

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Finding

The data described in this finding was taken from the student's abstract of their undergraduate theses. The student's abstract was identified based on standardized 7 common grammar mistakes. The researcher also presented the frequency and percentage of error in order to answer the research question and to ease the readers to know the most common grammar mistakes made by the students in academic writing the abstract.

4.2 The Example of Common Grammar Mistakes In Student Academic Writing Especially of Abstract.

1. Subject verb agreement error

The students made a mistakes in subject verb agreements, in which mistake is 19 or 23,46%. The student failed to identify the suitability of the subject verb. sentence that is a single subject requires a single verb as well as vice versa if the subject is plural it requires a plural verb.

An example sentence from academic writing especially of abstract” The teacher should aware that it is important to **supplied** the tehniqe before teaching, and for the the students also to get help them learning English easily.” It should be “An example sentence from academic writing especially of abstract” The teacher should aware that it is important to **supply** the tehniqe before teaching, and for the the students also to get help them learning English easily”. The other example “ Then criteria of this research was the vocabulary mastery students focus on noun that **consist** two points are **memorize** and **pronounce**.” It should be “ Then criteria of this research was the vocabulary mastery students focus on noun that **contisted** two points are **memorizing** and **pronouncing**.”

2. Missing comma after introductory element

The students made a mistakes missing comma after introductory, in which is 7 or 8,64%. The students failed missing comma after introductory because students write the phrase before the clause in the tai sentence does not begin with a comma. An example sentence from academic writing especially abstract” **In this research ,** the students pre-test was given before treatment and for the post-test was given after treatment” It should be” **In this research,** the students pre-test was given before treatment and for the post-test was given after treatment”. The other example “ The data were analyzed as a percentage, mean score **analyzes and** the value of the test.” It should be “The data were analyzed as a percentage, mean score **analyses, and** the value of the test.”

3. Misplaced or dangling modifier

The students made a mistake misplaced dangling modifier, in which is 7 or 8,64%. The students failed in analyzing the misplaced dangling modifier because it modifies words, phrases that are misplaced in sentences and move them to inappropriate subjects. An example sentence from academic writing especially abstract“ It clarified through the research that done by the researcher about a month in SMA 7 Pinrang Kab. Pinrang”. It should be “ It **was** clarified through the research that done by the researcher”. The other example “ There were two variables, they were independent variable the use of Clustering Tehnique and the dependent variable was the students’ vocabulary mastery”. It should be “ There were two variables (they were independent variable the use of Clustering Tehnique) and the dependent variable (the students’ vocabulary mastery)”.

4. Vague pronouns reference

The students made a mistakes vague pronoun, in which is 4 or 4,94%.The student failed in analyzing the pronoun vague where the pronoun used was unclear and did not include words like this, that, and could make the reader confused who the pronoun to referred. An example sentence from academic writing especially abstract “The finding revealed **that picto text glosses able to** improve students’ vocabulary **mastery; it can** be seen from the students’ mean score pre-test and post test.” It should be” The finding revealed **that picto text glosses able to** improve students’ vocabulary **mastery; it can** be seen from the students’ mean score pre-test and post test.” The other example “Based on the research conducted, the researcher found the significant improvement between cycle **II, it** can be seen from the mean of cycle which is 60,83, and the mean of cycle II which is 86.04.” It should be “ Based on the research conducted, the researcher found the significant improvement between cycle **II, it** can be seen from the mean of cycle which is 60,83, and the mean of cycle II which is 86.04.”

5. Wrong word usage

The students made a mistakes in wrong word usage, in which the mistakes is 32or 39,51%. The student failed to identify the selection of diction used in the thesis which caused the thesis to use the wrong word. An example sentence from students academic writing specially of abstract “ This **reasearch** was aimed to see the enhancement of the students’ vocabulary mastery vocabulary before and after usingof Bingo game on **learning** process”. It should be “This **research** was aimed to see the enhancement of the students’ vocabulary mastery vocabulary before and after using of Bingo game on **learning** process”. The other example “ Playing the spelling bee game is considered very effective and the researcher indereclty **add** an element of fun in and relaxation in vocabulary practice, the material more interesting, enjoyable and

challenging especially in introducing new vocabulary”. It should be “ Playing the spelling bee game is considered very effective and the researcher indirectly **adds** an element of fun in and relaxation in vocabulary practice, the material more interesting, enjoyable and challenging especially in introducing new vocabulary”.

6. Lack of parallel structure

The students made a mistake in lack of parallel structure, in which mistake is 10 or 12,35%. The students failed parallel structure in their skripsi which has a rule that words with phrases must be in the same series. An example sentence from academic writing especially abstract “ In every school there are some categories of **the teachers** namely the good teacher, bad, friendly and **the** professional teacher”. It should be “ In every school there are some categories of **teachers** namely the good teacher, bad, friendly and professional teacher”. The other example “ The problems are most of the students **has** difficulties in mastering vocabulary **and** difficult to remember new words. Therefore, many approaches are created to improve vocabulary **mastery well**”. It should be “ The problems are most of the students **have** difficulties in mastering vocabulary **it is** difficult to remember new words. Therefore, many approaches are created to improve vocabulary **mastery**.”

7. Split infinitives

The students made a mistake split infinitives, in which is 2 or 2,47%. The students failed in analyzing the because The student was wrong in analyzing the split infinitives. The student was wrong in the separation between the basic verbs of the additional in front of article. An example sentence from academic writing especially abstract “ In every school there are some categories of **the teachers** namely the good teacher, **bad**, friendly and **the** professional teacher”. It should be “In every school

there are some categories of **teachers** namely the good teacher, bad, friendly and professional teacher”.

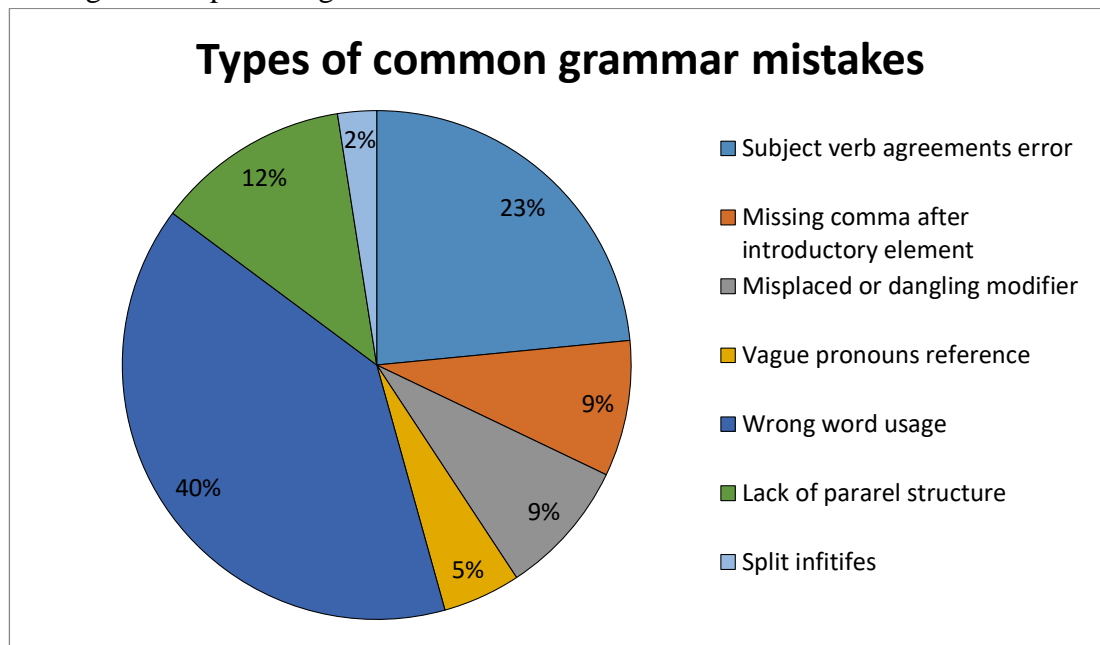
4.3 Types of Common Grammar Mistakes

This section presents the Types of Common Grammar Errors found in the abstract of Students' Skripsi. In order to find out the types of errors and the number of errors on components, the researcher analyzes the abstract in depth. After that, the percentage of each category of mistakes in the abstract was counted. The last step was to calculate the percentage of each type of mistakes. The data of the types of common grammar mistakes are presented below:

No	Types of common grammar mistakes	Total of mistakes	percentage
1	Subject verb agreements error	19	23,46%
2	Missing comma after introductory element	7	8,64%
3	Misplaced or dangling modifier	7	8,64%
4	Vague pronouns reference	4	4,94%
5	Wrong word usage	32	39,51%
6	Lack of pararel structure	10	12,35%
7	Split inifitifes	2	2,47%
	JUMLAH	81	100%

No	Reg. Number	Total Word	Common Grammar Mistakes							Total Common Grammar Mistakes
			Subject verb agreements error	Missing comma after introductory element	Misplaced or dangling modifier	Vague pronouns reference	Wrong word usage	Lack of parallel structure	Split infinitives	
1	15.1300.079	301	1	1	1	0	2	0	1	6
2	16.1300.009	259	0	0	0	0	1	0	0	1
3	14.1300.166	312	3	0	1	1	6	0	0	11
4	15.1300.034	301	1	1	1	0	0	1	1	5
5	14.1300.043	212	0	1	0	0	0	4	0	5
6	15.1300.131	241	3	0	1	1	3	2	0	10
7	15.1300.069	194	4	0	0	1	2	0	0	7
8	15.1300.115	266	3	4	2	1	7	1	0	18
9	15.1300.034	268	3	0	1	0	8	1	0	13
10	14.1300.147	271	1	0	0	0	3	1	0	5
	TOTAL		19	7	7	4	32	10	2	81

The recapitulation of the common grammar mistakes in students academic writing and its percentage.



The figure 1. Types of common grammar mistakes

The pie chart shows the kinds of mistakes made by students. The pie chart shows the outcome of errors from the highest number to the lowest number.

4.3 Discussion

There were 10 of skripsi abstract texts that had been analyzed by the researcher. The first step is identifying the grammatical mistake; the researcher analyzed the data after that classified it into types of mistakes. Then, the researcher evaluated each of the mistakes and made corrections. From those skripsi abstract texts, the researcher found a huge of errors in their writing. Those data analysis showed that there were many errors which were committed by under-graduate students in writing their skripsi abstract.

Based on the result of data analysis, the researcher found that the grammar mistakes in academic writing the mistakes such as subject-verb agreements, in which mistake was 19 or 23.46%, mistakes missing comma after introductory, in which was 7 or 8.64 %. Mistake misplaced dangling modifier, which was 7 or 8.64%, Mistakes vague pronoun, in which was 4 or 4.94%. Mistakes in wrong word usage, in which the mistake was 32 or 39.51%. Mistakes in lack of parallel structure, in which mistake was 10 or 12.35%, and mistake split infinitives, which was 2 or 2.47%.

The researcher had analyzed the most common grammar mistakes in academic writing in students' abstracts and found the students who made the mistakes in wrong word usage which was 32 or 39.52%. The student failed to identify the selection of diction used in the thesis which caused the thesis to use the wrong word. There were a variety of words and phrases that were commonly confused and misused in sentences. Misusing these words could change the meaning of the sentence or simply reflect carelessness on the writer's part.

In this research, based on the theory of Schnelbach, S. D and Wyatt, C. S., described that the wrong word usage was the one highest Mistake in writing because the writer often confused and misused in writing. Using the incorrect word could change the meaning of the sentence and made the writing wrong.

Related to the findings of earlier research, the findings of this research were systematically dissimilar from earlier research about grammatical Mistake analysis. Yusuf H. Iman in his research found the most common type of grammatical mistake in thesis writing was in the subject-verb agreement. And he focused to analyze three types of grammatical mistakes such as subject-verb agreement, tenses, and use of clauses. It was aimed at finding out the most common type of grammatical errors in

thesis writing and the dominant grammatical errors in thesis writing by English Department students at Mataram University in Academic Year 2014/2015.

Dewi Kusniatus in her research focused on the used surface strategy taxonomy in Dulay's theory, found that misformation is the most commonly committed error found in Students' writing essays. Misformation was indicated by the wrong form of structure. Misformation was the error, which was indicted by the wrong form of the structure. It was the highest error of other types of surface strategy taxonomy. The error on the use of auxiliary: **do, does/is, am, are**, was the highest error type in misformation and misform on the use of third person singular.

In addition, Siti Maharani in her research focused on addition words, word choices, capitalization, omission words, spelling, punctuation, tenses, and word form, in Fries and Lado's theory, found that the occurrence of syntactical error was the highest error. The research focused on the skripsi abstract in the university. The researcher found that the 3 types of errors found to be the greatest difficulties of the under-graduated students were tenses, word choices, and capitalization. Tenses errors were in the first rank that frequently made by under-graduated students, then followed by word choices was in the second rank and the third rank was capitalization.

The other data obtained from the results of the analysis common grammar mistake found the high Mistake, subject-verb agreement which is 19 or 23.46%. It indicates that subject-verb agreement was the high level of difficulty. The researcher found the student failed to identify the suitability of the subject verb. Sentence that is a single subject requires a single verb as well as vice versa if the subject is plural it requires a plural verb.

Anitha and Mochtar, in their research explained there are six sources of errors due to subject-verb agreement rules. The first is the students think that subject-verb agreement material is difficult. The second is they do not ask the lecturer when they found difficulties in learning it neither in the classroom nor outside. The third is because they do not know exactly about the subject verb agreement rules. The fourth is intralingual transfer. The fifth is context of learning. The last is communication strategies.

Mochtar's research found that the highest error percentage was on missing *-s/-es* (10.21%) for plural. This research found that both the lecturer and the textbook are the sources of the error made by the students regarding subject-verb agreement. The students told that they did not understand well what the lecturer explains. For that reason, they could not master the rules, or even they know the rules at the time of learning process, but they still get confused when applying the rules into sentences. In fact, they were not taught the five subject-agreement rules as proposed by Azar (1999) in structure 1 class. The lecturer did not give them any textbook. He/she only showed them the materials on the PowerPoint which containing too many explanations that they did not understand. They also stated that it also could be their mistake because they did not ask the lecturer when they got difficulties or even did not understand at all.

In the English language, almost all nouns have both a singular and a plural form. When composing a phrase, the singular or plural form for each noun must be consciously chosen. To reduce the subject verb agreement, the students have to learn and master more about the rule, do more plural forms exercises in English plural and practice more in learning plural form.

Based on previous studies above, there were some similarities. It could be concluded that the often mistake type in their research was the wrong word usage and Subject-verb agreement. It means the students were commonly confused to use similar words in sentences. Sometimes two words have the same meaning but have different usage in the sentence, so mistakes happen frequently. Furthermore, the students lack knowledge in the target language even though they learned English as a second language. They are unaware of the irregular forms of plural. They do not memorize the rules of grammar.

All these results implied that the students have difficulties in writing English, particularly on the grammatical. The result of this study was supposed to help language lecturers assess their own teaching methodologies and the students' ability in writing. Additionally, this research could serve as a basis in the development of a coherent program that addresses the students' types of errors and causes of errors to decrease students' errors. The researcher hopes that this research gives more understanding about the grammatical error, especially to the readers. In developing the readers' understanding, the researcher would establish suggestions for the further researcher to explain more the grammatical error by other theory or subject. Based on this research, it could have explained the new theory of grammatical error analysis which had not been discussed yet in the previous researches.