

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



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.

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 missed 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

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

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

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.