CHAPTER IV

REPORT OF RESEARCH RESULT

A. Description of Research Location

1. Brief History of MAN 2 Model Banjarmasin

The research has been done at Madrasah Aliyah Negeri (MAN) 2 Model Banjarmasin. MAN 2 Model Banjarmasin is one of the Islamic education institutions under shelter of Religion Department. This Madrasah was initially PGAN six years ago located in the Mulawarman complex, which is then converted into Madrasah Aliyah with the Minister of Religious Affairs Decree RI No. 64, April 25, 1990. Because the location in Mulawarman was too narrow and could not be developed, then in 1984 relocated to the Pramuka street Km.6. With the growing demand for quality improvement of Madrasah, then through a decision of the Director General of Islamic Institutional Number E.IV/PP.00.6/KEP/17.A/1998 dated 20 February 1998 MAN 2 Model Banjarmasin processed into MAN 2 Model for the region of South Kalimantan, with statistical number NSM 311 637 202 074.

On February 25, 2005 Madrasah Accreditation has been carried out by the Accreditation Board of Madrasah in South Kalimantan Province (Ministry of Religious Affairs of the Republic of Indonesia Regional Office of South Kalimantan Province) Accredited rated A (Very Good/Excellent)

by Madrasah Aliyah Charter Accreditation Number: A/Kw.17.4/4/PP.03.2/MA/08/2005.

During some periods until now MAN 2 Model Banjarmasin has consecutively led or headed by seven headmasters. Description of Headmasters at MAN 2 Model Banjarmasin can be seen in the appendix. In general, the physical condition of the buildings of MAN 2 Model Banjarmasin is good and the construction is permanent.

2. School Facilities

The school has good facilities for supporting the teaching and learning process and achieving its educational goal. Description of its facilities can be seen in the appendix.

3. Description of the Teachers, Administration Staff and Students

a. Teachers

There are 58 teachers who have responsibilities for teaching, learning and educational activities in accordance with their respective skills and expertise. One takes position as the headmaster and the others are permanent and impermanent teachers. From the description, it is known that there are five English teachers at MAN 2 Model Banjarmasin. Description of the English teachers can be seen in the appendix.

b. Administration Staffs

The administration staffs of MAN 2 Model Banjarmasin, in academic year 2010 – 2011, are ten people. For further description it can be seen in the appendix.

c. Students

The number of students at MAN 2 Model Banjarmasin in academic year 2010 – 2011 is 768 students. They are divided into 22 classes. Class X consists of eight classes, class XI consists of seven classes, and class XII consists of seven classes. There are 282 students at the tenth grade, 251 students at the eleventh grade, and 235 students at the twelfth grade. The details to explain the description of the students at MAN 2 Model Banjarmasin can be seen in the appendix.

B. Result

The source of the data of this study was the recount paragraph written by the second grade students of Language class at MAN 2 Model Banjarmasin. The students' tasks were done in the classroom with a theme given by the writer, i.e.: Unforgettable Moment. In this case, the students had different titles in their recount paragraph, for instance; My Sweet Story, The Accident, The Unforgettable Performance, Happy Holiday, Memories of Boarding School, Vacation, The Bad News, Traditional Market, Happy New Year, The Batakan

Beach, etc. Based on the data, most of errors in recount paragraph made by 38 students of MAN 2 Model Banjarmasin are 671 occurrences of all kinds of errors.

1. **Types of Errors**

As described previously, the subject is recount paragraph writing, the writer found that the subject of the study produced errors. Each error then was classified into its type. In this case, i.e; errors of omission, addition and misformation.[39] Besides, the writer also focused on the types of error in the transitional signal, punctuation, and capitalization rule. In this study, there are 671 errors and the percentages of the types of errors are shown in the table below;

Table 4.1. The Percentage of Occurrences of Each Errors' types

No.	Types of error	Number	Percentage
1.	Omission	101	15,0%
2.	Addition	82	12,2%
3.	Misformation	285	42,6%
4.	Transitional Signal	42	6,2%
5.	Punctuation	62	9,2%
6.	Capitalization	88	13,1%
Total		**671**	**100 %**

From the table above, it could be seen that there are six types of errors; error of omission, addition, misformation, transitional signal, punctuation, and capitalization. There were 671 occurrences of all errors' types. Within those types of error, the highest proportion was placed by the errors of misformation which occurred 285 times out of 671 errors or 42,6%.

---

[39] Dulay, *Language Two*, (New York: Oxford University Press, 1982), pp. 146-170

Then, it was followed by the errors of omission which occurred 101 times out of 671 errors or 15,0%. The next was the errors of capitalization that occurred 88 times out of 671 errors or 13,1%. Then, it was followed by the errors of addition which occurred 82 times out of 671 errors or 12,2%. Then, it was followed by the errors of punctuation which occurred 62 times out of 671 errors or 9,2%. The lowest frequency was the errors of transitional signal which occurred 42 times out of 671 errors or 6,2%. The examples of students' errors on each type in terms of each tense would be described below. Here, the writer compared between constructed sentences in the target language and the original sentences made by the students to identify which type the errors belong to.

a. Errors of Omission

These types of errors are characterized by the absence of one or more items that must appear in well-formed sentence. These errors are indicated by the absence of grammatical morphemes in a certain construction where they are fairly required. There are 101 errors in this type. It is shown in the table below;

Table 4.2. The Percentage of Errors of Omission in each Kind of Errors

No	Errors (x)	F	f.x	Percentage
1.	1	7	7	6,9%
2.	2	4	8	7,9%
3.	3	2	6	5,9%
4.	4	3	12	11,9%
5.	5	6	30	29,7%
6.	8	3	24	23,8%
7.	14	1	14	13,9%
Total			**101**	**100%**

The table above shows that there are seven students make one error and only one student makes fourteen errors in omission. The students use the wrong verb in their sentences *"All of student in Laboratory so scared"*. It should be *"All of student in Laboratory were so scared"*. They forgot to write *be (were)* in the sentence. It happens because they cannot differentiate between adjective and verb as in the sentence above. Moreover, some students say that they are confused about the English rules which are more complicated than Indonesian because of the different concepts of tenses between English and Indonesian.

Another error was found in the sentence "We visit our friends in Darul Hijrah". This sentence is wrong because the student misuses the verb form. It should be "We visited our friends in Darul Hijrah". Here, the students use the verb *visit* it should be *visited*. It is similar to the sentence "when we walk into class" from those sentences, it can be seen that students use simple present tense instead of simple past tense. The verbs *visit* and *walk* must be changed into past verb, i.e.; *visited* and *walked*. Thomson and Martinet state that the simple past tense in regular verbs is formed by adding -e*d* or *–d* to the infinitive[40].

b. Errors of Addition

Errors of addition are characterized by the presence of an item that must not appear in well- formed sentences. There were 82 errors in this type, it is shown in the table below;

---

[40] A. J. Thomson and A. V. Martinet, *A Practical English Grammar*, (Hongkong; Oxford University Press,1986), p. 161

Table 4.3. The Percentage of Errors of Addition in each Kind of Errors

No	Errors (x)	F	f.x	Percentage
1.	1	6	6	7,3%
2.	2	8	16	19,5%
3.	3	8	24	29,3%
4.	4	3	12	14,6%
5.	5	1	5	6,1%
6.	8	1	8	9,8%
7.	11	1	11	13,4%
Total			**82**	**100%**

The table 4.3 above shows that there are six students make one error and only one student makes eleven errors in addition. Some students still make errors of addition. It shows that students use the wrong verb in their sentences. In sentence "The morning was came" is wrong because the students use two marks in the sentence. It should be "The morning came". Here, the students use the verb *was came* for *came*. It is similar to the sentence "I tried to opened the door". It should be "I tried to open the door". From those sentences, it can be seen that some of students made errors of addition in the Simple Past Tense, it was marked by the incorrect use of past verbs of "was and came" and past marker of "– ed" in a sentence.

Another error of addition is in the sentence "I was decide to sit beside my friend" it is incorrect because students used the wrong form of the verb. It should be "I decided to sit beside my friend."

c. Errors of Misformation

Misformation errors are characterized by the use of the wrong morpheme or structure. Generally, in this kind of errors, the students often

applied something in their utterances although it was incorrect. There are

285 errors in this type. It is shown in the table below;

Table 4.4. The Percentage of Errors of Misformation in each Kind of Errors

No	Errors (x)	F	f.x	Percentage
1.	1	1	1	0,4%
2.	2	3	6	2,1%
3.	3	5	15	5,3%
4.	4	6	24	8,4%
5.	5	3	15	5,3%
6.	6	6	36	12,6%
7.	7	2	14	4,9%
8.	10	1	10	3,5%
9.	12	2	24	8,4%
10.	13	3	39	13,7%
11.	14	1	14	4,9%
12.	15	1	15	5,3%
13.	16	1	16	5,6%
14.	18	11	36	12,6%
15.	20	1	20	7,0%
Total			**285**	**100%**

The table above shows that there is one student makes one error

and one student makes twenty errors in misformation. The students use the

wrong form of the verb in their sentences. The sentence "I swemmed in the

water pool" is wrong because the student used a regular past marker (-ed)

in place of irregular one to form past verb. It should be "I swam in the

water pool". Here, the students use the verb *swimmed* for *swam*. It is

similar to the sentence "Last month, I go to Batakan *Bech*". It should be

"Last month, I went to Batakan *Beach*". From those sentences, it can be

seen that students tend to use simple present tense instead of simple past

tense. Thomson and Martinet state that the simple past tense in regular

verbs is formed by adding -e*d* or –*d* to the infinitive[41]. Some students still make errors in using those verbs. It happens because students are confused in using the regular verbs of simple past tense in their sentences. Moreover, some students say that they are confused about the English rules which are more complicated than Indonesian because of the different concepts of tenses between English and Indonesian.

Another example of misformation error is in the sentence "They are talking about sports when I met them". The verb "are" is incorrect because students used the wrong tense. It should be "They were talking about sports when I met them". According to Fuad Mas'ud the verb tense may indicate whether an activity has been completed, has extended over a period of time, or still in progress in order to denote time relationships[42]. That is why students must use the past continuous or progressive tense for events that name completed in the past time. However, students still make errors in using this tense in their sentences. That is, the students use *are* instead of *were* in the past continuous tense. It is similar to the sentence "We are planning to go to Martapura City". It should be "We were planning to go to Martapura City.

Moreover, based on the students' writing, there are many errors of misformation. It is because some students still do not understand in applying the sentence. For instance, "My mom just smile to looked it". It is incorrect because the student use the wrong form of the verb from *looked*

---

[41] *Ibid.*
[42] Fuad Masud, *Essential of English Grammar*, (Yogyakarta: 1987), p. 37

become *look*. It should be "My mom just smile to look it". It happens because students still do not understand in using the present tense.

d. Errors of Transitional Signal

Transitional signals can be compared to traffic signs. They are words that tell you to go forward, to turn, to slow down and to stop. They help the reader when you are giving a similar idea, an opposite idea, an example result, or a conclusion. In this study, there are 42 errors of Transitional Signal. It is shown in the table bellow;

Table 4.5. The Percentage of Errors of Transitional Signal in each Kind of Errors

No	Errors (x)	F	f.x	Percentage
1.	1	9	9	21,4%
2.	2	5	10	23,8%
3.	4	2	8	19,0%
4.	6	1	6	14,3%
5.	9	1	9	621,4%
Total		**42**		**100%**

The table 4.5. above shows that there are nine students make one error and only one student makes nine errors in transitional signal. The students use the wrong transitional signal. In sentence "We also brought many foods from home. it was like fast food, nugget, fried chicken, pecel, etc ". it should be "We also brought many kinds of foods from home. For instance fast food, nugget, fried chicken, pecel, etc". It is a wrong sentence because the student made written transitional signal errors of word that show illustration. Transitional signal *It was like* should be *for instance.* It

happens because students are confused in using the transitional signal in the word that shows illustration.

e. Errors of Punctuation

Punctuation will tell the reader when to stop or change the interpretation of paper. Punctuation helps to make sentence content clear to the reader. Proper punctuation helps the reader understands the sentence-part relationships that the writer wants to convey. In this study, there are 62 errors of punctuation. It is shown in the table bellow;

Table 4.6. The Percentage of Errors of Punctuation in each Kind of Errors

No	Errors (x)	F	f.x	Percentage
1.	1	7	7	11,3%
2.	2	9	18	29.0%
3.	3	3	9	14,5%
4.	4	3	12	19,4%
5.	5	2	10	16,1%
6.	6	1	6	9,7%
Total			**62**	**100%**

Table 4.6 shows that students make errors of punctuation. There are seven students make one error and only one student makes six errors in punctuation. For instance, the sentence "Luckily my grandma bought some foods from home so we could eat until stuffed", should be "Luckily my grandma bought some food from home, so we could eat until stuffed ". It is a wrong sentence because the student made written punctuation error. The students should add comma before the conjunction so that separates two independent clauses. It happens because students are confused in using the punctuation of the comma. Other students say that they cannot use the punctuation well.

f. Error of Capitalization

The capitalization is used in the first words in sentences, personal names, place names, etc. In this study, there are 88 errors of the capitalization. It is shown in the table bellow;

Table 4.7. The Percentage of Errors of Capitalization in each Kind of Errors

No	Errors (x)	F	f.x	Percentage
1.	1	5	5	5,7%
2.	2	5	10	11,4%
3.	3	2	6	6,8%
4.	5	1	5	5,7%
5.	7	3	21	23,8%
6.	11	1	11	12,5%
7.	15	2	30	34,1%
Total			**88**	**100%**

The table 4.7. above, shows that students make errors of capitalization rules. There are five students make one error and two students make fifteen errors in capitalization. In sentence "we returned to **ufik futsal** to play futsal. **at** night we back home". it should be "We returned to **Ufik futsal** to play futsal. **At** night we back home". The sentence "In Takisung **BeacH**, I played water, wave and made name from the sand". It should be "In Takisung **Beach**, I played water, wave and made name from the sand". It is wrong sentence because the students made written capitalization errors in the first letter and the last letter of word **Beach**.

Based on the result, it can be noted that most of the students make six types of errors in writing composition, i.e.; transitional signal, punctuation, capitalization, omission, addition and misformation. From six types of errors the highest error is misformation and the lowest is transitional signal.

2. **Causes of Errors**

There are some causes of errors that happen in paragraph writing; over generalization, ignorance of the rule restriction, incomplete application of rule, and false concept hypothesized. Below is the result of interview with 38 students. There are 46 statements about the causes of the errors in writing recount paragraph.

Table 4.8. The Percentage of Occurrence of Each Errors' Causes

No.	Causes of error	Frequency	Percentage
1.	Over Generalization	21	45.7%
2.	Ignorance of the Rule Restriction	9	19.6%
3.	Incomplete Application of Rule	11	23.9%
4.	False Concept Hypothesized	5	10.9%
	Total	**46**	**100 %**

From the table above, it could be seen that there are four causes of errors, i.e.; over generalization, ignorance of the rule restriction, incomplete application of rule, false concept hypothesized. There were 46 expressions. Within those causes of error, the highest proportion was placed by the causes of over generalization which occurred 21 times out of 46 expressions of the

causes of errors or 45.7%. Then, it was followed by the causes of errors of ignorance of the rule restriction which occurred 11 times out of 46 expressions of the causes of errors or 23.9%. The next was the causes of errors of incomplete application of rule that occurred 9 times out of 46 expressions of the causes of errors or 19.6%. The lowest frequency was the causes of errors of false concept hypothesized which occurred 5 times out of 46 causes of errors or 10.9%.

a. Over Generalization

The learner has the tendency to simplify the formations or the rules of the target Language. It seems that the learner tends to use the simple rules to generalize the other uses.

The students' causes of errors were over generalization in which the students tended to use the simple rules to generalize the other uses and to apply the previous strategies of the target language in the new situation, so that it leads them to create a new deviate structure on the basis of his expression of other structure in the target language. The examples were as follow;

- the morning was came. ➤ (It should be *the morning came*.)

- He come when I was eating.➤ (It should be *He came when I was eating*.)

- We would spent our holiday. ➤(It should be *We would spend our holiday*)

In the first example above, it was clear that the students produced the error of addition in using past tense. The students produced the error by inserting past double markers in the same place in a sentence i, e. they

added double insertion of past verb "was and came" in a sentence. Thus, they had over generalized the use of past markers of "was and came" in constructing the past sentence. The error of the second sentence was caused by over generalization in which the student generalized the use of "come" it should be "came". While, in the last sentence, the error was caused by overgeneralization in which the student did inappropriate construction of past verb to form past sentence where as they must not use it since the modal of "would" itself has already past meaning. As stated by Fuad that *would* is used to express an action that repeated regularly in the past[43].

Moreover, some students say that they cannot apply grammar in the writing composition well, especially in the transitional signal, punctuation, capitalization, omission, addition, misformation and the Tenses.

b. Ignorance of Rule Restriction

It is still closely related to over-generalization. In this case the learner violets the restriction of existing structure that is the application of rules to the context where they do not apply.

According to Ricard, ignorance of rule restriction covers the failure to observe the restriction of existing structures, which is the application of rules to the context where they do not apply[44]. In this case,

---

[43] Fuad Masud, *Op. Cit.*, p. 104

[44] *Ibid.*, pp. 174-181

most students failed to apply the rules correctly. As in the following examples;

- I was very happily. ➤ (It should be *I was very happy*.)

- I try to opened the door. ➤ (It should be *I tried to open the door*.)

In the first sentence above, the students' error were caused by the ignorance of rule restriction in which the students applied the adverb marker of – ly in the place where it should not be applied. According to Drs. Ahmad Kardini, adverbs are often formed by adding – ly to an adjective[45]. It is true, but in this case, the adjective of "happy" do not have–ly after the word of "very". Thus, the student produced an error when they put the adverb marker –ly in an adjective of "happy". Then, the second sentence in the example above shows the student's error of misformation in the past tense. In this case, the error was indicated by the use of wrong morpheme and the alternation items of tenses. Here, the student applied inappropriate verb construction by using past verb after *to infinitive* and using basic form of the verb in the place of past verb. According to this case, Desy stated that simple past tense is made of S + Verb 2 + Object[46]. It was clear that the student's writing contained an error since he did not apply the correct rules of the past tense.

Moreover, some students say that they are confused about the English rules which are more complicated than Indonesian because of the different concept of tenses between English and Indonesian.

---

[45] Akhmad Kardini, *Smart English Grammar*, (Pustaka Pelajar, 2005), p.111

[46] Desy Anwar, *Kamus Lengkap 1 Milliard*, (Surabaya: Amelia, 2003), p. 357

c. Incomplete Application of Rule

Here, the students failed to learn the more complex type of the structure to create an acceptable utterance so that error was produced. The following written examples are produced by the students;

- I was surprise because it nice place. ➔ (It should be *I was surprised because it was nice place.*)

- Although we tired but we felt happy. ➔ (It should be *Although we were tired but we felt happy.*)

- When I was enjoy the game, suddenly my father called me. ➔ (It should be *When I was enjoying the game, suddenly my father called me.*)

In the first and second examples above, the students produced the errors of omission in using past tense. In this case, A. Kardini stated that regular verbs form the past tense by simply adding –d or –ed to the infinitive[47]. Therefore, when the student omitted the past tense marker of –ed to form past verb like on the first example above and the past be "were" as in the third example above in creating past utterances, their utterances were completely wrong. They must obey the rules or pattern of the past tense if not, their utterances would completely contain errors, so that it would be difficult to identify whether the utterances they produced referred to the present or past events.

The students' errors above were only caused by incomplete application of rules. It means that the students tended to form sentences

---

[47] Akhmad Kardini, *Op.Cit.*, p. 31

incompletely because of their incomplete knowledge of the target language.

d. False Concept Hypothesis

False concept hypothesis is caused by the faulty comprehension of distinction in the target language. The form was, for example, may be interpreted as a marker of the past tense. In this case, the students might feel that they applied the correct form in their writing, where as they failed to understand the correct construction in applying tenses. The examples were as follow;

- The morning was came. ➔ (It should be *The morning came*.)

- She is comes to my house. ➔ (It should be *She comes to my house*.)

In the first sentence above, the students had already known that the marker of "was" is past verb marker so that they produced past utterance as in the example, and the second example also the students had already known that the marker "is" is a present activity marker so that they produced present utterance. And it was fairly incorrect since they used the double markers in an utterance. It should be "the morning came" and "she comes to my house".

According to the result of the students' interview that the causes of errors were because of confusing about the English rules which were more complicated than Indonesian rules, the different concept of tenses between English and Indonesian; they do not know the grammar of the writing composition well, they are confused when they use the present

tense, the past tense and full stop, comma, etc. Some students said that it was the habitual writing for them, especially in capitalization rule, they felt enjoy and it was interesting writing although they do not realize making errors in the writing composition.

Based on the result, there were many things can be noted down. There were many causes of errors in this study. There were four causes of errors, i.e.; over generalization, ignorance of rule restriction, and false concept hypothesis. Moreover, some students said that they still confused about the English rules which are more complicated than Indonesian because of the different concept of tenses between English and Indonesian, they did not know the grammar or mechanic of writing composition well, and some students said that, it is the habitual writing especially in capitalization. The students often use the capital letter in the writing composition.

C. Discussion

Based on the description in the data presentation, there are several matters that can be noted down. Most of the students still make errors in writing recount paragraph in their recount composition. Kinds of errors were classified into error types, they are; transitional signal, punctuation, capitalization, omission, addition and misformation.

In the process of learning a second language, the learners may use any techniques or strategies in order to get competence or comprehension in the target language. During the process of second language learning, the learners

could not avoid producing any mistakes or errors. In this study, the writer found six error types namely; the errors of transitional signal, punctuation, capitalization, omission, addition and misformation. There are also three kinds of errors in the sentences namely; the error in using simple present tense, simple past tense, and past continuous tense. Those learners' errors may be caused by many factors. In this case, in analyzing the causes of errors made by the 38 second grade students of language program of MAN 2 Model Banjarmasin, the writer referred to the theory recommended by Richard that the errors were caused by; over generalization, ignorance of rule restriction, incomplete application of rule, and false concept hypothesized[48].

According to the result of the students' interview that the causes of errors were because of confusion about the English rules which were more complicated then Indonesia because of the different concept of tenses between English and Indonesian; the students did not know the grammatical rules in the writing composition well, and some of students said that it was the habitual writing for them, especially in the capitalization rule. They feel enjoy using the capital letter although they do not realize making errors in the writing composition.

---

[48] Richards Jack C, *Focus on the learner: Pragmatic Perspectives for the LanguageTeacher*, (University of New Mexico: New Bury House Publisber, 1969), pp. 174- 181