

CHAPTER IV

RESULT FINDING AND DISCUSSION

This chapter is divided into two parts. The first part deals with result of the data analysis and the second part is about discussion. Result of the data covers identification of errors and classification of errors. The discussion is concerns with the findings obtained from the result of the data.

4.1 Result

After the researcher collected the data of the students' writing of narrative text, the researcher analyzed all the errors focusing on the simple past tense errors. The sentences are considered as errors if there were any failure of the students in applying the rules of the contexts. The researcher took the data in SMP Al Islam Krian. There were 30 students in the class. They were asked to make narrative compositions by their teacher. Then the researcher took 30 compositions to be analyzed.

Based on the data collected, the most errors in narrative text made by eighth grade students of SMP Al Islam Krian. There are 208 sentences containing errors, among those 208 sentences of error there were 275 errors found. The errors were analyzed based on surface strategy taxonomy by Dulay et al. (1982, 146). Therefore the errors were considered as 22 errors of addition, 88 errors of omission, 15 errors of misordering and 150 errors of misformation. Here is the table showing the number and percentage of error occurrences.

Table 4.1

The number and percentage of error occurrences on students' writing

The type of error	The number of occurrences	Frequency
Omission	42	12.5 %
Addition	32	8.9 %
Misformation	270	7.5 %
Misordering	13	3.6 %
Total	360	100%

From the table above, it can be concluded that the students mostly made the error of misformation, this type of errors took a big part in making error. In this error the students failed to use the correct form of morphemes, or structure in making their sentences. The second place type of error that the students made is omission, the students failed to give verbal ending, to be, and articles in order to make a perfect utterances.

The next type of error is addition, the students incorrect verb after modals, incorrect verb of past form,-s/es ending singular form and to be before verb in producing sentences, those errors were classified into three classified into three types of addition for examples: simple addition, regularization and double marking but in this result the researcher only found two types: simple addition and double marking. The last type of error is misordering this type of error occurred rarely in students failed to place the morpheme of group of morphemes in a correct order. The next part of this chapter will focus on each type of error discussion.

4.1.1 Classification of errors

In case the students got difficulties in applying in correct form of past tenses. To know the types of errors, they were classified based on Dulay's theory such as omission, addition, misformation and misordering. In order to know which type or error belong to the important ones to compare the wrong sentence and the target language based on the tenses rules. The example of the students' performance on each type will be shown below.

4.1.1.1 Omission

This type of errors took the second place of error types in the students' errors. That error is characterized by leaving out an item that is required for an utterance to be considered grammatical or the absence of an item that must occur in a well-formed utterance (Dulay et al, 1982:155). The students omitted some items in their sentences. In this research, the researcher classified the omission errors into some kinds, as follows:

4.1.1.1.1 Omission -d, -ed

In this case, the students failed to add verbal ending -d, -ed of past form. The students failed to observe the correct rule of verb of the structure used. For example:

- They live happily in the castle. (subject 11)
- Prince dance with Cinderella. (subject 20)
- He search the owner. (subject 25)

According to three examples above, the students omitted the past form of the verb used. Moreover they have not understood yet about the tense used that is the simple past. It can be seen in the text that the verbs are not formulated in past form. The sentences should be ‘they lived happily in the castle’, ‘prince danced with Cinderella’ and ‘he searched the owner’.

4.1.1.1.2 Omission to be

In this part, the students omitted to be (was/were) in producing sentences in past forms. The students indicated that there was still unclear comprehension of verbal and nonverbal sentences, so that they did not know how to put to be in a correct utterance for example:

- Step mother and step brother very surprised (subject 2)
- They very cruel (subject 25)

The sentences above should be ‘Step mother and step sister were very surprised’ and ‘They were very cruel’ because the sentences used nonverbal words therefore the words are “surprised” and “cruel” must be adjective. That must be added to be before.

4.1.1.1.3 Omission of ending –s in plural form the students failed to put –s on countable noun representing plural form. This phenomenon indicated that the students might have a failure in observing the rule of plural form.

For example: Her step mother and two sister read that invite (subject 5)

The student did not consider the best form for plural form. That sentence should be her step mother and two sisters read that invitation.

4.1.1.1.4 Omission of ending –‘s and articles (a, an, the etc.)

In making omission of ending –‘s’, the students might not clear about possessive case. For example:

- Shoes Cinderella fell and was found by prince (subject 2)
- Then body guard of prince come to house Cinderella (subject 6)

The underlines phrase above should be Cinderella’s shoes and Cinderella’s house because shoes and house showed possessive.

4.1.1.1.5 Omitting articles –an might be caused by the lack of students’ sensibility of some nouns which pronunciations is started by vowel sound.

For examples: One day, Cinderella’s step mother received a invitation to the party (subject 9)

In this example, the underlined article should be ‘an invitation’. Moreover the following word after article is begun by pronunciation of the vowel sound, so that the article should be ‘an’.

4.1.1.1 Addition

This error took the third place of the error data analysis. Dulay et al,(1982:146-180) stated that this error is characterized by adding some unnecessary incorrect elements to the sentence or presence of an item which must not appear in a

well-formed utterance, the students put unnecessary word to the sentence in this case the researcher divided the addition errors into simple addition and double marking.

4.1.1.2.1 Simple addition

This error was represented by the students' failure in adding ending –s or es in singular form or plural form for uncountable noun and to be. This phenomenon indicated that the students failed to observe the correct rule in the structure failed in differentiating the verbal and nonverbal sentences.

For examples:

- Her named is Cinderella.(subject 6)
- Cinderella become be as beautiful.(subject 12)

In this paper found of errors that is addition with double marking type in only two students writing text but the others made the errors in simple addition. The sentences should be 'her name is Cinderella', and 'Cinderella became beautiful'.

4.1.1.2.2 Double marking

This error occurs when there are more than one marker in the utterance in this research, the researcher found double marking error represented by the error of using past verb after modal in the past form.

- For example:
- Cinderella don't could came (subject 5)
 - Finally, she could went to this party. (subject 7)

In this case the students tended to generalize that all verbs in the past tense should be in past verb by ignoring the modal. The researcher found only two students did such errors. The correct ones must be ‘ Cinderella could not came’ and ‘Finally, she could go to this party’.

4.1.1.2 Misformation

This error plays big part in the students’ errors. This type of error is characterized by the failure of using correct form of morpheme (s) or structure. From the data analysis, errors of misformation were:

4.1.1.2.1 Regularization

Regularization error refers to the use of a regular marker for an irregular one, for example: - Womans tried a glass shoe, but no one did it.

From this example should be ‘Women tried a glass shoe, but no one could do it’. In this paper finds only one students made regularization error.

4.1.1.2.2 Alternating form.

This error dominated the students’ errors. This error occurs because of the use of an exchange form in sentence freely. The students change the form freely without concerning on the structure used, so that the sentences produced were unacceptable. That might be caused of the tendency of transferring the mother tongue into target language. For example:

- They ordered her to cleaned the house every day (subject 1)
- She must went home at 12.00 p.m

This sentences should be ' They ordered her to clean the house every day' and 'She had to go home at 12 p.m.'

4.1.1.3 Misordering

Error of is caused by wrong placement or order of morpheme or a group. The students put morpheme or some morphemes in wrong order of their sentences. For examples:

- Cinderella was quickly to went home. (subject 1)
- Wear shoes after she became very beautiful. (subject 2)

The researcher found lowest type of errors in misordering. Those sentences above should be 'Cinderella went home quickly' and 'after wearing shoes, she became very beautiful'.

4.1.2 The Frequency of Errors

After classifying the data, the researcher counted the frequency of each type of error made using descriptive analysis technique (percentage), the formula is shown below (Levin and Fox in Rahmawati, 2009: 30):

$$P = \frac{f}{N} \times 100 \%$$

Where :

f = The total of error in each type

N = The total of occurrences of errors

P = The total percentage of errors

Table 4.3

The number and percentage of error occurrences on students' writing

The type of error	The number of occurrences	Frequency
Omission	88	32 %
Addition	22	8 %
Misformation	150	54.5 %
Misordering	15	5.5 %
Total	275	100%

From the table above errors of misformation are the most frequent of all with the presentage 54.5 %. Meanwhile, errors of omission is 32%, errors of addition 8% and errors of misordering are the most less of all percentage 5.5 %. From the table we know that the most errors are misformation while the least errors are errors of misordering.

4.2 Discussion

Based on the classification of errors, there are several things that can be noted down. Most of the students still made errors on the past tense in their narrative text. There are many mistakes have been found from the students. Especially, some students made errors based on surface strategy taxonomy, i.e. omission, addition, misformation and misordering.

From the result above it can be concluded that the most frequency of error is misformation error because mostly students had a lot of difficulties in using past tense. The result of the data analysis shows that students have a lot difficult in using past tense. Based on Dulay et al (1982:161) states, “it remains that older language learner draw on a greater variety of forms than young learners, and thus tend to produce a wider variety of misformation errors” it indicates that the phenomenon of tendency of making misformation error for the eighth graders is common.

According to the teacher, students had a lot of difficulties in using past tense. It means that teacher information and the result of the data analysis are equal. Besides, the students can not differentiate between regular and irregular verb, they do not know about meaning of English word.

From result of the research, the teacher must have more strategies in the teaching and learning the tenses especially simple past tense. Hopefully teaching more about the difference between regular and irregular verb, gives more vocabulary in English and upgrade their teaching items in order to increase the students' ability.