**CHAPTER IV**

**RESEARCH FINDINGS AND DISCUSSION**

 This chapter explains the result of data analysis that the procedures have been reported in the previous chapter. This chapter is going to be devided into two parts, the first is description of data and the second is discussion

**A. Research Findings**

 The findings consist of description of data that covers identification, classification and tabulation of errors occurred in students’ speaking test. After the data has been collected from the sample of the research, the data is going to be described. In describing the data, it involves analysing of the data. The first is identification of error and the second is classification of error.

**1. Identification of Error**

 One the method of collecting data in this study is trough testing. The students are given test that is related to speaking. After they finished speaking test then, the grammatical features error made by the students is going to be identified. The errors that is going to be the focus in the process of identification are error in using grammatical features in speaking test, consist of error in the use of simple past tense and simple present.

 The result of the students’ speaking were not same. The students were asked to make group consist of three students. Every group needed 7 minutes speaking. In addition, every student needed 2 minutes. In this class, consist of 30 students. if each group needed 3 students it means that there is 10 group. This test needed 70 minutes. In this class the teacher gave the title about ”the best age to be” or “golden age” , the teacher gave the title in a week before the test. The students gave title a week before test because the teacher hoped the students can train speaking at home. After a week, the teacher did the test, in the test the students were asked to make a group and a grup consist 3 until 4 students, the students were asked to speaking abut the statement based on title. From this test the researcer found error in students speaking class. Below is the student’s error in speaking test which researcher had identified:

**Table 4.1 Tabulation of Grammatical Features Error**

|  |  |  |
| --- | --- | --- |
| Aspect | Type of error | Total |
| Om | Ad | Mf | Mo |
| Simple past tense | 5 | 0 | 11 | 0 | 16 |
| Simple present tense | 10 | 3 | 6 | 1 | 20 |
| Total | 15 | 3 | 17 | 1 | 36 |
| Percentage | 42% | 8% | 47% | 3% | 100% |

Om = Ommision

Ad = Addition

Mf = Misformation

Mo = Misordering

**2. Classification of Errors**

 After the error has been identified, they are going to be classified to their type. In this study, the focus of error that will be classified is the grammatical features error in students speaking. To classify the errors happend in the students’ speaking test, the researcher uses surface taxonomy strategy as stated by dulay, they include error of ommision, error of addition, error of misformation, and error of misordering.

1. **The use of simple past tense**

 In speaking test, simple past tense becomes one of grammatical features that should be paid attention by the students. Simple past tense can also be said as the naming word.In speaking test, the students is very possible to make error in the use of simple past tense. Based on the data collected, the errors occured that are related to the use of simple past tenseis fortunatelly very few. After the researcher checks the students’ speaking test, he finds some errors related to the use of simple past tense. The example of the errors taken from the data and its classification is as below:

**1) Error of omission (Regular verb of past tense “ed”)**

 Based on the finding data the researcher found some error “ed” from students speaking. There were 5 errors in omission “ed”. In this case, the researcher tabulated by frequency distribution formula. In addition, the errors of omission “ed” reached 31% from the total of error in using simple past tense. Below were example taken from data made by the students:

1. I join to remas organization

2. My mother like to my friend

 From the sentences 1 and 2, the researcher got the error because the speaker said something that he did the action in past time and he losed the characteristic of past tenses. the sentence of number 1 should be “ I joined to remas organization” and the sentence of number 2 should be “My mother like to my friend”.

**2.) Error of misformation in using “To be”**

 Based on the finding data, the researcher found some misformation errors in using “to be” from students speaking. There were 2 errors in misformation “to be”. In this case, the researcher tabulated by frequency distribution formula. In addition, the errors of omission “to be” reached 13% from the total of error in using simple past tense. Below were example taken from data made by the students :

1. My mother and my friends is very near

2. I think talk with a girl is boring

After revised:

1. My mother and my friends were very near

2. I thought talk with a girl was boring

 The sentence of number 1 was wrong in using “to be”, because the subject was more than one or plural so that it used “were” in case of past time. In the other hand, the sentence of number 2 was wromg in using “to be”, because the subject was singular; so that it used “was” in case of past time.

**3.) Error of misformation in using “Irregular verb”**

Based on the finding data, the researcher found some misformation errors in using “irregular verb” from students speaking. There were 3 errors in misformation “irregular verb”. In this case, the researcher tabulated by frequency distribution formula. In addition, the errors of misformation “irregular verb” reached 19% from the total of error in using simple past tense. Below were example taken from data made by the students:

1. I feeled happy when I was second semester

2. It maked me more brave to speak in front of the class

3. I thinked talk with a girl is boring

After revised:

1. I felt happy when I was second semester

2. It made me more brave to speak in front of the class

3. I thought talking with a girl was boring

 Basing on the sentence 1, it could be analyzed that was error sentence because the speaker used the wrong formation of tense. He told something that happen in past time so that the right sentence was “ I felt happy”. Felt is the second form verb of feel, it wasn’t “feeled or feel”. Feel is one of the irregular verbs so that the right form of feel was “felt”. Beside, from the sentence of number 2, the researcher found the error in using verb from. The speaker used “maked” in past form of “make”. It seemed similar case with the sentence 1, “make was the irregular verb so that the right form ver was “made” and right sentence was “it made me more brave to speak in front of the classs”. The example of number 3, the student should not use thinked to indicate the form paast tense “think”. It shoud be “thought”.

**4) Error of misformation in using “Present participle”**

Based on the finding data, the researcher found some misformation errors in using “paticiple - ing” from students speaking. There were 2 errors in misformation “paticiple - ing”. In this case, the researcher tabulated by frequency distribution formula. In addition, the errors of misformation “paticiple - ing” reached 13% from the total of error in using simple past tense. Below were example taken from data made by the students:

1. I always sharing with him

2. I shopping in Apollo

After revised:

1. I always shared wth him

2. I always shopped in Apollo

 Both of the sentence 1 or 2, the students used participle – ing. In this case, the students should not use it, because past time had to use verb 2.

**5) Error of misformation in using “Modal”**

Based on the finding data, the researcher found some misformation errors in using “modal” from students speaking. There were 2 errors in misformation “modal”. In this case, the researcher tabulated by frequency distribution formula. In addition, the errors of misformation “modal” reached 13% from the total of error in using simple past tense. Below were example taken from data made by the students:

1. We can open our self

2. We can given more freedom

After revised:

1. We could open our self

2. We could give more freedom

As we know that if the modal used in past time, it should be past form. In this case, the student use modal like “can” when the student expressed past time. It should become “could”. Moreover, the student changed the verb in pats time. As explaination before that the modal should changed not the verb.

1. **The use of simle present**

In speaking test, simple present tense became one of grammatical features that should be paid attention by the students. Simple present tense could also be said as the naming word. In speaking test, the students was very possible to make error in the use of simple present tense. Based on the finding data, the errors occured that were related to the use of simple present tense, the researhcer surprised, because there many error in using simple present tense . After the researcher checked the students’ speaking test, he found some errors related to the use of simple present tense. The errors took from the data and it’s classification was as below:

**1) Errors of students in omision “To be”**

Based on the finding data, the researcher found some omission errors in using “to be” from students speaking. There were errors in omission “to be”. In this case, the researcher tabulated by frequency distribution formula. In addition, the errors of omission “to be” reached 40 % from the total of error in using simple present tense. Below were few example taken from data made by the students:

1. When the foundation so strong

2. When the children 0 until senior high school

3. I think the best age to be kindergarten level

4. Usually the children still 4 until 5 years old

5. The children still like as a white paper

6. Because if the parrent and the techer very-very influence to the children

From those sentences above the speaker losed in using of to be. He used the nominal of simple present but he losed “to be”. The researcher analyzed to make the those correct sentence:

1. When the foundation is so strong

2. When the children is in 0 until senior high school

3. I think the best age to be is in kindergarten level

4. Usually the children are still 4 until 5 years old

5. The children are still like as a white paper

6. Because if the parrent and the techer are very-very influence to the children

**2) Errors of students in omision “s/es”**

Based on the finding data, the researcher found some omission errors in using “s/es” from students speaking. There were 2 errors in omission “s/es”. In this case, the researcher tabulated by frequency distribution formula. In addition, the errors of omission “s/es” reached 45 % from the total of error in using simple present tense. Below were example taken from data made by the students:

1. Our parent release

2. In this age increase the good disciplin and increase the student talent

Both of the sentence 1 or 2, the speaker utterred the wrong sentence because he losed verb form of simple present verbal “s/es”. So that the right sentence was “our parent releases” and “this age increases”

**3) Errors of students in addition “To be”**

Based on the finding data, the researcher found some addition errors in using “to be” from students speaking. There were 3 errors in addition “to be”. In this case, the researcher tabulated by frequency distribution formula. In addition, the errors of addition “to be” reached 15 % from the total of error in using simple present tense. Below were few example taken from data made by the students:

1. They is still have pure mind

2. They are still use their age

3. It is can think

 From the sentences 1 until 3, the speaker added part of sentences that not needed in the right sentence formula. Because he/she added “to be” in case of simple present verbal, “to be” in simple present verbal was not used. So that the right sentences were elaborated as follows:

1. They still have pure mind

2. They still use their age

3. It can think

**4) Errors of students in misformation “To be”**

Based on the finding data, the researcher found some miformation errors in using “to be” from students speaking. There were 3 errors in misformation “to be”. In this case, the researcher tabulated by frequency distribution formula. In addition, the errors of misformation “to be” reached 15 % from the total of error in using simple present tense. Below were few example taken from data made by the students:

1. This is always consist of foundation

2. What is our parent do

3. The teacher and my parrent is easy to educate

From the sentence 1 until 3 the speaker utter the wrong sentences because the speaker used the sentence in wrong formation of tobe. The right sentences elaborated as follows:

1. This always consist of foundation

2. What our parent do

3. The teacher and my parrent easy to educate

**5) Errors of students in misformation “Verb form”**

Based on the finding data, the researcher found some miformation errors in using “verb form” from students speaking. There were 3 errors in misformation “verb form”. In this case, the researcher tabulated by frequency distribution formula. In addition, the errors of misformation “verb form” reached 15 % from the total of error in using simple present tense. Below were few example taken from data made by the students:

1. They always thinking

2. I doing with my mother

3. The students learning sing a song

 The speaker uttered the wrong sentences in case of formation in simple present because the speaker used “verb form/V+ing” in simple present. It should use the verb form with “s/es or even without addings/es”. So that the right sentences elaborated as below:

1. They always think

2. I do with my mother

3. The students learn sing a song

**6) Errors of students in misordering “ To be”**

Based on the finding data, the researcher found some misordering errors in using “to be” from students speaking. There were 1 errors in misordering “to be”. In this case, the researcher tabulated by frequency distribution formula. In addition, the errors of misordering “to be” reached 5% from the total of error in using simple present tense. Below was example taken from data made by the students:

1. Who I am

In sentence 1, the speaker ordered the sentence in wrong sentence He uttered interrogative sentence, but he ordered it in wrong. From the sentence 1 can be revised to the right sentence “Who am I?”.

**B. Discussion**

This part presents the result of the data that is related to the theory this study. The findings of this study are matched with the theory as presented in chapter II.

1. Error Aspect of Grammatical Features

The error that happened in grammatical error made by students of second semester of IAIN Tulungagungin speaking skill there are four types. They are omission, addition, misformation, and misordering. Omission is the type of error that is characterized by the absence of item that actually needed in well formed sentence. Addition errors are the errors that are characterized by the presence of item that must not appear in wee-formed utterance/sentence. Misformation errors are the errors that are characterized by use of wrong form in morpheme and structure. Misordering errors are characterized by the incorrect placement of morpheme or group of morpheme in utterance.

1. The Frequencies of Grammatical Features Error

Based on the data that has been analyzed by students, the highest frequency of errors happened in applying grammatical made by students in speaking skill is misinformation which reaches 47% from the total of errors. Misformation errors are the errors that are characterized by the use of wrong form in morpheme and structure. The abundance of misformation errors can be caused by the minimum knowledge about the pattern of such structure in language. Because of the lack of knowledge about the structure, the students may use the structure as they are able without paying attention to the right rule. For example the tense pattern, actually the rule or the pattern of tense must be understood by the one before he/she utters the utterances.

Based on the data that has been identified, the students often made error in the case of using regular verb marker in the simple past. The sentence is in the simple past.

Azhar (1989;24) states in her book that simple past tense is a tense indicates that an activity and situation began and ended at a particular time in the past. In applying simple past tense rule, the students should know that the verb used in simple past tense is verb 2. Verb 2 can be divided in two types, they are regular and irregular verb. The regular verb is the verb has such characteristic. The characteristic of regular verb is marked by the addition of “d/ed”. However, the students often use verb 1 form to express the event in past time. In applying that rule, students often misuse the marker, so “the verb” or “to be” or “modal” can be considered as false construction.

. The second highest frequency of grammatical errors that are made by students in speaking class are omission which reaches 42% from the total of errors. Omission errors are the errors that are characterized by the absence of item that actually needed in well formed sentence. The abundance of omission errors can be caused by the minimum knowledge about the right structure in English. Because of the lack of knowledge about the structure, the students may lose the structure, as they are able without paying attention to the right role. For example, the tense pattern, actually the rule or the pattern of tense must be understood by the one before he/she makes sentence.

Based on data that has been identified, the students often makes error in the use of “to be” to make sentence in simple present tense, many of them still omit “to be” to compose the sentence in explaining nominal sentence. It may be caused by the lack of knowledge or bad memorizing of “to be” in simple present tense. In the other hand, sometimes, in simple present uses s/es; unless the students omit “s/es” to construct verbal sentence particullary in the third singular person or singular noun.

The third highest frequency of grammatical errors made by students based on the data that has been identified is the errors of addition which reaches 8% from the total of errors. Addition error are the error that are characterized by the presence of item that must not appear in well-formed utterance/sentence. According to the data, the students often add “to be” that is actually is not needed in well-formed sentence. The example of this error is “it is can think”. In this case the student adds is before modal that is very forbidden. “ should not be added so that the sentence can be understood well. The other error can be seen in this example “they is still have pure mind”. In this case the student adds “is after the subject that is not allowed in simple present. To be (is, am, are) is not used in simple present tense of verbal.

The least grammatical error made by the students of second semester in speaking class is the error of misordering which reaches 3% from the total of errors. Misordering errors are characterized by the incorrect placement of morpheme or group of morpheme in a utterance or sentence. Based on the data that has been identified by the researcher, the students ever make the inplacement of such in constructing sentence. The example taken from the data “Who i’am”. In that sentence, the student makes in incorrect form, because that sentence is interrogative sentence the student should utter such as “who am I”.