

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

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

A. Research Finding

The findings consist of types of error and tabulation of error occurred in students writing products.

1. Types of Error

Based on identification towards students' writing it was found that there were various errors. Four types of errors found in this research were caused by various grammar aspects and also misconstructions of complex sentences. The errors found in students writing were classified into omission, addition, misformation, and misordering.

a. Errors of Omission

This kind of error was any form of the absence of an item that must appear in a well-formed utterance. This included:

1) Omission of {-s/-es} as plural marker

In regular pattern, word or form which express more than one should be marked by {-s/-es} in the end of the word. The sentence below is the example of the omission.

Example:

She would make some **audition** first, before she make a friendship.

In the example found, {-s} should be attached to the word **audition** to show the number of more than one. Thus, the reconstructed sentence should be:

She would make some **auditions** first before she makes friendship.

2) Omission of “to be” as ordinary verb in nominal sentence

In nominal sentence, we should put verb in the form of “to be”. The “to be” could be *is, am, are, was, were, be*, and other possible forms of it, based on the subject and tense. The sentence below is the example of such omission.

Example:

In the appearance, every **girls** diligent, but not **all clever**, in other hand, **a boy lazy** and bad guy but most of them was smart.

Nominal sentence, like the example above, should put verb in the form of “to be”.

Thus, the reconstructed sentence should be:

In the appearance, every **girl is** diligent, but not **all are clever**, in other hand, **a boy is** lazy and bad guy but most of them are smart

3) Omission of “to be” as auxiliary

It is different from kind of “to be” above for this one is used as auxiliary verb, both in constructing *passive* or *progressive* sentences.

The example of the omission of such “to be” is below.

Example:

In Islam, **there many** great day that **celebrate** by people every year.

The sentence above should have auxiliary in the form of “to be”.

Thus, the correct construction is:

In Islam, **there are many** great days that **are celebrated** by people every year.

4) Omission of auxiliary verb

Auxiliary verb is a verb that gives grammatical information, for example about tense, which is not given by the main verb in a sentence. The “auxiliary verb” could be *does*, *do*, or *did*. Its function is that to construct negative and interrogative sentence form. The sentence below contains the omission of auxiliary verb.

Example:

If we **not complete** at one subject, we must repeat this subject.

The example above, should put “**do**” as auxiliary verb to construct the right form of negative sentence. Thus, the correct construction is:

If we **do not complete** at one subject, we must repeat this subject.

5) Omission of preposition

Preposition is a word which is used before a noun, a noun phrase, or a pronoun, connecting it to another word. The sentence below contains the omission of preposition.

Example:

As a female **tenth grader** in high school I find that I have two different types of friend, female friends and male friends.

Preposition “of” should be placed in the sentence. The reconstructed sentence is:

As a female **of tenth grader** in high school I find that I have two different types of friend, female friends and male friends.

6) Omission of subject

The minimum requirement of good sentence is that there should be subject and verb. The example of the subject omission is below.

Example:

We have more options to go out with a male friend, since with a girl friend **can just go shopping**.

The second clause in the sentence has no subject. Thus, the correct one is:

We have more options to go out with a male friend, while with a girl friend **we can just go shopping**.

7) Omission of third person singular verb

The following is the example of the omission.

Example:

She always **tell** me a lot of thing, before I've done talking to her.

As "she" is a *third person singular subject*, the form of the verb should be attached with {-s} to indicate third person singular verb.

The correct sentence is:

She always **tells** me a lot of things before I finish talking to her.

8) Omission of subordinator

The following is the example of omission of subordinator.

Example:

He doesn't care what their female's friend appearance, although he **thought her** appearance was awful.

The sentence has two verbs and subordinator is needed to make good construction. Thus, the reconstructed sentence is:

He doesn't care about their female's friend appearance although he **thinks that her** appearance was awful.

9) Omission of pronoun

Pronoun is a word which is used instead of a noun or noun phrase.

There are five forms of pronouns in English: subject pronouns, object pronouns (complement pronouns), possessive pronouns, possessive adjectives, and reflexive pronouns. The following sentence contains the omission of object pronoun.

Example:

Qur'an **give** (umat Islam) direction to God (Allah) so that not go ashtray to path devil.

The sentence needs a pronoun to make it grammatical. The correct sentence is then:

Qur'an **give us** (Islam followers) direction to God (Allah) in order not to go ashtray into devil path.

10) Omission of comma

When a complex sentence begins with a subordinator, a comma is required at the end of the dependent clause. It means that when placing dependent clauses in the beginning, we need commas at the end of dependent clause. The following sentence contains the omission of comma.

Example:

In conclusion, after taking everything about facebook and twitter **I think** that facebook or twitter are very useful the society.

This complex sentence is placing dependent clauses in the beginning, so it should need comma. The correct sentence is then:

In conclusion, after taking everything about facebook and twitter, **I think** that facebook or twitter is very useful to the society.

b. Errors of Addition

Any unnecessary morphemes which appeared in an utterance were then classified into addition error. Below are types and examples of addition errors found in the students' writing.

1) Addition of determiner

Determiner “the” must be placed before the word “most” when it is used as superlative degree of “much”. But, when it has meaning “more than a half of something”, determiner “the” is needed for specific thing or person only.

The following is the example of addition of determiner.

Example:

But, even though **the most** of male not have close friend, they don't conduct their life in isolation.

In the example above, the subject is not specific. So, it is no need placing determiner “the” before it. Thus, the determiner should be omitted. The correct one should be:

But, even though **most** of male do not have close friend, they don't conduct their life in isolation.

2) Addition of “to be” as auxiliary verb

There are many kinds of verbs. They are auxiliary verb, linking verb, etc. The sentence below contains this kind of addition error.

Example:

There were several similarities and differences between my seventh birthday and my nineteenth birthday, both **day were become** unforgettable day.

Auxiliary verb and linking verb cannot be putted together in a sentence. In the example above, the auxiliary verb “were” and linking verb “become” are used together. So, one of them should be omitted.

The correct ones are:

There were several similarities and differences between my seventh birthday and my nineteenth birthday, both **days became** unforgettable day.

3) Addition of plural marker

The sentence below is the example of this kind of addition error.

Example:

While facebook, has always used a symmetrical model in which each time we add some one as **a friends** she/ he to add us as **a friends** as well.

The article a mainly seen as singular. Thus, {-s} as plural marker is not necessary, and the correct one is:

While facebook, has always used a symmetrical model in which each time we add some one as **a friend** or she/ he adds us as **a friends** as well.

4) Addition of preposition

Not all verbs are connected to their object with preposition.

The example is below:

Different in many ways a female friend make other people **can to evaluate** that every people character is very different.

Modal auxiliaries have specific characteristics. First, verb that is used after modal should be in the form of bare infinitive (without “to”).

Second, the verb after modal cannot be added by -s/ -es/ -ed/ -ing. In the sentence above “to” is used after modal “can”. Then, “to” is not necessary used. The correct one is then:

Different in many ways a female friend makes other people **can evaluate** that every person’s character is very different.

5) Addition of comma

When placing independent clause at the beginning, we usually don’t need commas. The following is an example of this addition error.

Example:

She would make some audition first, **before** she make a friendship.

Because of this sentence placing independent clause at the beginning, it doesn’t need comma. Thus, the correct construction is:

She would make some auditions first **before** she makes a friendship.

6) Addition of Coordinating conjunction

There many kinds of coordinating conjunction. They are: cumulative conjunction, adversative conjunction, alternative conjunction, and illusive conjunction. The following is an example of addition.

Example:

Even though a female friend and a male friend are **both and interesting** friends, they differ in at least two ways.

“and” is kind of cumulative conjunction that means addition after another. No words can be cumulated before the conjunction “and”.

Thus, “and” should be omitted. The correct sentence should be:

Even though a female friend and a male friend are **both interesting** friends, they are different at least in two ways.

7) Addition Third person plural verb

Subject of pronoun is attached before verb. The verb can be in the form of bare infinitive with or without -s/ -es/ -ed/ -ing depends on the subjects and the tenses used. The example of addition of third person plural is below.

Example:

The students is only wasting his own money if **they neglects** them course work.

The verb attached after the third person plural pronoun in present tense should be written without addition -s/ -es/ -ed/ -ing. Thus, the

addition “s” of the verb from the example above is not necessarily used. Then, the construction should be:

The students are only wasting their own money if **they neglect** their course work.

c. Misformation

Misformation errors were characterized by the use of wrong form of the morpheme or the structure. Some substitutive errors found in the students' writing included misformation of:

1) Misformation of Passive construction

Passive voice is mainly constructed by “to be” + “past participle verb”. The example of misformation of passive construction is below.

Example:

All Moslems **forbid** to eat everything which contains alcohol.

The construction after subject that is plural, the correct one should be:

All Moslems **are forbidden** to eat everything which contains alcohol.

2) Misformation of Pronoun

Sometimes pronoun used does not refer to appropriate reference, as in example below:

Example:

The **students** is only wasting **his** own money if they neglects **them** course work.

“Their” should be used instead of “His” since it refers to plural subject. “Their” should be used instead of “them” since it position as possessive adjective pronoun. Thus, the correct construction is:

The students are only wasting **their** own money if they neglect **their** course work.

3) Misformation of Tense

The form of verb is much influenced by tense used. Thus, when the form doesn’t represent the time when the event occurs, it will cause error. The example of misformation of tense is below.

Example:

Both female and male friend always care when their friend **got** ill.

As the event occurred in the present, the correct formation should be:

Both female and male friend always care when their friend **gets** ill.

4) Misformation of To be

The form of “to be” is always influenced by the quantity of the subject. When the “to be” doesn’t fit the subject, it will cause error, as in example below.

Example:

At university almost **all of my friends is a girls** although there are several man in class.

As the subject is “all of my friends”, the appropriate form of “to be” should be “are”. Thus, the correct construction is:

At university almost **all of my friends are girls**, although there are several man in class.

5) Misformation of Derivational affixes

English words are rich of derivation. Any derivational affixes attached will result different use of it, and/or the word should be derived to make grammatical construction. Below is the example of error cause by misformation of derivational affixes.

Example:

Although Islam and Christianity has many **differently** we have to admire each other and always keep concord with other religion.

“differently” is a adverb, while what is needed in the construction is a noun. Thus, the correct construction is:

Although Islam and Christianity have many **differences**, we have to admire each other and always keep concord with other religion.

6) Misformation of Preposition

There are two kinds of prepositions. They are free preposition and bound preposition. The example of the misformation of preposition is below.

Example: He doesn't care **what** their female's friend appearance.

The bound preposition of word “care” is “about” means *feel that something is important and worth worrying about* and *like or love somebody and worry about what happens to them* or “for” means *look after somebody who is ill, very old, etc* and *love/ like somebody*

very much. Meaning of *feel that something is important and worth worrying about* is mainly appropriate for the sentence above, thus it should be:

He doesn't care **about** their female's friend appearance.

7) Misformation of Possessive pronoun construction

Possessive adjective pronouns are: *my, your, our, their, her, his, its, etc.* they must be appropriate with the reference. The example of this kind of error is like below.

Example:

The students is only wasting **his** own money if they neglects **them** course work.

The bold word should be formed as possessive pronoun that should be appropriate with the reference, as in:

The students are only wasting **their** own money if they neglect **their** course work.

8) Misformation of Subordinator

Sub-ordinative conjunction has function to join main clause and sub clause. The following sentence is the example of this kind of error.

Example:

Every people must know **if** college is different between high school.

From the sentence above is found main clause and sub clause. Then the appropriate coordinator is "that". Thus, this sentence should be constructed as below.

Every people must know **that** college is different from High school.

9) Misformation of Plural – singular noun

The example of this kind of error is below.

Example:

Birthday was an agenda that was expected all of **person**.

Quantifier *all of* should be followed by plural noun. The example above used quantifier *all of*, so that the noun should be plural. The plural form of “person” is “people”. Then, the correct construction should be:

Birthday is an agenda that is expected by all of **people**.

10) Misformation of Quantifier

An adjective clause may contain an expression of quantifier both for countable and uncountable noun. They are: *some, many, both, etc.*

The sentence below is the example of misformation of quantifier.

Example:

In the city, we almost never derive a fair weather because **there are many transportation**.

Many is quantifier which can be attached to countable noun.

However, “transportation” is uncountable noun. It becomes error for *many* should not initialize an uncountable noun. Then *much* is more appropriate to it. The correct one is:

In the city, we almost never derive a fair weather because **there is much transportation.**

11) Misformation of Comparative form of adjective

There are three kinds of the degrees of comparison (positive degree, comparative degree, and superlative degree). The example of this kind of error is as below.

Example:

A female friend **more smooth** when she is to faced big problem.

“Smooth” has only one syllable and, in comparative form, it should be attached by {-er} instead of “more”. Thus, the correct one is:

A female friend **is smoother** when she faces big problem.

12) Misformation of Verb after modal

The verb after modal should be bare infinitive (without *to*) and without any additions {-s/-es/-ed/-ing}. The sentence below shows the error verb formation after modal.

Example:

When she saw her friend , have an embarrassing appearance, she **will pretending** to not recognize her friend.

Since the verb after modal should be without any additions, thus putting “pretending” after modal “will” is categorized into this error.

The correct one should be:

When she sees her friend has an embarrassing appearance, she **will pretend** not to recognize her friend.

13) Misformation of singular- plural verb

The example of this error is shown in sentence below.

Example:

Although Islam and Christianity **has** many differentiation on the everything they can live together.

As this sentence has plural subject, the form of the verb should be in the form of plural also to indicate third person plural verb. Thus, the construction should be:

Although Islam and Christianity **have** many differences on many things they can live together.

d. Misordering

It referred to any incorrect placement of a morpheme or a group of morphemes in an utterance. This might happen in both sentence and phrase. The word order errors found in the students' writing included misorder of:

1) Misordering of Noun phrase

Noun in noun phrase generally places in the end of the construction.

The example of this error is as below.

Example:

Study style in high school when I teach and teacher give questions, my answer must the same with **answer the teacher**.

Noun phrase generally places the head in the end of construction. In the example above, "answer" is the head, then, the construction should be as below.

Study style in high school when I were taught and teacher gave questions, my answer must same with **the teacher's answer.**

2) Misordering of Negative form

If there are two verbs gathered in sentence both in affirmative and negative sentence, it should be given *to* between the both verbs. For affirmative the pattern should be “V+ *to*+ V” and for negative “V+ not+ *to*+ V”. The following example shows this misordering error.

Example:

When she saw her friend , have an embarrassing appearance she will pretending **to not recognize** her friend.

In the example above, *to* is placed in the former rather than in the latter. Thus the construction should be:

When she sees her friend has an embarrassing appearance, she will **pretend not to recognize** her friend.

2. Tabulation of The Errors

a. Tabulation Error in any possible properties of grammar

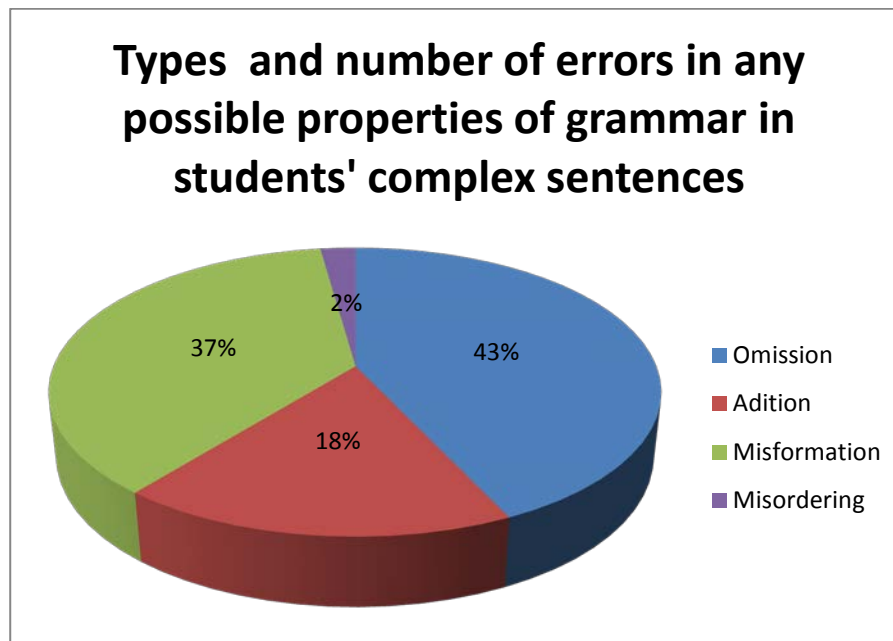
Errors which had been identified and classified were then tabulated. The tabulation was presented in the form of percentage. The tabulation of in any possible properties of grammatical errors in students' complex sentences can be seen on the following tables.

Table 4. 1. Types and number of errors in any possible properties of grammar in students' complex sentences

No.	Types of Errors	Frequency	Percentage
1	Omission	116	43.0%
2	Addition	48	17.8 %
3	Misformation	100	37 %
4	Misorder	6	2.2 %
	Total	270	100 %

Table 4.1 was presented to show the distribution of any possible properties of grammar in the students' complex sentences. After the errors were calculated by tabulating them, researcher found various types of grammatical errors which total was 270 errors. From the table as the result of tabulation, it can be seen that the second year students of English Education Program of STAIN Tulungagung made most error in Error of omission that was 116 times which means 43 % of error total. The next most error made by the students was in Error of misformation with 100 times or 37%. The students made 48 times of Error of Addition or 17.8%. They also made 6 times of Error of Misorder or 2.2%. Further comparison can be seen in figure 4.1. below.

Figure 4. 1. Types and number of errors in any possible properties of grammar in students' complex sentences



Four types of errors found in this research were caused by error of any possible properties of grammar aspects. In this part, those grammar aspects were counted based on each type of errors. The occurrence frequency of each grammar aspect of complex sentences which influenced each type of errors was also counted here.

Table 4. 2. Frequency and Percentage of Aspects of Omission Error

No.	Aspect	Frequency	Percentage
1	{-s/es} plural marker	25	21.5 %
2	To be (in nominal sentence)	9	7.8%
3	To be (as auxiliary)	11	9.5 %
4	Preposition	15	12.9 %
5	Auxiliary verb	6	5.2 %
6	Subject	7	6.0 %

7	Subordinator	7	6.0 %
8	3 rd person singular verb	14	12.0 %
9	Pronoun	4	3.5 %
11	Comma	18	15.5%
	Total	116	100%

Table 4.2. explains any points of error which had caused error of omission. The table shows that the students of English Education Program of STAIN Tulungagung made 116 errors of omission in their writing. The omission errors consisted of various grammar aspects. The students made error of omission of “s” as *plural marker* 25 times. They also made error of omission of *comma* 16 times. The students also made error of omission of *preposition* 15 times. It was the most grammatical error of omission on student’s writing.

Table 4. 3. Frequency and Percentage of Aspects of Addition Error

No.	Grammar Aspect	Frequency	Percentage
1	Determiner	13	27.1%
2	To be (as auxiliary)	2	4.2 %
3	Plural marker	4	8.3%
4	Preposition	10	20.8%
5	Comma	16	33.3%
6	Coordinating conjunction	1	2.1%
7	Subordinator	1	2.1%
8	Third person plural verb	1	2.1%
	Total	48	100 %

Table 4.3 explains some points of error in any possible properties of grammar in the students complex sentences which had caused error of addition. The table shows that second year students of English Education Program of STAIN Tulungagung made 48 errors of addition. The addition errors were contributed most by the addition of *comma* 16 which was made by the students 11 times. The students also made error of addition of *determiner* 13 times. They also made error of addition of *preposition* 10 times. It was the most grammatical error of addition on student's writing.

Table 4. 4. Frequency and Percentage of Aspects of Misformation Error

No.	Grammar Aspect	Frequency	Percentage
1	Passive construction	6	6 %
2	Pronoun	9	9 %
3	Tense	23	23 %
4	To be	6	6%
5	Derivational affixes	2	2 %
6	Preposition	14	14 %
7	Possessive pronoun construction	6	6 %
8	Plural- singular verb form	9	9%
9	Quantifier	1	1 %
10	Comparative degree	3	3 %
11	Verb after modal	2	2 %
12	Subordinator	11	11 %
13	Plural- singular noun	8	8 %
	Total	100	100 %

Table 4.4 above explains some points of error in any possible properties of grammar in the students complex sentences which had caused error of misformation. The total of 100 errors of misformation had been made by the second year of English Education students of STAIN Tulungagung. The table shows that students made pretty much misformation errors in *tense* 23 times. The students also made misformation of *preposition* 14 times. They also misformed *subordinator* 11 times. It was the most grammatical error of misformation on student's writing.

Table 4. 5. Frequency and Percentage of Aspects of Misordering Error

No.	Aspects	Frequency	Percentage
1	Noun phrase	4	66.7%
2	Negative function form	2	33.3%
	Total	6	100 %

Table 4.5 explains some points of error in any possible properties of grammar in the students' complex sentences which had caused error of misorder.

b. Tabulation Error of Any Deviation Rules of Complex Sentences

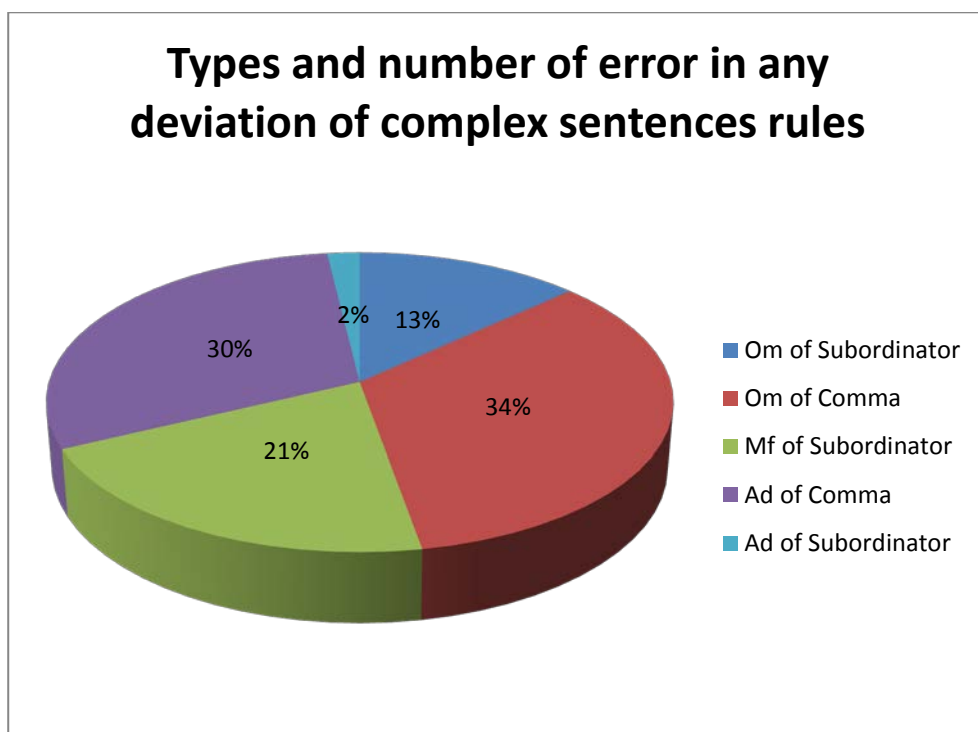
Based on four types of errors found that were caused by error of any possible properties of grammar aspects, it was found any deviation of rules of complex sentences. This study had been tabulated the error which is caused by misconstruction of complex sentences. The tabulation was presented in the form of percentage. The tabulation of errors can be seen on the following tables.

Table 4. 6. Type and Number of any Deviation of Complex Sentences Rules

No.	Aspect	Frequency	Percentage
1	Omission of Subordinator	7	13.2 %
2	Omission of Comma	18	34.0 %
3	Addition of subordinator	1	1.9%
4	Addition of comma	16	30.2%
5	Misformation of subordinator	11	20.7%
	Total	53	100%

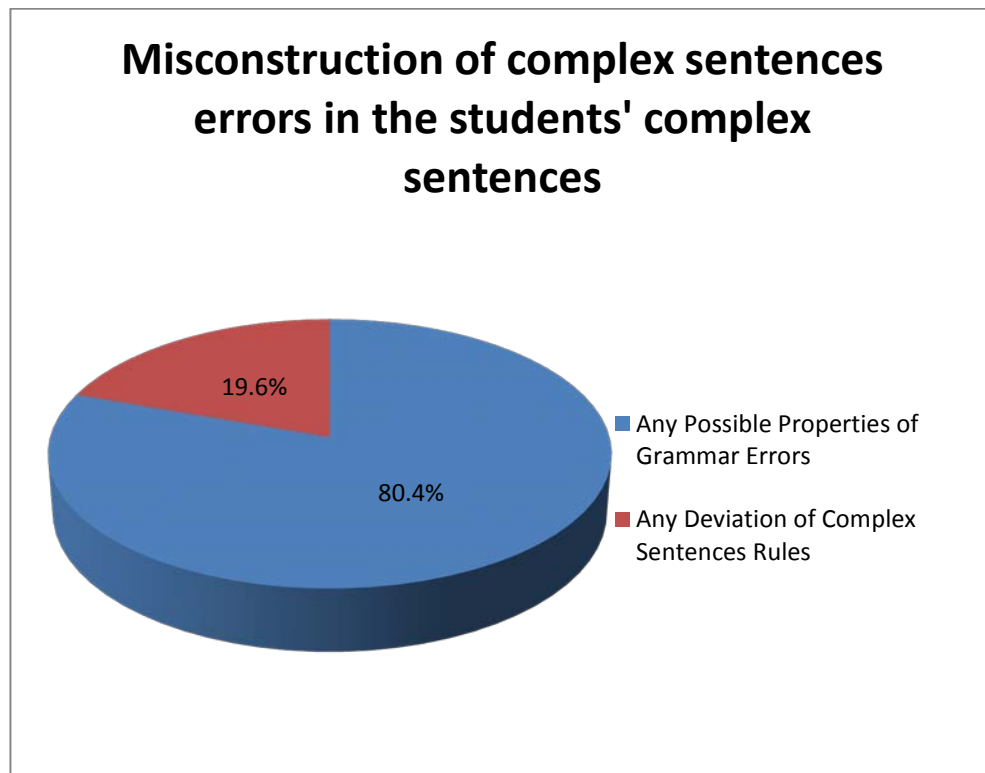
Table 4.6. explains any points of any deviation of complex sentences rules error which had caused error of misconstruction of complex sentences. The table shows that the second year students of English Education Program of STAIN Tulungagung made 53 errors on misconstruction of complex sentences in their writing. The students made error of *omission of comma* 18 (34%) times. They also made error of additon of *comma* 14 times (30.2%). The students also made error of misformation of *subordinator* 11 times (20.7%). The students, then, made error of omission of *subordinator* 7 times (13.2%). They also made error of misformation of *subordinator once* (1.9%). Further comparison can be seen in figure 4.2. below.

Figure 4. 2. Types and number of error in any deviation of complex sentences rules



Based on error found from students complex sentences, the researcher can make comparison between error of any possible properties of grammar in students' complex sentences with any deviation of complex sentences rules. The result had been found that any deviation of complex sentences rules were 53 times (19.6%) from the total of error that were 270 times (100%).The comparison can be seen from figure 4.3. below.

Figure 4. 3. Misconstruction of complex sentences error in the students' complex sentences



B. Discussion

Dulay, et al. (1982: 154) show the error type base on surface strategy taxonomy into *omission*, *addition*, *misformation* , and *misordering*. Begun with the basis, researcher had discovered various kinds of error in any possible of grammatical in students' complex sentences which were, then, also distributed the same way into those four types of errors.

As one of the objectives of this study which was to uncover common various kinds error of misconstruction of complex sentences in the writing of second year students of English Education Program of STAIN Tulungagung, the

findings of the errors found were, then, described or exposed orderly, from those which most frequently occurred to the most rarely occurred.

Dulay, et al. (1982: 154) state that omission errors are found in greater abundance and across a greater variety of morphemes during the early stages of second or foreign language acquisition. From this study there had been found that there were 116 errors of omission (43%) made by the students in composing their writing. 116 times of occurrences showed that omission was the most frequent type of errors which was made by the second year of English Education Program of STAIN Tulungagung. This omission error consisted of various grammatical aspects. The findings also showed that omission of *--s/-es as plural marker* had been the big contributor in making the error of omission. Omission of *comma* also played pretty much role in this type of error. The findings also showed that omission of *preposition* also had been big contributor in making the error. In simple from the most frequent to the rare, any possible properties of grammar found that related to this omission error were omission of *3rd person singular verb, to be as nominal sentence, to be as auxiliary, subject, auxiliary verb, pronoun, and subordinator*.

It also found that there were 48 errors of addition (17.8%) made by the students in composing their writing. The aspects of grammatical error in addition error which were found in the students writing were *comma, determiner, preposition, plural marker, to be (as auxiliary), 3rd person singular verb, and coordinating conjunction*. If it was seen separately, most aspect of this error was

categorized into minority because the number of occurrence of each aspect was few.

Then, it found that there were 100 errors of omission (37%) made by the students in composing their writing. Error of misformation was ranked two for its quantity which was 100 occurrences. From the analysis, it was found that this type of errors had many distributions (13 aspects of grammar error). The findings also showed that misformation of *tenses, preposition and subordinator*, had been the biggest contributor in making the error of misformation. From the most to the least, the aspects of grammar error in misformation error found in the students' writing were *tense, preposition, subordinator, pronoun, singular- plural verb, plural- singular noun, passive construction, to-be, comparative degree, derivational affixes, verb after modal, and quantifier*.

The fewest aspect of error were misordering since 6 errors of misordering (2.2%) made by the students in composing their writing. This errors might seem few if it was compared to the number of the whole errors. It, then, could be concluded that actually this type of error didn't play significant role to the whole total of errors. From the most to the least, the aspects of grammar error in misorder error found in the students' writing were *noun phrase and negative form*.

This study also was identified any deviation of complex sentences rules found from any possible properties of grammar in students' writing which were, then, also distributed the same way into those four types of errors. 53 times of occurrences showed that *omission of comma* was the most frequent type of errors

which was made by the second year students of English Education Program of STAIN Tulungagung. It happened 18 times (34%). It was also found that students also made error of addition of *comma* 16 times. (30.2%). The students also made error of misformation of *subordinator* 11 times(20.7%). They also made error of omission of *subordinator* 7 times(13.2%). The students, then, made error of addition of *subordinator* once (1.9%).

Based on error found from students complex sentences, the researcher can make comparison between error of any possible properties of grammar in students' complex sentences with any deviation of complex sentences rules. The result had been found that any deviation of complex sentences rules were 53 times (19.6%) from the total of error that were 270 times (100%).