

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the research findings and discussions. This research is conducted to answer three research questions. Those are the types of error, the most dominant error made by students, and the sources of error. In order to answer those questions, this chapter is divided into two main sections. The first is findings which present the result found and discussions which contain the explanation of the result found.

4.1 Research Finding

In this chapter, the researcher presents the result of the research to answer the research questions in the first chapter. As previously stated above, this research focuses on grammatical errors based on Betty Schramper Azar's classification, those are singular-plural, word form, word choice, verb tense, add a word, omit a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and run-on sentence. The researcher also analyzes the sources of error based on Brown. According to Brown, there are four sources of error, but in this research only two sources of error that are being used, those are interlingual transfer and intralingual transfer.

The procedure of error analysis is started from collecting the sample. Here the researcher asked the students to write a passage then collect the writing result to be analyzed. The next step is identification of error. Here the researcher identified the errors in the students' writing. The researcher

compares the sentences made by the students that have error in it to the correct form of sentence to identify what kind of error is made. The third step is the description of error. After all the errors have been identified, the next step is to describe them. The errors are classified into types of error based on Betty Schramper Azar's. After the description of error, the next step is the explanation of error. In this step, the researcher explains why errors are occurred. The explanation is by classifying the errors based on the sources of error. The researcher classifies the errors only whether it came from the Indonesian language as the first language (interlingual transfer) or comes from English as the target language (intralingual transfer). The last step is error evaluation. In this step, the researcher makes the recapitulation of the types of error occurred and the sources of the error. It is to know the total of the types of error occurred and also the total of the sources of the error. After doing all the steps, the result could be presented as like below:

Table 4.1 The Recapitulation of the Students' Grammatical Error

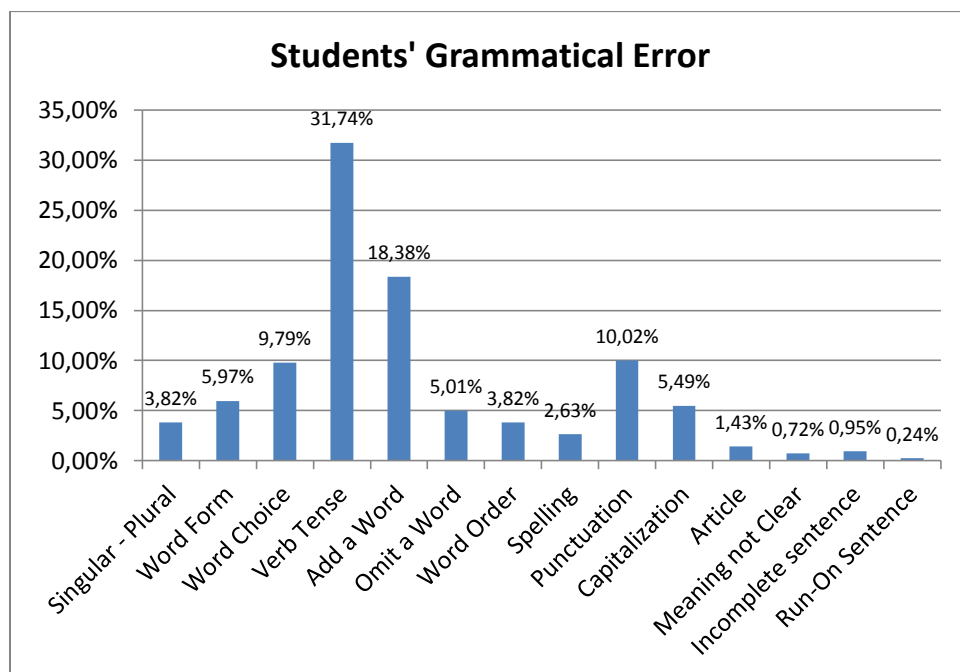
Students' Initial	The Classification of Error														Total
	Singular - Plural	Word Form	Word Choice	Verb Tense	Add a Word	Omit a Word	Word Order	Spelling	Punctuation	Capitalization	Article	Meaning not Clear	Incomplete ISentence	Run-On Sentence	
ST 1	2	2	2	4	1	1	1	1	1	0	0	0	0	0	15

ST 2	0	0	3	9	0	2	2	0	2	1	0	1	0	0	20
ST 3	0	0	0	4	4	0	1	0	0	0	0	0	0	0	9
ST 4	1	2	3	12	4	2	1	1	6	0	0	0	0	0	32
ST 5	1	2	0	5	9	0	0	0	4	1	0	0	0	0	22
ST 6	1	3	1	8	5	0	0	0	0	0	2	0	1	0	21
ST 7	1	0	2	5	9	1	1	0	8	0	0	1	0	0	28
ST 8	2	2	4	1	2	0	2	0	1	2	2	0	0	0	18
ST 9	2	1	3	1	4	3	2	0	1	0	0	0	0	0	17
ST 10	0	0	3	3	1	0	0	0	5	1	0	0	0	0	13
ST 11	0	2	3	7	0	3	1	4	1	0	0	1	0	0	22
ST 12	0	0	1	11	2	2	0	1	1	0	0	0	1	0	19
ST 13	0	1	2	2	3	0	0	0	2	0	0	0	1	0	11
ST 14	0	0	0	2	7	0	2	0	1	0	0	0	0	0	12
ST 15	1	0	1	7	1	3	0	0	0	0	0	0	0	0	13
ST 16	0	0	0	7	4	0	0	0	0	1	0	0	0	0	12
ST 17	0	1	4	10	7	1	0	1	1	1	0	0	1	0	27
ST 18	2	0	2	10	3	1	0	0	0	4	0	0	0	0	22
ST 19	0	2	0	3	1	1	0	0	3	7	0	0	0	0	17
ST 20	1	1	1	7	0	0	0	0	2	3	2	0	0	1	18
ST 21	0	3	3	4	3	0	2	0	0	1	0	0	0	0	16
ST 22	1	3	1	6	4	1	0	0	0	1	0	0	0	0	17
ST 23	1	0	2	5	3	0	1	3	3	0	0	0	0	0	18
Total	16	25	41	133	77	21	16	11	42	23	6	3	4	1	419

Percentage of Error															
	3,82%	5,97%	9,79%	31,74%	18,38%	5,01%	3,82%	2,63%	10,02 %	5,49 %	1,43 %	0,72 %	0,95%	0,24%	100%

Based on table 4.1, the researcher found that verb tense error is the most dominant error with 31,74%. Add a word error is on the second place with 18,38%. Followed by punctuation error with 10,02 %, word choice error with 9,79%, word form error with 5,97%, capitalization error with 5,49 %, omit a word error with 5,01%, while on the eighth place is followed by word order error and singular – plural with equal error 3,82%, spelling error with 2,63%, article error with 1,43 %, incomplete sentence error with 0,95%, meaning not clear error with 0,72 % and the last error is run on sentence error with 0,24%. From the calculation of the data, it can be seen that verb tense is the most dominant error is found in the students' writing with the percentage of 31,74%.

To make the readers understand the findings easily, the percentage recapitulation of errors is converted into a chart. The chart shows the highest number of errors until the lowest one.

Figure 4.1 The Percentage Recapitulation of Errors

After the findings of grammatical error are made into the table and chart, the researcher classifies the sources of those errors into two categories based on Richard's theory (2002: 294). They are interlingual and intralingual error.

The table 4.2 shows the recapitulation of the sources of error:

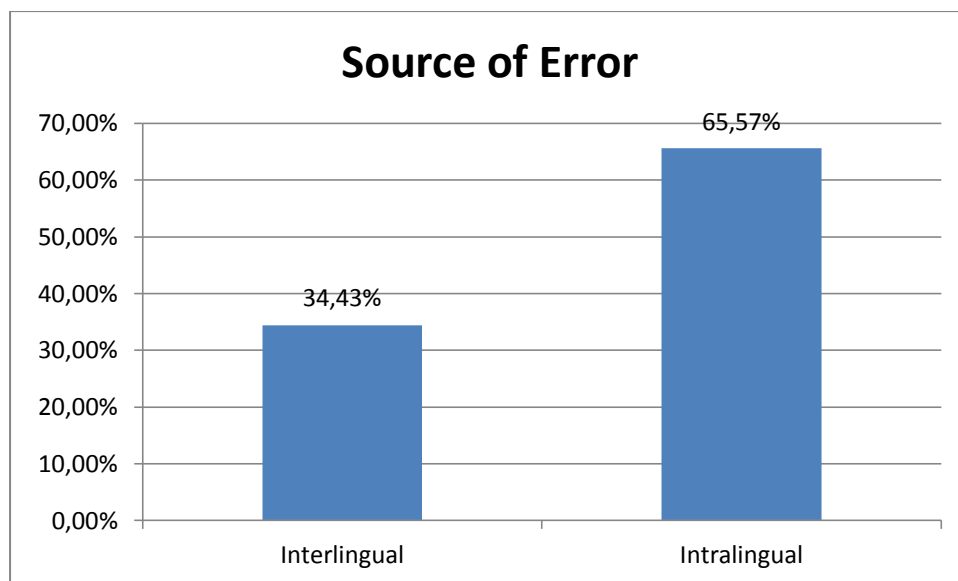
No.	Students' Initial	Sources of Error		Total
		Interlingual	Intralingual	
1	ST 1	6	9	15
2	ST 2	8	12	20
3	ST 3	5	4	9
4	ST 4	9	25	34
5	ST 5	12	10	22
6	ST 6	6	16	22
7	ST 7	12	16	28
8	ST 8	5	14	19
9	ST 9	11	6	17
10	ST 10	3	10	13
11	ST 11	6	16	22

12	ST 12	4	15	19
13	ST 13	2	9	11
14	ST 14	9	3	12
15	ST 15	3	10	13
16	ST 16	3	9	12
17	ST 17	10	17	27
18	ST 18	5	17	22
19	ST 19	3	14	17
20	ST 20	2	17	19
21	ST 21	10	6	16
22	ST 22	8	9	17
23	ST 23	4	14	18
Total		146	278	424
Percentage		34,45 %	65,57%	100%

Based on table 4.2, the researcher finds that 34,45 % of the errors are interlingual errors which are the result of language transfer and 65,57% of the errors are intralingual errors which are the result of faulty or partial learning of the target language, rather than from language transfer. It may be caused by the influence of one target language item upon another.

The distribution of the sources of errors is converted into a chart in order to make the readers understand the findings easily. This chart shows the distribution of sources of errors in students recount texts.

Figure 4.2 The Recapitulation of the sources of errors



From the calculation of the data, it can be seen that intralingual error is the most dominant error that is found in the students' writing with the percentage of 65, 57%.

4.2 Discussion

After presenting the errors into types of error based on Betty S. Azar classification and explaining the frequency and percentages of the errors in the previous pages, the researcher would like to discuss about the errors are made by the students from the highest frequency to the lowest frequency in the following section.

4.2.1 Types of Error

The types of error that are analyzed in this research are based on Betty S. Azar c. classification. The error's types are in the following explanation:

a. Verb Tense Error

The most dominant error made by students is the verb tense error. The total 133 errors out of 419 errors or 31,74% shows that students have difficulties to deal with tenses, particularly in past tense which is used in recount text. Most of the students made error on the verb conjugation in past tense, especially in irregular verb. For example student wrote “Time film start, I feeling scare and I went exit.” (See Appendix 2 S16) It should be “In there, we take a many photo and play sand.” The Student is able to use verb went in the previous sentence but at the same time the student is unable to change verb1 to be take and play. It shows that the student are still confused when use past tense and how to use it alongside other tense.

b. Add a Word Error

The second type is add a word error. Total error is 77 or 18,38%. This error happens because students omitted important word. For example, “When I on six grade.” (See Appendix 2 S1) It should be “When I was at sixth grade.” Apparently the student construes the sentence by translating word by word. This led to inappropriate structure which caused by difference language structure of their native language with English structure.

c. Punctuation Error

The next type is punctuation error. 10,02 % or 42 errors are occurred by students. Mostly, they did not put a comma where it should be. For example, “After that we went to many place.” (See Appendix 2 S5) It should be “After that, we went to many places.” The students made many errors in punctuation. The errors are mostly about the absence of comma and full stop. It shows that the students still careless about punctuation. They might forget about the importance of punctuation in written text.

d. Word Choice Error

This kind of errors appears in 9,79% of the errors. Students made this error because they were confused of choosing the appropriate word or preposition. For example, “We went together with bus.” (See Appendix 2 S18) It should be “We went together by bus.” In another case student wrote “I stand in chair 12.” (See Appendix 2 S17) Where it should be “I sat on chair 12 D.” It shows that the student still has a lack of vocabulary and its use.

e. Word Form Error

The following error is word form error with 5,97% or 25 out of 419 errors. This error occurs because the students misused the form of word. They are confused to differentiate part of speech such as verb, adjective, adverb, etc. For example, “Oh yeah, there view so look beautifull.” (See Appendix 2 S8) It

should be “Oh yeah, there view so looked beautiful” Another example, “Usually, I cry when see a beautifull.” (See Appendix 2 S8) The word beautiful is adjective, so the correct word should be beauty.

f. Capitalization Error

The next error is capitalization error. The error is 5,49 % occurred by the students. Some students made the error of writing the name of place. For example, “We continue our trip to Pok tunggal beach..” (See Appendix 2 S10) It should be “We continued our trip to Pok Tunggal Beach.” Another example is “After that, I breakfast on the karimun Java restaurant”, it should be “After that, I breakfast in the Karimun Java restaurant” (See Appendix 2 S8). From these errors, it can be concluded that the students still do not know the use of proper noun.

g. Omit a Word Error

Omit a word error occurs in 5,01%. This error is the opposite of add a word error. This error happens because the students added unnecessary word. For example, “Last year, I am and my family went to Bali.” (See Appendix 2 S19) The correct sentence is “Last year, I and my family went to Bali.” From this sentence, the student tried to construe a sentence which apparently translated word by word. The similar thing as happened to add a word error.

h. Word order Error

The next error is word order error. The students mostly translated their sentence word by word that caused this error occurred. Students made 16 errors or 3,82% For example, “In there was many kind souvenir with price cheap.” (See Appendix 2 S7) It should be “There were many kinds of souvenir with cheap price.”

i. Singular – Plural Error

In singular – plural error, students made 16 singular plural errors or 3,82%. This total is equal with the error of word order. It means they failed to use the singular or plural form of a word. For example, “We take a photos together.” (See Appendix 2 S18) This sentence has double meanings. The word photos is plural if the article a is removed, but it becomes singular and the word photos should be changed into photo if the article a is not removed. This kind of error occurred several times. Some of the other errors are students did not put the suffix –s or –es after they put the word many or some before the noun to make it plural.

j. Spelling Error

The spelling error occurs 11 times or 2,63%. Students misspelled some words like beautifull, refrest, and healty. They should be beautiful, refresh, and healthy. Some students misspelled the name of animals. For example, “In there looked

many animal from snack, birth, crocodile, monkey, zebra, tiger, ect.” (See Appendix 2 S23) From this example, perhaps the student wanted to write snake and bird. Most of the students also used ect. instead of etc.

k. Article Error

The article error occurred 6 times or about 1,43 %. This error could be more since students did not just misused the appropriate article but also they did not put article in many sentences where it needed. Considering the absence of the article is included to add or omit word section, this section discusses about the inappropriate article used by students. For example, “When I boring wait a person in a toilet.” (See Appendix 2 S6) The article a is inappropriate because the person and the toilet has been mentioned before. It should be “When I was bored of waiting the person in the toilet.

l. Incomplete Sentence Error

The next error is incomplete sentence. The third lowest number error in this research which occurred 4 times or 0,95% One of the examples is “Time film start, I feeling scare and I went exit. Because film scariest.” (See Appendix 2 S17) The correction is “When the film started, I was scared and I went exit because the film was scary.” This error happens because the student cut the sentence that makes the idea is not constructed correctly.

m. Meaning not Clear Error

Meaning not clear error happened 3 times or 0,72 %. In this error, the researcher could not understand what students wanted to write. For example student wrote “sond” (See Appendix 2 S11) to mention the name of an animal. Another example is “Next, we go to use in the resto.” (See Appendix 2 S2) The context of this sentence is after swim in the beach. It is not clear whether the student want to write eat in the restaurant or it may be use the restroom.

n. Run on Sentence Error

The last one is run on sentence error. It has the same frequency of meaning not clear error. The example is “We are very enjoy this moment, and then we search a area to take a photo.” (See Appendix 2 S20) It should be “We were very enjoying this moment. Then, we searched an area to take a photo.”

4.2.2 Types of Source

In analyzing error, the researcher must know why the errors are occurred. There are sources of error. Based on Brown (2007:263), there are four sources of error. Those are interlingual transfer, intralingual transfer, context of learning and communication strategies. In this research, the researcher limits only interlingual and

intralingual transfer as the sources of error made by students in their writing.

a. Interlingual Error

Brown (2007:263) stated that the beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference. It means that the source of error is from the native language of the learner because the learner has not been familiar with the target language. In this research, the result shows that 146 or 34,45% errors are caused by interlingual transfer.

This research involves students that are learning English as second language and their first language is Indonesian, which means that they should create an English text which has different structure from their first language. Students usually do a translation in doing this work, and from the translation itself then some errors are made. The interlingual errors in the students' recount texts come from the interference of students' native language, in this case Bahasa. Add or omit a word error and word order in students' work mostly caused by the interference of Bahasa in the students' recount texts. The structure of Bahasa was implemented in some of their writing which clearly not appropriate in English writing.

One of the examples, “In there was many kind souvenir with price cheap.” (See Appendix 2 S7) It should be “There were many kinds of souvenir with cheap price.” If we translated the original sentence to Bahasa word by word, it could be correct. In English, the structure is different. Another example, “We took a rest and ate bread chocolate.” (See Appendix 2 S3) It should be “We took a rest and ate chocolate bread”.

b. Intralingual Error

As like stated by Brown (2007:264) that intralingual transfer contributes a large error compared to interlingual errors in a second language, the result shown by the analysis done by the researcher gives the same result. 278 or 65,57% of error are caused by intralingual error. The intralingual error is the student's error in learning a second language caused by the complexity of the second language system (Asni & Susanti, 2018:136).

English grammar is considered difficult because it requires a lot of things to be learned and as the learner of English as a second language. Students usually get difficulties in understanding it, moreover in using it. It means the students' error in learning English caused by the complexity of the English itself. For example, students know the rules in simple past tense. The students know that simple past tense use past form, by adding "ed". The students make errors. Not all verbs in simple past tense

should be added by "ed". That is because in English there are two types of verbs. They are regular verbs and irregular verbs. This case happened in most of the students' text related to verb tense error. Take a look at this verb tense error analysis from the previous page as the example. "Time film start, I feeling scare and I went exit." (See Appendix 2 S17) It should be "When the film started, I felt scared and I went exit."

Some errors in students' text are counted as a part of intralingual error because students applied the rules of English incompletely. For example in singular plural error, the rule of singular plural of English is known by adding the suffix -s or -es. This kind of error becomes one of the sources of intralingual error in the students' recount texts. For example, "I liked to see some coral and sea grass." (See Appendix 2 S8) Coral and grass in the sentence should be corals and grasses. English needs different suffix for these words.