**CHAPTER IV**

**FINDING AND DISSCUSSION**

1. **Result of the Research**

Documentation was the main instrument of this research. The data collected directly from students’ answer sheet in quantifier area. When collecting the data, the researcher had chosen twenty eight students that enter in one class; 8C in first semester of student SMPN 24 Bandar Lampung in academic year of 2017/2018. The numbers of student were 32, but the sample of the research was 28 students because when researcher took documentation data 4 students were absent. The data were analyzed based on Surface Strategy Taxonomy.

After analyzing the data, this research found that there were three kinds of errors made by students. The first percentage of error comes to omission which is 102 of 195 items from the total errors (52.31 %). The second is addition type which is 15 of 195 items from the total errors (7.70 %). The third is misformation which is 73 of 195 (37.43 %) items and the last one is misordering that the researcher found in students’ it is 5 of 195 items from the total errors (2.56 %). It means in this research, the researcher found four types in surface strategy taxonomy’s types. To know clearly the description of students’ errors in omission, addition, misformation, and misordering, it can be seen from the table below:

1. **The Classification of Errors Committed by Each Student**

**Table 5**

**The Classification of Errors Committed by Each Student**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **NO**  **Sample** | **Name of Students** | **Kind of Errors** | | | | **Total Error**s |
| **OM** | **AD** | **MF** | **MO** |
|  | ADR | 2 | - | 4 | 2 | 8 |
|  | ARF | 4 | - | 2 | - | 6 |
|  | AYP | 3 | 1 | 1 | - | 5 |
|  | ASR | 5 | - | 6 | - | 11 |
|  | ABA | 5 | - | 5 | - | 10 |
|  | EAT | 4 | 2 | 6 | - | 12 |
|  | FAS | 4 | - | 1 | - | 5 |
|  | GRD | 4 | - | 1 | - | 5 |
|  | IR | 1 | - | 4 | - | 5 |
|  | IRY | 5 | - | 4 | 1 | 10 |
|  | KSD | 4 | 3 | 6 | - | 13 |
|  | MPD | 6 | - | - | - | 6 |
|  | NF | 2 | - | 3 | - | 5 |
|  | NDA | 2 | - | - | - | 2 |
|  | NDN | 4 | - | 1 | 1 | 6 |
|  | NDY | 6 | 1 | - | - | 7 |
|  | NKN | 4 | - | 3 | - | 7 |
|  | RA | 3 | 1 | 2 | - | 6 |
|  | RAF | 1 | 1 | 2 | - | 4 |
|  | RHV | 5 | - | 2 | - | 7 |
|  | RN | 3 | - | 5 | 1 | 9 |
|  | RA | 1 | - | 3 | - | 4 |
|  | SDA | 1 | - | 1 | - | 2 |
|  | SD | 5 | 5 | 2 | - | 12 |
|  | WM | 4 | - | 2 | - | 6 |
|  | YA | 2 | 1 | 4 | - | 7 |
|  | YI | 6 | - | - | - | 6 |
|  | YPS | 6 | - | 3 | - | 9 |
| **∑Errors** | | **102** | **15** | **73** | **5** | **195** |

*(source: Data of students’ error class 8C)*

Explanation:

OM : Omission

AD : Addition

MF : Misformation

MO : Misordering

∑Errors : The Total Number of Student

1. **Types of Student Errors in Using Quantifier**

Following are the table result of students error of using quantifier based on surface strategy taxonomy; omission, addition and misformation.

**Table 6**

**The Data of Students’ Omission Error**

|  |  |  |
| --- | --- | --- |
| **No** | **Errors sentence** | **Correct sentence** |
| **1,2,**  **3,4** | There are many **table** in my class. | There are many **tables** in my class. |
| **5.** | There are many **book** in my class. | There are many **books** in my class |
| **6.** | There are much sugar in **a** | There are much sugar in **a cup** |
| **7.** | There are many **pen** in box | There are many **pens** in box |
| **8.** | Tata **buy** a few pens | Tata **buys** a few pens |
| **9.** | My mother a few **apple** on the table | My mother has a few **apples** on the table |
| **10.** | I only have a few **pen** on the table | I only have a few **pens** on the table |
| **11,12,**  **13,14.** | There are many **table** in my class | There are many **tables** in my class |
| **15.** | There are many **picture** in my class | There are many **pictures** in my class |
| **16.** | Bowo has one a few **brother** | Bowo has a few **brothers** |
| **17.** | I has two a few **pen** | I has a few **pens** |
| **18.** | There are six knives in the kitchen | There are **much** knives in the kitchen |
| **19.** | There is a girl in my house | There is **few** girls in my house |
| **20.** | There is one bike in my house | There is **few** bikes in my house |
| **21.** | My mother meet few lion in the zoo | My mother see a few **lions** in the zoo |
| **22.** | My friend has a little **girl friend** | My friend has many **girl friends** |
| **23.** | My friend has many **girl friend** | My friend has many **girl friends** |
| **24.** | I have a few **bag** | I have a few **bags** |
| **25.** | I have a few **pen** | I have a few **pens** |
| **26.** | I have a few **pineapple** | I have a few **pineapples** |
| **27,28.** | I have many **book** | I have many **books** |
| **29,30.** | I have many **pencil** | I have many **pencils** |
| **31.** | I only have a few pen in **pencil cass** | I only have a few pens in **pencil case** |
| **32.** | I only little money | I only **have** a little money |
| **33.** | I have a few **pencil cass** | I have a few **pencil cases** |
| **34.** | There are many **knife** in kitchen | There are many **knives** in the kitchen |
| **35.** | There are much **leaf** on tree | There are much **leaves** on tree |
| **36.** | Tata has a few **pen** on table | Tata has a few **pens** on the table |
| **37.** | I have a few **pen** in my pencil case | I have a few **pens** in my pencil case |
| **38.** | I have a few **table** in my kitchen | I have a few **tables** in my kitchen |
| **39.** | I have a few **picture** in my bedroom | I have a few **pictures** in my bedroom |
| **40.** | There are many **bag** in my classroom | There are many **bags** in my classroom |
| **41.** | There are many **bottle** in my kitchen | There are many **bottles** in my kitchen |
| **42,43.** | There are many **book** in the bag | There are many **books** in the bag |
| **44.** | Apoy have a little **t-shirt** | Apoy has many **t-shirts** |
| **45.** | There are many **pen** in my pencil case | There are many **pens** in my pencil case |
| **46.** | I have a fiew **bag** | I have a few **bags** |
| **47.** | I have a fiew **pen** | I have a few **pens** |
| **48.** | I don’t have a few **gorilla** in my house | I do not have a few **gorillas** in my house |
| **49.** | There are a few **pen** on the table | There are a few **pens** on the table |
| **50.** | There are much **doll** in my home | There are many **dolls** in my home |
| **51.** | My sister has many **motorcycle** | My sister has many **motorcycles** |
| **52,53.** | I borrow few **book** in library | I borrow few **books** in library |
| **54.** | I buy a few **vegetable** in market | I buy a few **vegetables** in the market |
| **55.** | My mother given few **pen** | My mother give me a few **pens** |
| **56.** | There are much **plant** | There are many **plants** |
| **57.** | There are many **frame** in my house | There are many **frames** in my house |
| **58.** | I have a few **book** in the bag | I have a few **books** in bag |
| **59.** | There are many **book** in the cupboard | There are many **books** in the cupboard |
| **60.** | There are many **pen** on the table | There are many **pens** on the table |
| **61.** | There are many women the market | There are many women **in** the market |
| **62.** | There are little **book** on the table | There are a few **books** on the table |
| **63.** | I have many **flower** in park | I have many **flowers** in the park |
| **64.** | I have many **book** in the bag | I have many **books** in the bag |
| **65.** | I have many **t-shirt** in the cupboard | I have many **t-shirts** in the cupboard |
| **66.** | I buy a few **pen** in the market | I buy a few **pens** in the market |
| **67.** | I have a few **bag** in my bag | I have a few **bags** in my bag |
| **68.** | Bayu has a got few **kite** | Bayu has a got few **kites** |
| **69.** | Tata has a got few **table** | Tata has a got few **tables** |
| **70.** | Khaleb has few **pen** in bag | Khaleb has few **pens** in bag |
| **71.** | Yoga has few **picture** in my house | Yoga has few **pictures** in my house |
| **72.** | There are many **book** on the table | There are many **books** on the table |
| **73.** | There are many **pen** on the book | There are many **pens** on the book |
| **74.** | Amel has a few **cow** in the garden | Amel has a few **cows** in the garden |
| **75.** | A buy few **mango** in the market | A buy few **mangos** in the market |
| **76.** | I bring few **book** in the my bag | I bring few **books** in the my bag |
| **77.** | Many children in my house | **There are** many children in my house |
| **78.** | Many mice in my rooftop | **There are** many mice in my rooftop |
| **79.** | There are many word in my book | There are many **words** in my book |
| **80.** | Bayu has a few dictionary | Bayu has a few **dictionaries** |
| **81.** | I only have a little money at bank | I only have a little money **at** the bank |
| **82.** | My frinds has a few **book** | My friends have a few **books** |
| **83.** | There are many **lamp** in my home | There are many **lamps** in my home |
| **84.** | I have many **t-shirt** in my bedroom | I have many **t-shirts** in my bedroom |
| **85.** | I just have a few **pen** in my pencil case | I have a few **pens** in my pencil case |
| **86.** | I just have a few **book** in table | I have a few **books** in table |
| **87.** | Gita has got a few **book** | Gita has got a few **books** |
| **88.** | Noermala has got a few **eraser** | Noermala has got a few **erasers** |
| **89.** | I has many **bycicle** | I has many **bicycles** |
| **90.** | My mother has many **eraser** | My mother have many **erasers** |
| **91** | Alisha has got a few **table** | Alisha has got a few **tables** |
| **92.** | I have many **pen** | I have many **pens** |
| **93.** | I has many **book** | I have many **books** |
| **94.** | I have many **table** | I have many **tables** |
| **95.** | I have a few **cat** in my home | I have a few **cats** in my home |
| **96.** | She have a few **book** story | She has a few story **books** |
| **97.** | There are few **potato** in the table | There are few **potatoes** in the table |
| **98.** | There are food in the table | There are **much** food in the table |

**Table 7**

**The Data of Students’ Addition Error.**

|  |  |  |
| --- | --- | --- |
| **No** | **Errors sentence** | **Correct sentence** |
| **1.** | I have a little **a** rice | I have a little **rice** |
| **2.** | **I’mgiven** a little dictionary to friend | **I gave** a little dictionary to friend |
| **3.** | **I’m** buy a little necklace in the mall | **I** buy a little necklace in the mall |
| **4.** | Bowo has **one** a few brother | Bowo has a few brothers |
| **5.** | I has **two** a few pen | I have a few pens |
| **6.** | There is **a** girl in my house | There are many girls in my house |
| **7.** | There is **one** bike in my house | There are a few bikes in my house |
| **8.** | My father have a little sand in front of **a** my house | My father have a little sand in front of my house |
| **9.** | I have **a** many golds and diamonds | I have many golds and diamonds |
| **10.** | Father drink **it** a little coffee | My Father drink a little coffee |
| **11.** | There are much milk in **glasses** | There are much milk in **glass** |
| **12.** | **Yesterday I’m** eat many ice cream | **Today I** eat a little ice cream |
| **13.** | **Tomorrow** my friend **will** go to swimming pool with many people | **Today** my friend go to swimming pool with many person |
| **14.** | **Iam** have much sugar | I have much sugar |
| **15.** | There are **six** knives in the kitchen | There are many knives in the kitchen |

**Table 8**

**The Data of Students’ Misformation Error.**

|  |  |  |
| --- | --- | --- |
| **No** | **Errors sentence** | **Correct sentence** |
| **1.** | There are few **people** in the house | There are few **person** in the house |
| **2.** | I **don’t** drink a little syrup | I **do not** drink a little syrup |
| **4.** | Felly **have** a little carrot juice in a glass | Felly **has** a little carrot juice in a glass |
| **5.** | Andi **have** a little rice in my plate | Andi **has** a little rice in my plate |
| **6.** | There are many **childern** in the garden | There are many **children** in the garden |
| **7.** | I only have **little** book | I only have **a few** books |
| **8.** | My father have **little** car | My father have **many** cars |
| **9.** | My class has **little** window | My class has **a few** windows |
| **10.** | There are **much** car in the school | There are **many** cars in the school |
| **11.** | There are **much** motorcycle in my home | There are **many** motorcycles in my home |
| **12.** | There are many **chidren** in the field | There are many **children** in the field |
| **13.** | There are much sugar in **bowel** | There are much sugar in **bowl** |
| **14.** | Apoy **have** a little tea in a glass | Apoy **has** a little tea in a glass |
| **15.** | Apoy **have** a little cars in garage | Apoy **has** many cars in garage |
| **16.** | Yudas **have** a little hair | Yudas **has** a little hair |
| **17.** | We have a few home | We have a few **houses** |
| **18.** | There is a little **friendship** | There is a little **sugar in a coffee** |
| **19.** | My mother has **many** salt in my kitchen | My mother has **much** salt in my kitchen |
| **20.** | My father need much **coffee** | My father need much **coffee** |
| **21.** | **My frinds** has a few book | **My friends** have a few books |
| **22.** | My father **has** a few home | My father **have** a few houses |
| **23.** | My father has little **mony** | My father have little **money** |
| **24.** | Septian **have** little sugar | Septian **has** little sugar |
| **25.** | I have a few fish in my **pool** | I have a few fish in **fish pond** |
| **26.** | I have **a little** toys in my home | I have **many** toys in my home |
| **27.** | I have **a little** picture in my brother home | I have **a few** pictures in my brother home |
| **28.** | There are **much** doll in my home | There are **many** dolls in my home |
| **29.** | I just have **a few** water | I have **a little** water |
| **30.** | There are many **people** the market | There are many **person** in the market |
| **31.** | Novi **have much** bottle | Novi **has many** bottles |
| **32.** | I have **much** pen | I have many pens |
| **33.** | I **has** many bycicle | I **have** many bicycles |
| **34.** | I have little rice in the **magic coom** | I have little rice in **rice cooker** |
| **35.** | You have **little dool** on the lamp | You have **many dolls** on the lamp |
| **36.** | There are many windows in **may** class | There are many windows in **my** class |
| **37.** | There are **many** sugar in the glass | There are **much** sugar in the glass |
| **38.** | My mother **given few pen** | My mother **gives me few pens** |
| **39.** | I have **a little** pencil | I have **a few** pencils |
| **40.** | Mother have **a little** bread | Mother have **a few** breads |
| **41.** | There are **much** plant | There are **many** plants |
| **42.** | I just have **a few** rice | I just have **a little** rice |
| **43.** | I just have **a few** sand | I just have **a little** sand |
| **44.** | There are **much** chairs in the class | There are **many** chairs in the class |
| **45.** | There are **much** picture in the my home | There are **many** pictures in my home |
| **46.** | I just have a few fruits in my **freeze** | I just have a few fruits in my **refrigerator** |
| **47.** | I have few **knife’s** on the table | I have few **knives** on the table |
| **48.** | There are few **mouse** in the room | There are few **mice** in the room |
| **49.** | There are few **people’s** in the minimarket | There are few **people** in the minimarket |
| **50.** | There are much sand in **fron** of house | There are much sand in front of house |
| **51.** | Alisha need **much** flowers | Alisha need **many** flowers |
| **52.** | **I’m buy** a little necklace in the mall | **I bought** a little necklace in the mall |
| **53.** | I have **a little** shoes in the cupboard | I have **a few** shoes in the cupboard |
| **54.** | There are **much** children the field | There are **many** children in the field |
| **55.** | There are **much** mouse on the roof | There are **many** mice on the roof |
| **56.** | There are **many** rice on the table | There are **much** rice on the table |
| **57.** | My father **have** little rice in plate | My father **has** little rice in plate |
| **58.** | I have **a fiew bag** | I have **a few bags** |
| **59.** | I have **a fiew pen** | I have **a few pens** |
| **60.** | Father buy **a little** orange in market | Father buy a few oranges in market |
| **61.** | My friend has **a little** girl friend | My friend has **a few** girl friends |
| **62.** | **Yesterday I’m eat many** ice cream | **Today I eat much** ice cream |
| **63.** | **Tomorrow** my friend will go to swimming pool with many people | **Today** my friend go to swimming pool with many people |
| **64.** | There are much rice in **bowel** | There are much rice in **bowl** |
| **65.** | My father **have** a little sand in front of my house | My father **has** a little sand in front of my house |
| **66.** | There are **little** pen in the box | There are **a few** pen in the box |
| **67.** | She **have** a few potato in the table | She **has** a few potatoes in the table |

**Table 9**

**The Data of Students’ Misordering Error.rr**

|  |  |  |
| --- | --- | --- |
| **No** | **Errors sentence** | **Correct sentence** |
| **1.** | I **must much eat vegetables** | I **eat many vegetables** |
| **2.** | Bayu has **a got few kite** | Bayu **has got a few kites** |
| **4.** | Tata has **a got few table** | Tata has **got a few table** |
| **5.** | There are **much juice apple** | There is **much apple juice** |

1. **The Percentage of Students’ Errors in Using Quantifier**

After analyzed and identified the data based on surface strategy taxonomy; omission, addition, misformation and misordering. The total numbers of errors is 195 items. They are 102 items of omission, 15 items of addition, 73 items of misformation and 5 items of misordering. It can be seen from the table 10.

**Table 10**

**The Percentage Of Students’ Errors in Using Quantifier**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Kind of errors** | **Frequency** | **Percentage** |
| 1 | Omission | 102 items | 52.31 % |
| 2 | Addition | 15 items | 7.70 % |
| 3 | Misformation | 73 items | 37.43 % |
| 4 | Misordering | 5 items | 2.56 % |
| **Total** | | 195items | 100 % |

Based on the data, the researcher made the percentage of the result. The result of the research shows that percentage ofomission is (52.31%) other types of error is addition (7.70%) and misformation (37.43%) and the last is misordering (2.56%).

Besides identifying, classifying, analyzing the types of errors, the researcher also did the same thing in finding the sources of the errors that made by the students. The sources of errors are some factors that cause the students made errors. Richard classifies them into three kinds, interference errors, intralingual errors, and developmental errors. The intralingual errors are shown in use of overgeneralization, incomplete application of rules, ignorance of rule restrictions and false concept hypothesized.[[1]](#footnote-2) The interlingual errors can be seen in forms of word to word translation and wrong words choice. The researcher identified them by drawing a table for making easy to analyze the source of errors. It can be seen on the table 11.

Table 11.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Code** | **Error Identification** | **Error Correction** | **Cause**  **of Error** | **Error Explanation** |
| 1. | I has many bycicle | I have many bicycles | Overgeneralization | The student misformation of auxiliary verb ”has” it should be “have” and wrong of verb. |
| 2 | My mother a few apple on the table | My mother has a few apples on the table | Incomplete application of rules | The student  incomplete pattern  in English. He/she  omitted auxiliary verb “has”and plural “s” in the sentence. |
| 3 | There are much sugar | There is much sugar | overgeneralization | The student  misformation of “are” it should be  “is” for singular noun. |
| 4 | There are much milk | There is much milk | overgeneralization | The student  misformation of  “are” it should be  “is” for singular noun. |
| 5 | I buy a few vegetable in market | I buy a few vegetables in the market | Ignorance of  rule  restriction | The student  incomplete pattern  in English. He/she  omitted “s” and “the” |
| 6 | My mother given few pen | My mother gave few pens | overgeneralization | The student misformation of the past participle verb”given” should be “gave”. |
| 7 | Mother have a little bead | My mother has a little bead | Overgeneralization | The student misformation of auxiliary verb ”have” it should be “has”. |
| 8 | There are many women the market | There are many women in the market | Incomplete application of rules | The student  incomplete pattern  in English. He/she  omitted “in”. |
| 9 | My father have a little sand in front of a my house | My father has a little sand in front of my house | Overgeneralization | The student misformation of auxiliary verb ”have” it should be “has” and she/he add article “a” |
| 10 | Tata has a few pen on table | Tata has a few pens on the tables | Ignorance of  rule  restriction | The error indicated  by existence of  wrong plural noun. The student omitted  suffix–s in plural noun. “table” it should be “tables”. |
| 11 | There are many mice on my house | There are many mice in my house | Overgeneralization | The student misformation of preposition ”on” it should be “in”. |
| 12 | I am have much sugar | I have much sugar | False concept  hypothesized | The student used double marking of verb and misformation of to be “am” |

1. **The percentage Cause of students’ error**

In this research the researcher found the cause of student’s error there are shown in the use of overgeneralization, incomplete application of rules, ignorance of rule restrictions and false concept hypothesized.

**The Percentage causes of Students’ Errors in Using Quantifier**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Kind of errors** | **Frequency** | **Percentage** |
| 1 | Overgeneralization | 73 | 51.77 % |
| 2 | Incomplete Aplication of Rules | 42 | 29.78 % |
| 3 | Ignorance of rule restrictions | 24 | 17.02 % |
| 4 | False concept Hypothesized | 2 | 1.43% |
| **Total** | | 141 | 100 % |

From the table above, the students did overgeneralization errors the first largest errorthe percentage is (51.77%) sources of errors. The overgeneralization deals with overgeneralizing the verb inflections, the use of article and preposition, agreement between subject and verb or auxiliary verb.

The second largest errors belong to incomplete application of rules the percentage is (29.78%). The existence of errors indicate incomplete grammatical structure which involve in the omission of plural noun, omission of structure in simple sentence. The students seem like to ignore the situation of a sentence and eventually produce deviant structure as a result. In addition, the wrong word order is also typical error made by the students which make them fail to construct the correct word order.

The third greatest errors are due to the ignorance of rule restrictions the percentage is (17.02%). These errors are indicated by the existence of wrong noun after using of quantifier, and violation in agreement between subject and verb. It shows us that the students apply the rules to context where they do not.

The smallest number of errors are in term of false concept hypothesized the percentage is (1.43%). These errors are merely produced by students who fail to comprehend and distinguish. It is due to faulty comprehension of distinction in the target language.

**B. DISCUSSION**

Based on this research, the objectives of the research were to describe the kinds of errors in using quantifier based on surface strategy taxonomy and causes of student’s error. To find out the percentage of error the students made in their daily task of quantifier area based on surface strategy taxonomy; omission, addition, misordering and misformation, and percentage of causes of students error.

According to the result, the researcher found that the first percentage of error comes to omission which is 102 of 195 items from the total errors (52.31 %). The second is addition type which is 15 of 195 items from the total errors (7.70 %). The third is misformation which is 73 of 195 (37.43 %) items and the last one is misordering that which is 5 of 195 items from the total errors (2.56 %).

Omission called omission because the learners do not put necessary items. It means the student omits the countable and uncountable noun in using quantifier. In this research, the researcher found that 195 errors of the total number error.

For example;

*I borrow few book in library*.

Here is revision for the omission error;

*I borrow a few books in the library.*

In the sentence, few it used for plural countable noun add the additional item. In line with Dulay’s theory, in student’s writing, omission usually happens because the students not applying quantifier for countable and uncountable noun.

The second type of students’ error is misformation, the students made errors 37.43 % or 73 items of 195 items. Misformation is the wrong form of the morpheme or structure. Three types of misformation, there are regularization errors, archi-forms, alternating forms. Therefore, misformation means the students wrong in formatting morpheme or structure.

For example;

*There are much chairs in the class.*

Here is revision for the error;

*There are many chairs in the class.*

In this case, the student used the “much” when the sentence it used for uncountable noun. This is alternating form in misformation. In line with Dulay’s theory, the students are also commonly to make errors in this type because some factors; students use their mother tongue’s rules and apply them to their second language and make use them in organizing the second language data.[[2]](#footnote-3)

The third type of made by students is addition which is the learners add unnecessary items in their word. In line with Brown in order word addition is the presence of items which much not appear in a well-formed utterance. There are three types of addition; double marking, regularization, and simple additions.[[3]](#footnote-4) It means that the student adds unnecessary items in their word. In this research, the researcher found that 7.70 % or 15 items of 195 items.

For example;

*There are few people’s in the minimarket*.

Here is revision for the addition error;

*There are few persons in the minimarket*.

In this case, the student puts suffix “s” at the noun in singular subject. It can be categorized as regularization. In line with Suhono’s theory, Addition happens in students writing is caused by some reason. Firstly, because of the failure of the students to know the exception to the general rules. Secondly, this error might also be due to the student’s inability to know the appropriate rule for each item.[[4]](#footnote-5)

The last type of the students make error is misordering. In line with Dulay Misordering means incorrect placement of a morpheme or group of morphemes in the utterance.[[5]](#footnote-6) The researcher found that 2.56% or 5 items errors of the total number 195 error. Error analysis only reveals what students do wrong and not what they do correctly.

For example;

*There are much juice apple*

Here is revision for the misordering error;

*There is much apple juice*

Although, misordering can be found on student’s writing because the students do not master in arranging a word. In this research, the fact shows that error in this type, it does directly mean that the students do not master in put the word in the right place. It could be explained by the fact that the students simply avoided using the pattern which they do not understand how to write it.

Therefore, the researcher found the causes of errors for students are mostly because of the differences between the two languages (first language and foreign language). The difficulty may cause some errors in students’ works. According to Richard’s, the main sources of errors are the interferences from native language (interlingual interference) and interference coming from the language being learnt, i.e. Indonesia students who get accustomed to using Indonesian sentence pattern that is different from the English language. The difficulty may cause some errors in students work.[[6]](#footnote-7)

In this case, these errors are mainly caused by overgeneralization and incomplete application of rules. Errors in the distribution of verb groups refer to the errors in applying the correct pattern according to an appropriate context. It appears due to the false concept of hypothesized and ignorance of rule restrictions.

Overgeneralization or transfer is the use of previously available strategies in new situations. The overgeneralization deals with the overgeneralization the verb inflection, preposition, agreement between subject and verb or auxiliary verb..

For example :

There *are* much sugar. (Erroneous)

There has wrong change of –are, it should be –is.

There *is* much sugar. (Correct)

The second Incomplete Application of Rule. This means that the learners apply a rule in the context of a sentence, although the rule is not yet complete.

For example :

There are many women the market. (Erroneous)

There are many women *In* the market. (Correct)

The bold word is omitted in which should in well formed utterance.

The third Ignorance of Rule Restriction. In line with Richard’s this kind of error is closely related to overgeneralization. That is the learners fail to observe the restrictions of certain structures.[[7]](#footnote-8) In this case, errors are indicated by existence of wrong plural noun and violation in agreement between subject and verb. It showed that the students apply the rules to context where they do not.

For example :

Tata has a few pen on table. (Erronous)

Tata has a few *pens* on the table. (Correct)

This error found in the formation of plural noun. The there has omitted –s that should have been the plural noun. It showed that the students apply the rules to context where they do not.

The last False Concepts Hypothesized refers to faulty rule learning at various levels. There is a class of interlingual errors which derive from faulty comprehension of distinctions in the target language. The researcher found that 2 items or (1.43%)

For example :

I *am have* much sugar. (Erronous)

I have much sugar. (Correct)

Double marking happened when two items rather than one are marked for the

same feature. It is due to faulty comprehension of distinction in the target

language.

In this research is the result of sources of error the researcher focused to analyze the sources of intralingual error. The intralingual errors are shown in use of overgeneralization, incomplete application of rules, ignorance of rule restrictions and false concept hypothesized.

1. J.C.Richards, *A Non-Constrastive Approach to Error Analysis* (London:Longman, 1971)p.19-22 [↑](#footnote-ref-2)
2. Heidi Dulai, Marina Burt, Stephen Krashen, *Language two*, (Oxford: Oxford University Press, 1982), p.139 [↑](#footnote-ref-3)
3. H. Douglas Brown, *Principles of Language Learning and Teaching* (New Jersey: Prentice Hall, 1980), p. 166. [↑](#footnote-ref-4)
4. Suhono, *Surface Strategy Taxonomy on the ELF Students’ Composition: a study of Error Analysis* (Iqra’, Vol. 1, No. 2. 2016), (Accesed on March 10th at 13.22) [↑](#footnote-ref-5)
5. Heidi Dulai, et.al.*Op.Cit*.p.158 [↑](#footnote-ref-6)
6. J.C.Richards, *A Non-Constrastive Approach to Error Analysis* (London:Longman, 1971)p.19-22 [↑](#footnote-ref-7)
7. *Ibid*, p.22 [↑](#footnote-ref-8)