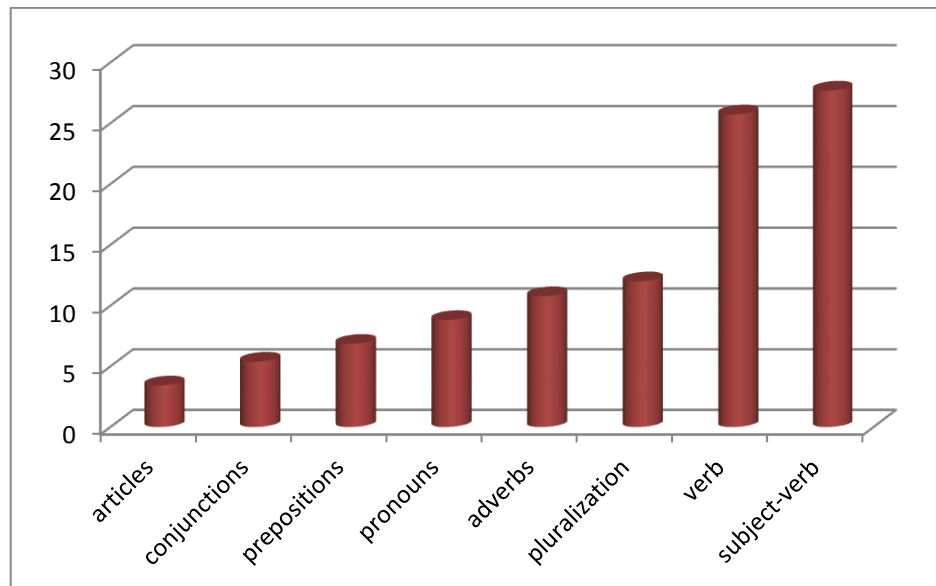
Table 4.1 Table of Errors Frequency

No	Types of Errors	Total of Errors	Percentage
1.	Errors in using Verb	105	25.73 %
2.	Errors in Subject-Verb agreements	113	27.69 %
3.	Errors in the use of Articles	14	3.43 %
4.	Errors in the use of Prepositions	28	6.86 %
5.	Errors in the use Pluralization	49	12.00 %
6.	Errors in the use of Pronouns	33	8.82 %
7.	Errors in the use of Conjunctions	22	5.39 %
8.	Errors in the use of Adverbs	44	10.78 %
	Total	408	100 %

Based on the table 4.1, it showed the students' error in using subject-verb agreement was 27.69%. Then, error in using verb was 25.73%, errors in used pluralization was 12.00%, errors in use of adverb was 10.78%, errors in the use of pronouns was 8.82%, errors in the use prepositions was 6.86%, errors in the use of conjunctions was 5.39%. Thus, errors in the use of articles was 3.43% were the lowest of errors frequency. From the explanation above, it showed that the highest frequency was the students' writing in using subject-verb agreement (27.69 %) and for the lowest frequency was the students' writing in using article (3.43 %). Almost the students having writing errors in using subject-verb agreement. It is can be concluded, the students were known they had bad ability in subject-verb agreement.

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 errors



Based on the diagram above, the students were known that they had bad ability in subject-verb agreement because they had the highest error in that part.

B. Discussions

As explained on chapter I, the researcher built two types of research problems. Moreover, the researcher used the findings to know the causes of errors which were also as research question.

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

1. Errors in using verb groups

Errors in using verb groups were the most frequent errors made by the 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. He make fun for my
- b. I found him in front of my house
- c. She sleep in chair
- d. She when me sit in front of my house

In this research, the students made errors in producing verb 1 or infinitive. Although the tense used in descriptive text is present tense form, but the students are still confused to different can be used. The sentences should have been:

- a. He makes fun for my
- b. I find him in front of my house
- c. She sleeps in chair
- d. She sits in front of my house

2. Errors in subject-verb agreement

Agreement between subject and verb is influenced by the subject form whether it is singular or plural. The subject and verb must agree to construct correct sentences structurally. The students failed to recognize agreement between subject and verb. It means that they failed to construct correct sentences well. According to Azar (2003:7), Singular-plural

agreement is often a troublesome area for students. This chart presents only a few basics of subject–verb agreement. In (h): With there be, nowadays a singular verb is common (informally) even when the subject is plural: There’s some books on the desk.

Consequently, they had to identify the subject correctly whether it was singular or plural. Thus, 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. However, they made errors in those parts, for instance:

- a. They are favorite food a carrot
- b. Cat that color black white
- c. Cat every day also like to play same me

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. 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. Their favorite food is a carrot
- b. The cats’ color is black white
- c. The cat like plays things same with me every day

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 articles. 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 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. He is not a expensive cat
- b. He is not pricey cat
- c. Cats name is Ciko

From the next above, the students made omission and addition of article. At the point (a), they made addition because they put articles which were not needed. In addition, they made omission because they omitted or

deleted the articles, while those were needed. Thus, the sentences had to be as follows:

- a. He is not an expensive cat
- b. He is not a pricey cat
- c. The cat's name is Ciko

4. Errors in the use of prepositions

Prepositions are often followed nouns (pronoun). 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. According to Azar (2003:7), preposition is a word that occurs most often in front of nouns (or pronouns) to give information about place, time, and other relationships.

In using a preposition, one should be aware because there is no certain rule for this. 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. She sleeps in chair every morning
- b. He always plays ball front of my house
- c. I have small dog my mother

From the sentences above, the researcher knew that the students made omission of the preposition because they omitted in and of in those sentences. Then they also made addition because they put in as preposition of both sentences. Last, at the point, it was indicated that the students used the preposition incorrectly because it should be ball front of my house instead of ball in front of my house.

The correction of those sentences was as follows:

- a. She sleeps on chair every morning
- b. He always plays ball in front of my house
- c. I have small dog from my mother

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.

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

- a. He has four leg
- b. He has two tail
- c. Bonny has a long moustache and blue eye

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. He has four legs
- b. He has two tails
- c. Bonny has a long moustaches and blue eyes

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. He likes plays with his
- b. At night, he always sleeps with I
- c. He favorite toy is a doll

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

- a. He likes plays with him
- b. At night, he always sleeps with me
- c. His favorite toy is a doll

7. Errors in the use of conjunctions

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

- a. Blacky has a long tail, black eyes
- b. I like plays with balls, because his favorite toy is a doll
- c. Marsha has beak also fur

Consequently, the corrections could be seen below:

- a. Blacky has a long tail and black eyes
- b. I like plays with balls, but his favorite toy is a doll
- c. Marsha has beak and fur

8. Errors in the use of adverbs

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

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

The cat play with happy → The cat play with happily

From the explanation above, it could be inferred that the students need to improve their ability particularly in using subject-verb agreement because it was considered as the worst achievement in writing descriptive text.