

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presented findings and discussions from the result of students' analytical exposition written text. The errors that found on students' analytical exposition written text were identified, classified and calculated.

4.1 Findings

In this subchapter, the types of errors that found on students' Analytical Exposition Written Text were identified. The errors were classified into four types of error (Omission, Addition, Misformation and Misordering) as stated by Dulay's surface strategy taxonomy. After that, the findings that found on students' analytical exposition written text were described and explained.

4.1.1 The Identification and Calculation of Types of Errors

The errors found on students' analytical exposition written text had been identified and classified using Dulay's surface strategy taxonomy. There were four types of errors to be classified based on omission, addition, misformation and misordering. Then, the number of each part were classified and calculated to find the highest frequency. The analysis of errors was presented below:

Table 4.1: Types of Error Based on the Surface Strategy Taxonomy

No	Number of Students	Sentences	Kind of Errors				Correction
			Omission	Addition	Misinformation	Misordering	
1	Student	We believe we should celebrate <i>birthdays children's</i> for a number of reasons				✓	We believe we should celebrate <i>children's birthdays</i> for a number of reasons
		Firstly, birthdays only come once a <i>years</i> and they are very special days		✓			Firstly, birthdays only come once a <i>year</i> and they are very special days
		Children receive lots of presents like clothes, <i>game computer</i> and books				✓	Children receive lots of presents like clothes, <i>computer game</i> and books
Total Errors			30	21	22	12	
Total (N)			85				
For the other more specific column description of the types of errors made by students based on surface strategy taxonomy. (See Appendices No. 1.1)							

4.1.1.1 The explanation of types of error on students' analytical exposition text

The identification and classification of types of errors made by the students on analytical exposition written text was presented above. After that, the

researcher explained the errors that found on analytical exposition written text in more detail below.

Student 1

There were four types of error that had been found on student's analytical exposition written text. The first was omission. In student 1 text the omission was found in "Nowadays, most *teen* like playing online game". The student needed to put suffix -s because the sentence shows plural subject "*most*". Thus, the sentence should be "Nowadays, most *teens* like playing online game". The second omission of error was "Playing game online *make* them spend a lot of money to pay for internet service". The student needed to add suffix -s because the subject of the sentence is singular "Playing game online". Thus, the sentence should be "Playing online game *makes* them spend a lot of money to pay for internet service".

The second error was addition. The addition was found in "They often *neglects* many things which are more important for their future". The student did not need to put suffix -s because the subject is plural "*They*". The sentence should be "They often *neglect* many things which are important for their future". The second addition of error was "This is a great *problems*". The error was on "a great *problems*". The student was unnecessary to add suffix -s cause there was article "*a*" which present that the thing was one or singular. The sentence should be "This is a great *problem*". The third addition was on "As the result, they often *gets* bad scores at school". The student was unnecessary to add suffix -s in verb

because the subject was plural. Thus, the sentence should be “As the result, they often *get* bad scores at school”. The last addition was on “Therefore, this problem should get a great *attentions* to resolve”. The student did not need write suffix –s because there was article “*a*” that it referred to singular. Hence, the correct sentence was “Therefore, this problem should get a great *attention* to resolve”.

The third error was misformation. The misformation of error was on “When their friends ask for going out, they often reject it *ask* they like being in front of computer”. The student did misformation. The word “*ask*” should be replaced by “*as*”. Hence, the correct sentence must be “When their friends ask for going out, they often reject it *as* they like being in front of computer”.

The last error was misodering. The misordering of error was found in “Playing *game online* makes them spend a lot of money”. The student put incorrect placement of that words. The sentence should be “Playing *online game* makes them spend a lot of money”.

Student 2

There were two types of error that had been found on student’s analytical exposition written text. The first was addition. The addition of error was on “Firstly, birthdays only come once a *years*”. The student was unnecessary to add suffix –s because there was a signal that it was singular. There was article “*a*” in the sentence. The sentence should be “Firstly, birthdays only come once a *year*”.

The second error was misordering. The misordering of error was on “We believe we should celebrate *birthday children’s* for a number of reasons”. There

was incorrect replacement of possessive pronoun. The sentence should be “We believe we should celebrate *children’s birthday* for a number of reasons”. The next misordering was on “Children receive lots of presents like clothes, *game computer*, and books”. The student did incorrect of replacement. The sentence should be “Children receive lots of presents like clothes, *computer game*, and books”.

Student 3

There were three types of error that had been found on student’s analytical exposition written text. The first type of error was addition. The addition of error was on “Internet *accesses* and e-commerce remains inequitable”. The student did not need to add suffix –es. The sentence should be “Internet *access* and e-commerce remains inequitable”. The next omission came from “The barriers *includes* the physical design of facilities, the cost of internet access and the design of systems interactive voice-response”. The verb should not need suffix –s because the subject “**The barriers**” was plural. Thus, the sentence should be “The barriers *include* the physical design of facilities, the cost of internet access and the design of systems interactive voice-response”.

The second error was misformation. The misformation of error was on “The commission *suggest* that students with needed particular attention when material educational was provided in electronic form”. This error was misformation because it used wrong form. The sentence should be “The

commission *suggested* that students with needed particular attention when material educational was provided in electronic form”.

The third error was misordering. The misordering was found on “The barriers include the physical design of facilities, the cost of internet access and the design of *systems interactive voice-response*”. There was incorrect of replacement words. Thus, the correct sentence should be “The barriers include the physical design of facilities, the cost of internet access and the design of *interactive voice-response systems*”. The next misordering came from “The human rights and equal opportunity *report commission’s* on electronic commerce said that *great potential technology’s* for increasing access was not being realized”. The misordering was found because the incorrect of replacement of possessive pronoun. Thus, the sentence should be “The human rights and equal opportunity *commission’s report* on electronic commerce said that *technology’s great potential* for increasing access was not being realized”.

Student 4

There were two types of error that had been found on student’s analytical exposition written text. The first was omission. The omission of error was on “Every year *thousand* of people die, due to weather related problems”. The student needed to add suffix –s because “**thousand**” presented the plural form. Thus, the sentence should be “Every year *thousands* of people die, due to weather related problems”. The next omission was on “Extreme, that by European standards”. This was included omission because this sentence needed to be “**is**”.

Thus, the sentence should be “Extreme, that *is* by European standards”. The other omission was on “It is important to note that government *need* to give some advices to people on how to protect their health”. The student was necessary to add suffix –s in verb because the subject was singular “*the government*”. Thus, the sentence should be “It is important to note that government *needs* to give some advices to people on how to protect their health”.

The second error was misformation. The misformation of error was found on “The year 2003 *were* a time of extreme cold in winter”. The student used wrong verb. The verb should be “*was*” because the subject was singular. Thus, the sentence should be “The year 2003 *was* a time of extreme cold in winter”. The next misformation was on “In the summer of the same year, around twenty-three thousand people *did* in Europe due to the sizzling temperatures”. The word “*did*” should be replaced by *died*. Thus, the sentence should be “In the summer of the same year, around twenty-three thousand people *died* in Europe due to the sizzling temperatures”.

Student 5

There were three types of error that had been found on student’s analytical exposition written text. The first was omission. The omission of error was on “There have been many *complaint* recently about the ABC garbage collection service”. The student needed to add suffix –s because there was “*many*” that indicated the plural form. Thus, the sentence should be “There have been many *complaints* recently about the ABC garbage collection service”. The second

omission was on “In other streets, collection in more frequent but half of the garbage left in the road”. The student was necessary to add be “*is*” because the sentence is in passive voice. Thus, the sentence should be “In other streets, collection in more frequent but half of the garbage *is* left in the road”. The third omission was on “In some parts of the colony, house-holders dumping their garbage on the waste land”. The student needed to add be “*are*” because the sentence used present continuous tense and the subject was plural. Thus, the sentence should be “In some parts of the colony, house-holders *are* dumping their garbage on the waste land”. The fourth omission was on “This dangerous and unhealthy to do”. The student should add be “*is*”. Hence, the sentence supposed to be “This *is* dangerous and unhealthy to do”. The last omission was on “It the duty of the official department to collect all the garbage efficiently and regularly”. The sentence was omitted by be “*is*”. The sentence supposed to be “It *is* the duty of the official department to collect all the garbage efficiently and regularly”.

The second error was addition. The addition was found on “The official *departments* has agreed that the service needs improvement”. The student did not need to add suffix *-s* in subject. Hence, the sentence should be “The official *department* has agreed that the service needs improvement”. The second addition was on “In some streets the garbage are collected only once a *months* because the workmen are not supervised”. The word “*a months*” should be replaced by “*a month*” because there was article “*a*” that indicated the singular form. Thus, the sentence should be “In some streets the garbage are collected only once a *month* because the workmen are not supervised”.

The last error was misformation. The misformation of error was on “In some streets the garbage *are* collected only once a month because the workmen are not supervised”. The student chose the incorrect to be because the subject was singular thus the sentence should be uses “*is*”. Hence, the correct sentence was “In some streets the garbage *is* collected only once a month because the workmen are not supervised”.

Student 6

There were four types of error that had been found on student’s analytical exposition written text. The first was omission. The error was on “Surely humans must understand that when they surfing, sharks may mistake them for an animals”. The student should add be “*are*” because the sentence used present continuous tense and the subject was plural “*they*”. Hence, the sentence should be “Surely humans must understand that when they *are* surfing, sharks may mistake them for an animals”. The last omission was on “common sense *tell* us that sharks should not be hunted or killed because they are only doing what comes naturally”. The student needed to put suffix –s in verb. Thus, the sentence should be “common sense *tells* us that sharks should not be hunted or killed because they are only doing what comes naturally”.

The second error was addition. The addition of error was found on “Surely humans must understand that when they are surfing, sharks may mistake them for an *animals*”. The student was not supposed to add suffix –s because there was article “*an*” that indicated the thing was singular. Hence, the sentence should be

“Surely humans must understand that when they are surfing, sharks may mistake them for an *animal*”.

The third error was misformation. The misformation of error was found on “In conclusion, I would like to *strees* that sharks should not be hunted or killed after they attack humans”. The student wrote the incorrect form. Thus, the sentence should be “In conclusion, I would like to *stress* that sharks should not be hunted or killed after they attack humans”.

The last error was misordering. The misordering of error was found on “Foolishly, when humans go surfing they are disturbing the sharks’ *habitat natural*”. There was incorrect of replacement. Hence, the sentence should be “Foolishly, when humans go surfing they are disturbing the sharks’ *natural habitat*”. The next misordering was on “Sharks should not be hunted or killed because they are following their *instinct natural*”. In this sentence, the student was still writing incorrect of replacement. Thus, the sentence was supposed to be “Sharks should not be hunted or killed because they are following their *natural instinct*”.

Student 7

There were four types of the error that had been found on student’s analytical exposition written text. The first was omission. The first omission came from “Car the most popular transportation”. There was no verb in the sentence. The sentence needed be “*is*” as the verb for the sentence. Hence, the sentence must be “Car *is* the most popular transportation”. The second omission was on

“However, there are many different *cause* of car accidents in streets”. The student should add suffix –s because there was “*many*” that indicated the plural form. Thus, the sentence should be “However, there are many different *causes* of car accidents in streets”. The last omission was on “Bad roads another cause of accidents”. The student needed to add verb in the sentence. The verb must be “*are*” because the subject was plural form. The sentence must be “Bad roads *are* another cause of accidents”.

The second error was addition. The addition of error was found in “Even a small problems like a flat tire can be serious”. The words “*a small problems*” must be “*a small problem*” because there was article “*a*” that indicated the singular form. Hence, the sentence should be “Even a small *problem* like a flat tire can be serious”.

The third error was misformation. The misformation was on “Sometimes accidents are *cause* by bad weather”. The sentence used passive voice. The formula of passive voice is to be (am, is, are) + V3. Thus, the sentence must be “Sometimes accidents are *caused* by bad weather”.

The last error was misordering. The misordering of error was on “Knowing some factor causing accident is *important extremely* to prevent accident while driving”. The student did incorrect of replacement of adjective phrase. Thus, the sentence must be “Knowing some factor causing accident is *extremely important* to prevent accident while driving”.

Student 8

There were two types of error that had been found on student's analytical exposition written text. The first was omission. The first omission was on "I personally believe that libraries among humanity's most important institution for several *reason*". The student was necessary to add be "*are*" because the sentence needed verb and put suffix -s because there was a signal "*several*" that indicated the plural form. Thus, the sentence must be "I personally believe that libraries *are* among humanity's most important institution for several *reasons*". The last omission came from "Finally, libraries our link to the past and our gift to the future". The student was supposed to add verb. The verb must be "*are*" because the subject was plural. Hence, the sentence should be "Finally, libraries *are* our link to the past and our gift to the future".

The last error was misformation. The misformation of error was on "I conclude that libraries *is* important institutions for humanity". The error was on be "*is*" that must be replaced by "*are*" because the subject was plural form. Thus, the correct sentence must be "I conclude that libraries *are* important institutions for humanity".

Student 9

There were three types of error that had been found on student's analytical exposition written text. The first was omission. The first omission of error was on "School attendance *ensure* that children are educated". The student was necessary to add suffix -s in verb because the subject was singular. Hence, the sentence

must be “School attendance *ensures* that children are educated”. The last omission was on “It also leaves parents free for six *hour* a day”. The student needed to add suffix –s because the time “*six hour*” was plural. Thus, it should be “It also leaves parents free for six *hours* a day”.

The second error was addition. The addition error was found in “To begin with, I believe school teachers are responsible for teaching children the skills that are necessary to get a good *jobs*”. The student did not need to add suffix –s because there was article “*a*” before the noun phrase. Thus, the correct sentence must be “To begin with, I believe school teachers are responsible for teaching children the skills that are necessary to get a good *job*”. The last addition was on “Furthermore, parents *needs* a break from their children”. The addition was on “*needs*” it should be without suffix –s because the subject was plural. Hence, the correct sentence was “Furthermore, parents *need* a break from their children”.

The last error was misformation. The misformation of error was on “I conclude, I believe that school does serve a useful purpose and it helps *we* and our country”. The misformation was on “*we*”, it should be “*us*”. The error happened because it should be using objective pronoun. Thus, the sentence must be “I conclude, I believe that school does serve a useful purpose and it helps *us* and our country”.

Student 10

There were three types of error that had been found on student’s analytical exposition written text. The first error was addition. The addition was on “It is

significants for Indonesia and Asian neighbors to strengthen the relationship”. The student was unnecessary to add suffix –s because the subject was singular. Hence, the correct sentence must be “It is *significant* for Indonesia and Asian neighbors to strengthen the relationship”.

The second error was misformation. The misformation of error was on “In 1947 Australia *suported struggle* Indonesia’s for independence by placing embargos on Dutch supplies, arms, and troops”. The student wrote the wrong form. The word “*suported*” must be written “*supported*” then the word “*struggle*” must be written “*struggle*”. Thus, the sentence should be “In 1947 Australia *supported struggle* Indonesia’s for independence by placing embargos on Dutch supplies, arms, and troops”. The next misformation was on “Much of the support Australians gave to Indonesians *is* based on the friendship that developed between Australian World War”. The word “*is*” must be replaced by “*was*”. Thus, the sentence must be “Much of the support Australian gave to Indonesians *was* based on the friendship that developed between Australian World War”. The last misformation came from “There *were* also a strong anti-imperialist mood among some sections of the Australian population at that time”. The error happened because the student wrote “*were*” while the sentence was singular form. Thus, the correct sentence must be “There *was* also a strong anti-imperialist mood among some sections of the Australian population at that time”.

The last error was misordering. The misordering of error was on “In 1947 Australia supported *struggle Indonesia’s* for independence by placing embargos on Dutch supplies, arms, and troops”. The student wrote incorrect of replacement

of possessive pronoun. The correct sentence must be “In 1947 Australia supported *Indonesia’s struggle* for independence by placing embargos on Dutch supplies, arms, and troops”. The last misordering of error was on “Australian dock workers went on strike and significant numbers of Australians demonstrated in the streets in support of *Independence Indonesia*”. The student put the incorrect of replacement. Thus, it should be “Australian dock workers went on strike and significant numbers of Australians demonstrated in the streets in support of *Indonesia Independence*”.

Student 11

There were three types of error that had been found on student’s analytical exposition written text. The first error was omission. The first omission was on “The term “men sana in corpora sano” *mean* that a body healthy *make* a sound mind”. The student must add suffix –s in verb because the subject was singular. Thus, the correct sentence must be “The term “men sana in corpora sano” *means* that a body healthy *makes* a sound mind”. The last omission of error was on “It important to realize that no matter what kind of exercise you do”. The sentence needed a verb. The sentence must be added “*is*” as the verb because the sentence was a nominal sentence and the subject was singular. Hence, the correct sentence was “It *is* important to realize that no matter what kind of exercise you do”.

The second error was addition. The addition of error was on “As a result, they *makes* sports an integral part of their lives”. The student did not need to add suffix –s in verb because the subject was plural form. Thus, the sentence should

be “As a result, they *make* sports an integral part of their lives”. The last addition of error was on “Some people *participates* in sports to release energy and tension”. The verb must be without additional of suffix –s because the subject was plural. Thus, the correct sentence was “Some people *participate* in sports to release energy and tension”.

The last error was misformation. The first misformation was found in “People nowadays *is* aware of the truth behind the maxim”. The verb must be “*are*” because the subject referred to plural form. Hence, the correct sentence should be “People nowadays *are* aware of the truth behind the maxim”. The last misformation was on “In fact, you can *changed* your life”. The word “*changed*” should be replaced by “*change*” because the sentence uses simple present tense.

Student 12

There were three types of error that had been found on student’s analytical exposition written text. The first error was omission that was found in “However, many *expert* said that exercise has great role in making our body healthy”. The student needed to add suffix –s in “*many expert*” because it refers to plural form. Thus, the correct sentence must be written “However, many *experts* said that exercise hat great role in making our body healthy”. The last omission was on “Being physically active offers *many advantage*”. The student must add suffix –s in “*many advantage*” because it referred to plural form. Hence, the correct sentence was on “Being physically active offers *many advantages*”.

The second error was addition. The addition of error was found in “The majority of us *claims* that we do not have time for exercise”. The student was unnecessary to add suffix –s in verb because the subject was plural. Thus, the sentence must be “The majority of us *claim* that we do not have time for exercise”.

The last error that was found is misformation. The first misformation was on “We feel *to* busy to do that”. The student did misformation in word “*to*” that must be replaced by “*too*”. Thus, the sentence should be “We feel *too* busy to do that”. The next misformation was on “However, many experts said that exercise *hat* great role in making our body healthy”. The student wrote the misformation of the word “*hat*” that must be replaced by “*has*”. Thus, the correct sentence was “However, many experts said that exercise *has* great role in making our body healthy”. The last misformation was found in “Exercise is also believed to reduce *strees* levels”. The misformation was on “*strees*” that must be replaced by “*stress*”. Thus, the sentence must be “Exercise is also believed to reduce *stress* levels”.

Student 13

There were four types of error that had been found in student’s analytical exposition written text. The first was omission. The first omission of error was on “Ninety percent of *lung cancer* are caused by smoking”. The student was necessary to add suffix –s with the result that the correct sentence must be “Ninety percent of *lung cancers* are caused by smoking”. The second omission was on

“Ninety five percent of people who suffer of bronchitis are people who smoking”. The student was necessary to add be “*are*” because the subject was plural. Thus, the correct sentence was “Ninety five percent of people who suffer of bronchitis are people who *are* smoking”. The last omission was on “Smoking however not good for health”. The sentence needed verb because there was no verb in the sentence. The student was necessary to add be “*is*” as verb because the subject was singular. Hence, the correct sentence was “Smoking however *is* not good for health”.

The second error was addition. The addition of error was found in “About 50 *thousands* people die every year in Britain as direct result of smoking”. The student did not need to add suffix *-s*. Hence, the sentence should be “About 50 *thousand* people die every year in Britain as direct result of smoking”.

The third error was misformation. The misformation of error that have been found was on “Smoking is really *god* for tobacco companies”. The student did the misformation in the word “*god*” that must be replaced by “*good*”. Thus, the sentence should be “Smoking is really *good* for tobacco companies”.

The last error was misordering. The misordering of error was on “They do make much money from *habit smoking*”. The student did incorrect of replacement. Hence, the correct sentence must be “They do make much money from *smoking habit*”.

Student 14

There were four types of error that had been found on student's analytical exposition written text. The first error was omission. The omission was on "Overweight potentially *lead* high risk of health problem". The student was necessary to add suffix -s in verb because the subject was singular. Thus, the correct sentence was "Overweight potentially *leads* high risk of health problem".

The second error was addition. The addition has been found on "Being too fat is recognized as a *majors* factor for heart disease". The student did need to add suffix -s because there was article "a" that refers it is singular form. Thus, the correct sentence was "Being too fat is recognized as a *major* factor for heart disease". The next addition was on "Due to the overweight, the heart will *works* harder". The student did not need to add suffix -s in verb because there was already auxiliary verb. Thus, the sentence should be "Due to the overweight, the heart will *work* harder". The last addition was on "Overweight is *does* not good enough for healthy life". The student was unnecessary to add "*does*" because it did not needed. Thus, the correct sentence was "Overweight is not good enough for healthy life".

The third error was on misformation. The misformation that was found by researcher was on "Being too fat is often *avoid* by many young women". The student did misformation because the sentence must be in passive voice. The formula of passive voice is be + v3. Thus, the sentence should be "Being too fat is often *avoided* by many young women".

The last error was misordering. The misordering was found on “This will cause diabetes and other *disease serious*”. The student wrote the incorrect of replacement of noun phrase. The word “*disease serious*” must be replaced by “*serious disease*”. The adjective must be in front of the noun. Thus, the sentence should be “This will cause diabetes and other *serious disease*”.

Student 15

There were two types of error that had been found on student’s analytical exposition written text. The first error was omission. The first omission was on “It *mean* that all the time they mostly eat fast foods”. The student needed to add suffix –s in verb because the subject was singular. Hence, the correct sentence was “It *means* that all the time they mostly eat fast foods”. The second omission was on “The fast food *product* are made with highly processed ingredients to give it shelf-life”. The student was necessary to add suffix –s because it preferred to plural form. Thus, the sentence should be “The fast food *products* are made with highly processed ingredients to give it shelf-life”. The last omission was on “It not the calories in fast food which damage health and waistline”. The student needed to add the complete verb in the sentence. Because the sentence was a nominal sentence and the subject was singular thus the correct sentence was “It *is* not the calories in fast food which damage health and waistline”.

The second error was misformation. The misformation of error was on “Fast food nowadays is *consider* a normal eating venture”. The student needed to write complete verb. The sentence used passive voice which the formula is be +

V3. Thus, the correct sentence was “Fast food nowadays is *considered* a normal eating venture”. The second omission of error was on “Fast food is *alter* from its original healthy form”. The student was necessary to make a complete verb. The sentence was passive voice thus the verb must be in V3. Hence, the correct sentence must be “Fast food is *altered* from its original healthy form”. The last misformation was on “Studies show that the chemical additives *led* to weight and disease issues”. The student did the misformation. The word “*led*” should be replaced by “*lead*”. Hence, the sentence should be “Studies show that the chemical additives *lead* to weight and disease issues”.

4.1.2 The Percentage of the Types of Errors

The researcher wanted to find out the highest frequency of types of errors on students’ analytical exposition written text. Thus, the researcher calculated the types of errors that had been found on analytical exposition written text made by the students through the chart.

Table 4.2 The Frequency of Students’ on Analytical Exposition Written Text

Types of Error	Number of Errors	Percentage of Errors
Omission	30	35%
Addition	21	25%
Misformation	22	26%
Misordering	12	14%
Total	85	100%

The total errors on analytical exposition written text made by the eleventh grade students of SMAN 1 Porong was 85 errors from 15 samples. Those errors were 30 omission of errors, 21 addition of errors, 22 misformation of errors and 12 misordering of errors. Hence, the form percentage of each types of errors were 35% omission of errors, 25% addition or errors, 26% misformation of errors and 14% misordering of errors.

The percentages of each type of errors were calculated by using the formula below:

$$P = \frac{F}{N} \times 100\%$$

Note:

P: Percentage

F: Frequency

N: Number of Case (Total Frequency)

Omission : $\frac{30}{85} \times 100\% = 35\%$

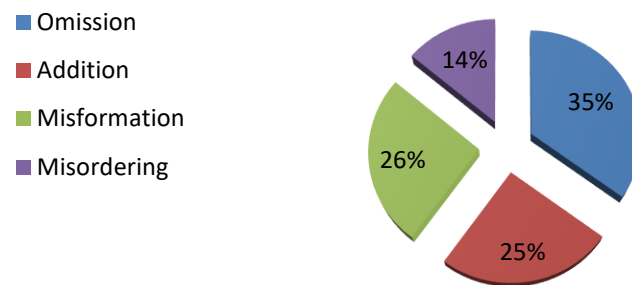
Addition : $\frac{21}{85} \times 100\% = 25\%$

Misformation : $\frac{22}{85} \times 100\% = 26\%$

Misordering : $\frac{12}{85} \times 100\% = 14\%$

The chart presented the highest percentage of errors made by the students on analytical exposition written text:

Figure 4.1 Percentage of Students' Error on Analytical Exposition Written Text



There were four types of errors on students' analytical exposition written text. They were omission, addition, misformation and misordering. Based on the chart, the highest frequency of types of errors was omission with the percentage was 35% or 30 errors.

4.2 Discussions

The researcher took the data from the students' analytical exposition written text made by the eleventh grade students of SMAN 1 Porong. After the researcher analyzed the data, the researcher found the types of errors on students' analytical exposition written text. Here are the description of types of errors and the highest frequency of errors that had been found on students' analytical exposition written text made by the eleventh grade students of SMAN 1 Porong.

4.2.1 Types of Errors Description

The students' analytical exposition written text were classified and analyzed by the researcher. The classification of types of errors was based the theoretical of Dulay's surface strategy taxonomy.

4.2.1.1 Omission

Omission was characterized by the absence of an item that must appear in a well-form utterance. It meant that there was a sentence in which there was one of its aspects (word) or more was omitted. From the data analysis, there were 35% or 30 errors of omission on students' analytical exposition written text.

Table 4.3 The Examples of Omission Errors on Students' Analytical Exposition Text

No.	Sentences	Correction
1	This dangerous and unhealthy to do	This <i>is</i> dangerous and unhealthy to do
2	School attendance <i>ensure</i> that children are educated	School attendance <i>ensures</i> that children are educated

4.2.1.2 Addition

Addition was characterized by the presence of an item which must not appear in a well-formed utterance. Students usually had already acquired English rules, and they often too faithful to use certain rules which cause errors. From the data analysis, there were 25% or 21 errors of addition on students' analytical exposition written text.

Table 4.4 The Examples of Addition Errors on Students' Analytical Exposition Text

No.	Sentences	Correction
1	This is a great <i>problems</i>	This is a great <i>problem</i>
2	As the result, they often <i>gets</i> bad scores at school	As the result, they often <i>get</i> bad scores at school

4.2.1.3 Misformation

Misformation was characterized by the use of the wrong form of the morpheme. It meant or more of sentences aspect has wrong formation. From the data analysis, there were 26% or 22 errors of addition on students' analytical exposition written text.

Table 4.5 The Examples of Misformation Errors on Students' Analytical Exposition Text

No.	Sentences	Correction
1	In conclusion, I would like to <i>streess</i> that sharks should not be hunted or killed after they attacks humans	In conclusion, I would like to <i>stress</i> that sharks should not be hunted or killed after they attacks humans
2	I conclude, I believe that school does serve a useful purpose and it helps <i>we</i> and our country	I conclude, I believe that school does serve a useful purpose and it helps <i>us</i> and our country

4.2.1.4 Misordering

Misordering was characterized by the incorrect placement of a morpheme or group morpheme in an utterance. It meant that the sentence structure was

ordered incorrectly. The words were ordered in wrong sentences. From the data analysis, there were 14% or 12 errors of addition on students' analytical exposition text.

Table 4.6 The Examples of Misordering Errors on Students' Analytical Exposition Text

No.	Sentences	Correction
1	We believe we should celebrate <i>birthday children's</i> for a number of reasons	We believe we should celebrate <i>children's birthday</i> for a number of reasons
2	Foolishly, when humans go surfing they are disturbing the sharks' <i>habitat natural</i>	Foolishly, when humans go surfing they are disturbing the sharks' <i>habitat natural</i>

4.2.2 The Highest Frequency of Types of Errors

Based on the result of the data analysis, it presented that the most error made by the eleventh grade students of SMAN 1 Porong was omission. The students omitted a word that must be written. It happened especially in verb where the sentence was singular. The students mostly forgot to add suffix *-s* while the subject or the thing was singular. The percentage of omission of error is 35% or 30 errors that had been found on students' analytical exposition written text.

The second common error that was made by the students was misformation. The students often did misformation in using verb when they wanted to use passive voice and some mistakes like missing a letter in a word. Thus, the word could not have meaning or could even change the meaning of a

word. The percentage of misformation was 26% or 22 errors that made by the students.

The third common error that was found on students' analytical exposition written text was addition. The students pay less attention to the subject or the number of items contained in a sentence. Thus, they often made addition of errors where they add suffix *-s* or auxiliary that was not needed in a sentence. The percentage of addition was 25% or 21 errors that were found on students' analytical exposition written text.

The last common error that was made by the students was misordering. The students often made incorrect of replacement that cause grammatical error in the sentence. The most frequent misordering of error was happened when the students misplaced possessive pronouns and adjective phrase. Hence, the percentage of misordering was 14% or 12 errors that were made by the students. The classification of types of errors was based the theoretical of Dulay's strategy taxonomy. The types of errors are omission, addition, misformation and misordering.