

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the research findings and discussion.

4.1 Findings

Based on the results of the data analysis, these findings can answer the problem formulation written in the first chapter. First finding contains types of errors in using simple past tense in recount texts committed by ninth-grade C students at SMPK St. Familia Kupang. The writer found that students committed four types of errors: omission, addition, misformation, and misordering. Second finding presents evidence of the most dominant errors made by students in recounting texts.

4.1.1 Types of Errors

This research focuses on analysis of a taxonomy of errors compiled by Dulay et al. (1982), namely the surface strategy taxonomy. Analysis results show that the four types of errors included in this taxonomy were found in a recount text written by ninth-grade C students of SMPK St. Familia Kupang.

The results of the students' error analysis can be displayed in the following Table.

Table 4.1: The Types of Error Made By the Students

No	Types of Errors	Frequency of Errors	Percentage %
1	Omission	30	37%
2	Addition	7	8%

3	Misformation	39	47%
4	Misordering	6	7%
Total		82	100%

Based on the table, it is seen that omissions (Om) are 30 (37%), Additions (Ad) are 7 (8%), Misformations (Mf) are 39 (47%), and Misorderings (Md) are 6 errors (7%). The total number of erroneous sentences found is 82 errors.

4.1.1.1 Omission

There are three categories of errors of omission found by the researcher. There were the omission of the verb regular past marker, omission of be, and omission of the subject. This type of error includes deletions of subjects and omissions of past simple verbs. In the past, simple negligence was the first form of negligence. In these errors, students fail to add the standard simple past tense marker, -ed, to the verb. The writer explained these errors in Table 4.1: Omission of Regular Past Markers (-ed).

Table 4.1: Omission of Regular Past Marker: -ed

Code	Error Identification	Error Correction
S3	We planning go to the pool	We planned to go to the pool
S4	I help my family	I helped my family

S5	We performance two songs	We performed two songs
S6	I just stay at home	I just stayed at home
S7	Assistid by my brother	Assisted by my brother
S9	My uncle and aunt look me	My uncle and aunt looked at me
S10	I cleaning my bedroom.	I cleaned my bedroom.
S11	We arrive	We arrived
S12	I hope	I hoped
S13	He help me	He helped me
S14	My friends playing football	My friends played football
S15	My friends dance	My friends danced
S16	I cleaning my bedroom	I cleaned my bedroom
S18	We fill up	We filled the tank
S19	We stay at uncle's house	We stayed at uncle's house
S20	We last study	We studied last night

The writer found 16 omissions of regular past marker-ed, which are presented in Table 4.1. Verbs are used to describe something or an action. In the simple past tense, the verb used is the second form of the verb (V2). For regular verbs, add the ending -ed to the basic form. From the sentence in Table 4.1, the students omitted suffix-ed in past regular verbs. One example is in the sentence that is done (S3): “We planning go to the pool.” In this sentence, the student used “Planning” instead of “Planned.” Then “*planning*” in this sentence is an error. It should be that “We planned to go to the pool.”

Another example is in a sentence (S5): “We performance two songs.” In this sentence, the student used the noun “Performace.” It so meant the verb “Perform.” It should be that “We performed two songs.” The other example is in the sentence (S7): “Is assist by my brother.” In this sentence, the student did not add-ed to the verb *assist* it should be “is assisted by my brother.” The last example is in the sentence (S14): “My friends playing football.” In this sentence, the student is “*Playing*” not “Played.” Thus, an error. It should be “My friends played football.”

Table 4.2: Omission of To Be

Code	Error Identification	Error Correction
S4	I very happy because was able to help them	I was very happy because I was able to help them
S5	We able to show our best, and in the end, we got the prize.	We were able to show our best, and in the end, we got the prize.

S8	I and my family so happy because birthday party fluent.	My family and I were so happy because the birthday party was fluent.
S11	I very happy because I can enjoy the beach with my family	I was very happy because I could enjoy the beach with my family.
S12	I happy because my sister and brother give surprise for me.	I was happy because my sister and brother gave surprise for me.
S13	We so happy because we get at for the work test	We were so happy because we got ready for the work test.
S15	He very happy because	He was very happy because
S19	I very happy because this was my first time going to Bali.	I was very happy because this was my first time going to Bali.

There are eight omissions of to be in the sentences, as presented in Table 4.2. To be is an essential component in English sentences because to be (is, am, are, was, were) is, if necessary, must be present in a sentence. All sentences in table 4.2 are considered errors because *to be* is omitted. For example, in a sentence (S8), the student wrote: "I and my family so happy because birthday party* fluent." This sentence has a subject and complement, but there is no "be" that is "were." It is because "were" is omitted. The presence of "were" before the complement will make the sentence correct.

Table 4.2: Omission of Subject

Code	Error Identification	Error Correction
S1	Went straight to sleep because was very tired	I went straight to sleep because I was very tired
S3	Before later planning went to the pool	Before, we went to the pool
S4	I am very happy because was able to help them.	I was very happy because I was able to help them.
S5	Even though practic for only a few days,	Even though we practiced for only a few days,
S11	take a group photo	We took a group photo
S19	After a few days there returned to Kupang.	After a few days there, we returned to Kupang.

The third kind of omission is the omission of the subject. The writer found six errors in the sentences' omission of the subject, presented in Table 4.2. From the sentence in Table 4.2, the student omitted the subject to complete the sentence. For example, in the sentence (S1), the student wrote: "*Went straight to sleep because I was very tired.*" It should be: "*I went straight to sleep because I was very tired.*" Another example is found in a sentence (S11): "*took a group*

photo.” It was an error because the student did not put the subject in front of the sentence. It should be changed to “*We took a group photo.*”

4.1.1.2 Addition

The writer found one error in addition, namely the addition of verbs. This error showed the unnecessary verbs that must not appear in the sentences. The writer explained those errors in Table 4.3 Addition of Verbs.

Table 4.3: Addition of Verbs

Code	Error Identification	Error Correction
S1	I also wake up in the evening, don't forget I eat and do my homework.	At night I did not forget dinner and did my homework.
S3	Before we later planning went to pool.	Before we planned to go to the pool.
S5	Last year I started and stoped joining this extracurricular.	I stopped participating in these extracurriculars last year.
S6	After that my family go back to home.	After that, my family went home.
S8	I make cookies and cakes with my sister.	I made some cookies with my sister.

S13	After that me and my friends go to school we go to teacher to asumble the work.	After that, my friends and I went to school, and we met the teacher to collect work.
S20	We went to study at night and where go to home.	We went to study at night.

From Table 4.3, the writer found seven sentences with the addition of verbs in which the students added unnecessary verbs to the sentence. For example, in a sentence (S1), the student wrote: “I also wake up in the evening don’t forget I eat and do my homework.” in this sentence, the student added the unnecessary verb “*I also wake up,*” so that, the sentence must be simplified to “*At night I did not forget dinner and did my homework.*” Another example is in the sentence (S3): “Before we letter planning went to pool.” That sentence is same as the first example; the student added the unnecessary verb “*latter planning,*” so that the sentence must be simplified to “Before we went to the pool.”

4.1.1.3 Misformation

There were four types of misformation found by the writer. They were the misformation of to be: was/were, the misformation of irregular past verbs, the misformation of regular verbs, and the misformation of to do: did/did not. The writer explained those errors in Table 4.4: Misformation of to be: was/were.

Table 4.4: Misformation of To Be: Was/Were.

Code	Error Identification	Error Correction
S2	It is a nice Sunday morning	It was a nice Sunday

S4	My parents are very happy	My parents were very happy
S5	We is able to show our best and in the end we got the prize.	We were able to show our best, and in the end, we got the prize.
S7	Everything is easy	Everything was easy
S8	I and my family are so happy I because the birthday party was fluent.	My family and I were so happy because the birthday party was fluent.
S11	The day is nice and sunny with blue skies and a gentle breeze.	The day was nice and sunny, with blue skies and a gentle breeze.
S12	And the followers is my uncle, aunty, sister, and brother	The participants were my uncle, aunty, sister, and brother.
S13	We are so happy	We were happy.
S15	The birthday party are very busy	The birthday party was very busy.
S17	After we are in Sumba	After we were in Sumba.
S18	My friend and I is worried	My friend and I were worried.
S20	It's so tired	It was tired.

The writer found 12 sentences with misformations of To Be: Was/Were, presented in Table 4.4. From the sentence in table 4.4, the students made errors in the misformation of *be*. For example, in sentence (S8), the student wrote: “*I and my family are happy.*” The use of be “are” in the sentence is inappropriate because the subject “I and family” has experienced this in the past. Therefore, “are” should be changed to “were” since the subject is plural. Another example, is in the sentence (S12): “*And the followers is my uncle, aunty, sister, and brother.*” That sentence is the same as the first example; the students still used the present tense in the form of the past tense, it used “is” for a singular subject. It should use “were” to refer to past activity.

Table 4.5: Misformation Irregular Past Verbs.

Code	Error Identification	Error Correction
S1	We also get food, little pastries and soft drinks.	We also got food, like little pastries and drinks.
S2	I go to Lasiana beach and we saw a very beautiful sunset.	I went to Lasiana Beach, and we saw a gorgeous sunset.
S3	After that, we take a shower and go to home.	After that, we took a shower and went home.
S4	I going to so'e to met my family.	I went to Soe to meet my family.
S5	we get the prize.	We got the prize.

S6	After that, my family go to sea and see the sunset, and ate beard and drank milk, after that my family go back to home.	After that, my family went to the sea and saw the sunset, ate bread and drank milk, after that my family went home.
S8	I make cakes with my sister	I made cakes with my sister
S9	I have visited grandparent's house so many times.	I had visited my grandparent's house so many times.
S10	On holydays, I wake up in 5 A.m.	On holidays, I woke up at 5 a.m.
S11	When we get there, my sister and I head to the beach, while my father and mother look for a place to take shelter. The day is nice and sunny with blue skies and a gentle breeze. My sister and I also swim while playing with the water.	When we got there, my sister and I headed to the beach while my father and mother looked for a place to take shelter. The day was nice and sunny, with blue skies and a gentle breeze. My sister and I also swam while playing in the water.
S12	But I happy because my brother and sister give surprise for my birthday.	But I was happy because my brother and sister gave a surprise on my birthday.
S13	My father come to help me and my friends to finish the work.	My father came to help me and my friends to finished the work.

S14	When I got home I take a shower and have dinner with my family.	When I got home, I took a shower and had dinner with my family.
S15	After dinner we sing and dance .	After dinner, we sang and danced .
S16	In holiday I wake in 5 a.m and I cleaning my bedroom.	On holiday, I woke up at 5 a.m. and cleaned my bedroom.
S17	we packed up the things we bring .	we packed up the things we brought .
S18	We ate and take photos.	We ate and took photos
S19	The next day we went to the beach and take photos there.	The next day we went to the beach and took photos there.
S20	After school my friends usually come to my house to study.	After school, my friends usually came to my house to study.

Misformation of verbs happens when the students use incorrect structures or morphemes in a sentence. There are 19 misformation verb errors in the table above. For example, in sentence (S1), the student wrote: “We also **get** food, little pastries and soft drinks.” The structure of this sentence is incorrect because this sentence happened in the past, so the verb for “*get*” should be “*got*.” Another example is found in the sentence (S4), the student wrote: “I **going** to so’e to meet my family.” The structure of this sentence is incorrect because this sentence happened in the past, so the verb for “*going*” should be “*went*.” Another example is in the sentence (S12):

“But I happy because my brother and sister **give** surprise for my birthday.” The structure of this sentence is incorrect because this sentence happened in the past, so the verb for “give” should be “gave” because it happened in the past. The other example is in the sentence (S16), where the student wrote: “In holiday I **wake** in 5 a.m and I cleaning my bedroom.” The structure of this sentence is incorrect because this sentence actually happened in the past, so the verb for “wake” should be changed into past tense “woke” because it happened in the past. Therefore, the students have to be concerned about the types of text to decide the tense that will be used in order to avoid errors.

Table 4.6 Misformation of Regular Verbs.

Code	Error Identification	Error Correction
S7	When I help mom I make the cake to long the cake is burnt . Mother scoled me and told me to repet making cakes from serath.	When I helped my mother, I made the cake until it burned . Mom scolded me and told me not to make any more.
S12	And the night my parent throw mini party in my home and the followers is my uncle, aunty, sister, and brother.	At night, my parents held a small party at home, which was attended by my uncle, aunt, and brother.
S16	In holiday I wake in 5 am and I cleaning my bedroom. After clean my room and I with my friends we go to she home to play mobile legend and we fell happy.	On holiday, I woke up at 5 a.m. and cleaned my bedroom. After cleaning my room, I went to my friend's house to play Mobile Legends, and we felt happy.

The writer found three misformations of regular verbs, which are presented in Table 4.6. For example in the sentence S7. The student wrote “When I **help** mom I make the cake to long the cake is **burnt**. Mother scoled me and told me to repet making cakes from serath.” In this sentence, the students did not ass-ed at the end of the sentence, which is fount in the words “*help and burnt,*” so the sentence is incorrect.

Table 4.7 Misformation of To/Do: Did/Did Not.

Code	Error Identification	Error Correction
S6	Do my usual activities	Did my usual activities
S7	Do my usual activities	Did my usual activities
S11	The journey don't take up to an hour.	The journey did not take up to an hour.
S12	My parents don't give the time for me.	My parents did not give me time.
S20	My friends and I do my homework.	My friends and I did my homework.

The writer found five misformations of To/Do: Did/Did Not, which are presented in Table 4.7. For example in the sentence (S6), the student wrote: “**Do** my usual activities”, and in the sentence (S12): “My father **don't** give the time for me.” The used of “*do*” in the first clause should be changed into past tense because the form of the sentence is past tense. The second clause, to/do “*don't*” should be in past form because it explains the action in the past.

4.1.1.4 Misordering

Table 4.7 Misordering of Errors Occurred.

Code	Error Identification	Error Correction
S1	Coming home from church, I immediately went home and changed clothes. After changing my clothes went straight to bed because I was still tired. I also wake up in the evening don't forget I eat and do my homework.	After church, I went straight home and changed clothes. After changing clothes, I went to bed because I was still tired. I also wake up at night, do not forget to eat and do my homework.
S5	Last year I started and stoped follow this ekstrakulikuler.	I stopped participating in these extracurriculars last year.
S11	Last week, I went to Beach Tablolong with my family	Last week, I went to Tablolong Beach with my family
S15	Last week im go to my friend's birthday party, when I arrived at my friend's house, I and my friends dance until morning.	Last week I went to my friend's birthday party, when I arrived to my friend's house, my friends and I danced until morning.
S19	Holiday yesterday is the most enjoy holiday for me.	Yesterday's holiday was the most enjoyable holiday for me

S20	In holiday, I'm and my friends go to my homework we last to study at night.	On holiday, my friends and I did the homework that we last studied in the evening.
-----	--	--

Misordering errors occurred when the student made the incorrect placement of a morpheme or a group of morphemes in an utterance. In this research, the writer found a sixth misordering, presented in Table 4.7. For example (S1), the student wrote: “*Coming home from church, I immediately went home and changed clothes. After charging my clothes went straight to bed because I was still tired. I also wake up in the evening don’t forget I eat and do my homework.*” This sentence looks like a word-for-word translation from the first language, it should be changed to “After church, I went straight home and changed clothes. After changing clothes, I went to bed because I was still tired. I also wake up at night, do not forget to eat and do my homework,” because the structure placement in an utterance is different from the first language. Another example is in the sentence (S11), the student wrote: “Last week I went to beach Tablolong with my family.” In this sentence, the student made an incorrect placement of the morpheme, it should be “Tablolong Beach.” Another example is in the sentence (S20). “*In holiday, I’m and my friends go to my homework we last to study at night.*” This sentence looks like a word-for-word translation from the first language. It should be changed to “On holiday, I and my friends do homework that we last studied in the evening” because the structure placement in an utterance is different from the first language. Modifiers in English include adjectives and adverbs, while the head is a word, or clause functions as an adjective or adverb to qualify the meaning of the word group. In English, the modifier specifies the head because there is a relationship in the meaning. It can be concluded that the rules of sentences in the first language are still used by the learners, and they are considered errors.

4.2 Discussions

There were 82 errors occurred in types of errors found on recount text made by ninth-grade C students of SMPK St. Familia Kupang. Four types of errors based on surface strategy

taxonomy by Dulay et al. (1982). Appear in this recount text there are omission, addition, misformation, and misordering. Those errors occurred in some kinds of cases, such as the omission of *regular past marker-ed*, omission of *be*, and omission of *the subject*, the addition of *verbs*, the misformation of *to be: was/were*, misformation of *irregular past verbs*, and misformation of *to/de: Did/Did Not*, and the misordering of *errors occurred*. All of them are found in the recount text.

The total number of errors is 82. The writer found misformation as the most dominant errors in recount text. There were 39 errors of misformation (47%). It is followed by errors of omission in the second position with 30 errors (37%), then assition in the third position with 7 errors (8%), and the last position is misordering with 6 errors (7%).