

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

In this chapter, the researcher describes the erroneous of the sentences which are taken from the composition of the writing report text made by the students of 9th grade in SMP N 1 Gatak 2015/2016 academic year. The writer analyzes and classifies the type of error made by the students based on the combination of linguistic category and surface taxonomy. The researcher divides the research finding into 6 steps. They are type of morphological errors, syntactical errors, discourse error, the frequency of each type of errors, and the sources of error.

1. Type of Morphological Error

The language which is produced by students of foreign language almost inevitably contains error of various types. This is the process of learning especially in learning foreign language. Lexical selection consists mainly of content words, which explains the intended message written by the student.

From the data collected, the researcher found many errors in lexical from made by students. There are false friend, wrong spelling, and code switching.

a. False Friends

The sentence is false friend error of similar in meaning “Elephant has *wide* ears”. This sentence contains error because he uses word “*wide*”. The correct word is “*large*”. This word has similar meaning with Indonesia language, but it is not appropriate to use in the English language.

Based on the data, the researcher found 15 sentences containing false friends’ error of similar in meaning. The examples are:

(1) * Pelet also *joy* eat.

likes

(2) *Elephant *life* in a group.

live

(3) *Elephant *life* in forest.

live

(4) **Moment* ripe is yellow.

When

(5) *We can find many water *who* fall from the sky.

which

The sentences above show that there are some words that have the same meaning but are inappropriate to use in those sentences. For an example, the word *joy* in the first sentences is inappropriate because it's used to describe the food who it' like. The students use words *joy*, *life*, *life*, and *moment*. It occurs because the students do not pay attention to the use of the words in the target language and/or the students do not understand the appropriate words to use. The correct words are *likes*, *live*, *live*, and *when*.

b. Wrong Spelling

Indonesia language and English language have different way of spelling. The difference of spelling in Indonesia language and English produces error to write words in English. This sentence "They like eat grees". This sentence is error of word spelling because of the word "gress". The student uses a letter to represent a sound which is identical, so the students apply Indonesian language into English language. So, it makes the sentence meaningless and incorrect. The correct word is "grass".

The most errors occurred is translating language into English language. It makes the sentence incorrect and meaningless. The total numbers of wrong spelling error in this data are 44 errors, below:

(1) *Elephant is *beg* animals.

big

(2) *It's *ussually* hunting deer.

usually

(3) *Rose is a *beutiful* plants.

beautiful

(4) *It can jump *feri* far.

very

(5) *It like eat *pianuts*.

peanuts

Based on the data, the students make errors in their spelling. In this case, the students use a letter to represent a sound which is identical. The students use words *beg*, *ussually*, *beutiful*, *fery*, and *pianuts*. It occurs because the students apply Indonesian language into English language and/or the students do not understand what they heard. It makes the sentence meaningless and incorrect. The correct words are *big*, *usually*, *beautiful*, *very*, and *peanuts*.

c. Code Switching

The students have Indonesian word to switch cultural words which are untranslatable. The students feel difficult to find the equivalent words and to switch them. So the students use Indonesia word. The example in this sentence is “*Bis* usually used to transport people to go to some places” It is an error because the student write the word “*Bis*” which is clearly Indonesian word. The correct word is “*Bus*”.

Based on the data the researcher found the total number of code switching error are 4 words. Such as in the example:

(1) *It eats carrot and *kangkung* vegetable.

leafy

(2) Elephant life in *grup*.

group

(3) Elephant is a *mamalia* animals.

mammal

The sentence clearly shows that the students used Indonesian word in their sentences. Student uses *kangkung*, *grup*, and *mamalia* in the sentence above and it is Indonesian words. It is student's error because the language that they use daily is Indonesia word. The correct are *leafy*, *mammal* and *group*.

2. Type of Syntactical Error

The research shows that the student' composition has syntactic interface. It explains to student use Indonesia structure when they write sentences. Syntactic an error have various elements of Indonesia grammar to explain the intentsive in English grammar. They are serve type of Syntactical Errors:

a. The use of BE

The students usually make errors when selecting "to be" as linking verb. Because the students do not pay attention when they maintain to be to go with subject or/and the student do not understand how to use to be in English. In the research the "be" errors are categorized as Omission of Be, Addition of Be, and Misuse of Be.

1) Omission of BE

The student deletes the "be" when they write sentences. See this sentences "He___hunted to pick the skin". It becomes incorrect sentence. The student must omit the "be" *is* after the word *He* the correct sentences is "He is hunted to pick the skin".

From the data, the research found 5 wrong sentences because of the use of BE, see in the sentences below:

(1) * The shape__round.

is

(2) *The flowers colour__white and purple.

is

(3) *Butterfly___pollinates flowers.

are

(4) *Because it ___very funny.

is

The sentence about contains error. Because the students forget or may be do not understand to add “be” to the sentences. The correct sentences are (1) The shape is round. (2) The flowers colour is white and purple. (3) Butterfly are pollinates animals. (4) Because it is very funny.

2) Addition of BE

The sentence contains error in addition of “BE “It is *are* funny animals. This is incorrect sentence because of the addition of definite “BE” *are*. The correct sentence should be without definite “BE” *are*.

Based on the data, the research found 5 sentences which the students made error in adding “BE”. See as in the sentences bellow:

(1) *Marmot that like seeds is usually live in the stable *is* prepares it place.

Marmot that like seeds is usually live in the stable prepares it place.

(2) *Cat is eats meat.

Cat eats meat.

(3) *It is lives in the land.

It lives in the land

Based on the all sentences are incorrect sentence with added with indefinite be *is*. There are incorrect, “is” should be omitted to make the correct sentences.

3) Misuse of BE

The sentence contains error in “to be” “Rabbits *is* mammal animals”. It becomes an inappropriate sentence because the student uses “to be” *is* in the sentence. The sentence is incorrect because the subject is plural subject. It should use “to be” *are*. The correct sentence is “Rabbits *are* mammal animals”.

From the data, the researcher found 6 wrong sentences because of the use misuse of BE, see in the sentences below:

(1) *Rabbits *is* funny animals

are

(2) *Kangaroo *are* special animal from Australia.

is

(3) *Elephant *are* a mammal.

is

(4) *Fish *are* animal in the water.

is

(5) *Elephant *are* herbivorous.

is

From the sentence above, the sentences contain error. The students misuse “to be” because they not understand in using “to be”. In the first sentence above, the incorrect sentence contains erroneous of to be *is*. The correct sentence is using to be *are* because the subject is plural. The second until fifth sentence above is using to be *are*, it is false and the correct from is using to be *is* because the subject is singular.

b. Article

Article is a special case of determiners in English. Articles in English consist of article *the* and *a*, and *an*. The use of an article implies that the writer assumes that the reader does not have to tell the identity of the referent. In some noun phrases no article is used. The research article errors are categorized as Omission of Article and Addition of Article.

1) Omission of Article

Omission of Article is the absence of article that should appear in a well-formed sentence. In the case, the students get confused in adding article in sentences that they have made. This error is often

caused by lack of the knowledge of how to add article in English sentence.

The students omit the article when they write sentences. This sentence “Elephant is a mammal and _ biggest animals in the world”. It becomes incorrect sentence. The student has omitted the definite article *the* after conjunction *and*. The correct sentence is “Elephant is a mammal and the biggest animals in the world”.

Based on the data, the researcher found 11 sentences of the omission of article. For example:

(1) *__elephant’s trunk is long.

The

(2) *The elephant live in__jungle.

the

(3) *__ cow has two horns.

A

(4) *Elephant is __ biggest animal.

the

(5) *Cats are funny animals __ many people maintain it.

the

Based on the sentences above, the sentences contain error. The students forget or not understand to add article to the sentences. The correct sentences are: (1) The elephant’s trunk is long. (2) The elephant live in the jungle. (3) A cow has two horns. (4) Elephant is the biggest animal. (5) Cats are funny animals the many people maintain it.

2) Addition of Article

Addition of article is the presence of an article which actually should not appear in a well-formed sentence. The students usually add the article in every sentence. Usually, the students do not know that not all of the sentences use an article. Because they only know that noun/ noun phrase should be added an article.

The example of sentence that contains error in addition of article is “The bulldog eats *a* meat or bone”. It is an incorrect sentence because the addition of “a” an article. The correct sentence should be written without “a” article.

Based on the data, the researcher found 8 sentences of error in adding article made by students. The sentences are:

(1) *The body of a bulldog is *a* big.

The body of a bulldog is big.

(2) **The* habitat of ant in the hole.

Habitat of ant in the hole.

(3) *Elephant eats *a* grass.

Elephant eats grass.

(4) *Settle in *a* flowers.

Settle in flowers.

(5) *It lives in *a* cool temperature.

It lives in cool temperature.

Based on the first sentence above, the incorrect sentence is added by indefinite “a” article. The sentence is incorrect because “a” an article should be omitted. In the second sentence above, the correct sentences is added within definite “*the*” article. The sentence is incorrect because “the” article should be omitted. The third until fifth sentences above are incorrect sentences caused by adding “a” article. The correct is one without indenting “*a*” article.

c. Pronoun in possessive pronoun

The example of sentence contains error in subjective for possessive pronoun in this sentence is “Cow usually advantageous *his* milk and meat”. The word *his* in the sentence should be replaced by *its*, because the pronoun uses possessive pronoun experience to misuse for use subjective for possessive pronoun. So, “*its*” is as possessive pronoun.

The other errors caused misuse by the misuse of possessive for subjective pronoun can be seen in the sentences below:

- (1) *His* possessions give grass for their grass.

Its

- (2) Because *he* be hunted to pick the skin.

Its

The pronoun as subjective in those sentences above is not appropriate. Example of sentences above to for use subjective for possessive pronoun so the students should be used misuse pronoun in use pronoun as possessive to make correct sentences. The correct pronouns are *its* and *its*.

d. Verb

Verb is a word which takes a position as the predicate in the sentence. Verbs have many kinds of type I, II, and III based on the tense. There are different in types but similar in meaning.

1) Addition of Verb

The example of addition of verb is “Carrot is vegetables can use make to make juice and food”. The sentence becomes incorrect because the student adds “make” as verb in this sentences. It makes this sentence have double verb. So the correct sentence is Carrot is vegetables can use to make juice and food. The researcher found 3 sentences which contain the addition of verb. The other sentences contain error of addition of verb are:

- (1) *Edelwiss grow *use* well the top of mountain.

Edelwiss grow well the top of mountain.

- (2) *We can has look the giraffe in the zoo.

We can look the giraffe in the zoo.

- (3) *Chicken has two legs, beak and *has* two wings.

Chicken has two legs, beak, and two wings.

2) Misuse of Verb

Misuse of verb is missingelection of the use of predicate in sentences. Especially, the students usually do not understand how to differentiate the use of have/ has that appropriate with

the subject in plural or singular pronoun. The researcher found 7 sentences which contain misuse of verb.

The example of misuse of verb is “*Rose have green small leaf*”. The sentence becomes incorrect because the student uses *have* as the verb. In this case, it is inappropriate because the use of *have* for the singular subject, in singular subject the students have to use *has* and in plural sentence. The students have to using *have* as verb in their sentence. The correct verb is *has*.

There are some sentences contain error of misuse of verb. They are:

- (1) *The elephant *have* big ears.

has

- (2) *Elephant *have* little hair.

has

- (3) *It *have* a long tail.

has

- (4) *Elephant *have* black skin.

has

- (5) *Elephant *have* great power.

has

- (6) *It *have* only coarse skin.

has

From the sentences above, we can see that the error sentences are in misuse of verb. The students used *have* as predicate in the sentences. The sentence becomes incorrect because the use of *have* as predicate in plural subject and use *has* as predicate after singular subject. So the correct sentence above is by using *has* as predicate.

e. Disordering of noun phrase

Disordering is the incorrect placement of a morpheme or a group of morpheme in an utterance. The students often use Indonesian language rule to order a morpheme or group of morphemes in utterance.

The students often do not clearly understand the placement of a morpheme or a group of morphemes. For example in the sentence “Rose is a flowers bautiful”. This sentence contains error in ddisordering of noun phrase. The words order is so confusing. The correct sentence is “Rose is a beautiful flowers”.

Based on the data, the researcher found 6 sentences errors in disordering, such as in the sentences below:

(1) *Aloevera is *plants unique*.

Aloevera is unique plants.

(2) * Rose is a *plant beautiful*.

Rose is a beautiful plant.

(3) *An *female elephant* is pregnant for 20 to 22 month.

An elephant female is pregnant for 20 to 22 month.

(4) *Fish is a *animal water*.

Fish is a water animal.

(5) *The weight *baby elephant* is one hundred kilograms

The weight elephant baby is one hundred kilograms.

In the sentences above, the word order is wrong. The students ordering words by using Indonesia rule. So the sentences have error in rules and they are meaningless. The students’ error sentences are (1) Aloevera is *plant unique*. (2) A *female elephant* is pregnant for 20 to 22 month. (3) Rose is a *plant beautiful*. (4) Fish is *animal water*. (5) The weight *baby elephant* is one hundred kilograms. The correct sentences are (1) Aloevera is unique plant. (2)An elephant female is pregnant for 20 to 22 month. (3)Rose is a beautiful plant. (4) Fish is a water animal. (5) The weight elephant baby is one hundred kilograms.

3. Type of Discourse Errors

Discourses are the way sentences are organized and linked in order to make whole text. The students often made error in their generic structure of their written productions. It is called discourse error. The students still made discourse error due to the lack of knowledge of the generic structure and grammatical use in English.

a. Generic Structure

Generic structure is the way which elements of a text are arranged to match its purpose. The generic structures of descriptive text are General Classification (to identify the phenomenon into general) and description (description the characteristic, general body, and habitat).

The students often made errors by omitting one of the elements of the generic structure of report text. Usually they only use general classification/description element on their sentences. See the example:

Orange

Description { *Orange has colour orange, the shape round.*
Orange fruit have very much vitamins C.
Vitamin C has fuction as disease sariawan, beri-beri, etc. Orange fruit can to make juice and give flavour to food, ice cream and cake.

It becomes error of generic structure because the student only used description element in the generic structure of report text. It should be added by identification element.

Based on the data, the researcher found 8 of errors in generic structure of discourse. For example:

1) *

Dog

General Classification { *Dog is smart animal. They liked people vey much.*
But muach of them don't like it. They have four feet.
They have a tail.

2)*	Duck
Description	$\left\{ \begin{array}{l} \textit{Duck is cattle animal cared for the people. Duck} \\ \textit{have two foot for swim in river, two wing and} \\ \textit{one.....} \end{array} \right.$

Based on the text the students make error in generic structure. The students do not understand about the structure of report text. It is because the students have lack of knowledge about generic structure of report text. So it makes the text become errors. Both in the first and second text, the students only use general classification element of generic structure. It should be added by description element of generic structure.

b. Reference

Reference related to act of referring to a preceding or following element. The students usually make error when they select pronoun referring to a preceding or following element. The students do not understand how to use references in the sentences. From this phenomenon, the student still makes an error in their writing.

The example is “She has colorful wings”. It is an error of reference. It contains error because the students use pronoun *she* to substitute the noun *animal*. It is anaphoric reference error. The correct sentence is “It has colorful wings”.

Based on the data, the research found 12 references of discourse error:

(1) **She* only has six legs, couple wings, and couple antennas.

It

(2) **She* can flying fast and settles in flowers.

It

(3) * *She* settles in the flower.

It

(4) **He* like eats plants.

It

(5) **He* is very strong.

It

The sentence above, the student clearly makes an error of reference. From first until third example, the student makes error of cataphoric reference. The uses of pronoun *she* refer the word *butterfly*. It should use pronoun *it*. In the fourth and fifth example, the student makes error of cataphoric reference. It is used to pronoun *he* to refer the word *elephant*. It should use pronoun *it*.

c. Conjunction

The conjunction is used as connective forms such as and, because, or, though to indicate semantic relation. In discourse error, the conjunction has function to connect the two sentences in the paragraph.

The students are often confused to omit or add conjunctions in their sentence. It makes their sentences contain error of conjunction. For example is in the sentence “Orange fruit has orange colour ___ the shape is round”. It becomes error because the student omits the conjunction in these sentences. The correct sentence needs conjunction *and* between words *colour* and the article “*the*”. “Orange fruit has orange colour and the shape is round” is the correct form.

From the data of the students, errors the researcher found 7 conjunctions of discourse. The examples are:

(1) * Elephant has big body___ nose is long.

and

(2) *Eldelweis is a beautiful flowers___ the colour is white.

and

(3) *They is liked people____much of them don't like it.

but

(4) The rabbit has a long ears___ eat carrot.

and

From the sentence above, the students do not understand how to use conjunction in the sentences. The students do not understand because of the lack of knowledge about conjunction so it makes the sentence error. The sentence needs addition of conjunction based on the sentence above.

4. The Frequency of Each Type of Error

In this part, the researcher counts the frequencies of errors in order to know the percentages of each type of errors. The researcher found that the students made 147 errors which are divided into three types of errors.

The first, the students made error based on the type of lexical errors (64 errors or 43.54 % of errors). The error is classified into three errors. There are False friend (similar in form) (16 errors or 10.88 % of errors), Wrong spelling (44 errors or 29.93 % of errors), Code Switching (4 errors or 2.72 % of errors).

The second, the students made error based on the type of syntactic errors (55 errors or 37.41 % of errors). The error is classified into 9 errors, namely: BE from omission BE as predicate (5 errors or 3.40 % of errors). BE from addition BE as predicate (5 errors or 3.40 % of errors). BE from misuse BE as predicate (6 errors or 4.08 % of errors). The article from omission of article (11 errors or 7.48 % of errors). The article from addition of article (8 errors or 5.44 % errors). Pronoun from misuse of subject pronoun has (3 errors or 2.04 % of errors). The Verb from addition of verb (4 errors or 2.72 % of errors). The Verb form misuse of verb (7 errors or 4.76 % of errors). Disordering (6 errors or 4.08 % of errors).

Third, the students made error based on the type of discourse errors (28 errors or 19.05 % of errors). The errors are classified into three errors, namely: discourse error from generic structure (7 errors or 4.76 % of errors), discourse error from reference (14 errors or 9.52 % of errors), discourse error from conjunction (7 errors or 4.47 % of errors).

These errors are arranged into the table below. The researcher found 147 errors made by the students.

Table 4.1
Table of Frequency of Each type of Error

No	Types of error	Number of error	Frequency of error
1.	Type of morphological error		
	False friend	16	10.88%
	Wrong spelling	44	29.93%
	Code switching	4	2.72%
		64	43.54%
2.	Type of syntactical error		
	Be as predicate		
	Omission of be	5	3.40%
	Addition of be	5	3.40%
	Misuse of be	6	4.08%
	Article		
	Omission of article	11	7.48%
	Addition of article	8	5.44%
	Subject Pronoun		
	Misuse of subject pronoun	3	2.04%
	Verb		
	Addition of verb	4	2.72%
	Misuse of verb	7	4.76%
	Noun		
	Disordering of noun phrase	6	4.08%
		55	37.41%
3.	Type of discourse error		
	Generic structure	7	4.76%
	Reference	14	9.52%
	Conjunction	7	4.76%

		28	19.05%
	Total	147	100%

The researcher concluded that the dominant type of error is wrong spelling with total number 44 errors or 29.93 % of errors. It can be seen in the table of frequency above that the highest frequency is wrong spelling. Wrong spelling is the dominant type of error in this research.

5. Source of Error

The researcher tries to find the source of errors. In order to find the sources of errors, the researcher should identify the sources of errors. The researchers can classify the sources of errors into two errors. Those errors are Interlingua transfer and intralingua transfer that explain and discuss below.

a. Interlingua Transfer

Interlingua is caused by interference of the learner's mother tongue. The English learners usually transfer the system. According to Brown (2000: 224) the beginning stages of learning a second language are characterized by a goal deal of Interlingua transfer from native language or inference. Interlingua transfer is the negative influence of the mother tongue of learner.

In the case, the students often use the Indonesian rules in compounding sentences in English language. The student's language is intervened by their mother tongue. The result of this phenomenon makes errors in their writing production. The students usually use the grammatical structure of Indonesian language to translate in English.

The example from case above, "He___:hunted to pick the skin." The sentence is correct based on Indonesian pattern. But in English, it is incorrect because the students have omitted BE as predicate. The error is caused by the differences of Indonesian grammatical structure and English grammatical structure does not use BE in their sentence. So it

made the sentence became error in English. The correct sentence is “He is hunted to pick the skin.”

Based on the data, the researcher found some Interlingua transfer made by the students in the sentence below:

(1) *Rose is a *flowers beautiful*.

beautiful flowers

(2) *Elephant life in a *grup*.

group

From the first sentence the students use grammatical structure of Indonesian language. It is correct in Indonesia language, but it is not appropriate with English grammatical structure. So it becomes wrong sentence in English. The correct grammatical structure from the sentence above *beautiful* can write before *flowers*. The second sentence the students use Indonesia word to replace an English word. It is clearly the interference of the mother tongue. The use of Indonesian word is in the words which has some sound in both languages.

b. Intralingua Transfer

According to Brown (2000: 224) Intralingua transfer is the negative transfer of item within the target language or put another way, the incorrect generalization of rules within the target language.

Ignorance of Rules Restriction is a language in morphological item has some rule and restrictions to be used with adjacent morphological items. The generalization of deviant structures is failure to observe the restriction of existing structures that is the application of rules to context where they do not apply in this study. The Ignorance of rules restriction occurs in the grammatical structure.

From the data, the researcher found some errors in sentences in ignorance of rules retraction, such as the sentences below:

(1) * Pelet also *joy* eat.

like

Based on the sentences, the students use the word “joy” in the sentence. The correct select of word is “like”. In this case above, the students are still make errors in writing English word because of the less of vocabularies and do not how to use its word. The word “joy” and “like” have the same meaning. But the word *joy* is more appropriate for this sentence. The correct sentence is “Pelet also like eat”.

(2) * Elephant have black skin.

has

Based on the sentence above, the student uses the word “have” can make an error. The students miss selection the appropriate auxiliary verb for this sentence. They make confuse to different to use of word “have” and “has”. In this sentence the student use word “have”. It makes the student still make an error in their sentence. The correct sentence is “Elephant has black skin”.

(3) * Cow usually advantages *his* milk, and meat.

its

Based on the sentences above, the students made error in the use of pronoun. The students get confused about the position of pronoun. They didn’t know the rule of pronoun. In Indonesian language, the pronoun “dia” can be applied in any position. English language have different rule. The pronoun in English has different with Indonesian pronoun. They have differences in the position and function as subject, object and possessive. In this sentence above, the student made misuse of possessive pronoun, the student use *his* as possessive pronoun but it’s incorrect because animal use possessive pronoun *its* in sentence. So the correct sentence is “Cow usually advantages its milk, and meat”.

B. Discussion

This research, the researcher found the type of error, the frequencies of error and the source of errors. The data of the research was taken form the students

of SMP N 1 Gatak. The research collects 60 report texts from the students of SMP N 1 Gatak. Based on the text made by students, the researcher found 147 error sentences of the 60 report text. In this part, the research tries to discuss the research finding and compare them with the pervious findings.

The research find errors made by the students on the three category, namely: morphological, syntactical and discourse. The morphological and syntactical have same frequent error based on the analysis data above. The phenomenon shows that the students do not fully understand or master the English rule. The students are still confused to construct the sentences using English rule. Morphological and Syntactical are factors of mastery error in this research. The students also do not understand discourse well. Based on the data the researcher find 43.54% of morphology errors covering: false friend 10.88%, wrong spelling 29.93%, code switching 2.72%. Error on syntactical is 37.41%. The error is classified into 9 errors, namely: omission of be as predicate 3.40%, addition of be as predicate 3.40%, misuse of be as predicate 4.08%, misuse of subject pronoun 2.04%, addition of verb 2.72%, misuse of verb 4.76%, disordering of noun phrase 4.08%. Error in discourse consists of 19.05% covering: generic structure 4.76%, reference 9.52%, conjunction 4.76%. It shows that morphological has primary influence for the student in making errors on their writing production. The English teacher needs to do reinforcement and need to increase their knowledge of the English rule to construct the sentences.

There are five previous studies on this research. The previous studies were taken from: Cholipah (2011) *An Analysis of Student's Error in Writing Recount Text (A case in Second Grade Students of SMP Trimulia Jakarta Selatan)*, Effendy (2014) *An Error Analysis in Writing Descriptive Text Made by 8th Grade Students of SMP Al- Islam Kartasura in 2013/2014 Academic Year*, Anom (2012) *An Analysis of The Narrative Writing the Ninth Grade Students of SMP Negeri 1 Gianyar Based in Text's Cohesion and Coherence*, Edo (2015) *An Error Analysis in Writing Descriptive Text Made By Eighth Grade Students of SMP Muhammadiyah 2 Masaran in 2014/2015 Academic Year*, and

Indriawan (2013) *The Error Analysis of Students' in Writing Narrative Text at The Ninth Grade of SMP N 1 Palimanan.*

Cholipah's work showed that there are the highest-three and the lowest-three errors made by the students. The highest-three common errors are Capitalization, word choice and verb tense. The lowest-three errors are incomplete sentence errors, meaning not clear errors and singular-plural errors.

From Effendy's work, it showed that the students made three classifications of error based on the combination of linguistic category taxonomy and surface strategy taxonomy. Lexical Errors consists that cover wrong spelling, false friend (similar in form) and 'use Indonesian word/ code switching. Syntactical Errors consists covers pronoun from subjective for possessive adjective, pronoun from subjective for objective, BE from addition of BE in Subject, BE from omission of BE in Subject, BE from omission of BE as Predicate, Plural from omission of (-S) as plural marker, the use of verb tense from misuse, the use of verb tense from misuse of errors. Errors on discourse are made the error classified into one error, namely: discourse error from conjunction.

From Anom's work, it showed the cohesion of the narratives was achieved by the used of cohesive devices. Grammatical devices included references, substitution, ellipsis and conjunction. And lexical devices included reiteration and collocation. The coherence of the narratives was also achieved through the development of themes, the generic structure, and the tenses used. Most of the students have created cohesive and coherent narratives although some problems identified. They were in sentence patterns, verb patterns or forms, conjunction, spelling, word choice, plural form, over generalization, the use of article, ellipsis, and the use preposition, the use of pronoun, apostrophe, adverb forms, syllabification, and capital letters.

From Pratama's work, it showed that the researcher found in the 'Lexical Errors' they are: Code switching, wrong spelling, false friend. Then in the 'Syntactical error, that error cover: V1 without -s / es for 3rd person singular, the wrong from of V1 for 3rd person, the use of gerund, addition of BE in the

present tense, omission BE as predicate, the use of BE, addition of article, omission of article, Pronoun from subjective for possessive, Pronoun from subjective for objective, Pronoun from possessive for subjective, addition of subjective pronoun, omission of possessive pronoun, omission of subjective pronoun, the wrong selections of pronoun and disordering. Discourse Errors consist that cover: conjunction, generic structure and reference.

From Indriawan's work, it showed that the study is that in simple past tense the most of the students make errors in irregular form, because almost all of the students make errors in this area and the second level of errors is regular form but it is the lowest that the students making errors. And in generic structure the most of students make errors in evaluation and second level of errors is orientation. All the students didn't make errors in this area.

The researcher used linguistic category and surface strategy to describe the error analysis in this research. The linguistic category taxonomies classify errors according to either or both the language component or the particular linguistic constituent the error effect (Dulay *et al.*, 1982: 146). The components of language used in linguistic category include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). The strategy to classify the error is surface strategy. According to Dulay, *et.al.* (1982: 150), this strategy highlight the surface structure, namely omission, addition, misformation, and misordering.

Based on the theory above, there are some similarities and differences between the researcher's finding and the theory. In the theory of linguistic category, there are four components, namely phonology (pronunciation, syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). But in this research, the researcher classifies the error only in morphology, syntax and discourse level. In morphological level, the researcher classifies the error into false friend, wrong spelling and code switching. In syntactical level, the researcher divides the errors into be as predicate, article, subject pronoun, verb and noun. And in discourse level, the

research classifies the error into general structure, reference and conjunction. The researcher does not classify the error based on the phonology, semantic and lexico level.

There are also similarities and differences based on surface strategy theory. In this research, the research also classifies the error on the omission, addition, and misordering, but researcher does not classify the error on the misformation.

Table 4.2

The similarities between current findings and previous findings

The Similarities Aspect	Current Finding	Cholipah	Effendy	Anom	Pratama	Indriawan
Type of						

Errors						
Morphological Errors	<ul style="list-style-type: none"> • False Friend • Wrong Spelling • Code Switching 		<ul style="list-style-type: none"> • False Friend • Wrong Spelling • Code Switching 		<ul style="list-style-type: none"> • False Friend • Wrong Spelling • Code Switching 	
Syntactical Errors	<ul style="list-style-type: none"> • Be as Predicate <p>(Omission of BE as predicate)</p> <p>(Addition of BE as predicate)</p> <p>(Misuse of BE)</p> <ul style="list-style-type: none"> • Article <p>(Omission of Article)</p> <p>(Addition of Article)</p> <ul style="list-style-type: none"> • Subject Pronoun <p>(misuse of subject pronoun)</p>		<ul style="list-style-type: none"> • Be as Predicate <p>(Omission of BE as predicate)</p>		<ul style="list-style-type: none"> • Be as Predicate <p>(Omission of BE as predicate)</p> <p>(Addition of BE as predicate)</p> <p>(Omission of Article)</p> <p>(Addition of Article)</p> <p>(misuse of subject pronoun)</p>	

	<ul style="list-style-type: none"> • The Use of Verb (addition of verb) (misuse of verb) • Misordering of Noun phrase 		(misuse of verb)			
Discourse Errors	<ul style="list-style-type: none"> • Generic Structure • References • Conjunction 		Conjunction	Conjunction	Misordering of Noun phrase	Generic Structure Reference Conjunction

Table 4.3
The differences between current finding and previous finding

The Differences Aspect	Current Finding	Cholipah	Effendy	Anom	Pratama	Indriawan
Type of Errors						
Morphological Errors	<ul style="list-style-type: none"> • False Friend • Wrong Spelling • Code Switching 					
Syntactical Errors	<ul style="list-style-type: none"> • Be as Predicate (Omission of BE as predicate) (Addition of BE as predicate) (Misuse of BE) • Article (Omission of Article) (Addition of Article) • Subject Pronoun 		Pronoun from subjective for possessive adjective Pronoun from subjective for objective Omission of BE in Subject		V1 without s/es for 3rd person singular Wrong from of V1 for 3rd person The use of gerund Addition of BE in the present tense Pronoun from subjective for possessive Pronoun from	

	<p>(misuse of subject pronoun)</p> <ul style="list-style-type: none"> • The Use of Verb (addition of verb) <p>(misuse of verb)</p> <ul style="list-style-type: none"> • Misordering of Noun phrase 				<p>subjective for objective</p> <p>Pronoun from possessive for subjective</p> <p>Addition of subjective pronoun</p> <p>Omission of possessive pronoun</p> <p>Omission of subjective pronoun</p> <p>Wrong selection of pronoun</p>	
Discourse Errors	<ul style="list-style-type: none"> • Generic Structure • References • Conjunction 					

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