

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter dealt with the data description, research findings and discussion, and they were presented as the following.

A. Data Description

As the writer had described in the chapter 3, The data of this study was the Hortatory exposition text in the form of writing that was produced by IA 3 class of the students on the eleven grades of SMAN 1 Baureno Bojonegoro and the checklist as the result of the classifying and analysing of the writing product, those Hortatory exposition writings were produced from the assignment on final test and they were taken in the class, and then the students give all the assignment results to the English teacher at that time, then I asked the data of assignments and permitted to her to make the copies of those sources of data.

B. Research Findings

Based on the research questions in the chapter 1 stated that this study conducted to explain the types of grammatical errors and find the possible causes of errors in Hortatory exposition text produced by the students of eleven grades of SMAN 1 Baureno Bojonegoro, the writer had done some activities process based on

the procedure of data analysis in the chapter 3 for finding the result in this study, they were as the following ;

Firstly in the process of pre-identification errors, after handing the students' writing, the writer read it seriously and consently for finding the errors in the sentences. The writer concerned on simple present tense and the sentence problems of article, conjunction, preposition, singular vs plural ,passive verb form and sentence structure as the writer had explained previously in the chapter 1.

Secondly, it was the process of identifying errors, after reading the hortatory exposition writing produced by the students and detecting the errors, then the writer put the detection of sentence errors into the checklist provided. Then the writer concerned on the Hortatory exposition writing on the checklist and then analyzed them to check the errors.

Thirdly, it was the process of classifying the errors into the types of errors based on comparative taxonomy and surface strategy taxonomy such as omission, addition, malformation and disordering, then I gave correction to the errors sentences to find what kinds of grammatical errors that were on the sentences, then the writer classified the errors occurred in those types of grammatical errors.

Fourthly, I made a tabulation of grammatical error types and presented it in the form of percentages. All the data that presented in the form of scores were for making simpler and clearing the data.

Fifth, it was the process of detecting the possible causes of those grammatical error types identification. The causes of errors were interlingua and intralingua, the

interlingua was the errors caused by the interference of mother tongue and the intralingua was the errors caused by the general characteristics of rule learning such as Over generalization, Ignorance of the Rule Restriction, Incomplete Application of Rule, and False Concept Hypothesized.¹

Finally, the data display was consisted of two section based on the research questions in chapter 1, they were the types of grammatical errors and the causes of errors.

1. Types of Grammatical Errors

Concerning to the first research problems stated that “what are the types of grammatical errors made by the students of the eleven grades of SMAN 1 Baureno Bojonegoro in their Hortatory exposition text”, in this study the writer would answer that question by presenting the data finding.

There were the errors of simple present tense and sentences problems such as article, conjunction, preposition, singular & plural, passive verb form, and sentence structure, and in the process of researching, the writer had found that the students of IA3 SMA 1 Baureno Bojonegoro not only produced errors on the tense of simple present but also errors on article, conjunction, preposition, singular & plural, passive verb form, and sentence structure. And every kind of those errors had been classified into the types of grammatical errors. And these classifications were based on comparative taxonomy and surface strategy taxonomy such as errors of omission,

¹ Richards jack c, Focus on the learner: Pragmatic Perspectives for The Language Teacher,(University of New Mexico;New Bury House Publisher, 1969),p.130

addition, malformation, and disordering recommended by Heidi Dulay². In this study there was found 259 errors finding and it was showed in the form of percentages as the following table

Table 4.1
The Percentage Result of Errors' Types

No	Types of error	Frequency	Percentage
1.	Surface Strategy Taxonomy	259	89.3 %
2.	Comparative Taxonomy	31	10.7%
	Total	290	100 %

On the strength of table above, the highest frequency of errors produced by the students were surface strategy taxonomy which were occurred 259 out of 290 errors or 89.3 %. Then it was followed by comparative taxonomy which were occurred 31 out of 259 errors or 10.7 %. The table showed that the most of errors were occurred in surface strategy taxonomy which was influenced by the learning process of the students. And then it was followed by comparative taxonomy which was influenced by the interference of mother tongue.

Some students produced 31 errors in their hortatory exposition writing which were influenced by their interference of mother tongue, these were named comparative taxonomy. In this type of error the students produced errors on sentences such as; "I personally think that English is the world most important language". That sentence is influenced by Indonesian structure as the students' mother tongue. The previous sentence should be; "I think English is the most important language in the

² Delay, *language two*, (New York: Oxford University Press, 1982), p.146-170

world. Furthermore, the students also produced the errors that were influenced by their process of language learning, these were named surface strategy taxonomy. The following table was the percentages of surface strategy taxonomy.

Table 4.2
The Percentage Result of Surface Strategy Taxonomy

No	Types of Error	Frequency	Percentage
1	Malformation	97	37.4 %
2	Omission	95	36.7%
3	Addition	34	13.1%
4	Disordering	33	12.7 %
	Total	259	100 %

On the strength of the table above, surface strategy taxonomy type was consisted of four types of error. They were malformation errors, omission errors, addition errors and disordering errors. In this case, it was found 259 errors, and dealing with those types of error description, the highest frequency of errors were placed on the malformation errors which were occurred 97 out of 259 errors or 37.4%. Then it was followed by the omission errors which were occurred 94 out of 259 or 36.7%. The next was followed by the addition errors which were occurred 34 out of 259 errors or 13.1 %. And the last was followed by disordering errors which were occurred 31 out of 259 errors or 12.7 %.

The writer would present the examples of those errors types on sentence problems that produced by the students in the following section.

a. Malformation Errors

Malformation errors are characterized by the use of the wrong form of the morpheme or structure. ³In this case generally the students tried to arrange and place incorrect thing in their declarative sentence, and it was found 212 errors in this type and they were presented at the following table;

Table 4.3
The Percentage of Malformation Errors

No	Kind of Errors	Number	Percentage
1	Malformation errors of simple present tense	26	26.8 %
2	Malformation errors of article	6	6.2 %
3	Malformation errors of conjunction	8	8.2 %
4	Malformation errors of preposition	7	7.2 %
5	Malformation errors of singular and plural	8	8.2 %
6	Malformation errors of passive verb form	2	2.1 %
7	Malformation errors of sentence structure	40	41.2 %
	Total	97	100 %

On the strength of the table above, the highest frequency of malformation errors were placed on the sentences structure which were occurred 40 out of 97 or 41.2 %. Furthermore malformation errors in using simple present tense which were occurred 26 out of 97 or 26.8 %, then malformation errors in the using of conjunction which were occurred 8 out of 97 or 8.2 %, then malformation errors in passive verb form which were occurred 8 out of 97 or 8.2%. The next was malformation errors in preposition which were occurred 7 out of 97 or 7.2 %, then malformation errors in

³ Delay, *language two*, (New York: Oxford University Press, 1982), p.146-170

article which were occurred 6 out of 97 or 6.2 %, then the last was malformation errors in singular and plural which were occurred 2 out of 97 or 2.1 %.

The highest frequency of malformation errors were placed on the using of sentence structure, it was showed that the students used the wrong structure or morpheme in their sentences. They produced sentences such as; so, if you study them on this age, they usually easy to remember”. It is not correct because the student used the wrong sentence structure in choosing verb “study ” in place of “teach ”. It should be “so, if you teach them on this age, they usually easy to remember”. In addition the student put the wrong sentence structure on starting the argument such as they want to produce“ thirdly, secondly, firstly “on the structural time on making hortatory exposition writing, but they usually just produced “third, first and second”. This choosing word on their sentences was absolutely incorrect. They were such in the sentence; ”second, English is a language that is used to look for the job and develop the economic country” it should be; “secondly, English is a language that is used to look for the job and develop the economic country”. The students often made the wrong of choosing this one. Then the students also made errors of malformation in the sentences such as “Internet is a network who give a lot of information and communication“, it should be “internet is a network which gives a lot of information and communication”. That sentence needed the adjective clause pronoun, because the dependent clause modified the independent clause, and according to Betty Schramper Azar in her book by the title understanding and using English grammar

said that “which” is used for things⁴. And other example of this error was; “with black politician” for “with black politic”.

Furthermore, malformation errors in using of simple present tense produced by the students was such as the sentence “thirdly, a teacher guides us to reach the ambition we wanted”, it should “thirdly, a teacher guides us to reach the ambition we want”, the verb wanted should be want, the students have missled in the using of simple present tense to simple past. And it was followed by malformation of conjunction on their sentences, such as; “Studying shouldn’t in the school with teachers, even you can teach them many things, it should be; “Studying should not in the school with teachers but you can teach them many things. The dependent and independent clause on that sentence were showed opposite, so the correct one was using “but“, according to Hadi in his book by the title Grammar 4 said that “but” is used for connecting the dependent and independent clause that showed opposite⁵. And then the students malformation errors in using passive verb form on their sentences was such as; "English is an international language because it used many people in the world”, the sentence should be “English is an international language because it is used by many people in the world”.

In addition it was the example of students’ sentence on malformation errors in using preposition such as: “they always depend with their friends when they do an examination, it should be “they always depend on their friends when they do an

⁴ Aztar, Betty. S. *Understanding and using English grammar*. (London: prentice-Hall Regents, 1989), P239

⁵ Hade. *Grammar 4*. (pare : HSP 220777)2007.P 36

examination, based on the previous sentence, the correct bound preposition on the verb “depend” was using “on”⁶. Meanwhile it was followed by an example of malformation errors on the using of article, they were such as on the sentence; “ Education is a important thing for human”, it should be “ Education is an important thing for human” and also such as in the sentence “ there is a aphorism” for “there is an aphorism”, the students often misunderstood about the choosing of correct article which belonged to indefinite, article “a “ was for the word that started by the consonant and “an” is for the word that started by the vowel⁷. Then the last was the example of malformation errors on the using of singular & plural, they were such as on the sentence; “Home school is an education system which provides the main child education program at home”. The sentence should be; “Home school is an education system which provides the main children education program at home”. The students did misunderstanding in choosing the plural form on the word "child" and they should place the word “children” in the plural form⁸.

b. Omission Errors

The errors of omission are characterized by the absence of an item that must appear in well- formed utterance and the content of morphemes (nominal, verbs,

⁶ Azar, Betty. S. *Understanding and using English grammar*. (London: prentice-Hall Regents, 1989),PA25

⁷ Masud. Fuad.Drs. *A practical of English Grammar*.second edition (yogjakarta: BPF),p 406

⁸ Azar, Betty. S. *Understanding and using English grammar*. (London: prentice-Hall Regents, 1989),p 201

adjectives, adverbs) which should be in the correctly expressions.⁹It was found 95 errors in this type. And they are showed in the following table.

Table 4.4
The Percentage of Omission Errors

No	Kind of Errors	Number	Percentage
1	Omission errors of simple present tense	17	17.9 %
2	Omission errors of article	35	36.8 %
3	Omission errors of conjunction	6	6.3 %
4	Omission errors of preposition	1	1.1 %
5	Omission errors of singular and plural	26	27.4 %
6	Omission errors of passive verb form	2	2.1 %
7	Omission errors of sentence structure	8	8.4 %
	Total	95	100 %

On the strength of the table above, the highest frequency of omission errors were placed to the article which were occurred 35 out of 95 or 36.8 %. Then it was followed by omission errors in singular & plural which were occurred 26 out of 95 or 27.4 %. The next was followed by omission errors in the using of simple present tense which were occurred 17 out of 95 or 17.9 %, then followed by omission errors in sentence structure which were occurred 8 out of 95 or 8.4%, the next was followed by omission errors in conjunction which were occurred 6 out of 95 or 6.3 %. And followed by omission errors in passive verb form which were occurred 2 out of 95 or 2.1 %, then the last was omission errors in preposition which occurred 1 out of 95 or 1.1 %.

⁹ Dulay.Heidi, *language two*,(New York: Oxford University Press, 1982),p.146-170

Dealing with the data above, the highest omission errors were placed on the using of article, and in the omission errors of article, the student usually produced the sentence writing such as; “firstly, English is international language because it is used by many people in the world”. It is not correct because the student did the omission of article required on that sentence. It should be “firstly, English is an international language because it is used by many people in the world”. So they should put “an” in their sentence. In addition the students also omitted the article in the sentence such as;”dangerous smoking”. It should be “the dangerous of smoking”. Meanwhile, it was followed by the errors of omission in singular & plural form in the sentence such as;”So now, teach your children, your sister or brother, your nephews or whoever on that age with good lesson”. The sentence should be; “So now, teach your children, your sisters or brothers, your nephews or whoever on that age with good lessons. The students usually missed for putting the rule “s” in the plural form, So they should put “s” in the plural form on the regular noun¹⁰.

Furthermore, omission errors in using simple present tense also produced by the students in their declarative sentences, such as; “Thirdly, a teacher guide us to reach the ambition we want, it should be; “Thirdly, a teacher guides us to reach the ambition we want”. In this case the students should put “s” on that verb when the subject is singular such as she, he, it and the name of person¹¹. And they usually did the missing of that kind of grammar. And then it was followed by the students errors

¹⁰ Azar, Betty. S. *Understanding and using English grammar*. (London: prentice-Hall Regents, 1989),p 198

¹¹ Murphy, Raymon, *English Grammar in Use second edition*.(Newyork: Cambrigde University Press, 1994),4

of omission in the sentence structure on their sentences such as; "if we twenty cigarettes a day, the risk is ninety greater", the sentence should be "if we smoke twenty cigarettes a day, the risk is ninety greater".

In addition it was the example of students' sentence on omission errors in using conjunction, they are such as: "we advocate to all people or students in this world for studying English start from now", it should be "Therefore we advocate to all people or students in this world for studying English start from now". That original sentence produced by the students was placed on the conclusion or the result of their hortatory exposition writing, so it needed conjunction to connect the previous sentence with the conclusion sentence, while "therefore" was used to connect two independent clauses which means as a result.¹² Meanwhile it was followed by the example of omission errors in passive verb form, they are such as on sentence; "firstly, English is an international language, it is spoken many people over the world", it should be "firstly, English is an international language", it is spoken by many people over the world. And also such on the sentences:" because they don't understand something which taught by teacher "it should be:" because they don't understand something which is taught by teacher ". The correct formula of passive form was; "To be + Verb 3 + By"¹³, so the students should put "by" and "is" on their sentences.

The last was the example of omission errors on the using of preposition, they are such on the sentence like; " we can get a conclusion that studying on the early age

¹² Murphy, Raymon, *English Grammar in Use second edition*. (Newyork: Cambrigde University Press, 1994),295

¹³ Azar, Betty. S. *Understanding and using English grammar*. (London: prentice-Hall Regents, 1989),120

is important, but many parents do not care their children education on the early age because they are busy with their work ". The sentence should be; "we can get a conclusion that studying on the early age is important, but many parents do not care about their children education on the early age because they are busy with their work". The students omitted the rule that was required by the verb "care", so they should put preposition " about " after the verb "care" in their sentence. Because the previous sentence was doing an activity (care) about something, and the writer consider it and also concerned his mind, so the verb sould be followed by "about"¹⁴.

c. Addition Errors

Addition errors are characterized by the presence of an item that must not appear in a well- formed utterance.¹⁵ It was found 34 errors occurred in this type of error, and they were showed at the table below.

Table 4.5
The Percentage of Addition Errors

No	Kind of Errors	Number	Percentage
1	Addition errors of simple present tense	14	41.2 %
2	Additio errors of article	4	11.8 %
3	Addition errors of conjunction	-	0%
4	Addition errors of preposition	-	0 %
5	Addition errors of singular and plural	1	2.9 %
6	Addition errors of passive verb form	-	0%
7	Addition errors of sentence structure	15	44.1 %
	Total	34	100 %

¹⁴ Murphy, Raymon, *English Grammar in Use second edition*. (Newyork: Cambrigde University Press, 1994),132

¹⁵ Dula Heidi, *language two*,(New York: Oxford University Press, 1982),p.146-170

On the strength of table above, the highest frequency of addition errors were placed to the sentences structure which were occurred 15 out of 34 or 41.2 %. Then it was followed by the addition errors in article which were occurred 4 out of 34 or 11.8 %. The next was followed by the omission errors in the using of simple present tense which occurred 14 out of 34 or 8.4%, then it was followed by the addition errors in singular & plural which occurred 1 out of 34 or 2.9 %. In other hand the addition errors in conjunction, preposition and passive verb form were not detected in this study.

The highest addition errors produced by the students were placed in the using of sentence structure, it was showed that the students usually presented unnecessary item in a good sentence. In this case, the students produced the sentence writing such as; “firstly, English is an international language because it is used by many people all over the world”. It is not correct because the student did the presence of unnecessary word “all “on that sentence. It should be “firstly, English is an international language because it is used by many people over the world”. So, they shouldn’t put the word “all” in their sentence. In addition, they also produced the errors in the sentence such as;”one of the cause of it is the less of parents is attention”. It should be “one of the cause of it is the less of parents attention”. Furthermore, it was followed by addition errors in simple present tense on the sentence such as;”they are believe with their friend’s potency”. The sentence should be; “they believe with their friend’s potency”. On that sentence, the students presented unnecessary auxiliary on that sentence. The

formula of simple present is S+V1+O¹⁶, so they shouldn't put the auxiliary "are" in the simple present sentence. And then, some students also made the errors of addition in the using of article in their sentences, such as; "from the facts above, it can be concluded that a teacher is people who can make the smart of country, it should be; "from the facts above, it can be concluded that a teacher is people who can make the smart country". In this case the students shouldn't add the article "of" on that sentence. The next was the addition errors in the students' hortatory exposition writing in the using of singular & plural form such as; "Nowdays, the world is threatened by the erratic weather changes, it should be "Nowdays, the world is threatened by the erratic weather change". The word "change" should be in the singular form without the addition of a final "s".

d. Disordering Errors

Disordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.¹⁷ It was found 33 errors in this type. It was showed at the following table.

Table 4.6
The Percentage of Disordering Errors

No	Kind of Errors	Number	Percentage
1	Disordering errors of simple present tense	-	0 %
2	Disordering errors of article	1	3 %
3	Disordering errors of conjunction	-	0 %
4	Disordering errors of preposition	-	0 %

¹⁶ Hernik farisia SPdi.-Badar thomtomi Mhi, *Grammar 1 for students of BJEC*, (Surabaya: Baitul Jannah Education Center),19

¹⁷ Dulay, *language two*,(New York: Oxford University Press, 1982),p.146-170

5	Disordering errors of singular and plural	-	0 %
6	Disordering errors of passive verb form	-	0 %
7	Disordering errors of sentence structure	32	97 %
	Total	33	100 %

On the strength of the table above, the highest frequency of disordering errors were placed on the sentence structure which were occurred 32 out of 33 or 97 %. Then it was followed by disordering errors in the using of article which were occurred 1 out of 33 or 3%. Furthermore, disordering errors in simple present tense, conjunction, preposition, singular & plural and passive verb form were not detected in this study.

Dealing with the data above, the students produced the highest disordering errors in the using of sentence structure, it could be seen that the students did misaddressing on the group of morphemes in their declarative sentences. In this case, the students produced the sentence writing such as; “I think English is the world most important language”. It should be “I think English is the most important language in the world”. In addition, some students also made the errors of disordering in the using of article in their sentences, such as; “the golden of age children to study is on the 0-2 ages, it should be; “the golden age of children to study is on the 0-2 ages”.

2. The Causes of Errors

Dealing with the discussion on the causes of errors and the data interpretation, there were several causes made by students on their Hortatory exposition writing. And as it had been described previously in the chapter 2, the writer used the theory of Richard for finding the possible causes of the errors occurred in those students’

writing. The causes of those errors were interlingua errors and intralingua errors. Intralingua errors were consisted of Over- generalization, Ignorance of Rule Restriction, Incomplete Application of Rules and False Concept Hypothesized. And the description of the frequency of those errors' causes presented in the following table.

Table 4.7
The Percentage of Errors' Causes

No	Kinds of the causes of errors	Frequency	Percentage
1	Interlingua	62	19.3 %
2	Intralingua	259	80.7 %
	Total	321	100 %

On the strength of the table above, the highest frequency of error causes were done by the students was intralingua errors which were occurred 259 out of 321 or 80.7 %, then it was followed by interlingua errors which were occurred 62 out of 321 or 19.3 %. The table showed that the most of errors were caused by intralingual errors that influenced by the general rules of learning process of language. Then it was followed by interlingua errors that influenced by the interference of mother tongue.

Dealing with the data above, the students produced 62 errors of that were caused by interlingua errors. They produced the writing such as ;“ I personally thing that english is the world most important language”, that sentences was purely influenced by the interference of mother tongue, in this case in the identifying process of that sentence of interlingua errors, the researcher translated the grammatical from that phrase into the student's first language to see if the similarities exist. So that

sentence should be “ I think english is the most important language in the world”. In the other hand, the students also produced intralingual errors. The following table presented the percentage of intralingua errors.

Table 4.8
The percentage Result of Intralingual Errors

No	The causes of error	Frequency	Percentage
1	Over- Generalization	99	38.2%
2	Ignorance Aplication of Rules	97	37.4 %
3	False concept Hypothesized	35	13.5 %
4	Ignorance of Rule Restriction	28	10.8 %
	Total	259	100 %

Dealing with the table above, there were four types of error causes based on intralingua. They were Over-generalization, Ignorance of Rule Restriction, Incomplete Aplication of Rules and False Concept Hypothesized. It was found 259 errors. And based on those causes of error finding, the highest frequency of error causes were placed on Over-generalization which was occurred 99 out of 259 errors or 38.2%, then it was followed by Incomplete Aplication of Rules which was occurred 97 out of 259 or 37.4 %. The next was followed by Ignorance of Rule Restriction which was occurred 35 out of 259 errors or 13.5 %. And the last was followed by Ignorance of Rule Restriction which was occurred 28 out of 259 errors or 10.8 %.

Concerning to the data above, the examples of those causes of errors would be dealt in this following section.

a. Over- Generalization

Based on the theory conducted by Richard, Over - Generalization occurs when the learner creates a deviant structure on the basis of other structures in the target language. It generally involves the creation of one deviant structure in place of two target language structures. And in this type or error, it was found 99 errors and it was dealt at the following table.

Table 4.9
The Percentage of Over - Generalization Errors

No	Causes of Errors	Number	Percentage
1	Over- Generalization of simple present tense	30	30.3 %
2	Over- Generalization of article	5	5.1%
3	Over- Generalization of conjunction	7	7.1%
4	Over- Generalization of preposition	6	6.1%
5	Over- Generalization of singular and plural	2	2 %
6	Over- Generalization of passive verb form	9	9 %
7	Over- Generalization of sentence structure	40	40.4 %
	Total	99	100 %

Dealing with the table above, the highest frequency of Over- Generalization errors were placed on the sentence structure which were occurred 40 out of 99 or 40.4 %. Then Over- Generalization in the using of simple present tense which was occurred 30 out of 99 or 30.3 %. The next was Over- Generalization in the using of passive verb form which were occurred 9 out of 99 or 9 %, then Over- Generalization in the using of conjunction which were occurred 7 out of 99 or 7.1%, the next was

followed by Over- Generalization in the using of preposition which were occurred 6 out of 99 or 6.1 %, and Over- Generalization in article which were occurred 5 out of 99 or 5.1 %, then followed by Over- Generalization in the using of singular & plural which were occurred 2 out of 99 or 2%.

The example of Over- Generalization errors produced by the students were identified and detected as the following:

1. Second, a teacher also teach us to understand all lessons
2. A teacher have an important role in the education world
3. The idea of taking the home school education for our children can be a bit intimidating
4. Studying shouldn't only be in the school with the teacher, even you can teach them many things too.
5. Therefore, they always depend with their friends when they do an examination
6. English is a important thing for human
7. Home school is an education system which provides the main child education program at home.

Dealing with example above, the students used the word“second” in the first sentence, and they should use the word “secondly”, the student often generalized the use of this word to start the connecting argument In their hortatory exposition writing. The students tended to use the choosing of wrong structure because they were writing when they thought about it. Then, the second sentence, the students put the verb “have “ in their declarative sentence with the singular subject. The students over

generalized both the verb ‘has’ and ‘have’ when the subject is singular or plural. And the third sentence showed that the students over generalized in the using of passive verb form, the formula that was used to make the passive verb form was Subject+Tobe+V3+ By+Object. So the verb that should be used on that sentence was past participle “intimidated”.¹⁸

Furthermore, it was presented that over generalization errors in the using of conjunction on the fourth sentence. The students should use the conjunction “but” than “even”. And The fifth sentence showed that the students over generalized in the using of preposition ,they should put “on” before the verb “depend”, because the bound preposition of that verb is using “on”.then the sixth sentence showed that the students use article “a” for the word that is started by the vowel form, so it should be put by using the article “an”. In addition, the last sentence showed that the students over generalized in the using of plural form, they should use the plural fomb by using the word “children”.¹⁹ Look at the following corrected sentences below!

1. Secondly, a teacher also teach us to understand all lessons
2. A teacher has an important role in the education world
3. The idea of taking the home school education for our children can be a bit intimidated
4. Studying shouldn’t only be in the school with the teacher, but you can teach them many things too.

¹⁸ Masud. Fuad. *A practical of English Grammar*.second edition (yogjakarta: BPFE),167-168

¹⁹ Azar, Betty. S. *Understanding and using English grammar*. (London: prentice-Hall Regents, 1989),120

5. Therefore, they always depend on their friends when they do an examination
6. English is an important thing for human
7. Home school is an education system which provides the main children education program at home

b. Incomplete Application of Rule

Based on the theory conducted by Richard Incomplete Application of Rules involves a failure to fully develop a structure. Thus learners of L2 English have been observed for missing the rule required in the declarative sentences. In this case, it was found 97 errors in this type and it was showed at the following table

Table 4.10
The Percentage of Incomplete Application of Rules Errors

No	Causes of Errors	Number	Percentage
1	Incomplete Application Rule of simple present tense	19	19.6 %
2	Incomplete Application Rule of article	36	36.4 %
3	Incomplete Application Rule of conjunction	6	6.2 %
4	Incomplete Application Rule of preposition	1	1 %
5	Incomplete Application Rule of singular and plural	25	25.8 %
6	Incomplete Application Rule of passive verb form	2	2.1 %
7	Incomplete Application Rule of sentence structure	8	8.2 %
	Total	97	100 %

Dealing with the table above, the highest frequency of Incomplete Application of Rule errors were placed on the using of article which were occurred 36 out of 97 or 36.4 %. Then Incomplete Application of Rule in the using of singular & plural which were occurred 25 out of 97 or 25.8 %. The next was Incomplete Application of Rule in the using of simple present tense which were occurred 19 out of 97 or 19.6 %, then

followed by Incomplete Application of Rule in the using of sentence structure with the frequency of occurrences of 8 out of 97 or 8.2%, the next was followed by Incomplete Application of Rule in the using of conjunction with the frequency of occurrences of 6 out of 97 or 6.2 %. And Incomplete Application of Rule in passive verb form with the frequency of occurrence 2 out of 97 or 2.1 %, then Incomplete Application of Rule in the using of preposition which were occurred 1 out of 97 or 1%. And the examples of those Incomplete Application of Rule errors were as follow;

1. So, keep the forest from hands of human which is not responsible.
2. From the reason listed above, we should not use the internet irresponsibility
3. Secondly, the teacher also teach us to understand all lessons.
4. From the facts above, the teacher is person can make the smart country
5. They are lazy to study they like to have fun with their boy or girl friend
6. English is an international language, it is spoken many people over the world
7. We can get a conclusion that studying on the early age is important, but many parents do not care their children education on the early age because they are busy with their work

Concerning to the examples above, the students did not put an article before the word “hand”, the student often missed the use of an article in the first sentence. Then, the second sentence, the students should put “s” in the end of word that showed plural form. The word “reason” in that sentence was plural because there were many arguments that showed in the previous sentences on their hortatory exposition writing. And the third sentence showed that the students did the missing of “s” on the

verb in the using of simple present tense form, because the formula of simple present tense was; S+Verb-1s/es+O. So, when the subject was singular such as, she he, it the name of person or any other singular noun, the verb form in the simple present tense should be added by “s”.²⁰

Furthermore the omission rule in the using of sentence structure on the fourth sentence was showed, the students omitted the relative pronoun on putting the word “who” in that sentence, so they should put it in that sentence. And The fifth sentence showed that the students omitted the required rule in the using of conjunction, they should put the conjunction “and” between two declarative sentence that is relatively on each other. Then the next was the sixth sentence that showed the omission of using passive verb form, they should put by in the passive sentence, because the formula of passive form is S+Tobe+Verb 3+ By+O, so they should put “by” on their passive sentence.²¹ In addition, the last sentence showed that the students omitted the required rule in the using of preposition, they should put the preposition “about”, because the bound preposition of the verb “care” is followed by “about”. Finally, the corrected sentences were presented as the following.

1. So, keep the forest from the hands of human which is not responsible
2. From the reasons listed above, we should not use the internet irresponsibility.
3. Secondly, the teacher also teaches us to understand all lessons.
4. From the facts above, the teacher is person who can make the smart country.

²⁰ Masud. Fuad. *A practical of English Grammar*.second edition (yogyakarta: BPFE),26

²¹ Masud. Fuad. *A practical of English Grammar*.second edition (yogyakarta: BPFE), 167- 168

5. They are lazy to study and they like to have fun with their boy or girl friend.
6. English is an international language it is spoken by many people over the world
7. We can get a conclusion that studying on the early age is important, but many parents do not care about their children education on the early age because they are busy with their work

c. False concept Hypothesized

Based on the theory conducted by Richard False concept Hypothesized is usually called by semantic error, it happens due to misconception on the difference in the target language. In this case the poor of teaching technique sometimes create this faulty comprehension, so it made the students doing the faulty comprehension on their writing. It was found 35 errors in this type and it was dealt at the following table.

Table 4.11
The Percentage of False concept Hypothesized Errors

No	Causes of Errors	Number	Percentage
1	False concept Hypothesized of simple present tense	25	71.4 %
2	False concept Hypothesized of article	1	2.8%
3	False concept Hypothesized of conjunction	1	2.8 %
4	False concept Hypothesized of preposition	2	5.7%
5	False concept Hypothesized of singular and plural	2	5.7 %
6	False concept Hypothesized of passive verb form	5	14.3 %
7	False concept Hypothesized of sentence structure	-	0%
	Total	35	100 %

Dealing with the table above, the highest frequency of False concept Hypothesized errors were placed on the using of simple present tense were occurred

25 out of 35 or 71.4 %. Then it was followed by False concept Hypothesized in the using of passive verb form which was occurred 5 out of 35 or 14.3 %. The next was followed by False concept Hypothesized in the using of singular & plural which were occurred 2 out of 35 or 5.7 %, then followed by False concept Hypothesized in the using of conjunction which were occurred 1 out of 35 2.8%, the next was followed by False concept Hypothesized in the using of preposition which were occurred 1 out of 35 or 2.8 %. And it was followed by False concept Hypothesized errors in the using of article which were occurred 1 out of 35 or 2.8 %. Furthermore, the errors caused by False concept Hypothesized in the using of sentence structure were not detected in this study.

The following was the example of errors in student's sentences that caused by False concept Hypothesized.

1. They are believe with their friend's potency
2. Internet can used for education school
3. There are many cause of cheating habit
4. Studying shouldn't in the school with teachers, even you can to teach them many things too
5. They always depend with their friend's potency
6. There is a aphorism

From the examples listed above, the first sentence showed the false concept hypothesized in the using of simple present, the student put auxiliary "are" in the sentence of simple present tense, the students may misconcept on the different of the

target language and also the poor teaching technique that was used by their teacher in the learning process such as the teacher usually start their teaching technique on the presentation of simple present tense using tobe: is, am, are and then it was followed by presenting the verb. If the teacher presented the items poorly, so their students might have a false conclusion: is, am, are were the sign of present tense activity, Then they did the sentence production such as on the first sentence. Meanwhile, the second sentence showed that the student did't put the rule required in the form of "be" on the modal passive form, the student might misconcept on that addition of the rule required "be" in passive form, because of the different concept of the target language, so they missed it. In addition, the third sentence showed that the student didn't put a final"s" on the plural form of the word" causes", the student might misconcept on that. Then it was followed by the fourth sentence that showed the misconception of the conjunction, the student should use "but". And then the last sentence showed the misconception of article "a" that should be "an". All the kinds of error causes in this case were because of the misconception of the different of target language and the poor teaching of the teacher when the learning process was done.

1. They believe with their friend's potency
2. Internet can used for education school
3. There are many causes of cheating habit
4. Studying shouldn't in the school with teachers, even you can to teach them many things too
5. They always depend on their friend's potency

6. There is an aphorism

d. Ignorance of Rule Restriction

Based on the theory conducted by Richard Ignorance of Rule Restriction is still closely related to over generalization. In this case the learner violets the restriction of existing structure that is the application of rules to contact where they do not apply. In this type, it was found 28 errors and it was showed at the following table.

Table 4.12
The Percentage Ignorance of Rule Restriction Errors

No	Causes of Errors	Number	Percentage
1	Ignorance of Rule Restriction of simple present	10	35.7 %
2	Ignorance of Rule Restriction of article	4	14.3 %
3	Ignorance of Rule Restriction of conjunction	-	0 %
4	Ignorance of Rule Restriction of preposition	-	0 %
5	Ignorance of Rule Restriction of singular & plural	1	3.6%
6	Ignorance of Rule Restriction of passive verb form	-	0 %
7	Ignorance of Rule Restriction of sentence structure	13	46.4 %
	Total	28	100 %

Dealing with the table above, the highest frequency of Ignorance of Rule Restriction errors were placed on the using of sentence structure which were occurred 13 out of 28 or 46.4 %. Then it was followed by Ignorance of Rule Restriction in the using of simple present which were occurred 10 out of 28 or 35.7 %. The next was followed by Ignorance of Rule Restriction in the using of article which were occurred 4 out of 28 or 14.3 %. Then it was followed by Ignorance of Rule Restriction in the using of conjunction which were occurred of 2 out of 28 or 7.1%. The next was followed by Ignorance of Rule Restriction in the using of singular & plural which

were occurred 1 out of 28 or 3.6 %. Furthermore the errors caused by Ignorance of Rule Restriction in the using of preposition, conjunction and passive verb form were not detected in this study. As the examples of this Ignorance of Rule Restriction errors were described as the following.

1. Firstly, English is international language because it is used by many people all over the world
2. They are believe with their friend's potency
3. From the facts above, it can be concluded that a teacher is people who can make the smart of country

From the example above, the students presented unnecessary item in a well-formed sentences by putting the word "all" on it in the first sentence, so they shouldn't put the word "all" in their sentence. Furthermore the second sentence showed that the student presented unnecessary auxiliary on that simple present sentence structure. While the formula of simple present was S+V1+O, without any adding of tobe such is, am, and are, so they shouldn't put the auxiliary "are" in the simple present sentence. In addition, in the third sentence also showed the ignorance of rule restriction in the using of article in that sentence. In this case the students shouldn't add the article "of" on that sentence, and then it is followed by the last sentence that showed the the student's error caused by ignorance of rule restriction in the using of singular & plural form, they shouldn't put a final "s" in the word "change". Look at the following corrected sentence for making clear.

1. Firstly, English is international language because it is used by many people over the world
2. They believe with their friend's potency
3. From the facts above, it can be concluded that a teacher is people who can make the smart country
4. Nowadays, the world is threatened by the erratic weather change.

C. Discussion

The research findings of this study had been known clearly after doing the analysis on the writing composition of Hortatory exposition text made by the students of IA3 class of SMA 1 Baureno Bojonegoro, and in this section the writer discussed the result findings.

1. The Types of Grammatical Errors

After using the checklist as the key instrument to answer the first question on this research, the researcher had found the sentences produced by the students of IA3 Class of eleven grade of SMA 1 Baureno Bojonegoro in Hortatory exposition writing contained a lot of grammatical errors and they were classified into some type of errors.

The types of errors were comparative taxonomy which were occurred 31 out of 259 errors or 10.7 %. and surface strategy taxonomy that consisted of the errors in Omission, Addition, Malformation and Disordering. There were 259 errors based on surface strategy taxonomy. The highest frequency of errors was placed on

malformation errors which were occurred 97 out of 259 errors or 37.4%. Then, it was followed by omission errors which were occurred 94 out of 259 or 36.7%. The next was followed by addition errors which were occurred 34 out of 259 errors or 13.1 %. And the last was followed by disordering errors which were occurred 31 out of 259 errors or 12.7 %.

Firstly, the highest frequency of malformation errors were placed to the sentence structure which were occurred 40 out of 97 or 41.2 %. Then it was followed by malformation errors in using simple present tense which were occurred 26 out of 97 or 26.8 %. the next was followed by the errors of malformation in the using of conjunction which were occurred 8 out of 97 or 8.2 % , then followed by malformation errors in passive verb form which were occurred 8 out of 97 or 8.2%, the next was followed by malformation errors in preposition which were occurred 7 out of 97 or 7.2 %. And followed by the errors of malformation in article which were occurred 6 out of 97 or 6.2 %, then followed by malformation errors in singular and plural which were occurred 2 out of 97 or 2.1 %.

Secondly, the highest frequency of omission errors is placed to the article which were occurred 35 out of 95 or 36.8 %. Then it was followed by omission errors in singular & plural which were occurred 26 out of 95 or 27.4 %. the next was followed by omission errors in the using of simple present tense which were occurred 17 out of 95 or 17.9 %, then followed by omission errors in sentence structure which were occurred 8 out of 95 or 8.4%, the next was followed by the errors of omission in conjunction with the frequency of occurrences of 6 times of 95 or 6.3 %. And

followed by the errors of omission in passive verb form with the frequency of occurrence 2 times of 95 or 2.1 % , then followed by the errors of omission in preposition with the frequency of occurrences 1 times of 95 or 1.1 %.

Thirdly, the highest frequency of addition errors were placed to the sentence structure which were occurred 15 out of 34 or 41.%. Then it was followed by addition errors in article which were occurred 4 out of 34 or 11.8 %. the next was followed by omission errors in the using of simple present tense which were occurred 14 out of 34 or 8.4%, the next was followed by addition errors in singular & plural which were occurred 1 out of 34 or 2.9 %. Meanwhile the errors of addition in conjunction, preposition and passive verb form were not detected in this study.

Fourthly, the highest frequency of disordering errors were placed to the sentence structure which were occurred 32 out of 33 or 97 %. Then it was followed by disordering errors in the using of article which were occurred 1 out of 33 or 3%. Meanwhile the errors of disordering in simple present tense, conjunction, preposition, singular & plural and passive verb form were not identified in this study.

Furthermore based on the description above, there were several thing that can be note down. The students of IA3 class of SMA 1 Baureno Bojonegoro still produced errors in handling the Hortatory exposition writing on the well- structure sentence, it was showed by highest percentage occured in the students' Hortatory exposition writing was the errors in the sentence structure, the students produced incomplete sentences on some of those sentences, arranged them too long and they needed to be reorganised, they also missordered the rules and used the wrong

structure or morpheme in their sentence. The next error that occurred more was the simple present tense, in this case, the students had the problem in applying the pattern of the tenses such as; in the simple present, the third singular subject should use the bare verb and adding the suffix “es or s“, missed “be” on the declarative sentence, and missinform on the using of verb in simple present that followed by modal. In the conjunction , the students made errors of using the correct conjunction, missed it and missorder on the use of it. Meanwhile in the preposition, singular vs plural and passive verb form also produced errors in applying the correct form and sometimes missed and misorder the rules.

2. The Causes of Errors

The causes of errors were interlingua errors which were occurred 62 out of 321 or 19.3 %, and intralingua errors that consisted of the errors in Over-generalization, Ignorance of Rule Restriction, Incomplete Application of Rules and False Concept Hypothesized. There were occurred 259 out of 321 or 80.7 % errors based on intralingua errors. And based on those causes of error finding, the highest frequency of error causes were placed on Over-generalization which was occurred 99 out of 259 errors or 38.2%, then it was followed by Incomplete Application of Rules which was occurred 97 out of 259 or 37.4 %. The next was followed by Ignorance of Rule Restriction which was occurred 35 out of 259 errors or 13.5 %. And the last was followed by Ignorance of Rule Restriction which was occurred 28 out of 259 errors or 10.8 %.

The highest frequency of Over- Generalization errors were placed on the sentence structure which were occurred 40 out of 99 or 40.4 %. Then Over- Generalization in the using of simple present tense which was occurred 30 out of 99 or 30.3 %. The next was Over- Generalization in the using of passive verb form which were occurred 9 out of 99 or 9 %, then Over- Generalization in the using of conjunction which were occurred 7 out of 99 or 7.1%, the next was followed by Over- Generalization in the using of preposition which were occurred 6 out of 99 or 6.1 %, and Over- Generalization in article which were occurred 5 out of 99 or 5.1 %, then followed by Over- Generalization in the using of singular & plural which were occurred 2 out of 99 or 2%.

The highest frequency of Incomplete Application of Rule errors were placed on the using of article which were occurred 36 out of 97 or 36.4 %. Then Incomplete Application of Rule in the using of singular & plural which were occurred 25 out of 97 or 25.8 %. The next was Incomplete Application of Rule in the using of simple present tense which were occurred 19 out of 97 or 19.6 %, then followed by Incomplete Application of Rule in the using of sentence structure with the frequency of occurrences of 8 out of 97 or 8.2%, the next was followed by Incomplete Application of Rule in the using of conjunction with the frequency of occurrences of 6 out of 97 or 6.2 %. And Incomplete Application of Rule in passive verb form with the frequency of occurrence 2 out of 97 or 2.1 %, then Incomplete Application of Rule in the using of preposition which were occurred 1 out of 97 or 1%.

The highest frequency of False concept Hypothesized errors were placed on the using of simple present tense were occurred 25 out of 35 or 71.4 %. Then it was followed by False concept Hypothesized in the using of passive verb form which was occurred 5 out of 35 or 14.3 %. The next was followed by False concept Hypothesized in the using of singular & plural which were occurred 2 out of 35 or 5.7 %, then followed by False concept Hypothesized in the using of conjunction which were occurred 1 out of 35 2.8%, the next was followed by False concept Hypothesized in the using of preposition which were occurred 1 out of 35 or 2.8 %. And it was followed by False concept Hypothesized errors in the using of article which were occurred 1 out of 35 or 2.8 %, furthermore the errors caused by False concept Hypothesized in the using of sentence structure were not detected in this study.

The highest frequency of Ignorance of Rule Restriction errors were placed on the using of sentence structure which were occurred 13 out of 28 or 46.4 %. Then it was followed by Ignorance of Rule Restriction in the using of simple present which were occurred 10 out of 28 or 35.7 %. The next was followed by Ignorance of Rule Restriction in the using of article which were occurred 4 out of 28 or 14.3 %. Then it was followed by Ignorance of Rule Restriction in the using of conjunction which were occurred of 2 out of 28 or 7.1%. The next was followed by Ignorance of Rule Restriction in the using of singular & plural which were occurred 1 out of 28 or 3.6 %. Furthermore the errors caused by Ignorance of Rule Restriction in the using of preposition, conjunction and passive verb form were not detected in this study.

Based on the data presentation, the highest of errors' causes in this study were over- generalization and the lowest ones were ignorance of the rule restrictions. The students' over- generalization was meant that the students produced the wrong structure in their second language; they might still have less understanding on choosing the well- form structure, so it made them generalize the rule structure in their declarative sentences. Therefore the students and teachers should pay more attention to this finding case in order to get the best learning language and teaching.