

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher would report the findings during data collection as in the to answer question. As an endeavor to answer the research question, the findings and discussion of the research will be delivered as follows;

4.1 Research finding

4.1.1 The description and analysis of grammatical errors.

In this section, the analysis of for common errors extracted from students' personal recount text document is presented through a table and figure. Then, few examples from each of the categories are provided.

Table 4.1 Analysis of Common Errors from Students Personal Recount Text Document

No	Types of Errors	frequency	Percent(%)
1	Omission	8	27 %
2	Addition	3	10 %
3	Misinformation	15	50 %
4	Disordering	4	13 %
Total		30	100 %

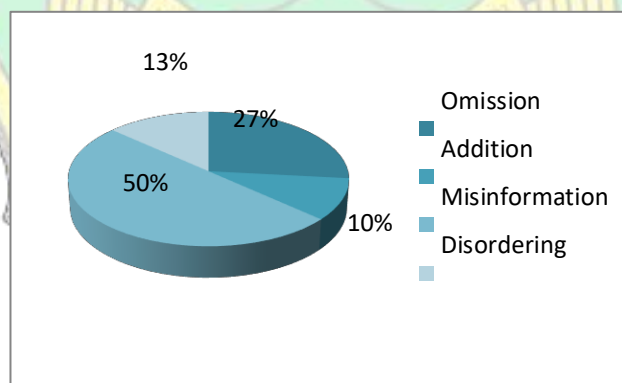


Figure 4.1 The Frequency Percentage for Common Errors from Students' Personal Recount Text Document

As shown in table 4.1, the highest percentage is related to errors in misinformation which is 50% and the lowest is related in addition which is 10%. Other errors from the highest to the lowest are as the following 50% is related in omission 27% , then Disordering 13%.

Future the following elaborated are the example from the errors that students' have in each categories.

Table 4.2 Error in Students Writing

Types of error			Incorrect	Correct
Omission in text	Missing articels		I was late for sleep, because I did the task for tomorrow	I was late for sleep, because I did my task for tomorrow
	Missing preposition		I couldn't swim and only play with the water on shallaw part	I couldn't swim and only play with the water on the shallaw part
	Missing s		we took a tourism bus to go there	we took for a tourism bus to go there
	Missing verb		I looked for some beautiful souvenir at the nearby shop there	I looked for some beautiful souvenirs at the nearby shop there
	Missing subject		I run to bathroom to take a bath	I run to bathroom to taking bath
	Missing verb form		I always went to school by my motorcycle	Who are always asking for an

Types of error		Incorrect	Correct
Missing auxiliary verb		Who are always ask for an answer without trying I saw my teacher has stood in front of the class to teach	answer without trying I saw my teacher had stood in front of the class to teach
Addition in text	Addition of s	Especially in learning Mathematics because all subjects were available	Especially in learning Mathematics because all subjects were available
	Addition of be	I woke up about 6:30 am an the class would be began tenses at 7:00 am	I woke up about 6:30 am an the class would began tenses at 7:00 am
	Addition of singular noun	So, I went to the school by public transportation	So that, I went to the school by public transportation
Misinformation in text	Wrong using capitalization	when she's back on the road that's why she was 50 minutes	When she's back on the road That's why she was 50 minutes
		until even a weak women was killed students at SMKN 1	Until even a weak women was killed students at SMKN 1

Types of error	Incorrect	Correct
	kendari get 3 days off	Kendari get 3 days off
	how to learn Mathematic at the time	How to learn Mathematic at the time
Wrong in using the punctuation	Jammed unlike the usual and she's trapped	Jammed unlike the usual, and she's trapped
Wrong the choosing preposition	At home 1 play my favorite ball	At home, 1 play my favorite ball
	Wayan were being bullied with pour classmates	Wayan were being bullied by pour classmates
	I saw some seagults flew around hunting for finish	I saw some seagults flew around hunting to finish
Wrong the choosing verb form	But, in that day, I forgot where I put the key until even a weak women was killed	But, on that day, I forgot where I put the key until even a weak women were killed
	my neighbor who were also playmates	my neighbor who was also playmates
Wrong structure of V2	because I couldn't swim and only play with the water	because I couldn't swim

Types of error	Incorrect	Correct
Wrong in choosing the articles	I woke up about 6:30 am an the class would be began I entered to my class and of course my teacher was angry to me	and only played with the water I woke up about 6:30 am beside the class would be began I entered the class and of course my teacher was angry to me
Disordering in text	Her tyre got flat Wayan in bulli , the garbage spoon On that day we participated in the game competition at warkop Femo I usually had a breakfast after took a bath	Her tire got flat Wayan in bully , the garbage spoon On that day we participated in the game competition at coffee shop Femo I usually had a breakfast after that

4.2 Discussion

After collecting and analyzing the data, the researcher identified some findings that can be helping students' for learning and teaching English especially for writing subjects. The result of this study showed that students in communication in English can be debilitating the target environment and ultimately the achievement of their educational target.

Based on the result of the research findings whole have been the identification and the discussions which have been presented above, the researcher concludes that there are four kinds of errors which are omission, addition, misinformation and Disordering. The researcher found 8 omissions, 3 additions, 15 misinformation and 4 Disordering. It can be concluded that mostly the students had grammatical errors in their writing in misinformation error 30%. So it can be presented that students made many mistakes in using misinformation as much as 50%, and students made a few mistakes in using additions with a gain of 10%. Meanwhile, in omission students got a value of 27% and in Disordering students made errors as much as 13%.

In addition, most students of the intermediate level made grammatical errors in omission and misinformation of their paragraph writing as Dulaay (1983) said that omission of to be is a common error made by students. Even though those sentences appear without be, article or preposition and still have meaning, the student must use the Grammar correctly or acwwcurately in writing. Most students made grammatical errors in using a preposition, for example, of error in misinformation "I saw some seagulls flew around hunting for finish, it should be "I saw some seagulls flew around hunting to finish. It mostly happened on students' writing.

Considering the amount of misinformation errors that committed by students and the amount of errors in this study, the researcher can conclude that students in this study are not aware of basic rule in writing and they seldom write even in Bahasa Indonesia. This might also happened because the existence of social media. The students frequently communicate with other via social media.

This showed that students' incapability in grammatical rules. This is in line with Sattayatham & Honsa (2007) and Ahmadvand (2008) who assumed that the most common students' mistakes were often incomplete grammatical understanding.

Generally, the results of data analysis showed that the errors made by the participants' are caused by two major sources: i.e., Interlingua errors, which occur as a result of L1 transfer, and intra-lingual errors, which occur due to the lack of L2 knowledge (Kaweera, 2013). The students find more difficulty in learning English patterns that are similar to, but in some way different from patterns of their own language. The key to this problem in the lower level is the fact that they always resort to literal translation before they form English patterns. Put it differently, they translate one language phrase into another word for word (not phrase by phrase).

The results of this study on form errors contradicted those of Shalaby, Yahya, and El-Komi (2009) and Hemchua and Schmitt (2006). In all these studies, the results of lexical errors showed that semantic error was the most common error in students' writing. A possible reason for the difference between the results of this study and other studies may be due to the characteristics of the study participants. Participants in this study have many differences compared to other studies, such as different skill levels, background knowledge, and cultural understanding.

From the results of the presentations that the researcher got by using Dulay's theory (1983) (Omission, addition, misinformation and Disordering) is to identify student grammatical errors. Researcher got 30% grammar errors, it can be said that there are still many students who do not understand writing personal recount text,

but there were higher percentage, that was, 70% of students who understood writing personal recount text.

Error analysis is the process of analyzing mistakes and errors that students make when completing writing assignments due to faults and errors do occur. In accordance with Richards and Renandya (2002, p. 303), writing is without a doubt the hardest ability for L2 learners to master. Writing requires authors, particularly L2 writers, to focus on both higher level organizing and planning skills as well as lower level spelling, punctuation, word choice, and other writing skills. Writing is a complex activity that requires both higher level and lower level planning, generating, and organizing skills.

While L2 writing is challenging, L1 writing is easier for learners to complete and has fewer opportunities for errors and mistakes. L2 English language learners are reluctant writers. In actuality, there are numerous social challenges that English language learners must overcome when writing. In L2 writing, second language competency is typically referred to as mastery of the technical and grammatical features of the target language. According to Richards (1984, p. 189), errors made by second language learners may be crucial for understanding the steps in second language acquisition and, as a result, for the design of a course that incorporates second language psychology. Additionally, Ellis (1994, 51) claimed that error might be recognized as a departure from the norms of the target language. It is crucially to know the differences between mistakes and errors in order to analyze the learner's errors. It is in line with Dulay's statement that (1982, p. 139) a mistake refers to a performance error that is either a random guess or "slip", in that it is failure to utilize a known system correctly. All people make

mistakes, in both native and second even the foreign language particularly EFL students in vocational high school level.

4.3 Implications for Teaching Education Program

Grammar is such an important thing to apply in learning language. Different author will have different term in defining what grammar is. According to Greenbaum & Nelson (2002) grammar refers to the set of rules that allow us to combine words in our language into larger units. Some combinations of words are possible and others are not. Grammar is the central component of a language. It mediates between the system of sounds or of written symbols, on the other hand, and the system of meaning on the other. In the study of language, grammar occupies a central position. It is easy to learn and to use dictionaries by the learners to find the pronunciation, spelling, or meaning of words, but it is still difficult to consult grammar books without considerable knowledge of grammar.

In fact, every language has its own grammar rules. Grammar is a part of language which has to be learned by the learners of a language. Learners have to produce the sentences grammatically so that the sentences or utterances can be delivered well, as well as the writing can be easily understood by the readers.

The learners have to apply the rules of grammar on the sentences they produced. Implicitly, the learners who are good a grammar could probably produce a good writing. It is supported that writing as a productive skill requires the writers have the grammar knowledge when they would like to produce writing. Supported by the explanation above, grammar is such a crucial thing to be learned specially to produce a good writing. The implication of teaching is:

Firstly, grammar can develop students' writing skills, students can develop ideas or ideas that form a good paragraph and students know the criteria steps to make writing. Writing can monitor students' understanding of many things and is the most comprehensive mode of learning because students are required to be able to observe, collect data, analyze, predict possibilities, and speculate.

Secondly, when writing students will be provoked to do research, also add and learn new vocabulary. Meanwhile, to finish writing, students are required to think systematically and structurally. These things play a role in the development of children's intelligence, improve verbal skills, and support their academic performance because the world of school is never separated from writing activities.

The last, writing challenges students to link old knowledge with new knowledge. As a learner, a student must already know something. No matter how small, that knowledge can be used as capital for writing. When they are challenged to write, they are challenged to dig more about the knowledge they have. This is where the activity of linking new knowledge with old knowledge occurs.

