

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

#### **4.1 Data Description**

This research is aimed to profile undergraduate students' errors in English phrases in their writing. The data of this research were collected from 40 undergraduate students of English Department State University of Jakarta. The students were asked to write a short writing spontaneously and then the data was analyzed to find the profile of errors made by undergraduate students in their writing.

#### **4.2 Data Analysis**

The researcher analyzed the data to find the profile of error in phrases in undergraduate students' writing. The profile consists of kinds of error, the frequency of each error, and the causes of error. To find the answers, the researcher used Dulay's theory to find the types of error and Richards' theory to find the causes of error.

#### **4.3 Research Findings**

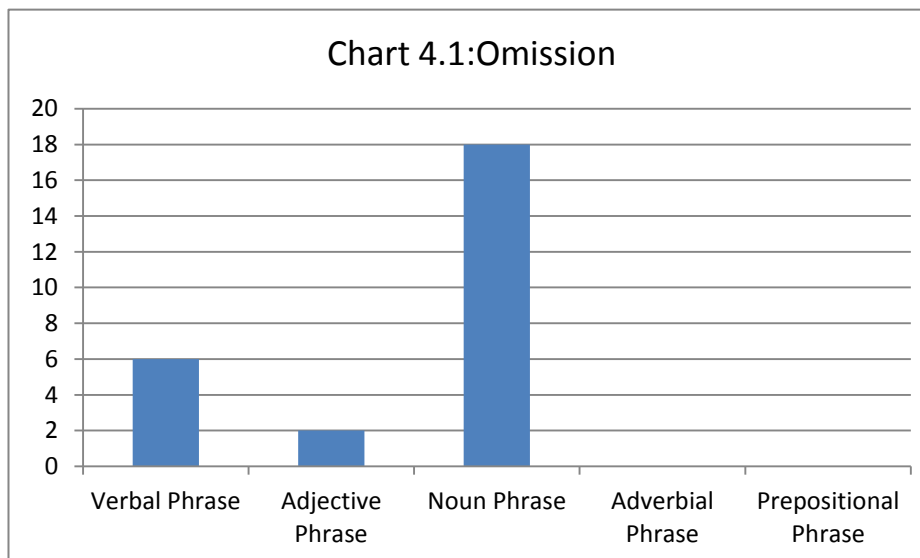
After collecting and analyzing the data, the result of the error analysis in English phrases are as follow:

### 4.3.1 Types of Error

This section presents the first subsidiary question 'What are the types of error made by undergraduate students in their writing?'. Based on Dulay's theory, there are four types of errors: omission, addition, misselection, and misordering.

#### 4.3.1.1 Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance.



The chart shows that students made omission error mostly in noun phrase with 18 errors. The second place is verb phrase with 6 errors. Adjective phrase has 2 errors and there's no error in adverbial phrase and prepositional phrase.

In verb phrase, students mostly applied the incorrect grammatical form.

“English Department **doesn't have to divided**”

This sentence shows the incorrect grammatical form. It should be added 'be' after the word 'to' to make the right form of verbal phrase. In other words, the word 'be' was omitted. The correct form should be:

**“English Department *doesn't have to be divided*”**

In adjective phrase students made error because they applied the incorrect form of degree in comparison.

**“The cute friend ever”**

This sentence shows the superlative form of cute because it has 'ever' in the sentence. –est should be added after the word 'cute' to make the correct sentence. In other words, the –est was omitted.

**“The cutest friend ever”**

In noun phrase, students made error because they applied the incorrect form of plural phrases.

**“All student wants to get scholarship”**

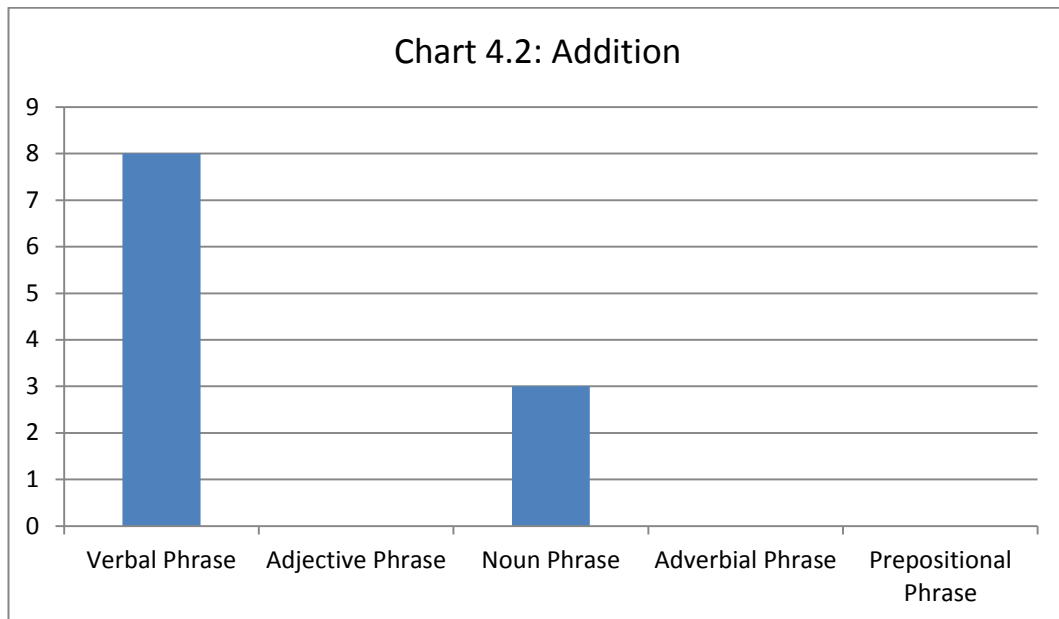
This sentence shows students in plural form but student failed to apply the correct form. –s should be added after the word 'student' to show the plural form of student. In other words, the –s was omitted.

**“All students want to get scholarship”**

To see more examples of omission, see appendix 1: types of error.

### 4.3.1.2 Addition

Addition, it is characterized by the presence of an item which must not appear in a well-formed utterance or the presence of unnecessary element.



This chart shows addition errors. In addition there are 8 errors in verb phrase and 3 errors in noun phrase. There's no error in adjective phrase, adverbial phrase and prepositional phrase.

In verbal phrase, students made students because they applied the incorrect or imperfect grammatical form.

**“Must be have their own reason”**

This sentence is incorrect because the addition of ‘be’ in the sentence after the word ‘must’ but doesn’t followed with ‘having’ instead of have. To make the correct form the word ‘be’ should be eliminated.

**“Must have their own reason”**

In noun phrase, students made errors because they applied the incorrect form of singular and plural nouns.

**“A low economic students”**

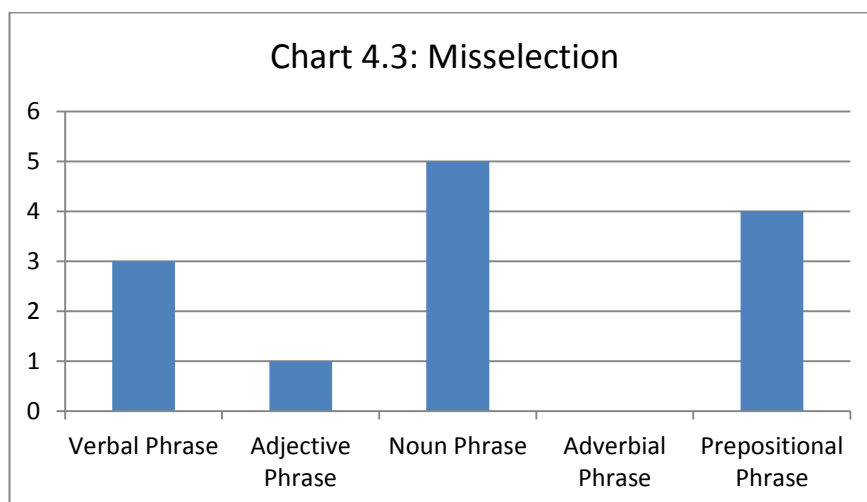
This sentence is incorrect because the presence of ‘a’ and ‘students’. The correct sentence is either eliminate ‘a’ or ‘s’ in the word ‘students’ because both singular and plural indicators are in the same sentence. The correct form should be

**“A low economic student” or “Low economic students”**

To see more examples of addition, see appendix 1: types of error.

#### 4.3.1.3 Misselection

Misselection errors are characterized by the use of wrong form of the morpheme or structure.



In misselection there are 3 errors in verbal phrase, 1 error in adjective phrase, 5 errors in noun phrase, 4 errors in prepositional phrase and there's no error in adverbial phrase.

In verbal phrase, student made mistakes because they chose the incorrect word to form verbal phrase.

“We've **never going** vacation together before”

This sentence shows the perfect form but the students chose the incorrect word to indicate the right meaning. The correct sentence should be

“We've **never been gone** to vacation together before”

In adjective phrase, student made mistake because he/ she chose the incorrect word to explain the meaning of the phrase.

“It made me **so said**”

In this sentence, the word 'said' should be replaced with 'sad' because the student tried to explain how sad he/ she was.

“It made me **so sad**”

In noun phrase, students made mistake because they chose the incorrect word to show noun phrase

“Deviding class into **to kind**”

This sentence was meant to show that there were two classes but instead of write ‘two’, the student wrote ‘to’.

“Deviding class into **two kinds**”

In prepositional phrase the students chose the incorrect form to show the position.

“At the 13’s level **from 33 province**”

The student tried to explain that he/ she got the 13<sup>th</sup> rank out of 33 provinces but instead of putting ‘of’ he/ she wrote ‘from’. The correct sentence should be

“At the 13’s level **of 33 provinces**”

To see more examples of misselection, see appendix 1: types of error.

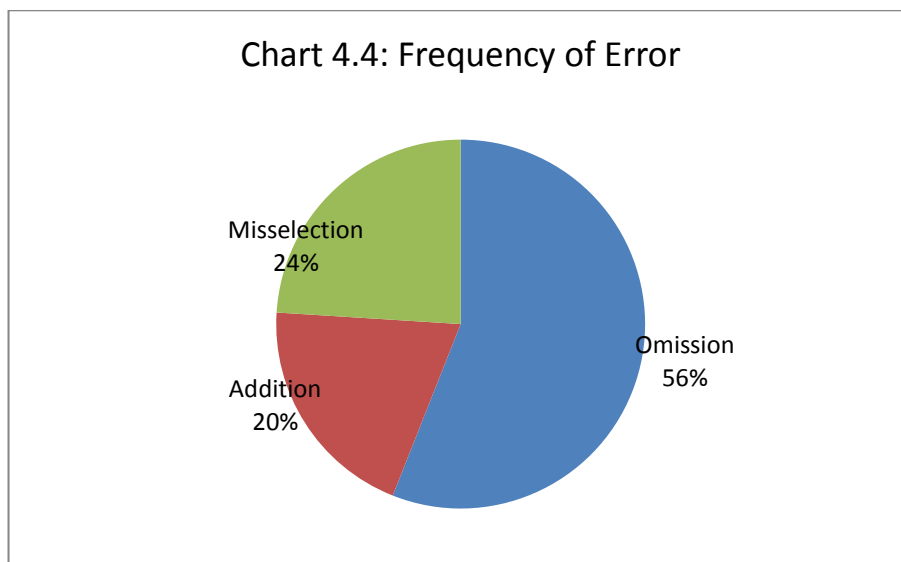
#### 4.3.2 Frequencies of Error

To answer the second subsidiary question “What are the frequencies of error in phrases made by undergraduate students in their writing?”, The researcher calculated the amount of error based on the result of the first subsidiary question.

**Table 4.1: Frequency of Error**

<u>No.</u>	<u>Types of Error</u>	<u>Frequency</u>	<u>Percentage</u>
<u>1.</u>	<u>Omission</u>	<u>28</u>	<u>56%</u>

<u>2.</u>	<u>Addition</u>	<u>10</u>	<u>20%</u>
<u>3.</u>	<u>Misselection</u>	<u>12</u>	<u>24%</u>
<u>4.</u>	<u>Misordering</u>	<u>0</u>	<u>0%</u>
<u>Total</u>		<u>50</u>	<u>100%</u>



Based on the table and chart above, the types of error with the highest frequency are omission 56%. The second place is misselection with 24% and the last is addition with 20%.

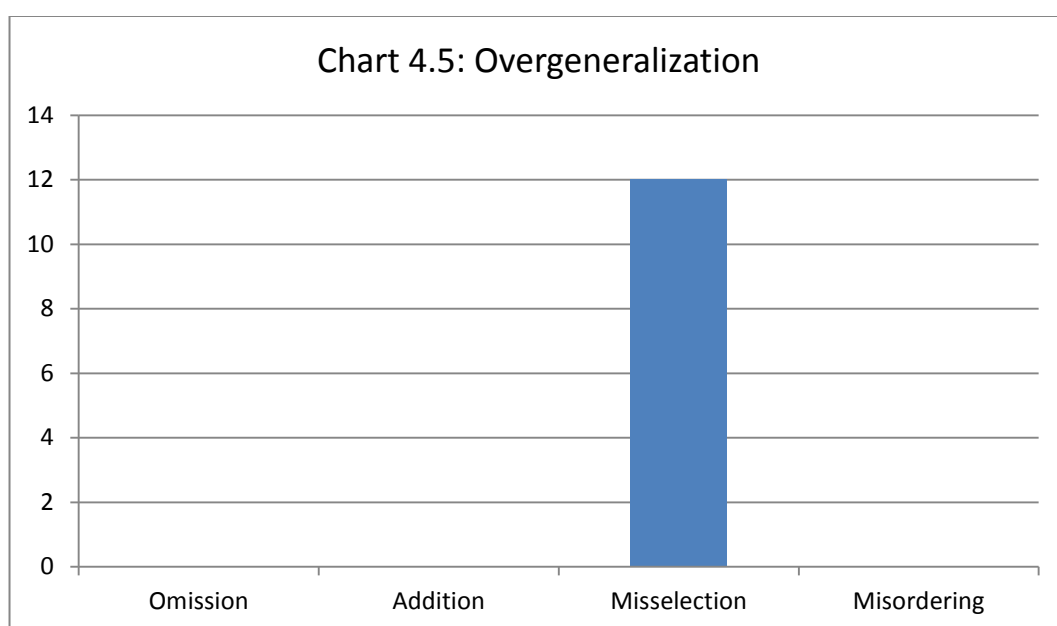
#### 4.3.3 Causes of Error

In this section, the researcher tries to answer the third subsidiary question of the research “What are the causes of errors made by undergraduate students in



phrases in their writing?”. To answer this question, the researcher uses Richards’ theory. There are 2 causes of error, interlingual error and intralingual error. In intralingual error, there are 4 sub- cause of error: overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concept hypothesized.

#### 4.3.3.1 Overgeneralization



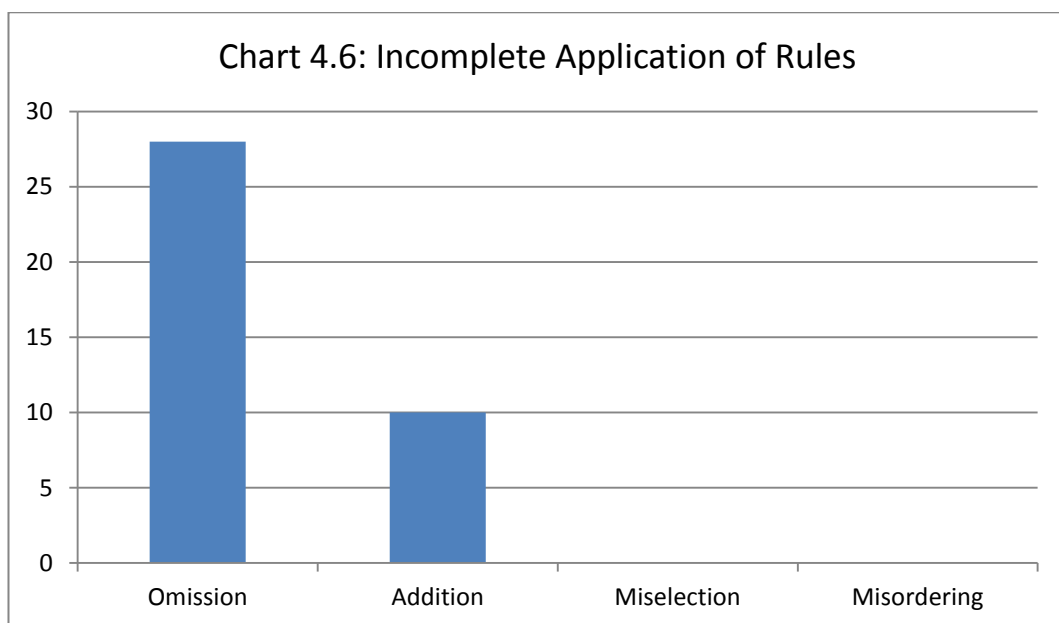
From the chart above, there are 12 errors in misselection caused by overgeneralization. Overgeneralization occurred because the writer over generalize one rules to be applied in other rules. Grammatical rules in the verb, adjective, noun, adverb and preposition form are different. For example:

“The scholarship **can be help**”

This sentence shows that not all kinds of grammar are the same. Modals + be should be followed with verb-ing. In this case student generalize the grammatical rule that modals + be can be followed with verb without -ing.

According to Richards (1971), over-generalization “may be the result of the learner reducing his linguistic burden”. In this case, the overgeneralizations are probably used by the writer in order to reduce their linguistic burden. To see more examples of overgeneralization, see appendix 2: causes of error.

#### 4.3.3.2 Incomplete Application of Rules



There are 38 errors caused by incomplete application rules. The errors caused by incomplete application rules occurred when the writer omitted or added the rules required to produce acceptable utterances. The writers fail to use a fully developed structure.

“There are **some scholarship**”

This sentence shows that student failed to apply the rules of plural noun. ‘Some’ in the sentence shows that the scholarship is in plural noun but the student didn’t put ‘s’ in ‘scholarship’

“There are **some scholarships**”

To see more examples of incomplete application of rules, see appendix 2: causes of error.

**Table 4.2: The Recapitulation of Causes of Error**

No	Causes of Errors	Number of Causes of errors	Percentage of causes of error
1.	<u>Intralingual</u>	<u>0</u>	<u>0%</u>
2.	<u>Interlingual</u>	<u>50</u>	<u>100%</u>
<u>Total</u>		<u>50</u>	<u>100%</u>