

## 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 SMK Walisongo 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	Types of errors			
				Omission	Addition	Misformatio	Misordering
1	Student 1	<p>1. I did some activities that I rarely <b>do</b> in school days</p> <p>2. So, I must pray and the <b>follow</b> by lunch.</p>	<p>1. I did some activities that I rarely <b>did</b> in school days</p> <p>2. So, I had to pray and <b>followed</b> by lunch.</p>			<p>√</p> <p>√</p>	
2	Student 2	<p>1. I just <b>stay</b> at home for a whole month.</p> <p>2. I <b>choose</b> the middle space of my yard</p>	<p>1. I just <b>stayed</b> at home for a whole month</p> <p>2. I <b>chose</b> the middle space of my</p>			<p>√</p> <p>√</p>	

			yard				
3	Student 3	1. After that I <b>help</b>	1. After that I <b>helped</b>			√	
4	Student 4	1. Reptiles which only <b>come</b> out at night 2. When he <b>let</b> go of the rope	1. Reptiles which only <b>came</b> out at night 2. When he <b>led</b> go of the rope			√  √	
5	Student 5	1. I parked my motorcycle at the parking are and I <b>waked</b> 2. I took my ticket on my wallet and <b>go</b> to the information area	1. I parked my motorcycle at the parking area and I <b>walked</b> 2. I took my ticket on my wallet and <b>went</b> to the information area	√		√	

6	Student 6	<p>1. I <b>lo</b>keedfor the best point to fish</p> <p>2. I <b>wait</b> for the fish</p> <p>3. The first big that I <b>gott</b></p>	<p>1. I <b>looked</b> for the best point to fish</p> <p>2. I <b>waited</b> for the fish</p> <p>3. The first big that I <b>got</b></p>		<p>√</p> <p>√</p>	<p>√</p>	
7	Student 7	<p>1. Before our match <b>begin</b>, we came back to the area</p> <p>2. Match until we <b>reach</b> the final stage</p> <p>3. We <b>have</b> to face the red drogenjim</p>	<p>1. Before our match <b>began</b>, we came back to the area</p> <p>2. Match until we <b>reached</b> the final stage</p> <p>3. We <b>had</b> to face the red drogenjim</p>		<p>√</p> <p>√</p> <p>√</p>	<p>√</p>	
8	Student 8	<p>1. Animal museum which <b>has</b> a</p>	<p>1. Animal museum which <b>had</b> a</p>			<p>√</p>	

		hug dinosaur	hug dinosaur				
9	Student 9	1. Went out to gather and <b>play</b> games with my friends.	1. Went out to gather and <b>played</b> games with my friends.			√	
10	Student 10	1. I also <b>wen</b> to my brother house	1. I also <b>went</b> to my brother house	√			
11	Student 11	1. Several of us worked to <b>identiy</b> family members	1. Several of us worked to <b>identify</b> family members	√			
12	Student 12	1. If we just <b>wait</b> for the night 2. I <b>will stand</b> right after Arjuno	1. If we just <b>waited</b> for the night 2. I <b>stood</b> right after Arjuno			√	√
13	Student 13	1. I took my ticket on my	2. I took my ticket on my				



		wallet and <b>go</b> to the information section	wallet and <b>went to</b> the information section			✓	
14	Student 14	1. I <b>take</b> many times to rest 2. I <b>gott</b> a car truck that taking a break	1. I <b>took</b> many times to rest 2. I <b>got</b> a car truck that taking a break		✓	✓	
15	Student 15	1. We <b>dcided</b> to go home after that 2. I <b>have to use</b> bicycle	1. We <b>decided</b> to go home after that 2. I <b>used to</b> bicycle	✓		✓	
16	Student 16	1. I <b>wake</b> earlier at the morning	1. I <b>woke</b> <b>upearlier</b> at the morning	✓		✓	
17	Student 17	1. There was a thief <b>beaten</b>	1. There was a thief <b>was</b> <b>beaten</b>			✓	
18	Student 18	1. I <b>loked</b> for the best point to fish	1. I <b>looked</b> for the best point to fish	✓			

		2. Then I <b>wait</b> for the fish	2. Then I <b>waited</b> for the fish			√	
<b>19</b>	<b>Student 19</b>	1. Grandpa <b>going</b> <b>to</b> the next field	1. Grandpa <b>went</b> to the next field			√	
<b>TOTAL</b>				<b>6</b>	<b>3</b>	<b>23</b>	<b>0</b>
				<b>32</b>			

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 errors in addition, 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 addition and 1 of misformation. The student 15 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 Action Verbs**

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”, “dcided”, “loked”. After the errors were classified, in order to know the percentage of omission errors, the following formula were used :

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

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 :

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

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

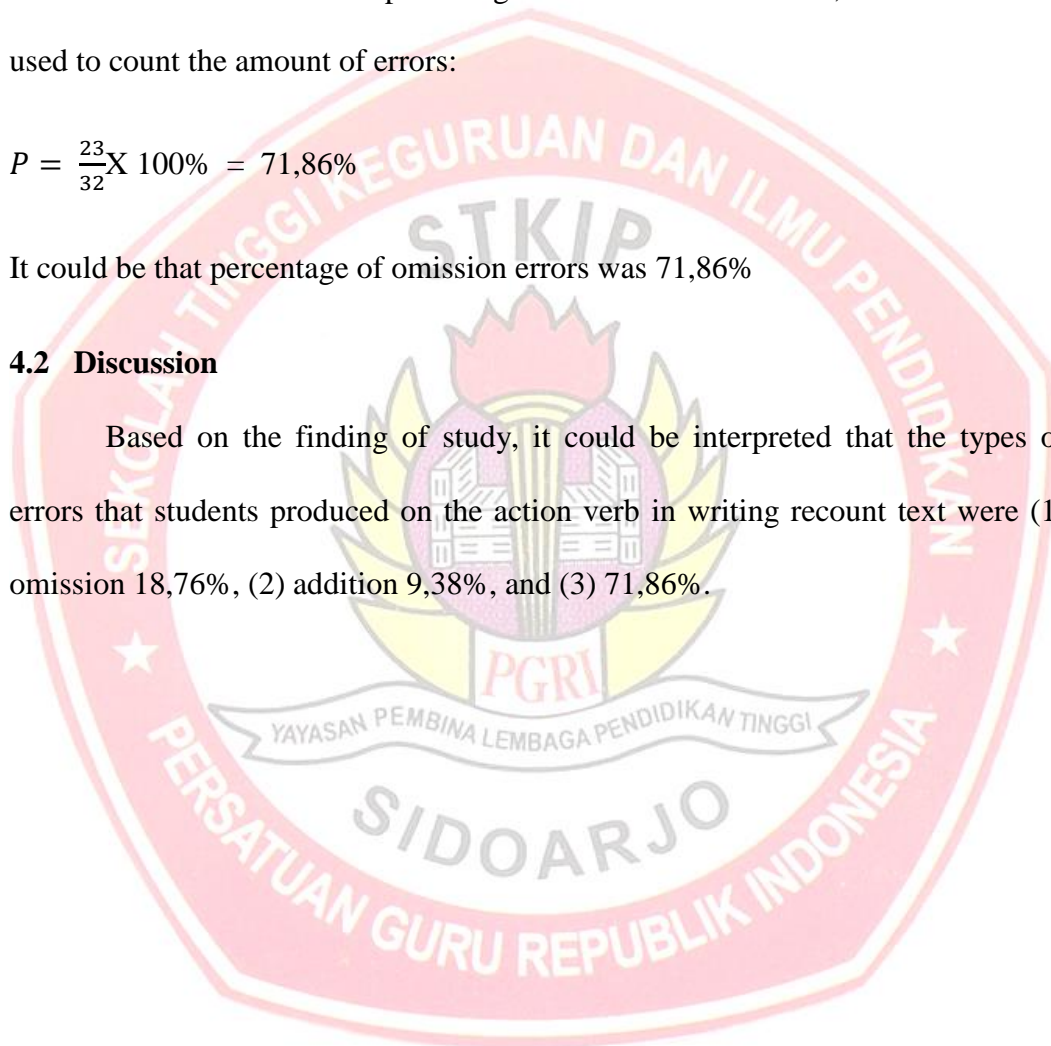
Furthermore, there were 24 errors found that were as misformation. Most of students produced errors that were in misformation categorized. The did failed because they were confused in formulating verbs into past form. The students also committed errors by adding unnecessary element doesn't applied in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

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

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%.





	Respondent	Errors Identification	Errors correction	Types of errors			
				Omission	Addition	Misformatio	Misordering
2	Student 2	1. I just <b>stay</b> at home for a whole month. 2. I <b>choose</b> the middle space of my yard	1. I just <b>stayed</b> at home for a whole month 2. I <b>chose</b> the middle space of my yard			v    v	

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			
				Omission	Addition	Misformation	Misordering
3	Student 3	1. After that I help	1. After that I helped			v	

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	Student 4	1. Reptiles which only <b>come</b> out at night  2. When he <b>let</b> go of the rope	1. Reptiles which only <b>came</b> out at night  2. When he <b>led</b> go of the rope			v    v	

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	Misformation	Misordering
5	Student 5	<p>1. I parked my motorcycle at the parking area and I <b>waked</b></p> <p>2. I took my ticket on my wallet and <b>go</b> to the information area</p>	<p>1. I parked my motorcycle at the parking area and I <b>walked</b></p> <p>2. I took my ticket on my wallet and <b>went</b> to the information area</p>	√		√	

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





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	Types of errors			
				Omission	Addition	Misformatio n	Misordering
8	Student 8	1. Animal museum which <b>has</b> a hug dinosaurs	1. Animal museum which <b>had</b> a hug dinosaurs,			<b>v</b>	

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	Types of errors			
				Omission	Addition	Misformatio n	Misordering
9	Student 9	1. Went out to gather and <b>play</b> games with my friends.	1. Went out to gather and <b>played</b> games with my friends.			v	

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

	Respondent	Errors Identification	Errors correction	Types of errors			
				Omission	Addition	Misformatio n	Misordering
10	Student 10	1. I also <b>wen</b> to my brother house	1. I also <b>went</b> to my brother house	v			

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	Types of errors			
				Omission	Addition	Misformatio n	Misordering
11	Student 11	1. Several of us worked to <b>identiy</b> family members	1. Several of us worked to <b>identify</b> family members				

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	Types of errors			
				Omission	Addition	Misformation	Misordering
13	Student 13	1. I took my ticket on my wallet and <b>go</b> to the information section	1. I took my ticket on my wallet and <b>went to</b> the information section			v	

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	Types of errors			
				Omission	Addition	Misformatio n	Misordering
15	Student 15	1. We <b>dcided</b> to go home after that  2. I <b>have to use</b> bicycle	1. We <b>decided</b> to go home after that  2. I <b>used to</b> bicycle	v		v	

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 “dcided” should be “decided”.

	Respondent	Errors Identification	Errors correction	Types of errors			
				Omission	Addition	Misformatio n	Misordering
16	Student 16	1. I <b>wake</b> earlier at the morning	1. I <b>woke up</b> earlier at the morning	✓		✓	

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	Types of errors			
				Omission	Addition	Misformatio n	Misordering
17	Student 17	1. There was a thief <b>beaten</b>	2. There was a thief <b>was beaten</b>			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	Types of errors			
				Omission	Addition	Misformatio n	Misordering
18	Student 18	1. I <b>loked</b> for the best point to fish 2. Then I <b>wait</b> for the fish	1. I <b>looked</b> for the best point to fish 2. Then I <b>waited</b> for the fish	✓		✓	

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  going to the next field	2. Grandpa  went to the next field			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”.



Chart 1

Percentage of Action Verb Errors in writing recount text Made by  
The tenth Grade Students of SMK Walisongo 2 Gempol

