CHAPTER IV

RESULT FINDINGS AND DISCUSSION

This chapter discussed the result of study, it consisted the types of students' error in constructing simple present sentence and discussion.

A. Data Findings

In this chapter, the writer analyzed the types of errors made by the eighth grade students in constructing simple present sentence by seeing the score achieved. The data were found from the students' assingment, which it was collected on Tuesday, september 13,2014.

After collecting and analyzing the data, the writer found that were 13 students who got lower score. The writer analyzed the students' errors based on surface strategy taxonomy. In theory, there were four types of error, they are omission, addition, misformation, and misordering. It can be seen that types of students' errors in constructing simple present sentence in the table. They are described as follows:

A summary of errors committed by the students are shown in the following examples:

1. Omission

Omission errors are characterized by the absence of an item(s) that must appear in a well-formed utterance. From the students' assignment, the writer found some of them omit in writing sentences. The first, the students wrote it by

omiting alphabet in the word. It is because they did not know the rules how to write the word in English. Here is some examples of omission which made by the students on writing simple present sentences.

The error of A8, A10, A11, and A12 were omission error on writing positive sentence. They omitted to add -es, -s, -h, and *of* in the sentences.

The error of A7 is omission error on writing negative sentence. She omitted to add the *verb* in the sentences.

The error of A1, A3, A4, and A13 were omission error on writing positive sentence. They omitted to add article *–e, -t*, in the sentences. The examples of error based on this classification are as follow:

Table 4.2

Omission errors in constructing simple present sentences.

No	Code	Error Sentence	Correct Sentence
1	A1	She write a latter every month.(she omitted to add –s)	She writes a letter every month.
		Ani go to school by bus every morning. (she omitted to add –es)	Ani goes to school by bus every morning.
2	A3	Muhidin drink a glass of milk everyday. (she omitted to add –s)	Muhidin drinks a glass of milk everyday.

4	A4	The sky blue. (she omitted to add –*is*)	The sky <u>is</u> blue.
5	A7	Ani does not to school by bus every morning. (she omitted to add the *verb*)	Ani does not <u>go</u> to school by bus every morning.
6	A8	Muhidin drink a glass milk everyday. (she omitted to ad –*s* and –*of*)	Muhidin drink<u>s</u> a glass <u>of</u> milk everyday.
7	A10	Ana speak englis evryday. (she omitted to add –*s*, -*h* and -*e*)	Ana speak<u>s</u> Englis<u>h</u> ev<u>e</u>ryday.
8	A11	Toni watch TV every night. (she omitted to add –*es*)	Toni watch<u>es</u> TV every night.
9	A12	Yayuk listen the music every morning. (she omitted to add –*s* and *to*)	Yayuk listen<u>s</u> <u>to</u> the music every morning.
10	A13	Learn englis togeher every Sunday. (she omitted to add *they*, -*h* and –*t*)	<u>They</u> learn Englis<u>h</u> toge<u>t</u>her every Sunday.
Total Error			**10 (ten) errors**

2. Addition

Addition errors are opposite of omission. They are characterized by the presence of an item(s) which must not appear in a well-formed utterance. For this type, the writer found some students were careless in writing the negative sentence in simple present tense. They forgot about the rule of the formulation of the sentence.

The error of A6, A9, and A10 were addition errors on writing negative sentence. They stil used veb II for the negative sentence in simple present tense, it should be change by the verb I in the sentences. The examples of error based on this classification are as folllow.

The error of A2 and A 13 were addition errors, they added helping *"does"* in the sentence.

The last error of A11 and A13 were addition errors, they added *"to be"* in the sentence. The example o error based on this classifiction are as follow:

Table 4.3

Addition errors in constructing simple present

No	Code	Errors Sentence	Correct Sentence
1	A2	Ani <u>does</u> go to school by bus everyday. (she added helping verb "*does*")	Ani goes to school by bus everyday.

2	A4	They <u>are</u> learn English together every Sunday. (she added "to be")	They learn English together every Sunday.
3	A6	Yayuk listen<u>ing</u> to the music every morning. (she added -*ing*)	Yayuk <u>listens</u> to the music every morning.
4	A9	They do not learn<u>ed</u> English together every Sunday. (she added -*ed*)	They <u>learn</u> English together every Sunday.
5	A10	Ani does not <u>went</u> to school by bus everyday. (she used verb 2 for the negative sentence)	Ani does not <u>go</u> to school by bus everyday.
6	A11	<u>I am</u> do not help my mother everyday. (she added, *always* and "to be")	<u>I always</u> do not help my mother everyday.
7	A13	Muhidin <u>does</u> drinks a glas<u>ses</u> o milk everyday. (she added helping veb "*does*" and -*es*)	Muhidin drinks a glass of milk everyday.

Total Error	7(seventh) errors

3. Misformation

Misformation error are characterized by the use of the wrong form of the morpheme or structure. The error of A1 and A3 were misformation errors on writing interrogative sentence. They failed to write the form of irregular verb in sentence.

The error of A7 is misformation error in positive sentence. She failed to erite the article and some words such as *later* and *evry*. Here is some examples of omission which made by the students on writing simple present sentences.

Table 4.4

Misformation error in constructing simple present

No	Code	Error Sentence	Correct Sentence
1	A1	Does she wrote a latter every month? (She failed the write the form of irregular verb)	Does she <u>write</u> a letter every month?
2	A3	Does Muhidin drank a glass of milk everyday? (She	Does Muhidin drink a glass of milk everyday?

		failed to write the form of irregular verb)	
3	A7	She write a later evry month.(She failed to write the word ' later' and the word 'evry')	She writes a <u>letter</u> every month.
4	A8	I does not help my mother everyday.	I do not help my mother everyday.
Total Error			**4 (four) errors**

4. Misordering

Misordering error are characterized by the incorrect placement of morpheme or group of morphemes in an utterance.

The error of A1 nd A10 were misordering errors on writing positive sentence. He failed to arrane the sentence in simple present tense into good one. The examples of error based ao this classification are as follow:

Table 4.5

Misordering error in constructing simple present

No	Code	Error Sentence	Correct Sentence
1	A1	Together every Sunday they learn. (He failed to arrange the sentence into the good one)	They learn English together every Sunday.
2	A10	My mother do I always help everyday.(She failed to arrange the sentence into ood one)	I always help my mother everyday.
Total Error			2 (two) errors

Based on the tables above, the writer found the total errors made by the eighth grade students were 23 errors. The highest errors made by the eighth grade students in constructing simple present sentence were omssion with frequency 10 (76.92%). The second errors were addition with frequency 7 (53.85%). The third errors were misformation with frequency 4 (30.75%). The last and the lowest errors were misordering with frequency 2 (15.35%). The description of the types of errors in onstructing simple present sentence can be seen in the following pie diagram bellow:

Figure 4.1

The frequency on types of errors in constructing simple present sentence
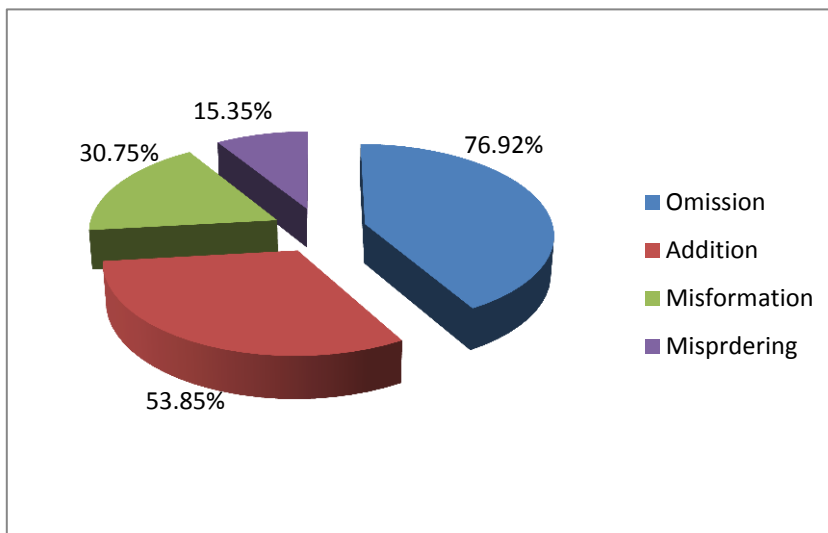
A. Discussion

Types of errors in constructing simple present sentence.

The type of errors in this study is based on surface strategy taxonomy. Dulay states a surface strategy taxonomy highlight the ways surface structured is aleried learners may omit necessary items or add unnecessary ones; they may misform items or misorder item.[1] The types of errors above is discussed as follows:

a. Omission

Omission errors are characterized by the absence of an item(s) that must appear in a well-formed utterance. From the students' assignment, the writer found some of them omit in writing sentences. The first, the students wrote it

---

[1] Hedi dulay. *Langguage two*, p 150-162.

by omiting alphabet in the word. It is because they did not know the rules how to write the word in English. Here is some examples of omission which made by the students on writing simple present sentences.

She write a latter every month.

The student omitted to add *–s* for the word write. The correct sentence must be *She writes a letter every month.*

Muhidin drink a glass milk everyday.

The student omitted to add *–s* and *of*. The correct sentence must be *Muhidin drinks a glass of milk everyday.*

The second is the students wrote it by omiting the verb of the sentence, especially in negative and interrogative sentences. It is because they did not know the rules in writing negative and interrogative sentences in simple present tense. Here is the formulation of the simple present tense.

Negative sentence.

S+Does+not+V1

Interrogative sentence.

Does+S+V1

b. Addition

Addition errors are opposite of omission. They are characterized by the presence of an item(s) which must not appear in a well-formed utterance. For this type, the writer found some students were careless in writing the negative sentence in simple present tense. They forgot about the rule of the formulation of the sentence, especially for the negative.

Here is the formulation of the negative sentence.

S+Does+not+ V1

Here is some examples of addition which made by the students on writing simple present sentences.

They do not learned english together every Sunday

The student used verb II for the negative sentence, the correct sentence must be *They do not learn english together every Sunday.*

c. Misformation

Misformation error are characterized by the use of the wrong form of the morpheme or structure. For example *They does not learn english together every Sunday.* It should be *They do not learn english together every Sunday.*

d. Misordering

Misordering error are characterized by the incorrect placement of morpheme or group of morphemes in an utterance. For the example *she every month write a latter* it should be *she write a letter every month*.