CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Data

This part consists of two points; they are data and findings. The data analysis here consists of the error of the students recount text, meanwhile findings concern with the answer of statement of problem in chapter one. This chapter presents the result of the research based on the data presentation and data analysis.

The data analysis here consists with the errors of the students recount text. It will be classified into omission (the absence of an item that must appear in a well-formed utterance), addition (the presence of an item which not appear in a well-formed utterance), misformation (the use of wrong form of the morpheme or structure), misordering (the incorrect placement of a morphme or a group of morphme in an utterance). The data of the errors of the students' written recount text is presented on the table bellow (Table 4.1)

Table 4.1 Students' Errors in Written Recount Texts

No	Name	OM	AD	MI	MO
1	A.R	0	0	0	0
2	A.S	2	2	1	1
3	A.F	0	0	0	0
4	A.M	7	3	3	0
5	C.U	0	0	0	0
6	D.F	2	0	4	0
7	D.S	4	0	2	0
8	E.I	0	0	0	0
9	F.N	5	2	4	2
10	F.K	9	2	6	1

11	F.A	0	0	0	0
12	B.L	3	1	1	0
13	I.S	1	1	0	1
14	M.R	2	1	1	0
15	M.D	2	1	1	1
16	M.Z	4	0	4	0
17	M.R	4	2	2	1
18	N.V	4	0	1	0
19	M.S	4	1	0	0
20	N.R	10	1	2	1
21	P.W	0	0	0	0
22	Q.A	6	0	6	0
23	R.D	1	1	1	0
24	R.Z	0	0	0	0
25	S.N	5	1	3	1
26	S.W	0	0	0	0
27	S.L	3	1	2	1
28	U.L	7	2	5	1
29	Y.A	2	1	4	1
Total of Error		**87**	**23**	**54**	**12**
Percentage		**49,4 %**	**13,06 %**	**30,6%**	**6,8%**

The data in the table above was based on the students' recount text. The following is the presentation of each error made by the students in their recount text:

4.1.1 Omission

Based on the analysis of the students' recount text, omission are the most frequent of all with percentage 49, 4 %. There were 2 students made 1 error in omission, 5 students made 2 errors too. Then, 2 students made 3 errors, 5 students made 4 errors, 2 students made 5 errors, 1 student made 6 errors and 2 students made 7 errors, 1 student made 9 errors and 1 student made 10 errors Almost of them forgot to put article (the) and used was and were.

4.1.2 Addition

The result of the data shows that 10 students made 1 error in addition and 5 students made 2 errors, 1 student made 3 errors. There were 23 % of students made errors on addition. Almost of them made errors with adding preposition which is in incorrect position.

4.1.3 Misformation

There are 30, 6 % of students made errors in this section. The result of data shows that 6 students made 1 error in addition, 4 students made 2 errors, 2 students made 3 errors, 4 students made 4 errors, 1 student made 5 errors and 2 students made 6 error. The students made sentences with incorrect structure.

4.1.4 Misordering

This section gives the least percentage from all of the errors made by the students just 12 students error in misordering. There were 10 students made 1 error and 1 student made 2 error.

There are 6, 8 % of miss ordering found in their recount text. That means the students were not able to arrange the words in the sentence in correct order.

4.2 Types of Error in Students' Recount Text

From data analysis above it was found some types of error in students' recount text. They were omission, addition, misformation and misordering. The result could be seen in the table below:

Table 4.2 Types of Error in Students' Recount Text

Types Of Error	Number Of Students
Omission	21
Addition	16
Misinformation	19
Misordering	11

Based on the table above, there were 21 students made errors on omission, 16 students made error on addition, 19 students made error on misformation and just 11 students made mistake on misordering.

The example of student's performance each type will be showed:

4.2.1   Error of Omission

This type of error was indicated by the absence of one or more items that should appear in a well-formed sentence. The examples of errors of omission based on the data as follows:

- We *arrive* there at eight morning

- *We very* happy

- I went there with my family. *We by* car

- I and *friend* went to Malang

- We went to *market*

Based on the data above, the student omits <u>end with-d</u>

In past tense, the verb must be V2 form, for regular verb end in- d or - ed.

The form of Errors	The right Form
- We *arrive* there at eight morning	- We *arrived* there at eight morning

<u>Omit to be</u>

The students omit to be before adjective. In the rule, if the word is not verb use to be.

 In past form be is was/were

The form of Errors	The right Form
• We felt very tired but we *very happy*	• We felt very tired but we *were* very happy

 <u>Omit verb</u>

The form of Errors	The right Form
• I went there with my family, we *by* car	• I went there with my family, we *went there* by car

<u>Omit ending –s in plural form and article (a, an, the, etc)</u>

The students failed to put – s on plural form.

The form of Errors	The right Form
• I and *friend* went to Malang • We went *to market*	• I and *friends* went to Malang • We went to *the* market

4.2.2   Error of Addition

Errors of addition are characterized by the presence of one or more items that must not appear in well-formed sentences. According Dulay, Burt and Krashen ((1982:156-158), there are three type of errors of addition, double marking, regularization

and simple addition. In this research, type of errors of addition in regularization and double marking did not find out. This research only found error of addition in simple addition.

4.2.2.1 Simple Addition

This error includes addition of preposition which must not appear in sentence.

The examples of error of addition as follows:

- <u>On the</u> last month, I and family went to beach

- We went <u>to </u>home at five afternoon

- At 03 pm we back <u>to</u> home

Addition of preposition

The students adding preposition which is in incorrect position

The form of Errors	The right Form
- We went <u>to</u> home at five afternoon - On the last month, I and family went to beach	- We went home at five afternoon - Last month, I and family went to beach

4.2.3   Error of Misformation

Errors of misformation are characterized by the use of the wrong forms of the morpheme or structure. Errors of misformation divide into regularization, alternating form and archi-form. In this research, types of error regularization and archi-form did not find out. This research only found error of misformation in alternating form.

4.2.3.1 Alternating form

This error occurs when the student change the form in the sentences freely. This means the students change the form without concerning the structure.

The example of errors of misformation as follow:

- We <u>eat</u> in the restaurant

- We <u>playing</u> football together

- My mother baught tickets to enter the area

- Last <u>mond</u> I and family went to Pacet

The form of Errors	The right Form
- We <u>eat</u> in the restaurant - We <u>playing</u> football together - My mother <u>baught</u> tickets to enter the area - Last <u>mond</u> I and family went to Pacet	- We <u>ate</u> in the restaurant - We <u>played</u> football together - My mother <u>bought</u> tickets to enter the area - Last <u>month</u> I and family went to Pacet

4.2.4   Error of Misordering

Errors of misordering are characterized by the incorrect placement of a morpheme or a group of morpheme in an utterance. The example of errors of misordering as follow:

- We went to <u>house grand mother</u>

- We went to market for <u>gift brought</u>

- Based on the data above, the students made incorrect placement of a group morpheme in an utterance.

The form of Errors	The right Form
• We went to house grand mother • We went to market for gift brought	• We went to grand mothers house • We went to market for buying gift

4.3 The dominant of Error in Students' Recount Text

Dominant of occurrence of each type count using the formula as below:

Occurrence = The sum of each category error

Percentage = $\underline{\text{Total errors of sub-categories}}$ x 100 %
                    Total errors of all categories

And the result could show in this table below:

Table 4.3 the Dominant of Error in Student's Recount Text

No	Types Of Error	Occurrence	Percentage
1	Omission	87	49, 4%
2	Addition	23	13, 06 %
3	Misformation	54	30, 6 %
4	Misordering	12	6, 8 %

The table above states that errors of omission are the most dominant errors with the percentage 49,4% (87occurrences). Meanwhile, errors of addition is 13, 06% (23 occurrence), errors of misformation is 30, 6% (54 occurrence) and errors of misordering are the most less of all percentage 6, 8 % (12 occurrences). From the

table we know that the most dominant errors are omission while the least errors are errors of misordering.

4.4 DISCUSSION

The result of the research above shows four types of errors made by the students in their recount text. For the clearer explanation of each error, see the discussion bellow:

4.4.1 Omission

Errors of omission made by the students are omitting to be (was, were) that should be placed on an English sentence that have not verb. Below, there are some examples of error on the omission, found on the students' recount text:

Omission of be

Example:

- <u>We very</u> happy

The correct sentence:

- We <u>were</u> very happy

Besides having errors on omitting to be, there are also errors on omitting –ed on regular verbs of past form and article (a, an and the).

Omission of – ed

Example:

- We <u>arrive</u> there at eight morning

The correct sentence

- We <u>arrived</u> there at eight morning

Omission of article

Example:

- We went <u>to market</u>

The correct sentence

- We went <u>to the market</u>

This is because there are some different rules between English and Indonesia grammar. In Indonesian grammar does not need to use helping verbs (to be) in non-verbs predicates and article.

4.4.2 Addition

In this error students adding one or more items that should be not appear in well-formed. In this research, addition involved adding preposition which is in incorrect position.

Example:

- We went <u>to </u>home at five afternoon

The correct sentence

- We went home at five afternoon

4.4.3 Misformation

Misformation is error in using the wrong forms of the morpheme or structure. They exchange the form freely.

Example:

- We <u>eat </u>in restaurant

- Last <u>mond</u> I and family went to Pacet

The correct sentences

- We <u>ate</u> in restaurant

- Last <u>month</u> I and family went to Pacet

In this section, students faced problem with irregular problem. Indonesian students have been familiar with Indonesian words which only have one kind of verbs form. The verb can be placed anywhere on the sentence without considering the tense. This sometimes makes Indonesian students confused or even forgetful to use simple past form of irregular verbs like the examples above.

4.4.4 Misordering

Misordering is an error in arranging the words in the sentence into incorrect order. Some students are still confused in this matter. When they make an English sentence, they still use the Indonesian structure; they forget to make an English sentence using the English structure.

Example:

- We enjoyed <u>this with vacation</u>

- We went to <u>house grand mother</u>

The correct sentences

- We enjoyed <u>with this vacation</u>

- We went to <u>grand mother's house</u>

From the example above shows that, students arrange the sentence in Indonesia words while they write sentence in English.