

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In 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 factual report text text, especially in writing compound word construction. The researcher was conducted based on the steps as follow:

4.1 Finding of the Research

In these research findings, the researcher was presented the classification of errors from the student's writing task from the eleventh grade students at SMK PGRI 2 Sidoarjo.

4.1.1 Identification and Classification of Errors

The researcher was took the data of the research by collecting the student's writing task about factual report text, especially writing compound word construction. The researcher just took 15 from 41 of student's writing randomly to be analyzed. Then, the researcher made correction of the error that student's made in their writing.

From the data, the researcher was analyzed based on Surface Strategy Taxonomy. Having checked the student's task using compound words in writing factual report text. The researcher found that were 6 items of addition errors, 10 items of omission errors, 4 items of misinformation errors and 13 items of misordering errors. The total number of errors are 33 items. Below were presented

several examples of apparent errors made by the student's task in factual report text using compound word.

Table 4.1 identification and classification of errors

No .	Identificati on of error/ Words	Types of errors				Explanation	Correctio n
		Omission	addition	Misformation	Misorderin g		
1.	Hightland		✓			The word "Highland" the students write changed as "hightland".	Highland
2.	Notbook	✓				The word "notebook" the student changed as "notbook"	Notebook
3.	Live time			✓		The word "live time" is not correct order so, it must be changed into "lifetime"	Lifetime
4.	Food human				✓	The word "food human" is not correct, its as "human-food"	Human-food

4.1.2. Percentage of Errors

The researcher found that there are 33 errors of compound word construction in student's writing. Those errors contributed in each classification of errors. Based on the result of the research, the researcher found that the highest frequency of error made by students based on Surface Strategy Taxonomy is Misordering with 40%, the second largest percentage is Omission with 30%, the third is Addition with 18%, and the last is Misformation with 12 %.

From the percentage could be concluded that the most problems cause of the students' errors were the students still confused about used of the compoud word correctly in well-formed word, they were still confused about constructive of compound word. The second cause was omission. The students wrote compound word without careful so, they wrote it were wrong.. The lowest error did by the students was misformation. The number of errors could be seen in the following table.

Table 4.2. Table of Counting Errors

No.	Types of Errors	Total	Percentage (%)
1.	Addition	6 items	18%
2.	Omission	10 items	30%
3.	Misformation	4 items	12%
4.	Misordering	13 items	40%
Total		33 Items	100%

After the researcher knew exactly about the number of errors in each category. The calculation of percentage of error was showed to know percentage of each type would be undertaken by students. This can be used to locate weakness of the students in the use of compound words errors.

The calculation of the percentage of the error types, the formula is:

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P = Percentage of students' errors

F = Total number types of students' errors

N = Total number of students' sentences errors

1. Addition Error

$$P = \frac{6}{33} \times 100\% \\ = 18\%$$

The percentage of addition error is 18,20%

2. Omission Error

$$P = \frac{10}{33} \times 100\% \\ = 30\%$$

The percentage of omission error is 30,30%

3. Misformation Error

$$P = \frac{4}{33} \times 100\% \\ = 12\%$$

The percentage of misformation error is 12,10%

4. Misordering Error

$$P = \frac{13}{33} \times 100\%$$

$$= 40\%$$

The percentage of misordering error is 39,40%

It was found that were 33 items error with details as follows:

- 1) Addition errors were 6 items (18 %)
- 2) Omission errors were 10 items (30%)
- 3) Misformation errors were 4 items (12 %)
- 4) Misordering error were 13 items (40%)

The proportions of errors based on Surface Strategy Taxonomy can be described in following figure:

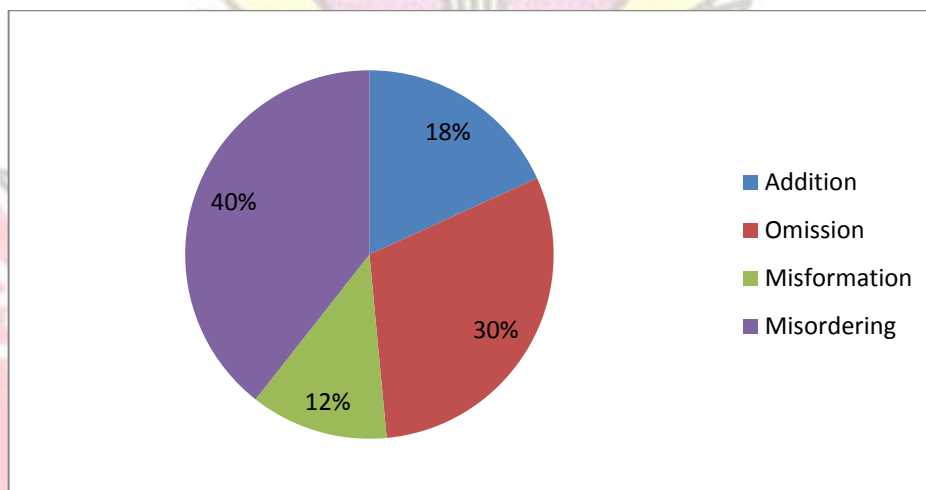


Figure 4.1. Percentage of Errors

The proportions of errors made by students that most dominant in using Compound word in writing factual report text at SMK PGRI 2 Sidoarjo in the second semester of the eleventh grade in the academic year 2019/2020

4.2. Discussion of Finding Research

The researcher took the data from the student's writing task using compound word in factual report text. The researcher found some error in writing compound word into factual report text, there are 4 kinds of errors that the researcher found: addition, omission, misformation and misordering.

4.2.1. Addition Error

Addition error were characterized by the presence of an item which must not appear in a well-formed. There were 6 (18%) errors found in addition. Addition is the presence of an item that must not appear in well-formed utterances (Dulay, Burt, & Krashen, 2008, p. 74). The following data were presented of examples of the error did by the students:

1. Highland
2. Thunderstrom
3. Self-defense
4. Upmanned
5. Well-known
6. Hand-off

Table 4.3. Sample of Addition Error

In the data (1) , the addition error could be identified by there is an alphabet the students wrote. In compound word "**Highland**" the student written it was not well. The students written "Hightland". There was addition an alphabet "**t**" after "**h**" so this word including in addition errors.

In the data (2), same with data (1) the addition could be identified by there is an alphabet by the student's wrote. In compound word "**Thunderstrom**" they wrote that was not well. "Thunderstrom" became "Thunderstroum". There was an alphabet "**u**" after "**s**" so the form of word was not corresponding.

In the data (3), in compound word "**self-defense**" there was addition error could be identified by the student's wrote. In compound word construction "self-defense" there was hypend between self and defense but they wrote that hypend lost and added "**t**" after "**f**" became "**selft defense**".

In the data (4), the addition could be identified by there is an alphabet by the student's wrote. In compound word "**Upmanned**" they wrote that was not well. "Upmanned" became "non manned". In form of compound word was false because "Upmanned" wrote together without space, but they wrote change **up** with **non** so, the compound word construction was not well.

In the data (5), same with data (3) the addition could be identified by there is an alphabet by the student's wrote. In compound word construction "**well-known**" they wrote that was not well. "well-known" became "wells known". In compound word construction was false because "well-known" wrote within hypend, but they wrote without hypend (-) and added "**s**" after "well".

In the data (6), the addition could be identified by there is an alphabet by the student's wrote. In compoud word construction "**Hand-off**" they wrote that was not well." Hand-off" became "Handed off". In compoud word construction was false because "Hand-off" wrote within hypend, but they wrote without hypend (-) and added "**ed**" after "hand".

4.2.2. Omission Error

Omission error was characterized by the absence of an items (word) required in a well-formed. There were 10 (30%) 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 following data were presented as examples of the error did by the students:

Eventhough
Mobile phone
Household
Interchangeably
Well-drained
Earthquake
Aircraft

Domb-looking
Notebook
Non-Soverign

Table. 4.4. Sample of Omission Error

In the data (1), the omission error could be identified by the omission of the word **“Evnthough”**. In compoud word construction “Eventhough” that construction from “Even” and “Though” in wrote of compound word was combening of two or more word as a word. But, the students wrote that was not well.” Eventhough” became **“Eventough”**. In compoud word construction was false because “Eventhough” wrote within losing **“h”** in word ”Eventhough” so the compound word construction was false.

In the data (2), the omission error could be identified by the omission of the word **“Mobile phone”**. In compoud word construction “Mobile phone” that construction from “Mobile” and “Phone” in this word was open compound word. In compoud word construction was false by the student’s wrote because “Mobile phone” became ”mobil-phone” wrote within losing **“E”** in word ” Mobile phone” and uisng hypend (-) so the compound word construction was false.

In the data (3), the omission error could be identified by the omission of the word **“Household”**. In compoud word construction “Household” that construction from “House” and “Hold” in this word was open compound word

and have meaning “Rumah Tangga” but in compoud word construction was false by the student’s wrote because “**Household**” became ”**Houshold**”. In word ” Household” and using “E” in word “house” but the student wrote “Hous” it was false so the compound word construction was false.

In the data (4), the omission error could be identified by the omission of the word “**Interchangeable**”. In compoud word construction was false by the student’s wrote because “Interchangeable” became ”Interchangebly” wrote within losing “A” in word ” Interchangeable” so the compound word construction was false.

In the data (5), the omission error could be identified by the omission of the word “**Well-drained**”. In compoud word construction “Well-drained” that construction from “Well” and “Drained” in this word was Hyphenated Compound Words but in compoud word construction was false by the student’s wrote because “Well-drained” became ”Well drein”. In word ” Well-drained” and using hyphenated (-) but they wrote became ”**Well drein**” with losing hyphenated (-) and “drained” became “drein” so the compound word construction was false.

In the data (6), the omission error could be identified by the omission of the word “**Earthquake**”. In compoud word construction “Earthquake” that construction from “Earth” and “Quake” in this word was close compound word and have meaning “Gempa bumi” without space but in compoud word construction was false by th student’s wrote because “Earthquake” became

”Earth-quak” without “E” and gave hyphenated (-) so the compound word construction was false.

In the data (7), the omission error could be identified by the omission of the word “**Aircraft**”. In compound word construction “Aircraft” that construction from “Air” and “Craft” in this word was close compound word and have meaning “pesawat terbang” without space but in compound word construction was false by the student’s wrote because “Aircraft” became ”Air craf” without “T” and gave space so the compound word construction was false.

In the data (8), the omission error could be identified by the omission of the word “**Domb-looking**”. In compound word construction “Domb-looking” that construction from “Domb” and “Looking” in this word was Hyphenated Compound Words and have meaning “tampak bodoh” within Hyphenated (-) compound word construction was false by the student’s wrote because “Domb-looking” became ”**dum looking**” without Hyphenated (-) so the compound word construction was false.

In the data (9), the omission error could be identified by the omission of the word “**Notebook**”. In compound word construction “Notebook” that construction from “Note” and “Book” in this word was close compound word without space but in compound word construction was false by the student’s wrote because “Notebook” became ”Notbook” without “E” and gave space so the compound word construction was false.

In the data (10), the omission error could be identified by the omission of the word “**Smartphone**”. In compound word construction “Smartphone” that construction from “Smart” and “Phone” in this word was close compound word without space but in compound word construction was false by the student’s wrote because “Smartphone” became ”Smartpones” without “**H**” and gave space so the compound word construction was false

4.2.3. Misformation

Misformation errors was characterized by the use of the wrong morpheme or structure. The researcher found 4 (12%) errors of misformation in the student’s writing about the use of compound word infactual report text. According to Dulay, Burt, & Krashen (2008, p. 74) misformation is incorrect morpheme or structure that appear in utterance or sentence. Misformation errors committed by the students are 4 errors. The following data were presented as examples of the error did by the students:

Upafamily
Keyboard
Lifetime
Aven-toed

Table 4.5. Sample of Misformation Errors

In the data (1), the misinformation error could be identified by the unnecessary item appears in a word. Misformation errors occur because the item supplied is incorrect. In the word **“Upfamily”** that construction from “Up” and “a family” in this word was close compound word without space but in compoud word construction was false by th student’s wrote because “Upfamily” became ”upfamili” “y” in word “Family” became **“famili”** so construction of compound word was false. That will as misinformation for the reader.

In the data (2), the misinformation error could be identified by the unnecessary item appears in a word. Misformation errors occur because the item supplied is incorrect. In the word **“Keyboard”** that construction from “key” and “board” and have meaning “papan tombol” in this word was close compound word without space but in compoud word construction was false by th student’s wrote because “Keyboard” became ”Kayboard”, in word “key” changed “kay” within **“A”** so construction of compound word was false because use of the wrong structure.

In the data (3), the misinformation error could be identified by the unnecessary item appears in a word. Misformation errors occur because the item supplied is incorrect. In the word **“lifetime”** that construction from “life” and “time” and have meaning “seumur hidup” in this word was close compound word without space but in compoud word construction was false by th student’s wrote because “lifetime” became **”live time”** ,“f” in word “live”

changed “live” and giving space, so construction of compound word was false because use of the wrong structure.

In the data (4), the misformation error could be identified by the unnecessary item appears in a word. Misformation errors occur because the item supplied is incorrect. In the word “**Aven-toed**” that construction from “aven” and “toed” in this word was hyphenated compound word but in compound word construction was false by the student’s wrote because “Aven-toed” became “aven-teed” ,“o” in word “toed” changed “**teed**”, so construction of compound word was false because use of the wrong structure.

4.2.4. Misordering Error

Misordering error was characterized by the improper order or a morpheme or a group of morpheme in words. In this item, the student did not commit error. There were 13 (40%) 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). They might have understood about to place

Human-food
Independent
Sunlight
Anywhere
Throughout
Sometimes

Inhabit
Widespread
Load-and-regular
Within
One-humped
Fixed-wing
Lizard-like

Table 4.6 Sample of Misordering Error

a morpheme in their words. In this research misordering errors committed by the students are 13 error. The following data was presented as example of the error did by the students:

1. Human-food

In the data (1), the the misordering error could be identified by there is incorrect placement. Misordering errors occur because the item changed the placement. In the word **“Human-food”** that construction from “human” and “food” in this word was hyphenated compound word but in compoud word construction was false by th student’s wrote because “Human-food” became **”food human”** placement of the compound word was changed, so the construction of compound word was wrong.

In the data (2), the the misordering error could be identified by there is incorrect placement. Misordering errors occur because the item changed the placement. In the word **“independent”** that construction from “in” and

“dependent” in this word was close compound word but in compound word construction was wrong by the student’s wrote because “independent” became **”in-dependent”** placement of the compound word gave hyphenated, so the construction of compound word was wrong.

In the data (3), the the misordering error could be identified by there is incorrect placement. Misordering errors occur because the item changed the placement. In the word **“sunlight”** that construction from “sun” and “light” in this word was close compound word but in compound word construction was wrong by the student’s wrote because “sunlight” became **”light sun”** placement of the compound word was changed, so the construction of compound word was wrong.

In the data (4), the the misordering error could be identified by there is incorrect placement. Misordering errors occur because the item changed the placement. In the word **“Anywhere”** that construction from “any” and “where” in this word was close compound word but in compound word construction was wrong by the student’s wrote because “Anywhere” became **”any where”** placement of the compound word was changed within space, so the construction of compound word was wrong.

In the data (5), the the misordering error could be identified by there was incorrect placement. Misordering errors occur because the item changed the placement. In the word **“Throughout”** that construction from “Through” and “out” in this word was close compound word but in compound word construction was wrong by the student’s wrote because “Throughout” became

”Throug hout” placement of the compound word was changed within space, so the construction of compound word was wrong.

In the data (6), the the misordering error could be identified by there is incorrect placement. Misordering errors occur because the item changed the placement. In the word **“Sometimes”** that construction from “some” and “times” in this word was close compound word but in compoud word construction was wrong by th student’s wrote because “Sometimes” became **”Some times”** placement of the compound word was changed within space, so the construction of compound word was wrong.

In the data (7), the the misordering error could be identified by there was incorrect placement. Misordering errors occur because the item changed the placement. In the word **“Inhabit”** that construction from “in” and “habit” in this word was close compound word but in compoud word construction was wrong by th student’s wrote because “Inhabit” became **”in habit”** placement of the compound word was changed within space, so the construction of compound word was wrong.

In the data (8), the the misordering error could be identified by there was incorrect placement. Misordering errors occur because the item changed the placement. In the word **“widespread”** that construction from “wide” and “spread” in this word was close compound word but in compoud word construction was wrong by the student’s wrote because “widespread” became **”wides-pread”** placement of the compound word gave hyphenated, so the construction of compound word was wrong.

In the data (9), the the misordering error could be identified by there was incorrect placement. Misordering errors occur because the item changed the placement. In the word **“load-and-regular”** that construction from “load” and “and regular” in this word was hyphenated compound word but in compoud word construction was wrong by the student’s wrote because “load-and-regular” became **”loadand regular”** placement of the compound word gave space with losing hyphenated (-) , so the construction of compound word was wrong.

In the data (10), the the misordering error could be identified by there was incorrect placement. Misordering errors occur because the item changed the placement. In the word **“within”** that construction from “with” and “in” in this word was close compound word but in compoud word construction was wrong by the student’s wrote because “within” became **”with in”** placement of the compund word gave space, so the construction of compound word was wrong.

In the data (11), the the misordering error could be identified by there was incorrect placement. Misordering errors occur because the item changed the placement. In the word **“one-humped”** that construction from “one” and “humped” in this word was hyphenated compound word but in compoud word construction was wrong by the student’s wrote because “one-humped” became **”humped one”** placement of the compund word was changed and losing hyphenated (-), so the construction of compound word was wrong.

In the data (12), the the misordering error could be identified by there was incorrect placement. Misordering errors occur because the item changed the placement. In the word “**fixed-wing**” that construction from “fixed” and “wing” in this word was hyphenated compound word but in compoud word construction was wrong by the student’s wrote because “fixed-wing” became ”**wing fix**” placement of the compound word was changed and losing hyphenated(-) , so the construction of compound word was wrong.

In the data (13), the the misordering error could be identified by there was incorrect placement. Misordering errors occur because the item changed the placement. In the word “**lizard-like**” that construction from “fixed” and “wing” in this word was hyphenated compound word but in compoud word construction was wrong by the student’s wrote because “lizard-like” became ”**like lizard**” placement of the compound word was changed and losing hyphenated(-) , so the construction of compound word was wrong.