CHAPTER IV
FINDING AND DISCUSSION

This chapter present about the finding and the discussion of the research. It involves the types of error and frequency of error that occurred in the student's writing about descriptive text, especially in writing adjective phrase.

4.1 Findings

The findings of the research were types of errors and frequency of errors on the use of adjective phrase in writing descriptive text made by the tenth grade students at SMA Al-Fattah.

4.1.1 Types of Errors

The researcher took the data of the research by collecting the student's writing task about descriptive text especially about adjective phrase. The researcher just took 15 of student's writing randomly to be analyzed. Then, the researcher made correction of the error that student's made in their writing.

The researcher found 31 items of error found in the student's writing. The errors were classified into four aspects of surface strategy taxonomy includes omission, addition, misformation, and misordering. The researcher provided all of those errors in the table below that is completed with the types of error of each utterance that contains of adjective phrase and the correction of it.

Table 4.1 Types of errors

No.	Identification of error/ Sentence	Types of errors				Explanation	Correction
		Omission	addition	Misformation	misordering		
1.	Raja ampat is one of the good in indonesia			√		In superlative degree form, there are exception especially, in the word "good" must be changed into "the best".	Raja ampat is one of the best in indonesia
2.	Pure sea with thousand fish from the small and the biggest are in coral.	√				In superlative degree form, the word "the small" must be "the smallest". So the word "the small" miss "est".	Pure sea with thousand fish from the smallest and the biggest are in coral.
3.	The room is big quite.				√	The word "big quite" is not correct order so, it must be changed into "quite big"	The room is quite big.
4.	In here can show view of the most beautifull city and ocean.		√			The word "beautifull" have double letters "l". it must be "beautiful".	In here can show view of the most beautiful city and ocean.

(For detail see appendix 1 p. 39)

4.1.2. Frequency of Errors

The researcher found that there were 31 errors of adjective phrase in student's writing. Those errors contributed in each classification of errors. The number of errors could be seen in the following table.

Table 4.2. Frequency of Errors

No.	Type of Errors	Number of Errors
1.	Omission	7
2.	Addition	7
3.	Misformation	14
4.	Misordering	3
	TOTAL	31

After the researcher knew exactly about the number of errors in each category. The researcher counted the percentage of error in the following formula:

a. Errors of omission

Student's errors   : $\frac{7}{31} \times 100\% = 22\%$

b. Errors of addition

Student's errors   : $\frac{7}{31} \times 100\% = 22\%$

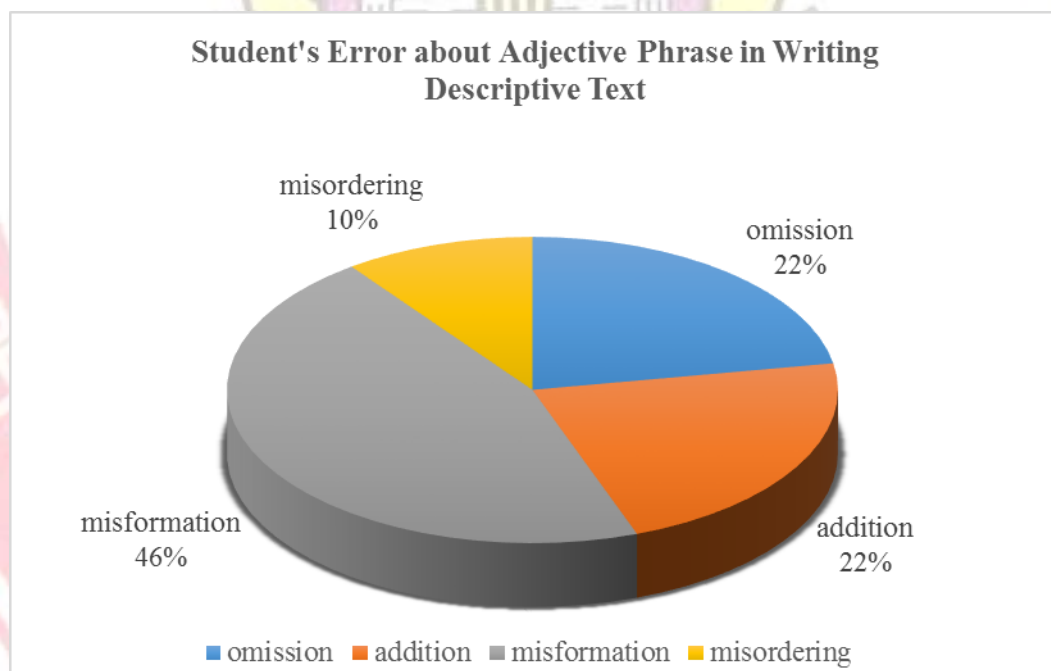c. **Errors of misformation**

Student's errors   : $\underline{14}$ X 100% = 45%

31

d. **Errors of misordering**

Student's errors   : $\underline{3}$ X 100% = 10%

31

The percentage of the recapitulation of student's errors were converted into a pie chart. The proportions of errors based on surface strategy taxonomy can be described in following figure:

Figure 4.1. Percentage of errors

Student's Error about Adjective Phrase in Writing Descriptive Text

misordering 10%
omission 22%
addition 22%
misformation 46%

■ omission ■ addition ■ misformation ■ misordering

4.2. Discussion

The data are taken from student's writing. The researcher classified the student's errors about adjective phrase in writing descriptive text. The researcher only focused on four areas. They are omission, addition, misformation, and miserdering. Here were the explanation about calculation and interpretation of the data.

4.2.1 Errors of omission

There were 7 (22%) errors found in omission. According to Dulay, Burt, & Krashen (2008, p. 74) omission is marked by the absence of an item that must appear in a well-formed of utterance. The errors of omission category about adjective phrase can be seen from the sentence found in the descriptive text that made by the students.

For example, when the students write "*Pure sea with thousand fish from <u>the small</u> and the biggest are in coral.*" It must be "*Pure sea with thousand fish from <u>the smallest</u> and the biggest are in coral.*" From the example above, we know that the students omit the superlative degree "est". This result indicated that L1 interference strongly influences the process of second language. Interlingual factor is related to English grammar which is far different from Indonesian grammar. Therefore, the teacher should focus and pay more attention to these student's errors about adjective phrase in the superlative degree form.

Moreover, the students can get the feedback of their teacher and their writing could be better than before.

4.2.2 Errors of addition

In the types of addition errors, there were 7 (22%) errors that students made in their writing. Addition is the presence of an item that must not appear in well-formed utterances (Dulay, Burt, & Krashen, 2008, p. 74). The errors of addition category about adjective phrase can be seen from the sentence found in the descriptive text that made by the students.

For example, when the students write "*In here can show view of the most beautifull city and ocean.*" It should be "*In here can show view of the most beautiful city and ocean.*" From the example above, we know that the students made the spelling error of adjective by add more letter "L" in the word "*beautifull*". Thus, it influenced the meaning of "*beautiful*" because when the students write *"beautifull"* it doesn't have meaning. Therefore, the teacher should give the correction and explanation about correct spelling of adjective. Moreover, the students can revise their writing based on the correction of their teacher and can know the appropriate spelling of adjective.

4.2.3 Errors of misformation

The researcher found 14 (45%) errors of misformation in the student's writing about the use of adjective phrase in descriptive text.

According to Dulay, Burt, & Krashen (2008, p. 74) misformation is incorrect morpheme or structure that appear in utterance or sentence. The errors of misformation category about adjective phrase can be seen from the sentence found in the descriptive text that made by the students.

In this case, the researcher found the sentence's error such as "*Raja ampat is one of the good in indonesia*" the well-formed of this sentence should be "*Raja ampat is one of the best in indonesia*". Based on the example above, the phrase "*the good*" is wrong because in superlative degree form the word "*the good*" has an exception that should be replaced with the word "*the best*". The researcher assumed that the students do not understand about the use of adjective phrase in superlative degree form. Therefore, the teacher should reply the explanation about this material so the students can apply the teacher's explanation in their writing.

4.2.4. Errors of misordering

In this category, there were 3 (10%) that is found in the student's writing. Misordering is incorrect placement of a morpheme or group morphemes in a sentence (Dulay, Burt, & Krashen, 2008, p. 74). The errors of misordering category about adjective phrase can be seen from the sentence found in the descriptive text that made by the students.

For instance, the sentence "*The room is big quite*". This sentence is wrong because the phrase "big quite" is incorrect order. The correct order of this sentence is "*The room is quite big*." This result indicated that students have difficulties when they arrange the word into the sentence. Thus, the teacher must give the solution to face the student's problem by explaining more about the way to arrange the correct sentence or ask the students to practice their writing continuously.