# CHAPTER IV
# RESEARCH FINDINGS

## A. Description and Analysis of Interview Data

1. Description of Interview Data

The interview has been collected by the researcher to the English teacher. The main purpose of the interview was to gain the information about the students' difficulties in English writing which used to find out the reasons of the highest error types and the lowest error types that the students committed. The researcher asked her some questions to find the comprehensive results, those were the students' writing ability in general as well as in the specific term, the difficulties that faced by the students when they wrote and the problem solving by the teacher to the students. The whole questions were answered by the English teacher based on her experience in English teaching in SMAN 5 Kota Serang specifically at the Eleventh Grade of Science One.

2. Analysis of Interview Data

The researcher found that in English writing learning, the students often faced some difficulties, for instances, determining the topic, organizing the ideas into written text even though those were still in their first language. The next problems related to the target language components, these were diction or choosing the appropriate words, lack of English vocabularies and the use of grammar. The English teacher held the important role to help the

students in solving their problems. Personal approach has done by the teacher to ask the students one by one about their difficulties. It needed because not all students wanted to ask the teacher about their problems in writing. The English teacher also explained the students' ability in text-types writing especially on spoof text. Choosing the topic on spoof text was easier for the students than the other types because the spoof text told about the funny experiences or the unforgettable moments. Meanwhile the students' difficulties on spoof text writing were generally similar to the difficulties that mentioned above.

## B. Description and Analysis of Students' Test Data

1. Description of Students' Test Data

The researcher has taken the data from 33 students' writing from the eleventh grade of science one of SMAN 5 Kota Serang to know the number of error types that the students committed as well as the most common errors that the students committed. In analyzing the students' error, the researcher classified the error types and then the researcher calculated the number of each other. The table was drawn for the report of the calculation result and the researcher converted them into percentages. In addition, the researcher made a graphic based on the result. After that, the researcher interpreted the data. Those tables were the recapitulation of the students' spoof text writing errors according to Semantic and Lexical Errors in Linguistic Category and Surface Strategy Taxonomy.

2. Analysis of Students' Test Data

   a. The Number of Error Types

      After the researcher has analyzed the errors on the students' writing, the researcher found there were four major errors of surface strategy taxonomy that committed by the students. On the other hand, in linguistic category, the researcher found two major errors that committed by the students. The researcher drew the table below to elaborate the error types that found.

**Table 4.1**

**The Number of Error Types**

| No | Error Types | |
|----|-------------|---|
| | **Surface Strategy Taxonomy** | **Linguistic Category** |
| 1 | Omission<br>a. Omission of Grammatical Morphemes<br>b. Omission of Content Words | Semantic and Lexical Errors<br>a. Formal Errors<br>  1) Misselection<br>  2) Misformations<br>  3) Misspelling<br>b. Semantic Errors<br>  1) Confusion of Sense Relations<br>  2) Collocational Errors |

| 2 | Additions | |
|---|---|---|
| | a.  Double Markings | |
| | b.  Simple Addition | |
| 3 | Misformation | |
| | a.  Archi-forms | |
| | b.  Alternating forms | |
| 4 | Misordering | |
| | a.  Misordering of Words | |
| | b.  Misordering of Phrases | |

b.  The Most Common Errors

The researcher calculated the errors after she had classified them. This table below showed the calculation of errors in Linguistic category.

**Table 4.2**

**The Error Classification of Linguistic Category**

| Students Name | The Types of Error | | | | | Total |
|---|---|---|---|---|---|---|
| | Semantic and Lexical Errors | | | | | |
| | Formal Errors | | | Semantic Errors | | |
| | Misselection | Misformation | Misspelling | Confusion of Sense Relation | Collocation Errors | |
| Adhyaksa M. | 6 | 0 | 0 | 7 | 1 | 14 |
| Afifudin | 0 | 2 | 1 | 7 | 0 | 10 |
| AftiaNur K. | 2 | 0 | 0 | 6 | 1 | 9 |
| AgniaSilmi | 5 | 4 | 0 | 12 | 1 | 22 |
| Airesa R. | 0 | 2 | 0 | 2 | 0 | 4 |
| Akbar R. S. | 1 | 1 | 2 | 11 | 0 | 15 |
| Anisa L. K. | 2 | 1 | 0 | 1 | 0 | 4 |
| DiahWahyuni | 1 | 10 | 0 | 14 | 0 | 25 |
| Digma Y. W. | 5 | 3 | 0 | 0 | 0 | 8 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Faidatul U. | 3 | 1 | 1 | 7 | 3 | 15 |
| Fatkhi I. H | 2 | 0 | 0 | 3 | 0 | 5 |
| Hadisah | 1 | 0 | 1 | 1 | 0 | 3 |
| HardiYatna | 1 | 0 | 4 | 2 | 0 | 7 |
| Intan S. | 0 | 1 | 0 | 3 | 0 | 4 |
| IwanRosadi | 1 | 1 | 0 | 1 | 0 | 3 |
| Kurotul U. | 2 | 6 | 1 | 3 | 1 | 13 |
| LusiSetiawati | 0 | 2 | 3 | 12 | 3 | 20 |
| Maria Natha | 0 | 0 | 0 | 6 | 0 | 6 |
| Mastiyah | 1 | 0 | 0 | 7 | 0 | 8 |
| Maulida A. C. | 2 | 0 | 3 | 13 | 0 | 18 |
| Maulidina L. | 3 | 0 | 0 | 6 | 0 | 9 |
| M. Yogi R. P. | 4 | 1 | 0 | 3 | 0 | 8 |
| M. Yusuf  S. | 4 | 0 | 5 | 3 | 0 | 12 |
| Renaldy S. | 1 | 2 | 0 | 2 | 2 | 7 |
| Revan P. | 5 | 0 | 2 | 8 | 0 | 15 |
| RiaAtika. S.N. | 1 | 1 | 0 | 13 | 0 | 15 |
| RiskaOktalia | 0 | 0 | 0 | 8 | 0 | 8 |
| Riski | 1 | 1 | 1 | 7 | 0 | 10 |
| Sri Mulyati | 3 | 0 | 9 | 10 | 0 | 22 |
| Syifa M. H. | 1 | 1 | 0 | 2 | 0 | 4 |
| VinaAgustina | 0 | 0 | 3 | 10 | 0 | 13 |
| Wahyu | 4 | 0 | 4 | 4 | 0 | 12 |
| Yuliani Pratiwi | 2 | 0 | 1 | 4 | 1 | 8 |

| Total | 64 | 40 | 41 | 198 | 13 | 356 |
|:---:|:---:|:---:|:---:|:---:|:---:|:---:|
| **Percentage of Error** | 17.98% | 11.23% | 11.52% | 55.62% | 3.65% | 100% |

The percentages of the error recapitulation above would be converted into a graphic below. The graphic described the highest until the lowest rank. Furthermore, the graphic could show the most common errors that committed.

**Graphic 4.1**

**The Percentages of Errors in Linguistic Category**

**(Semantic and Lexicon)**
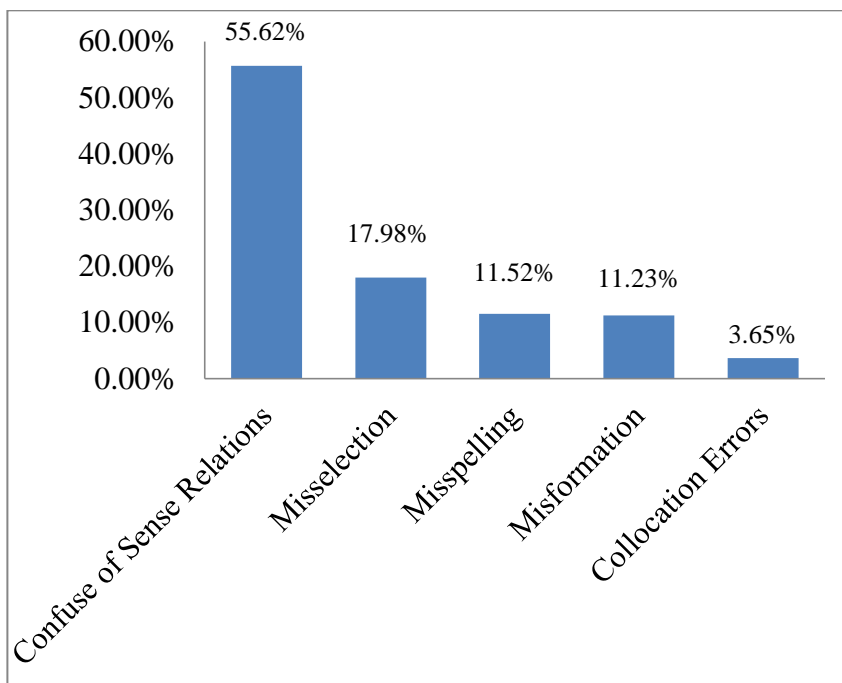
As the description and analysis of data above, the researcher would like to interpret the result of the recapitulation and the graphic based on from the highest to the lowest rank.

These following interpretation based on the highest to the lowest frequent errors.

1) Confusion of Sense Relations (Semantic Errors)

These error types had become the most common errors that committed in Linguistic Category. These errors occurred when the students used inappropriate word which caused by the sense relations between concepts or meanings (confusion in using features of semantic). It usually called the word choice errors. There were 198 errors or 55.62% found in students' writing. The first example error of students' written text, "should be in **operation**." It should be "should need a **surgery**." The second one was, "**conceded** green pea." It should be "green pea **entered**."

In line with the result of teacher's interview, two of the difficulties in English writing, lacking of English vocabularies and diction (word choice) had become the reasons why the students commonly committed these errors.

2) Misselection (Formal Error)

The students sometimes misuse the word which caused the similarity of sound or visual between two words. There were 64 errors or 17.98% in this category. An example of students' error in this category was "**pull** tauge" It should be "**full** of bean

sprout" Another example was "a **employed** very diligent" it should be "a very diligent **employee**."

3)  Misspelling (Formal Error)

The students made 41 errors or 11.52% in this type. The first example error found was "Forgetful **Employeed**" it should be "Forgetful **Employee**". The second example was "**Naw**," the man hollered back" it should be "**No**," the man hollered back"

4)  Misformation (Formal error)

The students sometimes made the errors because of the influence of the student's mother tongue. The students made 40 errors or 11.23% in this category. An example of students' error was "the pull**tauge**" it should be "full of **bean sprout**". Another example was "**Not intention** Lio and his friends" it should be "**Unintentionally** Lio and his friends."

5)  Collocation Errors (Semantic Errors)

The students misuse the word or phrase that should be used together with another word or phrase and sounds natural and correct. There were 13 errors or 3.65% in this category. The first example was found "**till** in office" it should be" **arrived** in the office". The second example was "he not **use** pants" it should be "he did not **wear** pants."

The reasons why the students rarely committed these errors were lacking of English vocabularies according to the teacher's interview.

Furthermore, the researcher also calculated the errors after she had classified them in Surface Strategy Taxonomy. This table below showed the calculation of errors.

**Table 4.3**

**The Error Classification of Surface Strategy Taxonomy**

| Students Name | The Types of Error | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | Omission | | Addition | | | Misformation | | Misordering | | |
| | Grammatical morphemes | Content words | Double Markings | Regularization | Simple Addition | Regularization Errors | Archi-forms / Alternating Forms | Words | Phrases | |
| Adhyaksa M. | 22 | 2 | 0 | 0 | 9 | 0 | 12 | 1 | 2 | 48 |
| Afifudin | 28 | 9 | 0 | 0 | 1 | 0 | 4 | 1 | 0 | 43 |
| AftiaNur K. | 26 | 5 | 0 | 0 | 20 | 0 | 6 | 3 | 1 | 61 |
| AgniaSilmi | 40 | 6 | 0 | 0 | 14 | 0 | 11 | 3 | 3 | 77 |
| Airesa R. | 3 | 1 | 0 | 0 | 6 | 0 | 1 | 1 | 0 | 12 |
| Akbar R. S. | 5 | 1 | 0 | 0 | 9 | 0 | 2 | 0 | 0 | 17 |
| Anisa L. K. | 6 | 2 | 0 | 0 | 3 | 0 | 3 | 0 | 0 | 14 |
| DiahWahyuni | 26 | 6 | 0 | 0 | 20 | 0 | 3 | 6 | 0 | 61 |
| Digma Y. W. | 12 | 1 | 0 | 0 | 5 | 0 | 7 | 0 | 0 | 25 |
| Faidatul U. | 22 | 2 | 0 | 0 | 3 | 0 | 5 | 2 | 2 | 36 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Fatkhi I. H | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 6 |
| Hadisah | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 1 | 4 |
| HardiYatna | 6 | 0 | 1 | 0 | 2 | 0 | 2 | 0 | 1 | 12 |
| Intan S. | 9 | 1 | 0 | 0 | 2 | 0 | 3 | 1 | 0 | 16 |
| IwanRosadi | 9 | 1 | 0 | 0 | 3 | 0 | 2 | 1 | 0 | 16 |
| Kurotul U. | 13 | 1 | 0 | 0 | 4 | 0 | 4 | 2 | 0 | 24 |
| LusiSetiawati | 18 | 1 | 0 | 0 | 19 | 0 | 5 | 5 | 1 | 49 |
| Maria Natha | 2 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 7 |
| Mastiyah | 6 | 0 | 0 | 0 | 7 | 0 | 2 | 1 | 0 | 16 |
| Maulida A. C. | 10 | 1 | 0 | 0 | 3 | 0 | 2 | 2 | 0 | 18 |
| Maulidina L. | 16 | 1 | 0 | 0 | 0 | 0 | 6 | 0 | 0 | 23 |
| M. Yogi R. P. | 6 | 1 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 12 |
| M. Yusuf  S. | 6 | 0 | 0 | 0 | 2 | 0 | 5 | 0 | 1 | 14 |
| Renaldy S. | 12 | 2 | 0 | 0 | 9 | 0 | 6 | 3 | 0 | 32 |
| Revan P. | 6 | 0 | 0 | 0 | 2 | 0 | 8 | 0 | 1 | 17 |
| RiaAtika. S.N. | 7 | 0 | 0 | 0 | 11 | 0 | 6 | 2 | 1 | 27 |
| RiskaOktalia | 8 | 2 | 0 | 0 | 2 | 0 | 2 | 2 | 0 | 16 |
| Riski | 8 | 0 | 0 | 0 | 4 | 0 | 5 | 2 | 1 | 20 |
| Sri Mulyati | 13 | 0 | 0 | 0 | 15 | 0 | 7 | 0 | 0 | 35 |
| Syifa M. H. | 11 | 1 | 0 | 0 | 4 | 0 | 3 | 0 | 0 | 19 |
| VinaAgustina | 10 | 0 | 0 | 0 | 7 | 0 | 2 | 0 | 0 | 19 |
| Wahyu | 6 | 0 | 0 | 0 | 2 | 0 | 5 | 0 | 1 | 14 |
| YulianiPratiwi | 9 | 0 | 0 | 0 | 12 | 0 | 4 | 0 | 0 | 25 |

| Total | 383 | 47 | 1 | 0 | 207 | 0 | 140 | 39 | 18 | 835 |
|---|---|---|---|---|---|---|---|---|---|---|
| Percentage of Error | 45.87% | 5.63% | 0.12% | 0% | 24.80% | 0% | 16.76% | 4.67% | 2.15% | 100% |

The percentages of the error recapitulation above would be converted into a graphic below. The graphic described the highest until the lowest rank. Furthermore, the graphic could show the most common errors that committed.

**Graphic 4.2**

**The Percentages of Errors in Surface Strategy Taxonomy**
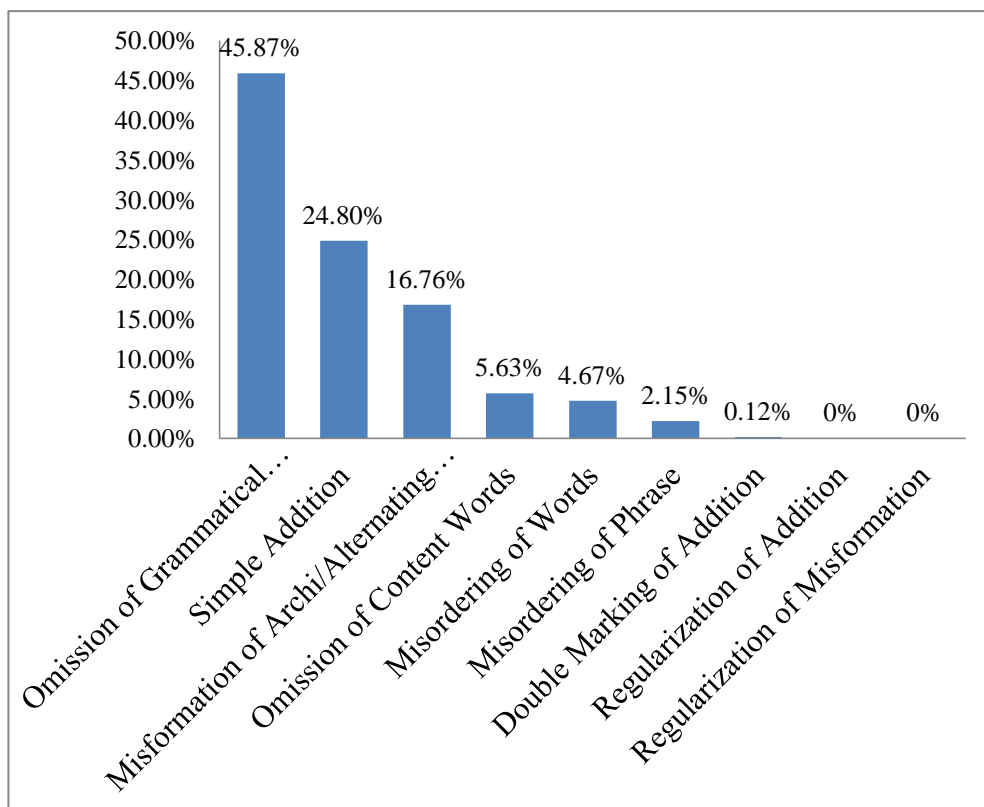
As the description and analysis of data above, the researcher would like to interpret the recapitulation from the highest to the lowest rank. These following interpretation based on the highest to the lowest frequent errors.

1) Omission of Grammatical Morphemes

These error types had become the most common errors that committed in Surface Strategy Taxonomy. Most of the students omit the words should appear in a well-formed sentence. Even though those wordsonly play a minor role in conveying the meaning of a sentence. There were found 383 errors or 45.87% in students' writing. The first error example of the student's written text was , "they laughing." It should be "they **were** laughing." The second one was, "Lio show flashlight" It should be "Lio show**ed the** flashlight."

Based on the result of teacher's interview, one of difficulties in English writing, the use of well grammar had become the reason why the students commonly committed these errors.

2) Simple Addition

There were many students add the words or the other items that must not appear in a well-formed sentence. The students made 207 errors or 24.80% in this category. An example of students' error was "a employed very diligent **work**" it should be "a very diligent employee" Another example was "take **to** a long bag" it should be "took a long bag."

3) Misformation of Archi / Alternating Forms

These errors caused by the students substitute the wrong form of words for the right form of words. There were 140 errors or 16.76% found. An example of this type was "there **is** only" it should be "there **were** only". Another example was "he **feel** leg cool" it should be "he **felt** cool"

4) Omission of Content Words

The students made 47 errors or 5.63% in this type. The words that were omitted had important role to convey the meaning of a sentence. An error example which was found was "this way." It should be "I **find** a way." Another example was "there are cheaper?" it should be "is there **any cost** cheaper?"

5) Misordering of Words

The students sometimes misplaced of the words in the sentence. There were 39 errors or 4.67% found. The first example was "he **late come**" it should be "he **came late**". The next example was "he feel leg cool" it should be "**he felt cool on his leg**."

6) Misordering of Phrase

There were 18 errors or 2.15% found in misplacement of phrase. An example was found on the students writing was, "in **room work**" it should be "in his **work room**." another example was "for find **switch electrical**" it should be "to find the **electrical switch**."

7) Double Marking of Addition

There was only 1 error or 0.12% found in double marking. This error type was caused by appearing two marks syntactically in a sentence. The only error was found was "We didn't do **nothing**" it should be "We didn't do **anything**."

The reasons why the students committed rarely these errors were lacking of English vocabularies according to the teacher's interview.