An Error Analysis on the Students' Writing Invitation Cards Made by the Eighth Grade Students at SMP Negeri 1 Sukodono

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ABSTRACT

This research was aimed to find out the types of error found in the students' writing invitation cards made by the eight grade students at SMP negeri 1 Sukodono. This research was conducted by using descriptive qualitative method. The subjects of this study were the 8th grade students at SMP Negeri I Sukodono. The result showed that there were four types of errors found in the students writings based on the Surface Strategy Taxonomy called: (1) omission consisting 5 times (16.67%), (2) addition consisting 11 times (36.67%), (3) misformation consisting 13 times (43.33%) and (4) misordering consisting 1 time (3.33%). Meanwhile, the types of error based on the Generic Structure containing: 25 students have no errors in the types of the Generic Structure of "the invite". There were 9 students who made errors "the body" or "the inviter" through the invitation cards they made. Lastly, there were 16 students who have no errors in the Generic Structure. However, the researcher addresses recommendations to 1) English teachers should be aware on grammatical errors in writing, 2) students to explore their writing proficiency to reduce errors, 3) other researchers to explore the implementation of error analysis.

Keywords: *error, error analysis, students' writing, invitation cards*

INTRODUCTION

English is an international language that has an important role in many aspects in modern life. Among the four English skills namely: listening, reading, speaking and writing, the latest mentioned is sometimes considered as the hardest task for some students as it needs them more thinking and carefulness for language processing. Writing is a highly complex assignment and writing in foreign language creates the assignment further problematical as it requires sufficient command over the foreign language to fulfill all the conventions: composing, exploring logical ideas, which are essential for a written text to be understandable (Heaton in Syarfuni, 2012, p. 2). Unlike speaking, writing can help people deliberate more carefully the proper words to transmit a message or an utterance in the form of written. Writing contributes us more chance to review and consider again what we have written.

Basically, the purpose of teaching English is to create the students to be able to communicate and use their English in real life by encouraging students' communicative ability, the corresponding abilities to deliver meaning through speaking and writing. Meanwhile, the ability to understand meaning through listening and reading (Doff in Wahyuni, 2004, p. 2). In the implementation of 2013 curriculum, there are three related dimensions that cannot be separated. They are planning, teaching learning process and learning evaluation. The planning will establish the materials will be taught, the media will be chosen, and the methods will be used in teaching learning process. In such away, "the evaluation procedures will be used to know the product of teaching learning process and student's achievement." (Khasanah, 2016, p. 5). Moreover, by writing in the correct and right

ways, the students will be able to develop their skills to the next level in their learning process. It is useful to students not only for academic area but also for their daily life. One of the products that can be conducted for students is writing an invitation card as their assignments in the learning process on the junior high school level.

Successful in writing can be viewed by the students' ability to incorporate the whole types of knowledge in writing process (Millah, 2016, p. 3). Integrating a good grammar ability is required to the rules so that the information can be conveyed and accepted by the reader(s). In Junior High School students, especially in eighth grade students, writing skill is focused on some types of free writing text such as writing an invitation card. The purpose of writing test on syllabus of English subject in Junior High School describes the students to be able to write text as the requirement to pass National Examination. So that, in every English lesson, teacher always makes a grammar assignment in the form of writing task as seen in the invitation card text. Furthermore, one of the problems faced by students during their assignment is an error of the implementation their writing skill based on the role of an English grammar (Millah, 2016).

In this study, the researcher conducted the study of an error analysis on the students' witing of invitation cards at the eighth grade students at SMP Negeri 1 Sukodono as one of their assignments in the learning process. An invitation card is a card given to someone to invite them to something such as in a party, ceremony, meeting and so forth (Oxford Advanced Learner's Dictionary, 2002). This study was conducted about an error analysis on the students' writing invitatian card regarding the students need to learn to write into the correct and the right ways. Meanwhile, the students still have difficulties during the process of writing so that they often make errors in their works. The researcher chose the students at SMP Negeri 1 Sukodono as the subject of this study because the they are considered in doing the assignment of writing text as in the implementation of the lesson plan in the Junior High School. Another reason conducting this study is the limited discussion regarding the writing text especially writing of invitation cards. Based on the problems above the researcher conducted this study entitled: "An Error Analysis on the Students' Writing Invitation Cards Made by the Eighth Grade Students At SMP Negeri 1 Sukodono".

Research Questions

Based on the problems above, the researcher formulates the research question of this research as follow:

1. What are the types of error found in the students' writing invitation cards made by the eight grade students at SMP negeri 1 Sukodono?

Objectives of the Study

Related to the problems formulated, this study had two purposes:

1. To describe the types of error found in the students' writing invitation cards made by the eight grade students at SMP negeri 1 Sukodono.

LITERATURE REVIEW

1. **Error Analysis**

   Making errors is the most natural thing in the world and it is evidently attached to the human being (George in Wahyuni, 2004, p. 28). In addition, "Error analysis is known as the study and analysis of the errors made by second and foreign language learners". Based on the statement, error analysis may be carried out in order to find out how a student

learns a language and to find out how well he or she knows a language. Furthermore, error analysis is the activity of observing, analyzing and classifying the learners' errors in order to reveal something of the system operating within the learners (Millah, 2016).

2. Types of Errors based on the Surface Strategy Taxonomy

The definition of error refers to a mistake. Error in the view of Psycholinguistics is classified into the terms "error" and "mistake". Both of them can be distinguished by the terms of performance and competence. Most sources call an error performance by mistake, meanwhile competence is sufficient in terms of error. In line with Brown (2000, p. 217) states "An error cannot be self-corrected, while mistakes can be self-corrected if the deviation is emphasized to the speaker". It can be said that when the learners in their production of language make errors it shows their minimum understanding about the rules of language. Learners do not have the knowledge of the target language while the mistake recognizes the learner incapability to perform their language knowledge. According to Ellis (in Wahyuni, 2004, p. 29) argued that "The classification of errors in these ways can help us to diagnose learners' learning problems at any stage of their development and to lead how changes in error patterns occur over time". There are three types classification of errors based on the surface strategy taxonomy namely: (1) omission, (2) addition (3) misformation and (4) misordering (Dulay, Burt, & Krashen, 1982).

a) Omission

Omission errors are considered by the absence of an item that must appear in a well-formed utterance. Although any particle or word in a sentence is a potential for omission, some types of items are omitted more than others. Language learners omit grammatical items or function words (e.g. is, the, of, an, etc.) much more frequently than content words (e.g. nouns, verbs, adjectives, adverbs). Example: A strange thing *happen* to me yesterday. → A strange thing was happened yesterday.

b) Addition

Addition errors are categorized by the presence of an item which must not appear in a well-formed utterance. Addition errors usually occur in the stages of second language acquisition which means that when the learner has already acquired some target language rules. Example: The books *is* on the table. → The books are on the table.

c) Misformation

Misformation deals with the use of the wrong form of structure. Example: I always cries when I see my elder friend. → I cry when I see my elder friend.

d) Misordering

Misordering errors are considered by the incorrect placement of a morpheme or group of morphemes in an utterance. For example, in the utterance: 'He is all the time late'. It's supposed to be 'He is late all the time'.

3. Types of Error based on the Generic Structure of Invitation Cards

A letter of invitation is written to people inviting them for a special occasion or event in his/her personal and professional purposes. "An invitation is a social action of informing and requesting the presence or participation of a person(s) kindly and courteously to some place, gathering, entertainment, and so forth, or even to do something" (Al-Ali, 2006). Base on the definition mentioned, it can be said that an invitation card is a written paper which is sent to people for different purposes consisting the message informed to a receiver about an event to he or she is being invited.

Furthermore, Purkey (2015) stated that invitations must consist the three important elements namely: (1) the invite referring to the person who will be invited; (2) the body of invitation referring to the contents of the invitation including: (a) occasion informing the invitation made for what event is, (b) day and date informing when the event will be , (c) time informing the specified time being done, (e) place informing the place where the event taking place; (3) the inviter referring to the part where we will know who invited.

RESEARCH METHODOLOGY

1. Research Design

The design of this research was qualitative research conducted by the researcher in order to describe the types of errors based on the Surface Strategy Taxonomy and the Generic Structure of the invitation cards. According to Catherine (in Solihah, 2017, p. 40) "qualitative research was an approach to the study of social phenomena; had a various genre which was naturalistic and interpretative, and they drew on multiple methods of inquiry". In this study, the researcher investigated the types of errors found in student writing invitation cards made by students in SMPN 1 Sukodono. Moreover, Arikunto (2007, p. 234) explained that "In conducting descriptive research had no hypothesis, but it is only described some variable and condition naturally". This research was belongs to descriptive because the objective of the research was to describe the phenomena from the data that are derived from observational situation. The researcher described the phenomena of the obtained data naturally and objectively.

Furthermore, descriptive research is a type of study referring to investigations which utilize existing data or a non-experimental research with a preconceived hypothesis" (Shohamy in Alfiyani, 2013, p. 59). In conducting the study, the researcher analyzed the data based on the surface strategy taxonomy and the generic structure analysis. The researcher investigated the categories of errors among the students' writing of invitation cards. The result of this research was presented in the form of words and description based on the data examined.

2. Subjects

A subject is well-identified as a number of people who have a similar characteristic involved in the qualitative research (Cresswell, 2012, p. 142). In agreement with (Mason: 2010; in Esch & Esch, 2013, p. 228) claimed that "The smallest acceptable number in qualitative research conducted is 15 out of 100 numbers as the sample of research". There were 96 students in three classes at the eighth grade at SMP Negeri I Sukodono. Thus, the researcher decided the subjects of this research were 25 students of the 8th grade students. The students were considered to be chosen regarding they had one of the learning activities in their English subject about writing invitation card. Moreover, they may have totally different results in writing of the invitation card. As a result, they might support this study to gain the data required by the researcher.

3. Research Setting

Before examining the sample data in this study, the researcher had to ask permission to the principle of SMP Negeri I Sukodono. By accepting the permission, the researcher was allowed to conduct the research at SMP Negeri I Sukodono as the research setting of this study. SMP Negeri I Sukodono is located at Jl. Putra Bangsa No. 15 Anggaswangi-Sidoarjo, East Java.

4. Instruments

Since it is a qualitative research, the primary instrument will be the researcher herself. It is in line with Moleong (2007, p. 121) states "As the main instrument, the researcher plays

the role as the designer, data collector, data analyst, data interpreter, and reporter of the research findings". Based on those statements, it can be said that the researcher in qualitative research is the human instrument. Secondary instruments used in this study to help the researcher collecting and analyzing data were the documentation of the students' works and the tables.

5. Source of data and data

Moleong (2007, p. 151) argued "The main data of qualitative research are language and action or behavior". This research will apply qualitative approach consisting the form of linguistic information as the data, particularly students' error in writing invitation cards, which are in the form of words and sentences not in form of numerical. The data in this research were all of the students' writing consisting the errors based on the Surface Strategy Taxonomy and the Generic Structure of invitation cards. Meanwhile, the source of the data in this study was the students' writing of the invitation cards.

6. Data collection procedures

The data needed in this research were the grammatical errors made by the 8th grade students at SMP Negeri I Sukodono in their writing of the invitation cards. The researcher collected the students' writing to be documented and read carefully. After collecting the data, the next step was data classification and analysis. The following are steps for classifying and analyzing grammatical errors in writing based on the Surface Strategy Taxonomy and the Generic Structure of the invitation card namely: (1) identifying the errors found on every word, phrase or sentence; (2) classifying the data into the sub category of surface strategy taxonomy and generic structure; (3) interpreting and describing the data which have been classified systematically; (4) analyzing the data based on the results findings and (5) drawing the conclusion of the study.

7. Data analysis

Data analysis is the process of systematically examining and organizing the data of the research. The procedure of error analysis proposed by Ellis and Barkhuizen (Alfiyani, 2013, p. 63) explained the following five steps: (1) collection of a sample of learner language; (2) identification of errors; (3) description of errors; (4) explanation of errors and (5) errors evaluation.

All of the data in this study were analyzed by using several steps. Firstly, the researcher collected the students' writing to be examined according to Dulay's theory and Sugiono's theory. Secondly, the errors were classified into four subcategories of surface strategy taxonomy by selecting and identifying the errors that belong to grammatical structure in students' writing and the generic structure of the invitation cards. Then, the data were interpreted and described systematically according to the types of errors related to the theories. The next step was explaining the errors according to theory of error analysis. The last step was errors evaluation by calculating the errors to get the percentage of each subcategory.

RESEARCH FINDINGS AND DISCUSSION

The researcher conducted this study containing the research question called the types of error found in the students'writing invitation cards made by the eighth grade students at SMP Negeri 1 Sukodono. Answering the formulated problem in this study, the researcher did next step called an analyzing process based on the data examined. Then, interpreting all collected data by providing the detail information of the types of error found in the students'writing invitation cards which is supported by some related theories and the previous studies involved.

1. The types of error found in the students' writing invitation cards based on the Surface Strategy Taxonomy

All of the data in this study were analyzed based on Dulay's theory called the Surface Strategy Taxonomy concerning on omission, addition, misformation, and misordering. To find out the types of errors and how many errors on those components, the researcher documented the students' writing. Then, the percentage of each category of errors in their writings was counted. In making the analysis systematic, the researcher did some steps on describing the students' errors namely: (1) collecting the data, (2) calculating the errors in the form numerical data, (3) presenting the data in the form of tables and (4) describing the data examined in the description of discussion. All of the results findings are presented as the table and figure below:

Table 1 Frequency of Types of Error Based on the Surface Strategy Taxonomy

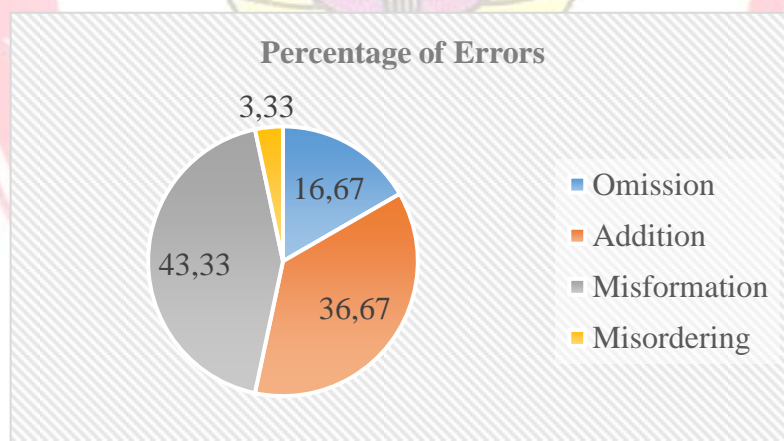| No	Types of Error	Frequency	Percentage
1	Omission	5	16.67%
2	Addition	11	36.67%
3	Misformation	13	43.33%
4	Misordering	1	3.33%
	Total	**30**	**100.00%**

Figure 1 Percentage of Errors based on the Surface Strategy Taxonomy

Table 1 and figure 1 clearly show that among the 25 students of the 8th grade, the total number of omission errors are 5 times (16.67%). Addition errors are 11 times (36.67%). Then, misformation errors are 13 times (43.33%). Lastly, there is 1 time of error in misordering (3.33%). From those result, it can be said that misformation is the highest percentage of students' errors made in writing of the invitation cards and misordering is the lowest number of percentage of error made by students.

a) Omission

An omission is known as a type of error which is considered by the absence of an item that must appear in a well-formed utterance (Alfiyani, 2013). The errors mostly about the deletion of correct linguistic words, morphemes, and phrases. From the data of students' writing, the researcher found that there were 5 students made this type of error which was happened 5 times (16.67%). As viewed in the data examined, student 1 wrote "For *you* coming". The correct is "For **your** coming". It is categorized as the omission error because the student ommitted *r* to make a proper phrase of your coming.

The students 2 and the student 3 have similar errors of the omission. Based on the data in this study, student 2 wrote "*Invitee* you to my birthday" supposed to be "I **invite** you to **come on** my birthday". Meanwhile, the student 3 wrote "I *invit* you to my birthday" supposed to be "I **invite** you to **come on** my birthday". The words "invitee" and "invit" are incorrect referring to the linguistics words. So, it is clear that that kind of errors are categorized as the omission error.

Moreover, the student 9 made error in the type of omission. Based on the result viewed in this study, it is written "restauran". The word "restauran" must be added *t* to be "restaurant" referring to the linguistics word that has meaning as a place where people pay to sit and eat meals that are cooked and served on the premises (Oxford Advanced Learner's Dictionary, 2002). Lastly, the student 12 wrote "I *invive* you my *bith* day". The words "invive" and "bith day" were written incorrect. They must be written "invite" and "birthday" to make the proper meanings. Thus, the correct sentence is "I **invite** you **to come on** my **birth**day". Based on the explanation mentioned, the student 9 and 12 made errors which is classified into the linguistic forms of verb and noun. According to Dulay et al (1982) "Omission means that the absence of some item which is must appear in the sentence. It usually happen in the first stages in second language acquisition of the referential meaning of a sentence, these are nouns, verbs, adjectives, adverbs". So, it can be said that those errors are categorized as the omission error.

b) Addition

Addition error is well-known as the type of error which characterized by the presence of an item which must not appear in a well-formed utterance (Dulay, Burt, & Krashen, 1982, p. 156. There were 11 students who had this the error addition which happened 11 times in this study (36.67%). Based on the results findings seen on the table 4.1, it shows that student 2 and student 3 had same error. They wrote "… to my birthday" which is supposed to be written "… to **come on** my birthday". In order to make a good sentence of the invitation, the sender should make the information clearly. This statement on the students' writing will be clear by adding the verb "come on". It is categorized of the addition error because the students' works needed to be complete by adding "come on". Thus, it is can be said the students 2 and the student 3 made error in the type of addition error in their writing.

Based on the results findings, the student 4 and student 5 also had the same of error in their writings. They wrote "…come join…." on their invitations. The words "come" and "join" are categorized of the action verbs. Thus, those words will be in the proper used when they are separated by using conjunction "and" becoming "…come **and** join…" Meanwhile, the similar error also found on the student 9 who wrote "To come my birthday". This statement will be proper when it is written "To come **on** my birthday". After the word "come", it is followed by preposition "on" to make a good phrase. Concerning the error which needed to be added by using conjunction and preposition based on the explanation mentioned, it can be said that this kind error is identified as addition error.

Furthermore, on the invitation made by student 10, it is identified as the addition error which written "Invite come and join". There are 3 action verbs in one sentence. There is no

subject and object to make the complete sentence. Thus, that statement as the invitation is incorrect. It becomes correct when the sentence has subject, verb and object or complement. By writing "*I* invite *you* to come and join" that invitation becomes clear. It is categorized as simple addition. Simple addition errors characterize all addition errors. It is the use of an item which should not be appeared in a well-formed utterances (Alfiyani, 2013, p. 27). Based on the explanation mentioned, it can be concluded that this error is classified as the addition error.

As seen in the data from student 19, it is written "Invite you to…" This statement is incomplete because there is no subject in the sentence. Thus, this sentence needs a subject. It becomes proper when it is written "**I** invite you to…" There is simple addition that should be used. Concerning that kind of error, it is identified as addition error because the statement from student 19 needs "I" as the subject of sentence.

The category of addition error was found on student 22 and student 25. They wrote "To birthday party" and "I invite you to my birthday". Those statements needed the addition of "come on my" (student 22) and "come on" (student 25). Thus, it is should be written "To *come on my* birthday party" and "I invite you *come on* my birthday". By adding the phrase "…come on my…" and "…come on…" those statements become clear and proper. This category of error is identified as the addition error because the two statements needed simple addition to make them into proper statements.

c) Misformation

Misformation errors are characterized by the use of the wrong form of the morphemes or structure (Alfiyani, 2013, p. 27). In this study, misformation errors are committed 13 times (43.33%) out of total number of the grammatical errors. The misformation error had the highest frequency of occurrence used in the students' writing conducted by the eighth grade students in writing the invitation cards. It is happened when the students supplied the wrong form of the morphemes or structure. It is also occurred when the students delivered something although it is done in incorrect form.

Based on the data examined which presented on the table 4.1, it clearly shows that there were 11 students made this category of error. Student 4 wrote "… in <u>*my transmart*</u>" the phrase "my transmart" is incorrect regarding the possessive pronoun. It becomes proper when it is written "… in **the** transmart". By changing the word "my" into "the", the statement from student 4 become a good statement. This identification of error is classified into subarea of misformation called Archi-form. Archi-forms errors are the selection of one number of a class of forms to represent others in the class is common characteristic of all stages of second language acquisition (Alfiyani, 2013, p. 28).

Moreover, there were 3 students who had similar type of error as category of misformation. Student 5, student 6 and student 7 wrote "… join <u>*to*</u> my birthday party"; "… join my party" and "<u>*At*</u> <u>*a*</u> birthday party". All of the statements are incorrect based on the chosen words. The three statements become proper by replacing or changing the preposition "on". Thus, the statement "… join <u>*to*</u> my birthday party" changed into "… join **on** my birthday party"; "… join my party" becomes "… join **on** my party" and the statement "<u>*At*</u> <u>*a*</u> birthday party" replaced by "**On my** birthday party". This kind of error made by students called the archi-form because of one number of a class of forms to represent others. It can be stated that the three statements from the students were categorized as misformation error.

Based on the data examined from the student 10, it was found misformation error. There were 3 times of error made by student 10. In the invitation, it is written "<u>*Two*</u> Baihaqi"

instead of "**To** Baihaqi"; "5*nd*" instead of "5*th*"and "*Form*, Ade" instead of "**From**: Ade". This kind of error categorized as an alternating form. According to Alfiyani (2013, p. 28) "Alternating forms error are the errors caused by the learners' vocabulary and grammar development that were indicated by the wrong form of structure or spelling. In this study, the identification error made by student 10 was indicated by the wrong spelling. Thus, it can be concluded that the error is categorized as misformation error.

Meanwhile, the student 11 had misformation error by writing "Because *i verry very need* you". This statement is incorrect form. In order to arrange a good statement, it better by using simple and clear statement by writing "Because I **really want** you". Student 11 made an error by arranging the incorrect form. Thus, it can be said that the classification of error is categorized as misformaation error of writing.

There were 2 errors made by student 15 based on the data examined. Student 15 wrote "We will *celebrating*" and "Please *arrived* on time". The two statements become proper when it is written "We will **celebrate**" and "Please **be** on time". The word "celebrating" is incorrect. In a sentence, the modal of "will" is always followed by "verb I". Meanwhile, the statement "Please *arrived* on time" is proper by writing "Please *arrived* on time". It makes the statement clear. Concerning the type of error, it is categorized as misformation error because the student make the formation in the wrong formation.

As it is seen on the table 4.1, the student 16 made the type of error in the category of misformation. Student 16 wrote "I invite *they* to join *to push rangked*". The statement is in the incorrect formation. The word "they" is incorrect. It is must be written "you" as the object of the sentence. The infinitive "to" after the word "join" is incorrect form that it must be deleted. The statement becomes proper when it is written "I invite **you** to join **push-rank**". Based on the explanation, this kind of error is called misformation error regarding the student made an error on the wrong form.

From the data examined in this study, student 17 had one error of misformation by writing "I *livite* you to" instead of "I **invite** you to". Meanwhile, student 19 wrote the invitation card in the wrong form by writing "To *coming* at the celebration". The "to" infinitive is always followed by "verb I". Thus, it is supposed to be written "To **come** on the **party**". This type of error was also made by student 20. In the invitation card as the data examined, it is written "Please attend it at…" which is incorrect. By writing "Please**,** attend **at**...", the statement of student 20 becomes a good statement. From the explanation mentioned, the statements from the students 17, student 19 and student 20 are classified into misformation error because they made invitation card by arranging the incorrect form.

Student 21 made two errors as the classification of misformation. It is identified from the data examined regarding the formation of the sentence which is incorrect. The two identifications of error were in the form of the alternating form. As it is stated by Dulay et al (in Alfiyani, 2013, p. 28), "Alternating forms error caused by the learners' vocabulary and grammar development". Student 21 wrote "To *coming* at the dinner with me". It must be "To **come at** dinner with me". Meanwhile, the statement "I'm waiting for your *come*" should be "I'm waiting for your **coming**". This kind of error is similar to the student 22. It is written "To birthday party" instead of "To **come on my** birthday party"

The last three statements from the students have similar of identification error in the type of misordering. They are student 23, student 24 and student 25. The wrong formations made by the students viewed as follow: "Don't forget *is* come *my invite*"; "Don't forget *coming* to my birthday" and "*in the* my home". To make the proper statements of the invitation cards. They should be written "Don't forget **to** come on my **invitation**" (student 23);

"Don't forget *to come* on my birthday" (student 24) and "*at* my home". Misordering errors are occurred systematically for both L1 and L2 learners in constructions that have already been acquired (Dulay, Burt, & Krashen, 1982, p. 165). By identification of errors among the three students and characterizations by the incorrect placement of grammatical used, it clearly can be said that the students made an error in the form of misformation error.

d) Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance that it occurs systematically for both L1 and L2 learners in constructions that have already been acquired (Alfiyani, 2013, p. 28). Based on the results findings in this study, misordering error was the lowest frequency happened. It was only 1 time (3.33%) which was made by student 18. It was written "Please *to come Jurisdiction my 15th* birthday party". This sentence was written incorrectly in order to make a proper sentence. It is supposed to be "Please *come to m*y house *for my 15th* birthday party". This error was made by the student caused by the substitution the wrong form of words for the right form of words. As a result, it can be stated that the student made an error as the classification of misordering error.

2. The types of error found in the students' writing invitation cards based on the Generic Structure

In this part of discussion, the researcher presented the explanation of the types of error found in the students' works based on the Generic Structure's theory of invitation card. Purkey (2015) stated that invitations must consist of three main elements as the generic structure namely: (1) the invite referring to the person who will be invited; (2) the body of invitation referring to the occasion, day and date, time and place and (3) the inviter referring to the inviting person.

Based on the results findings in this study, it shows that all of the students as the subjects of the study have no errors in the types of the Generic Structure of "the invite". The students made the invitation cards well. They knew what the invite is. Thus, it can be said that the students well-known about the invite as one of the elements of invitation card to be considered.

There were 9 students who made errors as the Generic Structure either "the body" or "the inviter" in the invitation cards they made. The student 5 made an error in part of body called time. Meanwhile, the student who made an error in the body called "day and time" was student 8. Then, there were 6 students who made an error in the part of place as the body of the invitation namely: student 7, student 10, student 14, student 16, student 17 and student 18. Lastly, there was 1 student (student 9) who made an error in the part of the inviter.

Surprisingly, there were 16 students who have no errors as the category of the Generic Structure in making the invitation cards. They wrote the invitation cards correctly focusing on the generic structure rules. They are student 1, student 2, student 3, student 4, student 6, student 9, student 11, student 12, student 13, student 15, student 19, student 20, student 21, student 22, student 23, student 24 and student 25. Based on the explanation mentioned, it can be said that most of the students at the 8th grade have well understanding regarding the generic structure to be used in writing of the invitation cards

CONCLUSION AND SUGGESTION

1. **Conclusion**

Based on the findings and discussion on this study explained on the previous chapter, the result of the first research question consisted of the types of errors based on the Surface Strategy Taxonomy, there were four types of errors found in the students writings called: (1) omission, (2) addition, (3) misformation and (4) misordering. The total number of omission errors are 5 times (16.67%). Addition errors are 11 times (36.67%). Then, misformation errors are 13 times (43.33%). Lastly, there is 1 time of error in misordering (3.33%). From those result, it can be said that misformation is the highest percentage of students' errors made in writing of the invitation cards and misordering is the lowest number of percentage of error made by students. Among the 25 students of the 8th grade at SMPN 1 Sukodono, there were 5 students made the type of error called omission which was happened 5 times. Secondly, there were 11 students who had this the error addition which happened 11 times. Then, there were 11 students made category of misformation error which happened 13 times. Lastly, there was only 1 student who made an error in the type of misordering.

Focusing on the results findings about the types of errors based on the generic structure, all of the students as the subjects of the study have no errors in the types of the Generic Structure of "the invite". Meanwhile, there were 9 students who made errors as the Generic Structure either "the body" or "the inviter" through the invitation cards they made. Lastly, there were 16 students who have no errors as the category of the Generic Structure in making the invitation cards.

2. **Suggestion**

This part presented some suggestions that will hopefully give a new idea to provide better understanding in the thesis writing directed to:

a. **Teachers**

This study can provide English teachers with a clear description of error analysis, especially in the students' writing. After knowing the result of this study, positively, it can be suggested that English teachers should be aware on grammatical errors in writing, thus they can recognize their students' difficulties in writing so they will pay more attention to the errors made by the students. Knowing the problem will make it easier for teachers to solve the problem faced in the learning process. The result of the study will evaluate English teachers whether they are successful or not in teaching English especially in writing skill.

b. **Students**

Based on the results findings of this study, particularly related to grammatical error, it is suggested to English students that the result of the study will show them in what aspect in grammar which is difficult to be solved. By paying more attention, the students are expected to improve their knowledge on the English grammar, thus they will be aware of the errors they make. The students are expected to explore their writing proficiency to eliminate or at least reduce those errors.

c. **Other Researchers**

It is expected that the result of the study can give positive information about grammatical error analysis or other topics related to errors and also the results of this study can give clear information to the other researchers so that this study can be used as one of the references to enrich conducting further researches related to similar topic to explore the existing study.

However, this study still had limited discussions that need to be evaluated. This study was conducted by using descriptive qualitative method. It is suggested that other researchers can explore this study by using other methods such as descriptive quantitative method. Then, it is suggested that other researchers can also conduct the similar research by investigating the relationship between the improvement areas of the students' writings and the problems faced by the students in the writing proses.

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