

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

The fourth chapter present about the result of the data analysis. This chapter is divided into two parts, the first part is the description of the data and the second part is the discussion.

The description of the data includes the identification of error, classification of error, and tabulation of error while the discussion is related to the findings that the writer got from the analysis of the data.

#### **A. Findings**

The description of data here, was taken based on the research problem that was stated in the first chapter in this study. The writer described the data start from the identification of error and then followed by the classification of error.

##### **1. Identification of Error**

After the writer got the documents of the students, he identified the error. In this study, the writer analyzed 34 students' writing in recount text. The error that the writer identified was focused in grammatical errors in writing recount text consisting of error in the use of past tense, proper noun and time connective.

The writer tabulated the error made by the students in their work as below:

**Table 1.1. The types of error made by the students and its frequency**

Aspect	Type of error				
	Addition	Omission	Misformation	Misordering	Total
Proper noun	1	1	0	1	3
Descriptive word	0	0	0	0	0
Simple past tense	62	53	136	6	257
Time connective	0	1	6	0	7
Total	63	55	142	7	267
Percentage	23.59%	20.60%	53.18%	2.62%	100%

## 2. Classification of error

The next step after identifying the error is classification. The classification of the error in this research divided into some aspect as noted by Dulay (1982:146) based on the surface taxonomy strategy. The classification based on the surface taxonomy strategy included the error of omission, error of addition, error of misformation, and error of misordering.

The writer focused on the error of grammatical features in writing recount text. The error consisted of error in use the simple past tense, the proper noun and the time connective.

### a) The Use of Simple Past Tense

In making a recount text, the tense used is simple past. This is related with the purpose of the recount text which is to retell the past event. The understanding on the grammatical features in every kinds of text is absolutely needed by the student to make a good writing. As in the recount text.

After the data analyzed, the writer found some errors in using the simple past tense. The result of data analyzing were classified into some classification as follow:

1) The Error of Omission (20.60%)

(a) Omitting d/ed (32.08%)

In retelling past event, verb 2 is needed. In this research, the writer found some omission of d/ed from the students' work with 17 times of occurrence or 32.08% from all omission error. Below is the example taken from the data:

(1) We approach an animal

(2) We prepare to go

(3) We pray maghrib

The sentences above should be revised as below:

(1) We approached an animal

(2) We prepared to go

(3) We prayed maghrib

(b) Omitting "to be" (37.74%)

Because sentences were divided into two kinds, nominal and verbal, we cannot deny that in the simple past tense is also has a nominal sentence which to be is needed. This kinds of error occurred 20 times or 37.74%.

Below is the example of error of omission of d/ed taken from the data:

(1) It very fun

(2) Their home in Pikatan and Salam

(3) I in five class

The sentences above should be revised as below:

(1) It was very fun

(2) Their home is in Pikatan and Salam

(3) I was in five class

(c) Omitting verb (22.64%)

Verb is the main part in a sentence, and the writer found that the students are also omit it in 12 times or 22.64%. These are the example of omitting verb:

(1) We arround the building

(2) We to canteen

The sentences above should be revised as below:

(1) We went arround the building

(2) We went to canteen

(d) Omitting auxiliary (7.55%)

Besides omitting verb, the students are also omit the auxiliary that should be put before the verb. Omission of auxiliary is 4 times of occurrence or 7.55% of percentage. Here are the example of omission of auxiliary:

(1) I not found

(2) My family dinner

The sentences above should be revised as below:

(1) I did not find

(2) My family had dinner

2) The Error of Addition (23.59%)

(a) Adding “to be” (88.71%)

Beside omit “to be”, the student usually made an error of adding “be” that is not needed. Below as the example taken from the data:

(1) We are went

(2) I am ate fried rice

(3) I am drank an orange juice

The sentences above should be revised as below:

(1) We went

(2) I ate fried rice

(3) I drank an orange juice

(b) Adding 3<sup>rd</sup> person singular verb (4.84%)

The third singular person verb is used in simple present tense, in this case the students are also adding s/es in verbs of the past tense sentences. Here are the example:

(1) I soon prays

(2) I walkeds

The sentence above should be revised as below:

(3) I soon prayed

(4) I walked

(c) Adding d/ed (6.45%)

Even in the pattern of simple past tense, there are some conditions that make the verb should no be given ending d/de. For example, if there are

modal or to-infinitive, the ending d/ed must be omitted. Here the example of error made by the students:

- (1) Because I can played water
- (2) So, they should walked

The sentences above should be revised as below:

- (3) Because I can play water
- (4) So, they should walk

### 3) The Error of Misformation (53.18%)

Misformation is an error in constructing a correct sentence. It is characterized by the wrong form of morpheme and the structure.

- (a) Error in using “to be” in making sentence (34.88%)

In making recount text, student usually got wrong in the using of “to be”.

Some of them put “to be” in the wrong place as found in the data. Here are some example taken from the data:

- (1) There are animals
- (2) It is very beautiful
- (3) I am so happy

The sentences above should be revised as below:

- (1) There were animals
- (2) It was very beautiful
- (3) I was so happy

(b) Error in using Verb 2 (54.26%) and modal (6.20%) in simple past tense pattern

The use of Verb 2 in recount text is absolutely needed. In the collected data, the writer still found the incorrect verb that used by the student. The verb used is still in form of verb 1 or bare infinitive. Beside the use of the verb, in the data collected the writer also found the incorrect use of modal. These are the examples taken from the data:

- (1) I go to Popoh beach
- (2) I find new friend
- (3) Before we come
- (4) I can see mountains
- (5) I hoped I can visit
- (6) I have lunch in the big home

The sentences above should be revised as below:

- (1) I went to Popoh beach
- (2) I found new friend
- (3) Before we came
- (4) I could see mountains
- (5) I hoped I could visit
- (6) I had lunch in the big home

## (c) Error in using auxiliary verb in simple past tense form (4.65%)

There are difference in using auxiliary in present and past tense. Some of the students did not notice it and produce error. Here are the examples taken from the data:

(1) I do not forget the memori

(2) She have catering

(3) I have lunch

The sentences above should be revised as below:

(1) I did not forget

(2) She had catering

(3) I had lunch

## 4) The Error of Misordering (2.62%)

Error of misordering are characterized by the incorrect placement of morpheme or group of morphemes in a sentences. The writer found the error of placement of an item in constructing adjective phrase. The student still made error in placing items as in the example below:

(1) I was please very

The sentences above should be revised as below:

(1) I was very pleased

## b) The Use of Proper Noun

The using of proper noun in recount text cannot be denied. The writer should pay attention in using proper noun. Proper noun are known as naming word, which had to be begun with capitalization. This rule cannot be



neglected by the writer in order to make a good recount text. In the data collected, the writer still found the error of using of proper noun. The example taken from the data are classified as below:

1) The error of addition (33.33%)

Proper noun as the noun that is used to name thing. It usually known as naming word. It means that the addition “the” is not needed. The writer found the error of addition article “the” in naming word in the students’ work as below:

(a) I went to the Museum Angkut

(b) It was in the Malang City

The sentence above should be revised as below:

(a) I went to Museum Angkut

(b) It was in Malang City

2) The error of omission (33.33%)

Beside the addition, the student were also omitted some items in their recount text. Below is the example taken from the data:

(a) I went to zoo

The sentence above should be revised as below:

(a) I went to the zoo

3) The error of misordering (33.33%)

Error of misordering are characterized by the incorrect placement of morpheme or group of morphemes in a sentences. Below is the example take from the data:

(a) I bought apple Batu

The sentence above should be revised as below:

(a) I bought Batu's apple

c) The Use of Time Connective

Time connective is a connector which is used in the recount text to connect one event to the other event in the text. The story will seem systematically if there are time connections that relate the event with the other event. But there are some rules that need to be paid attention by the student in putting a word after the time connection. The writer found some error of the using time connective that classified into the classifications below:

(1) Error of Omission (14.29%)

As noted above, omission is an error which there is an absent of an item in the sentences or a word. Below is the example taken from the data:

(a) Nex

The word above should be revised as below:

(b) Next

In the example above, the student didn't notice that the correct one is "next" not "nex". S/he omitted the letter "t" which was very necessary to make the correct word.

(2) Error of Misformation (85.71%)

Misformation is the type of error in which the students construct sentence in incorrect structure, here the example taken from the data:

(a) After prayed, I took a bath

(b)After ate, my friend and I went home

(c)After than, I took a nap

The sentences above should be revised as below:

(a)After praying, I took a bath

(b)After eating , my friend and I went home

(c)After that, I took a nap

In the example above, the student used V2 after the preposition which is should be noun. The noun form of eat is not ate, but eating. The noun form of pray is not prayed, but praying. The third example, the student write “after than” to connect between on event to the other event. Is should be revised as “after that” as the correct one.

#### d) The use of descriptive word

Descriptive word in recount text is used to explain about the setting of the text. We need to include the setting of the text, the character who involved, the things that become the topic of the text. About this grammatical features of recount text, the writer did not found any error made by the student.

### 3. Tabulation of Errors

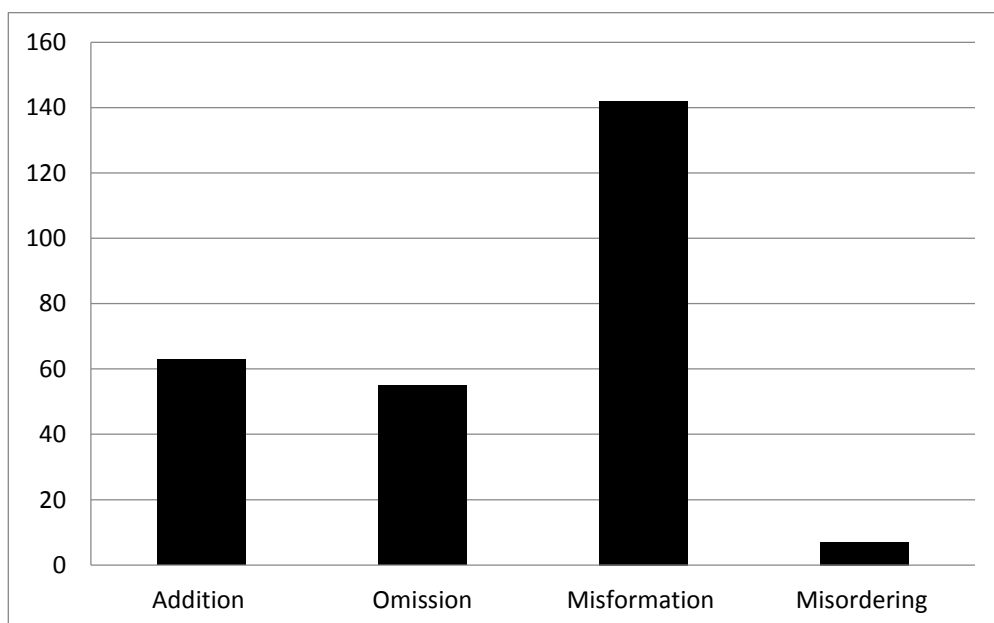
Tabulation of error become the third step in this study. After the writer put the error into some classification, he counted the error. The tabulation was presented in the form of percentage. The tabulation of error can be seen on the following tables:

**Table 1.2.1. Types of errors' aspect in using past tense found in the students' writing and its frequency of occurrence**

No.	Error type	Aspect	Frequency of occurrence
1.	Addition	“to be” as auxiliary	55
		Third person singular verb	3
		Verb marker d/ed	4
2.	Omission	Verb marker d/ed	17
		To be as auxiliary	20
		Verb	12
		Auxiliary	4
3.	Misformation	“to be” as auxiliary	45
		Tense	70
		Modal	8
		Auxiliary	6
4.	Misordering	Adjective phrase	1
		Bound preposition	4

to ease analyzing of the data, the writer compounds the data into figure below as total of the error from the whole aspect (the using of simple past tense, proper noun, time connective and descriptive word):

**Figure 1.3. Types of Errors found in students' writing recount text**



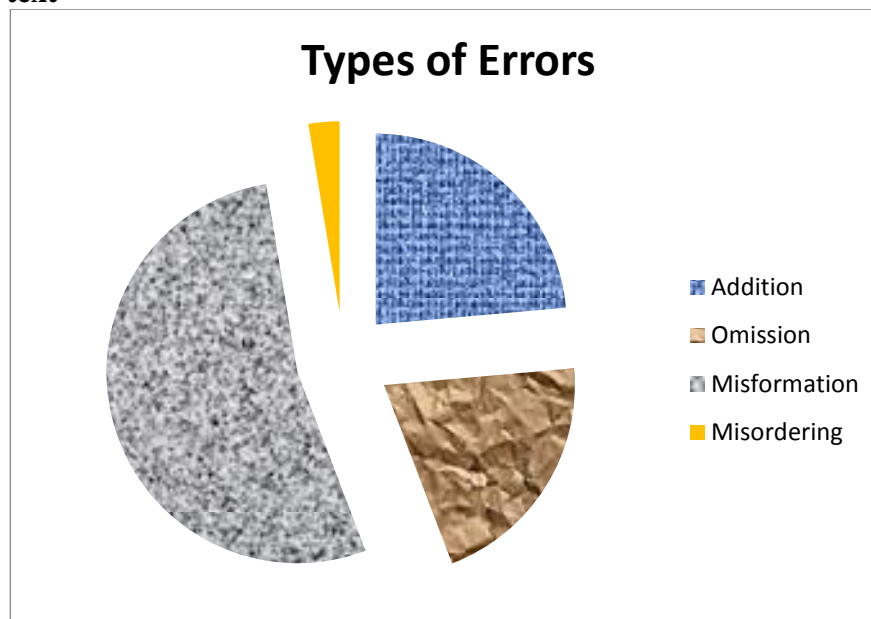
The figure 1.3. showed the error in students' writing from the whole aspect that are the use of simple past tense, the use of proper noun, the use time connective and descriptive word.

**Table 1.4. Types of error found in the students writing recount text**

<b>No.</b>	<b>Types of Error</b>	<b>Frequency</b>	<b>Percentage</b>
<b>1.</b>	Addition	63	23.59%
<b>2.</b>	Omission	55	20.60%
<b>3.</b>	Misformation	142	53.18%
<b>4.</b>	Misordering	7	2.62%
	<b>Total</b>	<b>267</b>	<b>100%</b>

Table 1.4. was presented to show the distribution of errors found in the writing of eighth grade students of MTs Negeri Kunir Blitar. After the errors were calculated by tabulating them, the writer found various types of error related to grammatical features of recount text whose total was 267. As seen in the above, the most error is error of misformation of 142 or 53.18%. Then the following error is error of addition with 63 times of occurrence or 23.59%. The third position is error of omission of 55 errors or 20.6%. The last error is error of misordering with 7 times of occurrence and 2.62% of percentage. For the further comparison can be seen in the figure 1.5. below:

**Figure 1.5** Types of error found in the students writing recount text



The aspect of grammatical errors made by the students in writing recount text was tabulate in nex table as below:

**Table 1.6** the errors in grammatical features of recount text found in the students wrtiting.

No	Aspect of grammatical featuresr	Total	Percentage
1.	Proper noun	3	1.12%
2.	Descriptive word	0	0
3.	Simple past tense	257	96.25%
4.	Time connectives	7	2.62%
	<b>Total</b>	<b>267</b>	<b>100%</b>

From the figure above, we can know that the most errors made by the students was about the use of the simple past tense with 257 errors or 96.25%. We can also knew that the students did not have any problem in using descriptive word in composing recount text.

#### **4. Explanation of Errors**

The last step is explaining the errors. The writer attempted to figure out the reasons of errors made by the eighth grade students of MTs

NegeriKunir. Based on Brown (in Rustiana, 2014:23-25), the source of students' error are divided into four categories; interlingual transfer, intralingual transfer, context of learning and communication strategies. In this study, the writer only uncover the interlingual transfer and intralingual transfer based on the data source that was gotten.

a. Intralingual

Richards (1972) classified cause of error into 1) overgeneralization, 2) incomplete application of rules, 3) false concepts hypothesized, and 4) ignorance of rule restriction. This source of error has no any relation with the mother tongue or L1. There were 152 number of error or 56.93% of intralingual reason. By this intralingual perspective, the writer found some errors classification based on their source as in table 1.1 below.

**Table 1.7. Frequency and Percentage of Source of Intralingual Error**

No .	Types of Intralingual error	Frequency	Percentage
1.	Overgeneralization	85	55.92%
2.	Ignorance of rule restriction	47	30.92%
3.	False concepts hypothesis	8	5.26%
4.	Incomplete application of rules	12	7.89%
	<b>TOTAL</b>	<b>152</b>	<b>100%</b>

1) Overgeneralization

Overgeneralization is present in errors related to noun number, verb change construction, verb form, plurality, and negative form. Some students tend to make verb change by adding –ed in final position of a verb to show the past tense. The student seems overgeneralize the regular verb transition into the irregular verb.

## 2) Ignorance of rule restriction

Based in this source of error, the student often ignore the rules that should be applied and produce deviant form. The presence of ignorance of rule restrictions is seen in errors concerning preposition usage.

## 3) False concepts hypothesis

Because of students' limited knowledge of the second language and their unawareness of the differences between the two languages, it is likely for them to make a false hypothesis of the target language. As the example, the student fail to make possessive pronoun correctly such as, "Vany and friends of his". Possessive pronoun should be put after the conjunction "and", then is must be "her" as the female possessive pronoun. Then, for the pronoun reference, students seem to misuse those by for example, "I got some new friends. Her name is Leny, Anggun, and Dina". The reference pronoun should be "their" as correct one.

## 4) Incomplete application of rules

Incomplete application of rules deals with students' inability to apply rules into contexts although they have been taught that language item many times. This type of cause of error related with verb tense, auxiliary in question sentence, embedded question, to be as ordinary, omission of subject and verb, and passive construction. In this case, the



students usually confused about the use of simple past tense and simple present tense when they are writing about their past experience.

b. Interlingual

Interlingual errors are when the L1 affect the L2. These two are very often disturbing the student who still in the first stage on learning L2. The writer still found the error that was affected by the structure of Indonesia Language which has construction of noun phrase M-H. There were 115 number of error or 43.07% of interlingual reason. In English the student should folded back the construction to make noun phrase. When this kind of error appears, it indicates that there is L1's interference

## **B. Discussion**

In this subchapter, the writer present the type of error and the most dominant error made by the student.

### **1. Kinds of Error Made by The Students**

Based on the analysis of the data, the writer found some aspect of errors in the students' writing of recount text. They are the using of simple past tense, the using of proper noun and the using of time connective. These grammatical error is also include into four types of errors based on the Dulay's (1982:146) classification in surface taxonomy strategy. They are addition, omission, misformation and misordering

## 2. The Most Dominant Error Made by The Student

After the data were analyzed by the writer, it showed the most error made by the student.

### a. Misformation (53.18%)

The most error found in the students' work is misformation with 142 times of occurrence and 53.18% of percentage. Misformation error is characterized by the wrong form of morpheme or structure. The student made error in forming the words they used in writing recount text. From the analyzed data, the writer found the aspect of grammatical features error made by the students are in the using of simple past tense with 136 times of occurrence and 95.77% of percentage, and the time connective with 6 times of occurrence and 4.22% of percentage. Here the example of misformation as the type of errors made by the student in writing recount text, "yesterday, I and my friend go to swimming pool". The example of that sentence shows that the student still write "go" to explain the event that happened in the past. We can know that the sentence is wrong viewed from the tense rule. To explain the event happened in the past, the student must use simple past tense rule to compose the sentence

### b. Addition (23.59%)

The second highest frequencies of error made by the student with 63 times of occurrence and 23.59% of percentage is addition. It means that

the student add the item that is actually not necessary in forming the sentence. The writer found some aspect of grammatical features errors of addition made by the student are in the use of simple past tense with 62 times of occurrence and 98.41% of percentage and the use of proper noun with 1 time of occurrence and 1.59% of percentage. The example of this error taken from the data is “I was ate fried rice”. The student should not add “was” in this sentence.

c. Omission (20.60%)

Error of omission becomes the third highest frequencies of error made by the students in writing recount text with 55 of occurrences and 20.60% of percentage. In this type of error the student omits the item that is actually necessary in making well-formed sentence. According to the analyzed data, the writer found the aspect of grammatical errors of omission are in the using of simple past tense with 53 times of occurrence and 96.36% of percentage, the using of proper noun with 1 time of occurrence and 1.81% of percentage and the using of time connective with 1 time of occurrence and 1.81% of percentage. Here are the example of omission taken from the data, “I very happy”. The sentence cannot be considered as the correct sentence. The writer should not omitted “was” that is actually needs to be placed after the subject.

#### d. Misordering (2.62%)

The least error found based on students' writing is error of misordering with 7 times of occurrences and 2.62% of percentage. It refers to any incorrect placement of a morpheme or a group of morpheme in a sentence. The error of misordering found in the students' writing are in the using of simple past tense with 6 times of occurrence and 85.71% of percentage and the using of proper noun with 1 time of occurrence and 14.28% of percentage. From the result of identification data, the writer found some misordering errors. Here is the error found from the students' work in writing recount text, "I was please very". The student put adverb after adjective. But actually in the rule of adjective phrase, the adverb must be placed before the adjective. So, the sentence should be revised as "I was very please".

### 3. The Difficulties Faced by The Students

After knowing the kinds of error made by the student and the source of error, the next step is to identify the difficulties that is faced by the student in producing good recount text.

Based on the source of error, the writer predicted that the student are affected by two types of source of error. The first is interlingual that occur because the interference of the L1 of the student as Indonesia Language user. The construction in the mother tongue affect the construction in the target language. For example, in Indonesia there is no

tense that indicates time signal as in past, present or future tense. So, there is no change in using verb in order to explain the activities that is happened in past, present or future.

The second difficulties came from the intralingual. It means that the student confused in applying the rules in target language itself. Cause of error of Intralingual includes overgeneralization, ignorance of rules restriction, false concepts hypothesis, and incomplete application of rules.

a. Overgeneralization

The students tend to simplify the formation of the rules of target language. The students seem to simplify the use of the rule and apply it again in the other form of sentence.

b. Ignorance of rules restriction

Ignorance of rules restriction means that the students neglects the restriction of existing structure in which the rules is actually not applied in constructing sentence.

c. False concepts hypothesis

The students also can be failed in comprehension of distinction in the target language. Richards (1984:177) states that false concepts hypothesis is sometimes due too poor gradation of teaching items. A student may come to believe that “was” is how past time is marked in English. Based on this cause of error, the student may give “was” to any kinds of sentence that form in past form whether it is nominal or verbal sentence.

d. Incomplete application of rules

Even the student had been taught the formulation of a form of sentence, it is not likely they will not make a wrong form of sentence. Incomplete application of rules has much to deal with students' inability to apply rules into contexts although they have been taught the language item many times.