

CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses about the result and analyze the data of the students' errors in using ending [S] in writing descriptive text. In this chapter, the researcher explains about the result of analysis from students' works. There is a discussion about the result of this research and limitation of the research which explains about the strenght and weakness of this research.

A. Description and Analysis

a. Description

This research was conducted at SMAN 1 Tambusai to analyse the students' errors in using ending S in writing descriptive text. As explained in the previous chapter, especially in the conceptual framework, the researcher focused on the error in using ending S in writing descriptive text and analyzed the types of those errors such as ommision, addition and misformation as plural nouns.

In addition, the researcher analyzed the errors in put ending S in ommision, addition and misformation. For the errors the researcher found that the students did not use ending S in the required section and given the ending S in the unneeded section. Meanwhile, for the errors the researcher found that most of all students made mistakes in ommision.

For be errors, the researcher found that the students who made errors in using it, mostly could not differ between where was the required section and the ending S given in the unneeded section to use ending S.

The researcher collected the data and classified them into the tables that shows the students' skill in making ending S in writing descriptive text.

b. Analysis

In this research, the researcher gave a written test to the students in order to find out the errors of using ending S in descriptive text. The result of this research indicated that students of grade X of SMAN 1 Tambusai still had problems in using ending S in some aspects. To use surface taxonomy highlights the ways the surface structure are altered (Dulay,Burt, And Krashen 1982:150). This taxonomy is classified into four types such as ommision,addition,misoordering and misinformation.It can be seen below.

1. Ommision are characteristics by the absence of an item that must appear in well formed utterance. There were some errors of ommision made by the students of SMAN 1 Tambusai. They often left some necessary word in the sentence.This could be proven from the following table of erros on ommision in this table below

Table 6. The result of the errors analysis in ommision from all raters

No	Name	Rater1	Rater 2	Rater 3
1.	Sample 1	2	3	2
2.	Sample 2	2	2	1
3.	Sample 3	-	1	1
4.	Sample 4	4	5	-
5.	Sample 5	2	2	1
6.	Sample 6	3	3	2
7.	Sample 7	-	-	-

8.	Sample 8	1	2	-
9.	Sample 9	2	1	1
10.	Sample 10	1	1	1
11.	Sample 11	2	3	3
12.	Sample 12	2	3	2
13.	Sample 13	1	1	1
14.	Sample 14	1	1	1
15.	Sample 15	-	-	1
16.	Sample 16	1	2	1
17.	Sample 17	2	-	-
18.	Sample 18	1	3	-
19.	Sample 19	-	3	5
20.	Sample 20	-	-	-
21.	Sample 21	-	1	1
22.	Sample 22	1	2	3
23.	Sample 23	-	3	4
24.	Sample 24	-	1	1
25.	Sample 25	-	1	1
26.	Sample 26	-	1	1
27.	Sample 27	1	2	2
Total		29	46	36
Percentage		69,1%		

There were many errors in this category made by the students X grade of SMAN 1 Tambusai. In this research, the researcher found that the calculation of students errors in this category is 69,1% percentage. It means that almost all

students did errors in descriptive especially in using omission. The errors made of the students in omission could be shown in the example below :

- i. "I have many friend".(sample 1). From the sentence the students made error in omitting word (-S). Because "many" means the noun more than one, so The correct sentence is "I have many friends"s or es should be added in the ending of the noun which following that (many).
- ii. "My canteen school there are four canteen" (sample 2) based on this sentence the student made errors in omitting word (-S). Because "four" indicated that the noun more than one,the noun must be added with ending (-S) for indicates the noun is plural. So, the correct sentence is "My canteen school there are four canteen"
- iii. "My school have many kind of food" (sample 5) From the sentence the students made error in omitting word (-S) as plural marker in their sentence. Because "many" means the noun more than one, so The correct sentence is "my school have many kinds of foods " s or es should be added in the ending of the noun which following that (many).

From the data, the reseracher also found that there are some of samples of the reasearh did not errors in this category such as sample number 7, 15, 17, 18, 20.So, from the data above the researcher could find that the students in SMAN 1 Tambusai still difficult to understandingthe part inusing ending S. The factor caused becaused almost of the students still use Indonesian structure to translate into English Language.

2. Addition

Addition are characterized by the presence of an item that must not appear in a well form utterance. In this Data the reseacher found some errors the students made in writing descriptive text especially for adding S as addition because almost of the students do errors in adding S if the noun is plural. It could be seen in the table below.

Table 7. The result of the errors analysis in addition from all raters

No	Name	Rater1	Rater 2	Rater 3
1.	Sample 1	-	-	-
2.	Sample 2	-	-	-
3.	Sample 3	2	-	-
4.	Sample 4	-	-	-
5.	Sample 5	-	-	-
6.	Sample 6	1	-	-
7.	Sample 7	2	-	-
8.	Sample 8	-	-	-
9.	Sample 9	-	-	-
10.	Sample 10	-	-	-
11.	Sample 11	-	-	-
12.	Sample 12	-	-	-

13.	Sample 13	1	1	1
14.	Sample 14	-	-	-
15.	Sample 15	-	-	-
16.	Sample 16	-	-	-
17.	Sample 17	-	-	-
18.	Sample 18	-	1	1
19.	Sample 19	-	-	-
20.	Sample 20	-	-	-
21.	Sample 21	-	-	-
22.	Sample 22	1	1	-
23.	Sample 23	2	-	-
24.	Sample 24	-	-	-
25.	Sample 25	-	-	-
26.	Sample 26	1	-	-
27.	Sample 27	-	-	-
Total		10	2	2
Percentage		6,4%		

Based on the table above, students also made errors in addition. The researcher calculated the percentage of errors is 6,4%. The students add one or more elements, which should not exist in the sentence. The errors made by the students in addition could be shown below

- i. “ Brother my job make gate, windows,and pet flower “ (sample 7) the students wrote the unnecessary word in the sentence because adding the ending S in the end of window.

So based on the data above the researcher found that the students are still confused to using Ending S in unnecessary and necessary term.

3. Misformation.

Misformation were characteristics by the incorrect placement. The researcher found the error made by the students X grade in using ending S in it. The table below is the result of errors in misformaton.

Table 8. The result of the errors analysis in misformation from all raters

No	Name	Rater1	Rater 2	Rater 3
1.	Sample 1	-	-	-
2.	Sample 2	-	-	-
3.	Sample 3	-	-	-
4.	Sample 4	-	-	-
5.	Sample 5	-	-	-
6.	Sample 6	-	-	-
7.	Sample 7	-	-	-
8.	Sample 8	-	-	-
9.	Sample 9	-	-	-
10.	Sample 10	-	-	-
11.	Sample 11	-	-	-

12.	Sample 12	-	-	-
13.	Sample 13	-	1	-
14.	Sample 14	-	-	-
15.	Sample 15	-	-	-
16.	Sample 16	-	-	-
17.	Sample 17	-	-	-
18.	Sample 18	-	1	-
19.	Sample 19	3	-	-
20.	Sample 20	-	-	-
21.	Sample 21	-	-	-
22.	Sample 22	-	1	-
23.	Sample 23	-	-	-
24.	Sample 24	1	-	-
25.	Sample 25	1	-	-
26.	Sample 26	-	-	-
27.	Sample 27	-	-	-
Total		5	3	0
Percentage		5,3%		

Based on the data above, the reseracher found there is 5,3% some erros made by the X grade of SMAN 1 Tambusai. So, the researcher concludes that the students still have problems in this term. Most of students still did errors in using ending S. This problems is caused of some factor.

The first The students add ending S in the unneeded part and not put S in the necessary part. This problems did caused the students lack in knowledge especially in using Simple Present Tense and Plural Nouns. The last is the students still use indonesian structure. The calculated by all of term of the erros cold be shown in this table below

Table 9. The result of errors from the analysis of all raters

INDICATOR	RATER I	RATER II	RATER III	AVERAGE
Ommision	29	46	36	37
Addition	10	2	2	5
Misformation	5	3	0	3

Table 9 shows that the students made many errors in writing. In error in ommision, there were 37 errors from 27 samples. It means, almost every students made error in sentence pattern in writing. The second error is error in addition. There is 5 errors found in students writing. And the last is error in misformation. It was found that there 3 errors. Every students made errors in descriptive text writing especially in ommision. After the data were analyzed, it can be seen that the most error the students made is in “ ommision.

B. Discussion

After analyzing the data, the researcher found all existing types of errors. They are: Omission, Addition, and Misformation. Concerning the data analysis and types of errors, it could be seen that the most kind of error in students' writing in descriptive text was errors of Selection. The data itself was in each indicator, the first indicator was error in omission. Based on findings, there were 36 error or 69,1% The students omit many categories in their Descriptive text . The second is addition based on the findings 5 errors or 6,4% Based on the finding above The researcher assumed that this errors caused by mother tongue interference or errors resulting from the transfer of grammatical and stylistic element from the source language to the target language. The last indicators is misformation. There is 3 errors or 5,3% made by the students. When the students wrote, most of students did not aware to wrote with the true structure.

It means that, almost every students made errors of selection in their writing. They made some errors in the sentences, May be they did not focus when they wrote their sentences. After the data were analyzed, it can be seen that the most error they made was error of omission.

In addition, teacher should use this data to help the students in improving their writing, especially in Descriptive text. As Cook (1933:22), says that error

analysis was a methodology for dealing with the rather than a theory acquisition errors here are addressed to sentences that are grammatical incorrect

The result of this research is in line with the result of Utomo research (Error Analysis on Simple Present Tense in Descriptive Writing Made by The Eight Year Students of SLTPN 2 Unggaran Year Academic 2005/2006) where those omission and addition errors are found in greater abundance. It was also in line with the result of Indrayani research an analysis of the students' skill in writing descriptive text grade X of MA AL FATA Pasir Agung Purba where those misformation also the most errors were found in the research.

Based on the result of the research, the researcher concluded up that the students' still made some errors in their Descriptive text writing. Most of them only knew the theory but could not apply them in their writing. So, it better teacher to use this data to help the students in improving their writing, especially in writing Descriptive text.

D. Limitation of the Research.

This research is purposes to find out the errors made by the students in descriptive text writing. The researcher gave the written test for the students as the instrumentation of the research. To analyze the errors made by the students, the researcher only focuses on errors in Ommision, Addition and Misformation, the researcher admits that this research still has weakness for the reader, the lack of explanation and description of the data become the main points to be fixed in the following day.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion. The conclusion is drawn on the discussion present in the previous chapter, while suggestion is put forward from the conclusion. This chapter hopefully can give more advantages for the teacher, the students and for the researcher.

A. Conclusion

Based on analyzed the data, the Students did some errors in their descriptive text writing. They are errors in ommision, addition, misformation. The researcher from that error of ommision as plural marker was 37 errors or 69,1%, error of addition as possessive pronoun 5 errors or 6,4%, misformation as plural noun 3 errors or 5,3%. So, based on the data above the researcher found that the total of errors are 45 errors. Every students made error in their descriptive text writing. After the data were analyzed, it can be seen that the most errors they made is in ommision. In short the researcher concluded that the X grade students of SMAN 1 Tambusai often made errors in their descriptive text writing especially in ommision. Because almost of the students did not understand to put the necessary and unnecessary for use Ending S. So, based on the Explanation above the teacher should be given more knowledge for the students Espeacially in Simple Present Tense and Plural Nouns to minimalize the errors because the stuidents lack of knowledge in using ending S

B. Suggestions

Based on the result of the research on the error analysis in applying descriptive text writing by the X grade of SMAN 1 Tambusai the researcher would like to present some suggestions :

1. For students : Students suggest to add knowledge in descriptive text. The students also suggest to pay more attention to the teacher explanation in teaching and learning process.
2. For teacher : Especially English teacher in teaching process, they should review the teaching material that would be tough. The teacher should give more easily understood explanation in order to make the students more interested in learning English, especially in learning descriptive text. In addition, the teacher is suggested to give more written test to students to improve their ability in writing especially in writing descriptive text.
3. For the next researcher : particularly those who have the same problem and interest to conduct this research, it is suggest to this research can be reference.