CHAPTER IV

FINDING AND DISCUSSION

This chapter explains the result and discussion of the research. The results of the findings are about the types of error in the use of action verb in writing recount text and the dominant error of the use of action verb. Those findings are explained in the discussion below.

4.1 Finding

The findings of this study were (1) the types of errors on the use of action verbs on recount text, and (2) the dominant errors on the use of action verbs in writing recount text. As stated in chapter 1, this study aimed to describe the types of errors and the dominant errors on the use of action verbs in writing recount text made by the tenth grade students of SMKWalisongo 2 Gempol. The findings of this study are explained below.

4.1.1 Identification and Classification of Error on the use Action verb in writing recount text

After collecting and analyzing the data to know the errors on the use action verb in writing recount text that students produced, the researcher found that there were errors on the use action verbs on recount writing text. The students' test result can be seen at the following table.

Table 4.1 table of the result

	Respondent	Errors Identification	Errors correction	Omission	Type Addition	s of errors Misformatio	Misordering
1	Student 1	 I did some activities that I rarely do in school days So, I must pray and the follow by lunch. 	activities that I rarely did in school days 2. So, I had to pray and followed by	P A PENDIDIKA	WTINGGI	> EMDIDIKAN * 176	
2	Student 2	 I just stay at home for a whole month. I choose the middle space of my yard 		PUELL	K INDO	V	

		yard
		yard
3	Student 3	1. After that I 1. After that I
		help helped √
4	Student 4	1. Reptiles 1. Reptiles
		which only which only
		come out at came out at
		night night
		2. When he let 2. When he led
		go of the rope go of the
		V V
		rope
5	Student 5	1. I parked my 1. I parked my
		motorcycle at motorcycle
		motorcycle at motorcycle
		the parking at the the
		are and I parking area
		DOTAL
	- 1	waked and I
	11	YAYASAN PEMBINA LEMBAC A PENDIDIKA W TINGGI
	\	
		2. I took my 2. I took my
		ticket on my ticket on my
		GURI PERIBL
		wallet and go wallet and
		to the went to the
		information information
		Information Information
		area area

6	Student 6	1. I lokeedfor 1. I looked for
		the best point the best v
		to fish point to fish
		2. I wait for the 2. I waited for
		fish the fish
		3. The first big 3. The first big
		that I gott that I got
7	Student 7	1. Before our 1. Before our
		match begin, match
		we came back began, we
		to the area came back
		to the area
		2. Match until 2. Match until
		we reach the we reached
		final stage YASA PENAL final CAPENDIDIKA V TINGGI
		stage
		3. We have to 3. We had to
		face the red face the red
		drogenjim drogenjim
8	Student 8	1. Animal 1. Animal
		museum museum
		which has a which had a
		which has a which had a v

		hug hug
		dinosaurus dinosaurus
9	Student 9	1. Went out to 1. Went out to
		gather and gather and
		play games played
		with my games with
		friends. my friends.
10	Student 10	1. I also wen to 1. I also went
		my brother to my
		31111
		house brother
		house
11	Student 11	1. Several of us 1. Several of us
	Student II	
		worked to worked to
		identiy family identify
		members family
		\ PCI\\
		YAYASAN PEMBAGA PENDIDIKAN TINGGI
12	Student 12	1. If we just wait 1. If we just
		for the night waited for
		the night
		GURI REPUSA
		2. I will stand 2. I stood right
		right after after Arjuno
		Arjuno
		1
13	Student 13	1. I took my 2. I took my
		ticket on my ticket on my

		wallet and go	wallet and			٧	
		to the	went to the				
		information	information				
		section	section				
14	C4 J 4 1 4						
14	Student 14	1. I take many	1. I took many				
		times to rest	times to rest			٧	
		2. I gott a car	2. I got a car				
		truck that	truck that		V		
		taking a break	taking a	ID	"Alle		
			break				
			NVV	M			
15	Student 15	1. We dcided to	1. We decided	21		10	
		go home after	to go home		1	18	
		that	after that				
		2. I have to use	2. I used to		1	2	
					7		
		bicycle	bicycle			٧	
16	Student 16	1. I wake earlier	1. I woke	APENDIDIKA	NTINGGI	V	
		at the morning	up earlier at		A	9	
		973	OIDOA	RJC	0		
		· OA	the morning		(U)		
17	Student 17	1.There was a	1. There was a	PUBL			
		thief beaten	thief was			٧	
			beaten				
40							
18	Student 18	1. I loked for the	1. I l ooked for				
		best point to	the best	٧			
		fish	point to fish				

		2.Then I wait	2. Then I				
		for the fish	waited for			٧	
			the fish				
19	Student 19	1.Grandpa going	1. Grandpa				
		to the next	went tothe			V	
		field	next field				
TOTAL CTK 3						23	0
			M	4		32	

Based on the table 4.1, there were 32 items of error found in Students written task on the use of action verb in writing recount text. The researcher provided all of those errors in the table completed with the types of each errors. The errors were classified based on surfaced strategy taxonomy which includes four types of errors according to Dulay, Burt, and Krashen in 1982. The types of error were omission, addition, misformation and misordering. The errors fell into three types. They are omission, addition, misformation. The researcher didn't find error in misordering of the students' written task.

The table 4.1 shows that there were 6 errors produced by the students in omission,4 errorsinaddition, and 22 errors in misformation. The student 1 produced 2 errors that were categorized as misformation error. The student 2 produced 2 errors that were categorized as misformation error. The student 3

produced 1 error that was categorized as misformation. The student 4 produced 2 misformation error. The student 5 produced 2 errors that were categorized as omission and misformation. The student 6 produced 3 errors that were categorized two errors in additions, and the one was misformation. The student 7 produced 3 errors that were categorized as misformation. The student 8 produced 1 error that was categorized as misformation. The student 9 produced 1 error that was categorized as misformation. The student 10 produced 1 error that was as omission. The student 11 produced 1 omission error. The student 12 produced 2 errors that were categorized as misformation. The student 13 produced 1 misformation error, the student 14 produced 2 errors that were categorized as 1 omission and 1 misformation. The student 16 produced 2 errors that were categorized 1 omission and 1 misformation. The student 17 produced 1 misformation. The student 18 produced 2 errors that were categorized 1 omission and 1 misformation, and the last student produced 1 misformation error.

4.1.2 Percentage of each Type of Errors on the Use of ActionVerbs

From table 4.1, it could be seen that there were 33 errors found in students' written task on the use action verb in writing recount text. Those 33 errors contributed in each classification of errors and the percentages could be seen in the explanation.

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

P = Percentage of error

F= total number of students' error

N= total number of students' sentences

Cited in Sudjiono.2010

There were 6 errors found in omission. These errors showed that the students omitted word which must exist in the "wen", "identy", "deided", "loked". After the errors were classified, in order to know the percentage of omission errors, the following formula were used:

$$P = \frac{6}{32} X 100\% = 18,76\%$$

It could be that percentage of omission errors was 18,76%

Next, there were 4 errors found in addition. All of those errors in simple addition. These errors showed that the students added element "e" which must not appear in verbs "lokeed" for "looked". The student also added element "e" which must not appear in verb "gott" instead "got". After that, in order to know the percentage of error in addition categorized, the following formula was used to count the errors in addition:

$$P = \frac{3}{32} X 100\% = 9,38\%$$

It could be that percentage of addition errors was 9,38%

Furthermore, there were 24 errors found that were as misformation. Most of students produced errors that were in misformation categorized. The did failed because they were confused in formulating verbs into past form. The students also committed errors by adding unnecessary element doesn't applied in the target word. In order to know the percentage of misformation errors, the formula was used to count the amount of errors:

$$P = \frac{23}{32} X \ 100\% = 71,86\%$$

It could be that percentage of omission errors was 71,86%

4.2 Discussion

Based on the finding of study, it could be interpreted that the types of errors that students produced on the action verb in writing recount text were (1) omission 18,76%, (2) addition 9,38%, and (3) 71,86%.



4.2.1 Types of Errors on the use Action Verb in writing Recount texts

	Respondent	Errors Identification	Errors correction	Types of errors			
		Identification	3323333	Omission	Addition	Misformatio n	Misordering
1	Student 1	1. I did some	1. I did some	N Da			
		activities	activities	I DAA	11 Mars	٧	
	/	that I rarely	that I rarely	P	10		
		do in school	did in school	4		温	
	- ((days	days	M/	9	10	
	1	2. So, I	2. So, 1 must			A S	
		must pray	pray and		1	V	
		and the	followed by		V)	*	
		follow by	N PEMBINA LEMBAS	A PENDIDIKA	N TINGGI	Z	
		lunch.	SIDO	210			

From the table above, the student 1 produced 2 errors that were categorized as misformation error. The student failed because he was confused in formulating verbsinto past form. Such as in verb "do" instead "did" and "follow" instead "followed".

	Respondent	Errors Identification	Errors correction	Types of errors			
				Omission	Addition	Misformatio	Misordering
2	Student 2	1. I just stay at	1. I just stayed				
		home for a	at home for			V	
		whole	a whole	NDAA			
	2	month.	month	IP	LMI		
		2. I choose the					
		middle space	2. I chose the	MA		15v \	
		of my yard	middle	X	d		
		š l	space of my			13	
		9	yard		1	2	
		*	DOL	1	7	*	

YAYASAN PEMBINA LEMBAGA PENDIDIKAN TINGGI

From the table above, the student 2 produced 2 errors that were categorized as misformation error. The student failed because he was confused in formulating verbs into past form. Such as in verb "stay" instead "stayed. The students also committed errors by adding unnecessary element doesn't applied in the target word, such as "choose" instead "chose".

	Respondent	Errors Identification	Errors correction	Types of errors			
			WP.UA	Omission	Addition	Misformatio n	Misordering
3	Student 3	1. After that I help	1. After that I helped	IP 1	LMU	The state of the s	

From the table above, the student 3 produced 1 errors that was categorized as misformation error. The student failed because he was confused in formulating verbs into past form.



	Respondent	Errors Identification	Errors correction	Types of errors			
				Omission	Addition	Misformatio n	Misordering
4		1. Reptiles 1 which only come out at night 2. When he let 2 go of the rope	which only came out at night When he led go of the rope	N DAN	IL NIU !	V NANGIOHAR P	

From the table above, the student 4 produced 2 errors that were categorized as misformation errors. The student failed because he was confused in formulating verbs into past form. Such as in verb "come" instead "came". Moreover, the student also did confused in misformation by added "d" such as in verb "let" instead "led".

	Respondent	Errors Identification	Errors correction	Types of errors			
				Omission	Addition	Misformatio n	Misordering
5	Student 5	my motorcycle at the parking are and I waked	1. I parked my motorcycle at the parking are and I walked 2. I took my ticket on my wallet and went to the information area	I POAM I PUBLINA	V TINGGI S	ENDIDIKAN * MSS.	

From the table above, the student 5 produced 2 errors that were categorized as omission errors and misformation errors. These errors showed that the student omitted element "l" which must exist in the "walked" as the past form

of "walk". The student also confused in formulating verbs into past form. Such as in verb "go" instead "went".

	Respondent	Errors Identification	Errors correction	Omission	Type	s of errors Misformatio	Misordering
6	Student 6	1. I lokeedfor	1. I looked	Omission	Addition	Wisiormano	Wilsofdering
		the best point to fish	for the best point to fish		٧	HOIDII	
		2. I wait for the fish	2. I waited for the		1	SN v	
		3. The first big that I gott AYASP	fish 3. The first big that I gott	RJC	W TINGGI	1887	

From the table above, the student 6 produced 3 errors that were categorized as addition errors and misformation error. These error because the student adding unnecessary element doesn't applied in the target word. Such as in verb "lokeed" instead "looked" and "gott" instead "got". The student also

confused in formulating verbs into past form. Such as verb in "wait" instead "waited".

	Respondent	Errors Identification	Errors correction	Types of errors			
		GIV	EGURUA	Omission	Addition	Misformatio n	Misordering
7	Student 7	1. Before our match begin, we came back to the area 2. Match until we reach the final stage 3. We have to face the red drogenjim	we reached the final	RJC PUBLI	V TINGGI	EHDIDIKAN * Pigs.	

From the table above, the student 7 produced 3 errors that were categorized as misformation errors. These error because the student confusing in

formulating verb in the past form. Such as in verb "begin" instead "began". "reach" instead "reached", and "have" instead "had".

	Respondent	Errors Identification	Errors correction		Туре	s of errors	
			EGURUA	Omission	Addition	Misformatio	Misordering
		· GIV	CTK	ID	Uly.	n	
8	Student 8	1. Animal museum which has a hug	1. Animal museum which had				
		dinosaurus	a hug dinosaurus,		1	MAZIN	

From the table above, the student 8 produced 1 error that was categorized as misformation error. Such as in verb "has" instead "had" in the past form.



	Respondent	Errors Identification	Errors correction		Туре	s of errors	
				Omission	Addition	Misformatio n	Misordering
9	Student 9	1. Went out to gather and play games	1. Went out to gather and played	N DAN	ILMU		
		with my friends.	games with my friends.	201		THE V	

From the table above, the student 9 produced 1 error that was categorized as misformation error. Such as in verb "play" instead "played".

		YAYASA	PEMBINA LEMBAC	A PENDIDIKA	N TINGGI	7 5	
	Respondent	Respondent Errors Types of errors correction					
				Omission	Addition	Misformatio	Misordering
						n	
10	Student 10	1. I also wen to	1. I also				
		my brother	went to my	٧			
		house	brother house				

From the table above, the student 10 produced 1 error that was categorized as omission error. These error because the student omitted element "t" in verb "wen" instead "went".

	Respondent	Errors Identification	Errors correction	N DAN	Туре	s of errors	
		E III	M	Omission	Addition	Misformatio n	Misordering
11	Student 11	1. Several of us	1. Several of		1	P. Control	
		worked to	us worked		1		
		identiy	to identify		7		
		family	family	1/			
		members _{YAYASA}	M P members	A PENDIDIKA	N TINGGI	%	

From the table above, the student 10 produced 1 error that was categorized as omission error. These error because the student omitted element "f" in verb "identiy" instead "identify"

	Respondent	Errors Identification	Errors correction		Туре	s of errors	
			WP.II.A	Omission	Addition	Misformatio n	Misordering
12	Student 12	1. If we just	1. If we just	NDAN			
		wait for the	waited for	P	"Mu		
		night	the night			٧	
		2. I will stand	2. I stood	21			
		right after	right after		1	美	
		Arjuno	Arjuno		1	V	

From the table above, the student 12 produced 2 errors that were categorized as misformation errors. These error because the student confusing in formulating verb in the past form. Such as in verb "wait" instead "waited" and "will stand" instead "stood".

	Respondent	Errors Identification	Errors correction		Туре	s of errors	
				Omission	Addition	Misformatio n	Misordering
13	Student 13	1. I took my	1. I took				
		ticket on my	my ticket on	N DAN			
		wallet and go	my wallet	IP	MU	V	
		to the	and went to	4			
		information	the	21			
		section	information section		1	JIKAN	

From the table above, the student 13 produced 1 error that was categorized as misformation error. These error because the student confusing in formulating verb in the past form. In verb "go" instead "went" in past form.

	Respondent	Errors Identification	Errors correction		Туре	s of errors	
				Omission	Addition	Misformatio n	Misordering
14	Student 14	 I take many times to rest I gott a car truck that taking a break 	1. I took many times to rest 2. I got a car truck that taking a break	A PENDIDIKA	V TINGG!	THOIDIKAN * No	

From the table above, the student 14 produced 2 errors that were categorized as addition error and misformation error. These error because the student confusing in formulating verb in the past form. In verb "take" instead "took". The student also adding unnecessary element doesn't applied in the target word.

	Respondent	Errors Identification	Errors correction		Туре	s of errors	
				Omission	Addition	Misformatio n	Misordering
15	Student 15	1. We dcided to go home after that2. I have to use bicycle	to go home after that 2. I used to bicycle	A PENDIDIKA	A TINGGI	ENDIDIKAN +>	

From the table above, the student 15 produced 2 errors that were categorized as misformation error and omission error. These error because the student confusing in formulating verb in the past form. In verb "have to use" instead "used to". The student also omitted necessary element that applied in the target word. Such as in verb "decided" should be "decided".

	Respondent	Errors Identification	Errors correction		Туре	s of errors	
				Omission	Addition	Misformatio n	Misordering
16	Student 16	I wake earlier at the morning	1. I woke up earlier at the morning	N DAA	ILMU		

From the table above, the student 16 produced 2 errors that were categorized as misformation error and omission error. These error because the student confusing in formulating verb in the past form. In verb "wake" instead "woke up". The student also omitted necessary element that applied in the target word.



	Respondent	Errors Identification	Errors correction		Туре	s of errors	
				Omission	Addition	Misformatio n	Misordering
17	Student 17	1. There was a thief beaten	2. There was a thief was beaten	N DAN	LINU	V	

From the table above, the student 17 produced 1 error that was categorized as misformation. These error because the student confusing in formulating verb in the past form. In verb "beaten" that should be "was beaten".



	Respondent	Errors Identification	Errors correction		Туре	s of errors	
				Omission	Addition	Misformatio n	Misordering
18	Student 18	1. I l oked for the	1. I looked for	N E			
		best point to	the best	N 44A			
		fish	point to fish	IP	1110		
		2. Then I	2. Then I	V			
		wait for the	waited for	2Δ		v	
		fish	the fish			IKA	

From the table above, the student 18 produced 2 errors that were categorized as misformation error and omission error. These error because the student confusing in formulating verb in the past form. In verb "wait" that should be "waited". The student also omitted necessary element that applied in the target word. It's element "o" in verb "loked" that should be "looked".

	Respondent	Errors Identification	Errors correction	Types of errors			
				Omission	Addition	Misformatio n	Misordering
19	Student 19	1. Grandpa	2. Grandpa	NA			
		going to the	went to the	TUAN	110		
		next field	next field	IP	100		
		1	1 PM	4		T v	

From the table above, the student 19 produced 1 error that was categorized as misformation error. These error because the student confusing in formulating verb in the past form. In verb "going to" it should be "went to".



