

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter the writer describes the learner's error that was the composition of erroneous in writing recount text made by the eighth grade students of SMP Muhammadiyah 4 Surakarta academic year of 2015/2016.

A. Research Finding

The research finding consists of five steps. They include the type of lexical errors, the type of syntactical errors, the type of discourse errors, the frequency of each error, and the sources of error.

1. The Type of Lexical Errors

From the data of the students, the researcher found many errors in lexical form made by the students. According James (1998, 143), "many lexical items consist of more than one word, and have a structure of their own. So, lexical errors are learner's error in word and which is ungrammatical. There are wrong spelling, false friend and code switching.

a. Wrong Spelling

Spelling is forming words with the correct letters in the correct order. Spelling error or misspelling is the misselection of a grapheme to represent a syllable or morpheme in forming part of a word (James, 1998:133).

In wrong spelling the researcher finds 39 errors. For example: I and *beat* friend felt happy because I and my friend *wen* to Jurug zoo. In this case, the students was using a letter to represent a sound which identical to the sound of name of that letter. It occurs caused the students apply Indonesian language into English language and/or the students do not understand about what they heard. The correct sentence is *went*.

The research gives another example in same case of wrong spelling, as follows:

- 1) We really *enjayed* and I *hape*.
enjoyed *happy*

2) It was because in Elementary *schol*.

School

3) There were alot of *touristis* because it was holiday.

tourists

4) After finishing the *hom* work.

Home

b. False Friend (Similar in Form)

False friends are the words that are similar in spelling and/or pronunciations in two languages but have different meanings.

The researcher finds 18 errors. For example: We *depart* blowed 07.00 to *climb* motorcycle and arrived 08:00 o'clock. From the sentence, the word depart has meaning for went. The correct word is "went". And then, the word to climb has same meaning with rode, but climb is used to rock climbing. The correct word is rode.

The research gives another example in same case of wrong spelling, as follows:

1) I take a bath and breakfast next I *locked* tv to pray dzuhur.

watched

2) I bought *consume*.

food

3) Yesterday, I and my family visited gajah mungkur *paunch* in Wonogiri.

dam

4) On Friday we went to *native* village.

local

c. The Use of Indonesian Word/ Code Switching

The students have used Indonesian word to switch cultural bound words which one untranslatable. The students are difficult to find equivalent words to switch them.

For example: I visited in tlatar untuk swimming. The sentence clearly shows that the students used Indonesian word in their sentences. It is student's error because the target language that they produce still uses Indonesian word. The correct word is for.

The research gives another example in same case of wrong spelling, as follows:

- 1) *Di* village many epilepsy in village, seldom to be she to buy epilepsy.
In the
- 2) Do not forget our family *berphoto* together.
picture
- 3) Arived to solo 19.00 o'clock, and live eat to *hik*.
food stall
- 4) We build house Solo *jam* 4:30.
o'clock

2. The Types of Syntactical Errors

The writer divided the syntactical error into nine types, namely the use of verb, the use of noun, be, pronoun, phrase, article, preposition, conjunction, sentence construction.

a. The use of verb

The learners made error in verb, there are three errors in verb. They are omission of verb, misuses of verb in the past tense, and addition of *to* in verb of present tense.

1) Omission of verb

Ommision (\emptyset) is ungrammatical or a word be lost. The writer found 16 errors made by students. For example, "We [] *to home at 22 p.m*". In this case, the students do not use verb in their sentence. The correct sentence is *We went to home at 10 p.m*.

The research gives another example in same case of omission of verb, as follows:

- a) Yesterday, I [] holiday in home.
- b) I and family [] in the bandungan only last night.
- c) Over there we [] to hire villa to we to sleep last night.

2) Missuses of verb in the past tense

The writer also found misuses of verb in the past tense made by students. Most of them still use present tense in recount text which uses past tense.

The writer found 57 errors in misuses of verb in the past tense. For example: I and my family *go* tawangmangu to on holiday. In the case, the students still use present tense in their sentence (*go*). In correct word is *went*.

The research gives another example in same case of missuses of verb in the past tense, as follows:

- a) I and my best friend *go* to zoo.
- b) I and my best friend *see* animals.
- c) Finally, at the morning I *assist* my parent.

3) Addition of to in verb of present tense

Addition is a type of errors which are characterized by the presence of an item.

The writer found 14 errors in addition of to in verb of present tense. For example: *We and my family to eat*. In this case, the students add *to* in present tense. The correct sentence is *We and my family eat*.

The research gives another example in same case of addition of to in verb of present tense, as follows:

- a) I and my friends *to* studied and played.
- b) Time that I and my friends *to* back to return on night.
- c) And *to* come back to home 22.00 o'clock.

4) Addition of verb

Addition is a type of error which is characterized by the presence of an item. The writer found 15 errors in addition of to in verb. For example: “In afternoon we *went go* home”. In this case, the students add *go* which is verb in present tense. The correct sentence is “In afternoon we *went* home”.

The research gives another example in same case of addition of verb, as follows:

- a) We *live buy* tiket.
- b) Arived to solo 19.00 o'clock, and *live eat* to hik.
- c) They *were came* with electricity, so the animals would not escape.

b. The Use of Noun

1) Omission of {-s} plural marker

Omission (\emptyset) is ungrammatical or a word be lost. The writer found 4 errors made by students. For example, “I saw many *bird*”. In this case, the students was not use {-s} in the word *bird*, because the previous word is *many*. The correct sentence is “I saw many *birds*”.

The research gives another example in same case of omission of {-s} plural marker, as follows:

- a) I took picture with my *freind*.
- b) I saw many *bird*
- c) The *bird* is very beautiful

c. BE

1) Omission of BE

The writer found 29 errors made by students. For example, “I [] really happy.” In this case, the students did not use be (was, were) in the sentence. The correct sentence is “I was really happy”.

The research gives another example in same case of omission of BE, as follows:

- a) We [] so happy in there.
- b) We [] very happy in there.
- c) This [] the first time.

2) Misuses of BE

The writer found 5 errors made by students. For example, “*I am* holiday to village the same family for to look eagerly grandmother and uncle in.” In this case, the students use be (am) in the sentence which is be in present tense. The correct sentence is “*I was* holiday to village the same family for to look eagerly grandmother and uncle in.”.

The research gives another example in same case of omission of BE, as follows:

- a) This *is* amazing moment.
- b) There *are* fish.
- c) This *is* my experience while in Bali.

d. Article

In English, article a divided into two kinds, namely: the definite article and indefinite article. The definite article use to the definite noun, for example “the”, then indefinite article use to singular noun for example “a, an”.

1) Addition of article

The writer found 4 errors made by students. For example, “I see man’s in indrayanti beach, and I see wave *the* high.” In this case, the students use *the* front of adjective. The correct sentence is “I see man’s in indrayanti beach, and I see high wave”.

The research gives another example in same case of omission of BE, as follows:

- a) We enjoyed to *the* the photos with that animals the sun in their stable in the corner.
- b) *The* next morning I got stomachache and I could not go to school.
- c) I very happy *in* I looked sea very blue, moon beautiful.

e. Preposition

Preposition is word in front of other word or connector word. Preposition divided into three kinds, namely: as adjective, noun, and verb.

1) Addition of preposition

The writer found 13 errors made by students. For example, “I and my family go tawangmanguto *on* holiday.” In this case, the students use *on*. The correct sentence is “I and my family go tawangmanguto holiday”.

The research gives another example in same case of omission of BE, as follows:

- a) I and my family stayed in my village one week *for along*.
- b) Last week, my family and I went to *behind* sadranan by motorcycle.
- c) I and family *in* the bandungan only last night.

2) Omission of preposition

The writer found 9 errors made by students. For example, “I was very happy [] there.” In this case, the students do not use preposition before word *there*. The correct sentence is “I was very happy in there”.

The research gives another example in same case of omission of BE, as follows:

- a) The city is famous [] Indonesia.
- b) We prepared everything [] going on camping.
- c) We sat up [] the tent on the spot near waterfall.

f. Sentence Construction

1) Literal translation

The writer found 26 errors made by students. For example, “I went to the *zoo gembira Loka*.” In this case, the students do not understand and are confused in using the different English and Indonesian. The correct sentence is “I went to the *gembira Loka zoo*.”

The research gives another example in same case of omission of BE, as follows:

- a) Di village many epilepsy in village, *seldom to be she to buy epilepsy*.
- b) *Not yet* we go I collection in my house
- c) In the Jogja, we look a *animals-animals* in the farm.

2) Omission of subject

The writer found 12 errors made by students. For example, “[] arived to solo 19.00 o’clock, and live eat to hik.” In this case, the students do not use subject on their sentences. The correct sentence is “*We* arrived to solo 19.00 o’clock, and live eat to hik.”

The research gives another example in same case of omission of BE, as follows:

- a) Next [] eating in stalled.
- b) Next tour [] to temple borobudur 13.00 to come to 15.00.
- c) Next [] to come back to solo.

3. The Type of Discourse

The writer divided the syntactical error into nine types; they are generic structure, composition of discourse error.

a. Generic structure

Generic structure on recount text is divided into three classifications, namely: orientation, events and reorientation. In the following is the example of error on generic structure.

On Sunday, I and my best ferriend go to zoo, I and my best friend see animals. There is monkay, lion, leopard, elepant. Avter that I go to waterfall, I and my best friend pleased comfoi.

Wan on the waterfall I and my best friend we went to shopping.

4. The Frequency Type of Errors

After classifying data, the researcher will show the frequency type of errors made by the eighth grade students of SMP Muhammadiyah 4 Surakarta academic year of 2015/2016. The researcher counts the frequency of all error from classification of error. The researcher found 284 errors from students. And it divided into three classification of error namely: lexical errors, syntactical errors, and discourse errors.

First, Lexical errors amount 22,2 % included false friends, wrong spelling and use of Indonesian word. Second, syntactical error amount 64% included verb (omission of verb, misuses of verb in past tense, addition of *to* in verb of present tense addition of verb), noun (omission of {-s} plural marker, addition of {-s}), BE (addition of possessive {-‘s}, omission of be, misuses of be), phrase (misordering (noun phrase)), article (addition of article, wrong selection of article), preposition (addition of preposition, omission of preposition), conjunction (omission of conjunction), sentence construction (omission of subject, literal translation of Indonesian).Third, discourse error amount 7,7% included generic structure. There are table of percentage of type of errors, as follows:

Table 4.1
Frequency of Error

No.	Types of errors	Number	Percentage
1.	Lexical a. False friends b. Wrong spelling c. Use of Indonesian word	63 18 39 6	22,2%
2.	Syntactical a. Verb 1) Omission of verb 2) Misuses of verb in past tense 3) Addition of to in verb of present tense 4) Addition of verb b. Noun 1) Omission of {-s} plural marker 2) Addition of {-s}	102 16 57 14 15 7 4 3	64% 36% 2,3%

	c. BE 1) Omission of BE 2) Misuse of BE	29 5	34 12%
	d. Phrase 1) Misordering (noun phrase)	7	2,3%
	e. Article 1) Addition of article	4	1,5%
	f. Preposition 1) Addition of preposition 2) Omission of preposition	13 9	22 8,4%
	g. Sentence construction 1) Omission of subject 2) Literal translation	12 28	40 14%
3.	Discourse a. Generic structure	22 22	22 7,7%
	Total of errors	284	100%

5. The Dominant Type of Error

The dominant type of error from three classification is first, the type of lexical errors has dominant in wrong spelling, it amount 13,7%. Second, syntactical errors has dominant in misuses of verb in past tense, it amount 20%. Third, discourse error has dominant generic structure, it amount 7,7%. And the conclusion of the dominant of error is misuses of verb in past tense, it amount 20% errors.

6. The Source of Error

In this discussion, the writer shows the source of error. The sources of error are divided into two, namely, interlingual transfer and intralingual transfer:

a. Interlingual Transfer

Interlingual transfer is error made by students who learn second language from the mother tongue. According to Brown (2000, 224) interlingual transfer is “a significant source of error for all learners.”

is not appropriate with grammar on second language (English) and it still uses grammar on mother tongue (Indonesian). The researcher shows the example of interlingual transfer made by students, as follows:

1). On Monday day, *date 28 Desember 2015.*

Pada hari senin, tanggal 28 Desember 2015.

2). When on the way, we go to mosque, *the mosque the name At-Taqwa.*

Ketika di jalan, kami pergi ke masjid, masjid bernama At-Taqwa.

3). *Not yet we go I collection in my house.*

Sebelum kami pergi saya mengumpulkan di rumah saya.

4). In the Jogja, we look a *animals-animals* in the farm.

Di Jogja, kami melihat binatang-binatang di sawah.

5). I went to the *zoo gembira Loka.*

Saya pergi ke kebun binatang gembira Loka.

Based on data above, the researcher concludes that students' lack of the knowledge of grammar between English and Indonesian are different. Many of them, made same error in which they translated the sentence from Indonesian into English did not change and they did not use English grammar, but they still use Indonesian grammar.

b. Intralingual Transfer

Intralingual transfer is source error made by students who do not know the structure of second language. On Brown (2000, 224) intralingual transfer (within the target language itself) is "a major factors in second language learning."

The researcher found intralingual transfer made by students, as follows:

1) Ignorance of Rules

In this case, the researcher found ignorance of rules in English structure. She divided it into four classifications, namely: rules of spelling, rules of verb (V1 and V2), rules of BE and double predicate.

a) Rules of Spelling

Spelling is forming words with the correct letters in the correct order. Spelling error or misspelling is the misselection of a grapheme to represent a syllable or morpheme in forming part of a word (James, 1998:133). The researcher found that student made error in spelling from their sentences. For example, they wrote words which the same with their pronunciation and spelling.

The research gives example of rules of spelling, as follows:

- (1) We really *enjoyed* and I *hape*.
- (2) It was because in Elementary *schol*.
- (3) There were alot of *touristis* because it was holiday.
- (4) After finishing the *hom* work.

The sentences above are incorrect sentences. Students wrote words which are same between their pronunciation and spelling. The correct words are “*enjoyed*”, “*happy*”, “*school*”, “*tourists*”, “*home*”.

b) Rules of verb (V1 and V2)

This rules occurred because students confused to use V1 and V2. This study is focused on recount text that uses past tense (V2), but they still use present tense (V1).

The research gives example of rules of verb (V1 and V2), as follows:

- (1) I and my family *go* tawangmangu to on holiday..
- (2) I *get* big fish.
- (3) This *is* amazing moment.
- (4) There *are* fish.

The sentences above are incorrect sentences. The students’ still use present tense (V1), “*go*”, “*get*”, “*is*”, “*are*.” Sometimes, they are still confused in using past tense and present tense and

they still do not understand when using past tense and present tense. The correct words are “*went*”, “*got*”, “*was*”, “*were*”.

c) Rules of BE

This rule is occurred because students still made error in using BE of past tense. The research will give example of rules of BE, as follows:

- (1) *I am* holiday to village the same family for to look eagerly grandmother and uncle in.
- (2) This *is* amazing moment.
- (3) There *are* fish.

Based on sentences above, the researcher found words that students still use BE in present tense, “*am*”, “*is*”, “*are*”. Although, they knew that in recount text use past tense (V2). The correct words are “*was*”, “*was*”, “*were*”. And the correct sentences are “*I was* holiday to village the same family for to look eagerly grandmother and uncle in”. “*This was* amazing moment”. “*There were* fish”.

2) Over-generalization

In this case, students have miscommunication in learning English. They did not correct on grammar of second language of English to make sentence. So, they made sentences which are still error. They used double verb in one sentence, and the writer called it double predicate.

a) Double Predicate

In this case, students used double predicate in their sentences. So, it makes the sentences wrong. They still confuse in using predicate between in English and Indonesian. Indonesian with English is very different. Predicate in Indonesian does not change in the past, but predicate in English change in the past.

The research gives example of rules of double of predicate, as follows:

- 1). We *live buy* tiket.
- 2). Arived to solo 19.00 o'clock, and *live eat* to hik.
- 3). They *were came* with electricity, so the animals would not escape.

Based on sentence, students used double predicate, “*live buy*”, “*live eat*”, “*were came*”. They should use one predicate in one sentence. Because the reader maybe confused with the meaning of it. the correct words are “*bought*”, “*ate*”, “*came*”.

Table 4.2
Source of Error

No.	The name of error	Example
1.	a. Interlingual Transfer	On Monday day, <i>date 28 Desember 2015.</i> <i>Pada hari senin, tanggal 28 Desmber 2015.</i>
2.	b. Intralingual Transfer 1). Ignorance of Rule Restriction a. Rule of Spelling b. Rule of verb c. Rules of BE 2). Over-generalization a) Double Predicate	We really <i>enjoyed</i> and I <i>hape</i> . <i>Enjoyed</i> <i>happy</i> I <i>get</i> big fish. <i>Got</i> There <i>are</i> fish. <i>Was</i> We <i>live buy</i> tiket. <i>bought</i>

B. Discussion

In this case, the writer discusses the research finding and compares it with previous research finding. She divided the discussion into two major discussion of research finding between previous study with current study, namely the different

and the similarities of research finding. She compares with previous research finding by Perdana (2015), Cholipah (2014), Ramli (2013), Nurohmah (2013), Emmaryana (2010).

The researcher divided research finding into three major types, namely the types of lexical error, the types of syntactical error and the types of discourse error. The students always made error on syntactical error, because they did not understand grammar of second language or English. Not only, they made error in syntactical but also they made error in lexical and discourse errors. The writer summed the frequency of all errors. The number of lexical errors is 22,2% including false friends, wrong spelling and use of Indonesian word. Syntactical error is 64% which included verb (omission of verb, misuses of verb in past tense, addition of to in verb of present tense addition of verb), noun (omission of {-s} plural marker, addition of {-s}), BE (addition of possessive {-'s}, omission of be, misuses of be), phrase (misordering (noun phrase)), article (addition of article, wrong selection of article), preposition (addition of preposition, omission of preposition), conjunction (omission of conjunction), sentence construction(omission of subject, literal translation of Indonesian).Discourse error is 7,7% which included generic structure.

The current study compared with previous studies, first, Perdana (2015), She classified the errors into morphological error (bound morpheme [-s] s plural and wrong spelling) and syntactical error (article, omission of introductory, there as subject, the use of verb as past tense, be as full verb, be as modal auxiliary, conjunction, omission of phrasal verb, omission of preposition in the sentence, and wrong arrangement of phrase). The differentiation the current study with previous study did not discuss discourse error.

Secondly, the current study compared with Cholipah's works (2014). She classified the errors into grammatical error included capitalization, word choice, verb tense, add a word, spelling, run-on sentence, word order, punctuation, omit a word, word form, article, singular-plural, meaning not clear, incomplete sentence. That's classification is different with the current study, she did not classified

grammatical error. The similarities are focused on spelling, verb tense, and word order.

Third, the current study is compared with Ramli's work (2013). He classified error into four errors, namely error at content: orientation, event and reorientation, error at vocabulary, error at grammar, and error at mechanics. The differentiation between previous study and current study are he also discussed error at mechanics, but the writer did not discuss it. And, the similarities are error at content (discourse), vocabulary and grammar (syntactical error).

Fourth, the current study is compared with Nurohmah (2013), she classified error into text organization, linguistic features (the use of specific participants, simple past tense, circumstances of time, temporal and additive conjunction, material processes), ungrammatical structures (ungrammatical structure or error, intralingual, false concept hypothesized). The difference between the previous researches with current study is the writer discuss surface structure taxonomy.

The related with Emmaryana's research (2010), she classified error into sentence pattern, tenses, pronoun, preposition and spelling and punctuation. The differentiation current study is the writer also discusses lexical error and discourse error.

Based on differentiation and the similarities above, the writer concludes that the writer tries to made new research from other research or previous finding. And all students go through the steps on learn second language or English. The important thing in learn English is the way to improve their knowledge of grammar.

Table 4.3

The similarities between currents study and previous study

No.	Types of Errors	Current Finding	Perdana	Nurohmah	Ramli	Cholipah	Emmaryana
1.	Lexical Errors	<ul style="list-style-type: none"> • Wrong Spelling • False Friend (Similar in Form) • The Use Indonesian Word/ Code Switching 	<ul style="list-style-type: none"> • Wrong Spelling 			<ul style="list-style-type: none"> • Wrong Spelling 	<ul style="list-style-type: none"> • spelling
2.	Syntactical Errors	<ul style="list-style-type: none"> • The use of verb, • The use of noun, • BE, • Phrase, • Article, • Preposition, • Conjunction, • Sentence construction 	<ul style="list-style-type: none"> • article, • there as subject, • the use of verb as past tense, • conjunction, • omission of preposition in the sentence, • wrong arrangement of phrase 	<ul style="list-style-type: none"> • simple past tense, 	<ul style="list-style-type: none"> • error at vocabulary, • error at grammar, 	<ul style="list-style-type: none"> • verb tense, • article, • singular-plural, • word order, 	<ul style="list-style-type: none"> • sentence pattern, • tenses, • pronoun, • preposition • spelling • punctuation
3.	Discourse Errors	a. Generic Structure			orientation, event and reorientation		
4.	Sources of errors	a. Interlingual transfer b. Intralingual transfer		a. Interlingual Transfer b. Intralingual Transfer		a. interlingual transfer, b. intralingual transfer,	
5.	Dominant error						
6.	Frequency Error						

Table 4.4
The differences between current study and previous findings

No.	Types of Errors	Current Finding	Perdana	Nurohmah	Ramli	Cholipah	Emmaryana
1.	Lexical Errors	<ul style="list-style-type: none"> • Wrong Spelling • False Friend (Similar in Form) • The Use Indonesian Word/ Code Switching 					
2.	Syntactical Errors	<ul style="list-style-type: none"> • The use of verb, • The use of noun, • BE, • Phrase, • Article, • Preposition, • Conjunction, • Sentence construction 	<ul style="list-style-type: none"> • omission of introductory, • be as full verb, • be as modal auxiliary, • omission of phrasal verb, 	<ul style="list-style-type: none"> • additive conjunction, • temporal • circumstances of time, • the use of specific participants, • material processes 	<ul style="list-style-type: none"> • error at mechanics 	<ul style="list-style-type: none"> • capitalization, • add a word, • run-on sentence, • punctuation, • omit a word • meaning not clear, • incomplete sentence • word form, • word choice, 	<ul style="list-style-type: none"> • punctuation • sentence pattern,
3.	Discourse Errors	a. Generic Structure					
4.	Sources of Errors	a. Interlingual transfer b. Intralingual transfer				a. context of learning b. communication strategy	
5.	Dominant error						
6.	Frequency Error						