

CHAPTER IV

RESULT OF THE STUDY

This chapter discusses the result of study. It consists of the data finding and discussion. In data finding the research display the data which is found in the field and in discussion the researcher explains the type of error on descriptive text and the cause of errors based on Ellis theory.

A. Data Finding

1. The students' Errors

In order to see the students' errors in writing paragraph. The data were conducted in two phases. First, the researcher asked the result of the students' writing paragraph to the lecturer of writing I. The data were taken in class D. The number of students was 28 consisting of 23 female 5 male. However, there were only 16 students became the participants of this study since their writing required the qualified in the written paragraph, some of them did not write descriptive paragraph instead narrative paragraph. The results of the students' paragraph writing were taken on Monday, April 11, 2014 at 09:00 am in Lab 2.

Second, the researcher identified the students' errors, then classified the errors and gave explanation of the errors. After that, the data were identified and classified on the table. Here, the writer described some students' errors in writing paragraph. The students' errors were presented in table 4.1.

Students' Code	Errors	Type of error	Explanation of error	Revised
KU	My room on the first floor.	Omission - grammatical morphemes (The student omitted "to be".)	The student did not use "to be" because in L1 there is no rule about to be. In L2 we use "to be" to form nominal sentence. However in L1 we don't use "to be" to form nominal sentence.	My room is on the first floor.
	My house just have one floor.	Misformation - archi forms (The student did not change the verb)	The student did not change "have" became "has" because in L1 there is no rule about third person singular. In L2 we use "has" for third person singular and use "have" for plural subject, however in L1 we use same verb for plural or singular subject.	My house just has one floor.
	On the table are a laptop, orange lamp, and my school books.	Omission - content morphemes	The student omitted the expletive "there" because in L1 there is no rule about expletive. In L2 we use expletive "there" as subject.	On the table, there are a laptop, an orange lamp, and my school books.

		(The student omitted expletive "there" and article)	However in L1, it is not recognized	
ES	There is a place to store tools cosmetic drawer.	Misordering (the student failed arranging the words)	The student failed arranging the words because the student used L1 sentence pattern. It is called noun phrase, the form of noun phrase in L1 and L2 is different. In L1, we say "alat kecantikan" /tools cosmetic drawer, but in L2, we say "cosmetic drawer tools" / alat kecantikan.	There is a place to store cosmetic drawer tools.
	Under of my wardrobe is book, socks, school stationery.	Omission - content morphemes (the student omitted expletive "there")	The student omitted the expletive "there" because in L1 there is rule about expletive. In L2 we use expletive "there are" for plural subject and expletive "there is" for singular subject. However in L1, it is not recognized.	Under of my wardrobe, there are a book, socks, school stationery.
SYM	My father plant a mango tree.	Omission	The student omitted "s" because in L1 there is no rule	My father plants a mango tree.

		<p>- grammatical morphemes (the student omitted "s" for third singular person)</p>	<p>about it. In L2 we should add "s/es" for third person singular. However in L1 we do not use "s/es" for third person singular.</p>	
	<p>There are living room, 2 bedroom, a family room, 2 kitchen, ware house and bathroom.</p>	<p>Omission</p> <p>- grammatical morphemes (The student omitted "s" and "a")</p>	<p>The student omitted article because in L1 and L2 have different rule. In L2 we add "s/es" for plural thing and "a" for singular thing. In L1 we do not use "s/es" for plural thing and "a" as for singular thing.</p>	<p>There are a living room, 2 bedrooms, a family room, 2 kitchens, a ware house and a bathroom.</p>
SM	<p>Besides that, my grandma also have many kind of flower and my grandma yard is filled by grasses</p>	<p>Misformation</p> <p>- archi forms (The student did not change the verb)</p>	<p>The student did not change "have" became "has" because in L1 there is no rule about third person singular. In L2 we use "has" for third person singular and use "have" for plural subject, however in L1 we use same verb for plural or singular subject.</p>	<p>Besides that, my grandma also has many kind of flowers and my grandma's yard is filled by grasses</p>
	<p>There is cupboard to put my grandma's clothes.</p>	<p>Omission</p> <p>- grammatical morphemes</p>	<p>The student omitted article "a" because in L2 we add "a" for</p>	<p>There is a cupboard to put my grandma's clothes.</p>

			(The student omitted "s" for plural thing)	singular thing. However in L1, it is not recognize.	
	Usually, <u>us</u> spend the time at this room with my family and it uses to discuss something or to watch a movie.		Misformation - <u>archi</u> forms (the student failed using pronoun)	The student failed using pronoun "us" because in L2 we use different pronoun for subject and object. However, in L1 we using same pronoun for subject and object.	Usually, we spend the time at this room with my family and it uses to discuss something or to watch a movie.
FF	<u>the</u> bag is color bright.		Misordering (the student failed arranging the words)	The student failed arranging the words because in L2 we put adjective before noun (<u>cerah berwarna/ bright color</u>). However in L1 we put adjective after noun (<u>berwarna cerah/ color bright</u>).	The color of the bag is bright.
AN	I can play the music when I <u>alone</u> .		Omission - grammatical morphemes (The student omitted to be)	The student did not use "to be" because in L1 there is no rule about to be. In L2 we use "to be" to form nominal sentence. However in L1 we don't use "to be" to form nominal sentence.	I can play the music when I am alone.

BAF	There is some table and chairs for the students.	<p>Misinformation</p> <ul style="list-style-type: none"> - alternating forms <p>Omission</p> <ul style="list-style-type: none"> - grammatical morphemes <p>(The student did not change "to be" and omitted "s" for plural thing)</p>	<p>The student did not change "to be" for plural. In L2 we use "is" and add prefix "a" for singular and use "are" and add suffix "s/es" for plural. However in L1, it is not recognized.</p>	There are some tables and chairs for the students.
MA	There is some picture on the wall.	<p>Misinformation</p> <ul style="list-style-type: none"> - alternating forms <p>Omission</p> <ul style="list-style-type: none"> - grammatical morphemes <p>(The student did not change "to be" and omitted "s" for plural thing) (The student omitted "s" for plural thing)</p>	<p>The student failed to use "to be" for plural form. In L2 we use "is" and add prefix "a" for singular and use "are" and add suffix "s/es" for plural. In L2 However in L1, it is not recognized.</p>	There are some pictures on the wall.

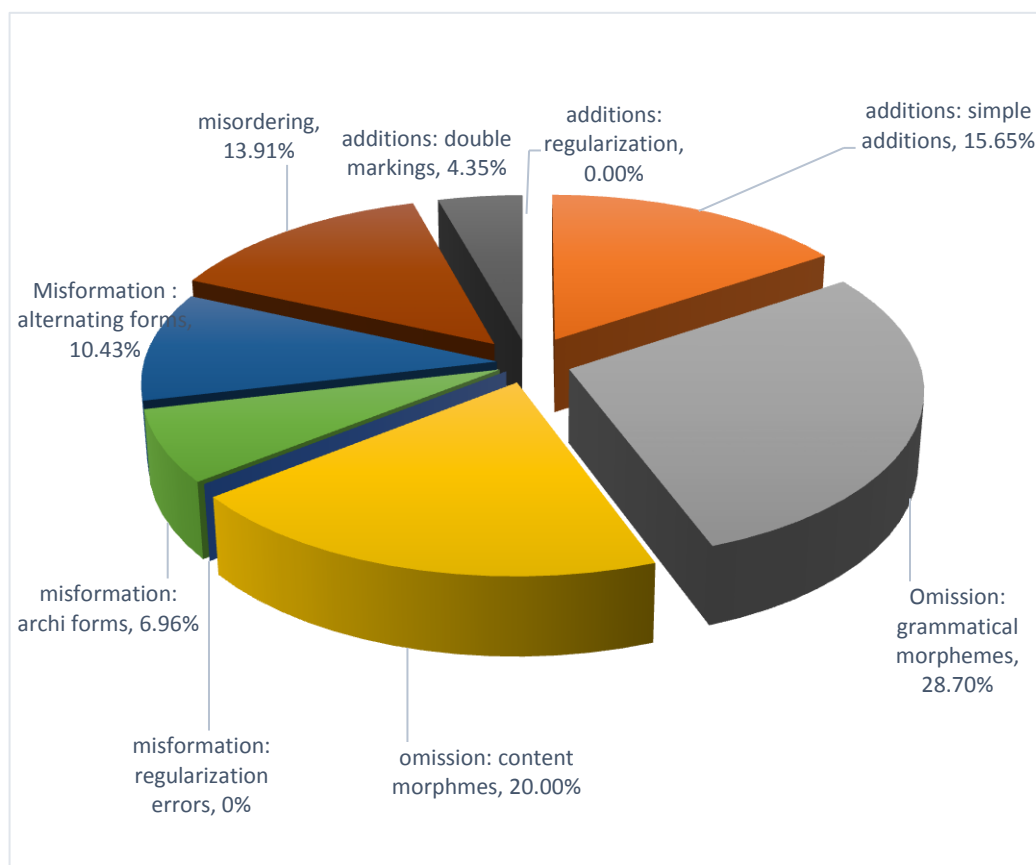
Based on the classification above, the researcher counted the students' errors into their classification of errors. Table 4.2 showed the tabulation of errors:

Table 4.2
Result of the students' Error

Surface Structure Taxonomy	Omission	Content Morphemes	23	20%
		Grammatical Morphemes	33	28.70%
	Addition	Double Markings	5	4.35%
		Simple Addition	18	15.65%
		Regularization	0	0%
	Misfor- mation	Archi-Forms	8	6.96%
		Alternating Forms	12	10.43%
		Regularization	0	0%
	Misordering		16	13.91%
	Total		115	100%

Based on the table above there were 115 errors made by the students they are omission: grammatical morphemes: 28.70%, omission: content morphemes: 20%, addition: simple addition: 15.65%, misordering: 13.91%, misformation: alternating forms: 10.43%, misformation: archi-forms: 6.96%, and addition:

double marking: 4.35%. (See the appendices for the detail of the analysis.). as explained in graph 4.1.



Graph 4.1 the students' errors

2. Errors Causes

The students' errors is classified into five categorizes based on the error cause. Those are Interlingual errors, Intralingual errors covering Over-generalization, Incomplete application of rules, Ignorance of rules restrictions, and False Concepts Hypothesized.

Table 4.3 The Cause Of Student's Error

Students' Code	Errors	Cause of Error	Explanation of the Errors' causes.	Revised
ES	My wardrobe located near the bed in my room.	Intralingual errors <ul style="list-style-type: none"> - Incomplete application rules 	The student did not use "to be" to make passive voice because the student neglects the rules to produce the acceptable sentence. We should use "to be" to make passive voice (My wardrobe is located near the bed). This error was caused by incomplete application rules.	My wardrobe is located near the bed in my room.
KU	My house just have one floor.	Intralingual Errors <ul style="list-style-type: none"> - Ignorance of Rules Restrictions. 	The student did not change "have" became "has" because the student violates the restriction of existing structure that is the application of rules to contact where they do not apply. In L2 we should use "has" for third person singular and use "have" for plural subject. This error was caused by Ignorance of Rules Restrictions.	My house just has one floor.

ES	On the table are a laptop, orange lamp, and my school books.	<u>Interlingual errors</u>	The student omitted the expletive "there" because the student neglects the rules to produce the acceptable sentence. In L2 we use expletive "there" as subject. This error was caused by <u>Interlingual errors</u> .	On the table, there are a laptop, an orange lamp, and my school books.
	There is a place to store tools cosmetic drawer.	<u>Interlingual errors</u>	The student failed arranging the words because the student used L1 sentence pattern. It is called noun phrase, the form of noun phrase in L1 and L2 is different. In L1, we say "alat <u>kecantikan</u> " /tools cosmetic drawer, but in L2, we say "cosmetic drawer tools"/ <u>alat kecantikan</u> . This error was caused by <u>Interlingual errors</u> .	There is a place to store cosmetic drawer tools.
	Under of my wardrobe is book, socks, school stationery.	<u>Interlingual errors</u>	The student omitted the expletive "there are" and suffix "s/es" because <u>because</u> the student used L1 sentence pattern to produce the	Under of my wardrobe there are books, socks, and a school stationery.

			acceptable sentence. In L2 we use expletive "there are" for plural subject and add suffix "s/es" for uncountable noun. This error was caused by <u>interlingual errors</u> .	
SM	Usually, <u>us</u> spend the time at this room with my family.	<u>Intralingual Errors</u> - Ignorance of Rules Restrictions.	The student use pronoun "us" as subject because the student violates the restriction of existing structure that is the application of rules to contact where they do not apply in L2 we should use "we" for subjective pronouns and "us" subjective pronouns. This error was caused by Ignorance of Rules Restrictions.	Usually, we spend the time at this room with my family.
NPD	There is some picture on the wall.	<u>Intralingual errors</u> - Ignorance of Rules Restrictions.	The student did not change "to be" became plural. Because the student violates the restriction of existing structure that is the application of rules to contact where they do not apply. In	There are some pictures on the wall.

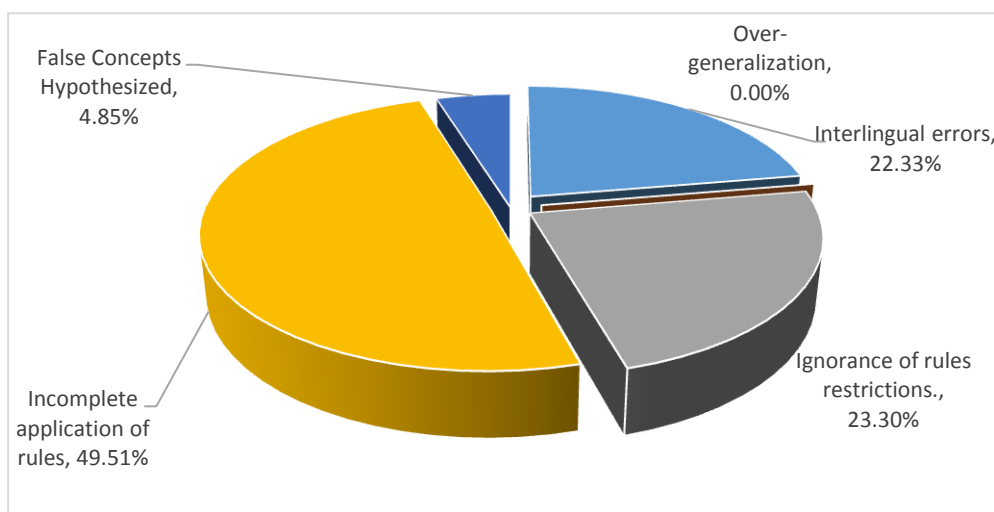
			<p>L2 we should use use "are" and add suffix "s/es" for plural things. This error was caused by ignorance of Rules Restrictions.</p>	
BAF	<p>We can to keep write's tools such as lesson's book, notes, dictionary, and small bag.</p>	<p><u>Intralingual errors</u></p> <ul style="list-style-type: none"> - False Concepts Hypothesized 	<p>The student used "to" after modal, used suffix "s" after verb, omitted article "a" for countable singular noun because the student is still poor gradation of teaching those items. In L2 we must put Verb 1 after modal (we can keep...), we should put "s" after noun (such as: animal or person), and we should put prefix "a" for countable noun if the count of the thing is just one thing or put suffix "s" for countable noun if the count of the thing is more than one thing. This error was caused by False Concepts Hypothesized</p>	<p>We can keep writing tools such as: lesson books, notes, a dictionary, and a small bag</p>

Based on the classification above, the researcher counted the causes of students' errors into their classification the causes of errors. Table 4.4 showed the tabulation the causes of errors:

Table 4.4
Causes of Errors Calculation

Cause of Errors		Number of Errors	Percentage
Interlingual errors		23	22.33%
Intralingual errors	Over-generalization	0	0.00%
	Ignorance of rules restrictions.	24	23.30%
	Incomplete application of rules	51	49.51%
	False Concepts Hypothesized	5	4.85%
Total		103	100%

Based on the table above there were 115 cause of errors made by the students they are Intralingual errors: Incomplete application of rules : 49.51%, Intralingual errors: Ignorance of rules restrictions: 23.30%, Interlingual errors: 22.33%, and Intralingual errors: False Concepts Hypothesized: 4.85%. (See the appendices for the detail of the analysis.). as explained in graph 4.2.



Graph 4.2 Causes of Errors

B. Discussion

1. Errors Types

a. Omission

Omission errors are characterized by the absence of item that must appear in a well-formed utterance. (See chapter II p.35) From the students' writing products, the researcher found some of them omit several words in writing paragraph. The first, the students wrote it by omitting the grammatical morphemes such as articles, to be, and suffix or prefix. Here is an example of omission which made by the student:

The last vocab, there is daily book.

The students omitted article "a" from the sentence. The sentence must be:

The last vocab, there is a daily book.

The student also made a same pattern of error. She omitted a grammatical morphemes. Here is the example:

Wardrobe located near the bed.

The students omitted “*is*” form the sentence. The sentence must be:

Wardrobe is located near the bed.

This kind of error generally will not ruin the whole meaning of the sentence. The readers still understand the meaning even though the sentences are not complete in grammar. This error may be classified as developmental error because these also found in the speech of children learning English as their first language. The errors they make cannot possibly be due to any interference from another language.

The second, the students wrote the sentences by omit the content morphemes such as noun, verb, and adjective. This kind of omission can ruin the meaning of the sentence. The students did this error. Here is the sentence:

On the bed, are four pillows and a red blanket.

The student omitted the content morphemes “*there*” in the sentence. The sentence should be:

On the bed, there are four pillows and a red blanket.

Based on the analysis result, the grammatical morphemes omission occurred by 28.70% of total error while the content morphemes omission occurred by 20% of total error. It indicates that most of the students already aware of content morphemes, but they have to learn more about grammar.

b. Addition

Addition errors are the opposite of omission. They are characterized by the presence of item which must not appear in a well-formed utterance. (See chapter II p.35) The first is double markings. Some of the students did this error. While they already put a word for a specific surface structure, they put another word which has a same position in surface structure pattern. Students did this error. Here is the example:

My wardrobe loades is assorted of goods.

The student put a “is” while the predicate of the action is already attach in “loades” The sentence should be:

My wardrobe loads assorted of goods.

The second is regularization. This kind of addition occurred if the student overgeneralized the pattern of V2 and V3. For example The verb “eat” does not became “eated”, but “ate”. Based on the analysis result, none of the student did this kind of error.

The third is simple addition. This kind of error classification is a kind “grab bag”. If the addition error is not classified as double markings or regularization, then it will end in simple addition classification. The students did this kind of errors. Here is the example:

The third room is a my aunt’s room.

She failed to omit the same words which have to be omitted in this sentences. The sentence should be:

The third room is my aunt’s room.

Based on the analysis result double marking addition occurred by 4.35% of total error, regularization addition occurred by 0% of total error, and simple addition occurred by 15.65% of total error. It indicates that the students need to increase their awareness in putting a word which has a same position in surface structure taxonomy. In regularization, the students may not worry about this error because they did not do this error at all, but they have to learn more about descriptive paragraph.

C. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. (See chapter II p.37) The students did two of three misformation error. The first is Archi-forms. This error occurred when the students a wrong word but in a same class with the true one. The students did this error. Here is the example:

My bag have four vocabs.

The student failed to place suitable word to complete the sentence. The using of “*have*” in the sentence will make it ungrammatical in the deep structure. The sentence should be:

My bag has four vocabs.

The word “*have*” and “*has*” are in a same class as verb.

The student also did the same error. Here is the example:

Usually, us spend the time at this room with my family.

The student failed to use the correct pronoun in the sentence. He used “*us*”, but the correct sentence should be:

Usually, we spend the time at this room with my family.

The word “us” and “we” are in a same class as pronoun, but have different usage.

The second misformation error did by the students was alternating forms. This error occurred when the students failed to use the correct word that totally different from the true one. The student did this kind of error. Here is the example:

At this room there is one set sofa and two tables.

In this sentence the student failed to express the deep structure meaning by using unsuitable word. The sentence should be:

At this room there are one set sofa and two tables.

The words “is” and “are” are not in a same class as what happened in archi-forms.

Based on the analysis result, the archi-forms misformation error occurred by 6.96% of total error. The alternating forms misformation error occurred by 10.43% of total error. The regularization misformation error occurred by 0% of total error. This result indicates that the students should learn more about vocabulary. The misuse of vocabulary can lead readers to a wrong meaning. In archi-forms, the students need to learn more about articles, conjunction, to be, and preposition. Those are where the error occur the most. In alternating forms, the students need to elaborate their vocabulary size and mastery.

c. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. Most of this kind of errors are

because they are still using their mother tongue morpheme placement. Some of the students did this kind of error. Here is the example:

There is a place to store tools cosmetic drawer.

If we analyze the sentence, the phrase “*tools cosmetic drawer*” is in a perfect word choosing, but wrong in the placement. The sentence should be:

There is a place to store cosmetic drawer tools.

This kind of error occurred because the student still used the mother tongue morpheme placement. If we translate this error into her mother tongue language which is Indonesian language, it would be like this:

Alat-alat kecantikan.

If we use the placement pattern in English language, it would be:

Tools cosmetic drawer.

Student also did this kind of error. Here is the example:

It is clean building and comfortable for students to learn.

The phrase “*clean building and comfortable*” has Indonesian language pattern. In this error, the student failed to determine the pattern of English language which had to be applied to the phrase. The sentence should be:

It is clean and comfortable building for students to learn.

Based on the analysis result, misordering error occurred by 13.91% of total error. It indicates that this kind of error is not a big problem, but still the students who failed to follow English pattern have to distinguish language pattern if they want to use the language.

2. Error Causes

In the process of acquiring a second language, learners may use strategies in order to get competence in the target language. In that process, they have difficulties caused by many factors. The errors are characterized by inter-lingual since the native language is the only linguistic system in the previous experience upon which the learner can draw. In addition, in the process of that learning, the major factor is inter-lingual interference. It is negative transfer of items within the target language. This inter-lingual interference can be caused by the factors of context of learning.

The result of the analysis reveals that the students have most difficulties in choosing the correct tenses to be used in certain construction. From the example of errors made by the students found in this study can be inferred as follows:

a. Inter-lingual Transfer

It is a fact that making error is a part of learning a language. The interference of native to target language or the difference underlying assumption between the native and the target one can be sources of errors. Inter-lingual is a system that has a structurally intermediate status between the native language and the target language. (see chapter II p.39) In addition, errors that happened caused of the interference of mother language. It happened because the features of the two languages are different.

Some of the students did this kind of error. Here is the example:

My bedroom has a green color.

The phrase “*has a green color.*” has Indonesian language pattern. In this error, the student failed to determine the pattern of English language which had to be applied to the phrase. The sentence should be:

My bedroom is green.

Based on the analysis result, factor inter-lingual students error was 22.33% of total error. It indicates that most of the students are making errors of English language. These errors can be solved by learning more about English rules in grammar.

b. Intra-lingual Interference

Inter-lingual error is error produced by the students cause of the feature of L₂ itself. From errors produced by the students, the writer founded there some factors in the text in factors Intra-lingual interference cause by: over-generalization, ignorance of rule restrictions, false concept hypothesized.

1) Ignorance of Rule Restrictions

In this case, the students violate the restriction of existing structure that is the application of rules to contexts where they do not apply. (see chapter II p.40)

E.g. *My bag have four vocabs.*

The student use *have* because of the ignorance of the rule restriction. The students already got lesson about how to make stentence in present form. Because of this phenomenon, the applied *have* in the new condition sentence “*My bag have four vocabs*”. In addition, the using of *have*, derive from the students’ knowledge that they have. Based on the analysis result, factor Ignorance of Rule Restrictions students error: 23.30% of total errors.

2) Incomplete Application of Rules

It happens due to life deviation of structure that neglects the development of rules to produce the acceptable sentence (see chapter II p.41). For example:

My wardrobe located near the bed in my room.

In this case the learners did not use “to be” to make passive voice because the student neglects the rules to produce the acceptable sentence. We should use “to be” to make passive voice’

My wardrobe is located near the bed.

In addition, the did not using to be, derive from the students’ knowledge that they have. Based on the analysis result, factor Ignorance of Rule Restrictions students error: 49.51% of total errors.

3) False concept Hypothesized

It happened due to misconception of the difference in the target language. False concept hypothesized is a class of developmental errors, which derive from faulty comprehension of distractions in the target language (see chapter II p.41). The poor teaching techniques sometimes create the false comprehension.

E.g.: - *My wardrobe loades is assorted of goods.*

In this case the learners use false concepts “to be” the learners misunderstand it. For example, when the teacher teaches present tense, the teacher usually starts with the teaching of to be: am, is, are, then teaching of the verb. It is also often found in the teaching of past tense. When the teacher presents the items poorly, the learner may have a false assumption, such as am, is, are the sign of present activities and was, were are the sign of past activities.

In addition, the false concepts from students themselves they can't understand which word is verbal or nominal sentence. Factor False concept Hypothesized students error: 4.85 % of total errors.