CHAPTER IV

RESEARCH FINDING AND DISCUSSION

4.1 Data Description

This chapter deals with the data description and discussion based on the data in writing recount text: A Survey at the eleventh class at MA Al-Hikmah Bangil Academic Year 2013/2014

After the collection of the data, the writer gave four criteria for the students' ability in writing recount text: very good , good , poor , and very poor .

Table I. Classafification of Students' Ability

The Percentage of Mistake	The criteria of students ability
0 % - 15 %	Very Good
16 % - 25 %	Good
26 % - 35 %	Poor
36 % - 50 %	Very Poor

Based on the students' score in writing recount text, the writer classified them as follows: 6 students in using Noun (10 %) were classified as very good , 4 students in using Verb (31 %) were classified as poor, 6 students in using Pronoun (31 %) were classified as good.

Table II. The students' errors in using noun

NUMBER	SUBJECT	HOW MANY SESTENCE OF ERROR IN THE PARAGRAF	PRECENTAGE
1.	Abdullah Wahid	1	5 %
2.	Amaniyah	2	10 %
3.	A'yun	2	10 %
4.	Badriyah	0	0 %
5.	Farela Rizza	2	10 %
6.	Fityatun Yoyyibah	6	32 %
7.	Imroatus Sholihah	3	15 %
8.	Khotimatul T.	3	15 %
9.	Lailatun Nuchisa	4	21 %
10.	Muflikhatun Nisa'	2	10 %
11.	M. Alfan	4	21 %
12.	M. Safari	4	21 %
13.	Mustajib Thohari	4	21 %
14.	Muti'ah	5	27 %
15.	Siti Maslukha	6	34 %
16.	Umi Saudah	2	10 %
17.	Wanci Lastri	2	10 %
18.	Zubaidah	3	15 %
19.	Zahrotul Navisah	5	27 %
Total		6 Item	31 %

The table above shows that the students' error in using the Noun is 31 %. This category is the highest frequency of error happened in writing. Here, the students actually have undestend of the arranging a good sestence.

Table III. The students' errors in using verb

NUMBER	SUBJECT	HOW MANY SESTENCE OF ERROR IN THE PARAGRAF	PRECENTAGE
1.	Abdullah Wahid	3	15 %
2.	Amaniyah	5	27 %
3.	A'yun	3	15 %
4.	Badriyah	2	10 %
5.	Farela Rizza	8	42 %
6.	Fityatun Yoyyibah	6	31 %
7.	Imroatus Sholihah	5	27 %
8.	Khotimatul T.	5	27 %
9.	Lailatun Nuchisa	6	31 %
10.	Muflikhatun Nisa'	7	36 %
11.	M. Alfan	4	21 %
12.	M. Safari	5	27 %
13.	Mustajib Thohari	8	42 %
14.	Muti'ah	7	36 %
15.	Siti Maslukha	8	42 %
16.	Umi Saudah	4	21 %
17.	Wanci Lastri	4	21 %
18.	Zubaidah	7	36 %
19.	Zahrotul Nvisah	8	42 %
Total		4 Item	21 %

The table above shows that the students error in using Verb is 21 %. Here, the writr asked the student's to make a simple sestence. Howeves, it seems that many of them are unable to make a sestence. So the writer allowd them to use dictionary, but some of them made some errors, becouse they flet that the test was too difficult for them to finish.

Table IV. The students' errors in using pronoun

NUMBER	SUBJECT	HOW MANY SESTENCE OF ERROR IN THE PARAGRAF	PRECENTAGE
1.	Abdullah Wahid	2	10 %
2.	Amaniyah	5	27 %
3.	A'yun	2	10 %
4.	Badriyah	2	10 %
5.	Farela Rizza	5	27 %
6.	Fityatun Yoyyibah	5	27 %
7.	Imroatus Sholihah	1	6 %
8.	Khotimatul T.	4	21 %
9.	Lailatun Nuchisa	2	10 %
10.	Muflikhatun Nisa'	2	10 %
11.	M. Alfan	6	34 %
12.	M. Safari	6	34 %
13.	Mustajib Thohari	3	15 %
14.	Muti'ah	4	21 %
15.	Siti Maslukha	4	21 %
16.	Umi Saudah	2	10 %
17.	Wanci Lastri	4	21 %
18.	Zubaidh	3	15 %
19.	Zahrotul Navisah	4	21 %
Total		6 Item	31 %

The table above shows that the students error in using Pronoun is 31 %. The writer took this score from the many error by the students from writing recount text.

4.2 Discussion

Interlingua Error (mother-tongue influence). These kind of error are influenceed by the native languages which interfere with the target language learning. Learner translate word by word of idiomatic expression, vocabulary and event the grammatical rules of the learners' first language into the second

21

language. It is believed that the type of errors made by the learners of the target language can be predicted and their causes can be determined. In order to prevent and eliminate these errors, Richards (1974) has given the following figures. Between 3-25 percent of all errors are errors of mother tongue influence and 75 percent of error are 'non-contrastive' errors.

The students get problems in learning English because there are many differences between Indonesian and English term of grammar, vocabulary, etc. The study of learners errors has been a primary focus of foreign languge research. It is called error analysis.

To make the reader understand clearly about all of this analysis and explanation, it is necessary to explain what kind of error the students had made. There are omission, addition and misformation which were analyzed in the third colum was analysis. And the last one was the source of errors.