

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

The findings and the discussion of the data analysis are described in this chapter. The conclusion comprises the data description and the analysis's findings. The analysis aims to address the issues raised by the research. The discussion's goal is to compare the findings of the data analysis to leading theories and earlier research.

4.1. Research Findings

The data for this research were taken from the hortatory exposition text, produced by the Eleventh Grade students of SMAS Budisatrya Medan. This data analysis was carried out in accordance with the research question that was developed. All information was obtained from written texts used 10 students in the Eleventh Grade students of SMAS Budisatrya Medan. In student writing test, there are four types of errors: omission, addition, misformation, and misordering.

The researcher found omission (Om) with 11 errors (34%), addition (Ad) with 4 errors (13%), misformation (Mf) with 16 errors (50%) and misordering (Md) with 1 error (3%). The total number of erroneous sentences found is 32 errors (100%).

The following table represents the finding of this research:

Table 4. 1 Errors Found in Hortatory Exposition Text

Student Initial	No	Sentence	Errors Types				Correct Sentence
			Om	Ad	Ms	Md	
LRS	1.	Sometimes <u>parent</u> feel that children will be happier...	✓				Sometimes <u>parents</u> feel that children will be happier...

LRS	2.	There are some other <u>thing</u> that money cannot buy...	✓			There are some other <u>things</u> that money cannot buy...
PF	3.	Some underlying <u>reason</u> can be drawn to support....	✓			Some underlying <u>reasons</u> can be drawn to support....
LRS	4.	However, <u>presence</u> of family in the midst of life...	✓			However, <u>the presence</u> of family in the midst of life...
YP	5.	It's clear everyone <u>need</u> to watch...	✓			It's clear everyone <u>needs</u> to watch...
YP	6.	We can get a lot about <u>something</u> happens.	✓			We can get a lot about <u>something</u> that happens.
DW	7.	It used <u>to be</u> students were the only ones complaining...	✓			It used <u>to be that</u> students were the only ones complaining...
LRS	8.	<u>Don't</u> think money is more than everything.	✓			<u>I don't</u> think money is more than everything.
RI	9.	<u>Want</u> cool photography tutorials, there are	✓			<u>If you want</u> cool photography tutorials, there are
RI	10.	<u>There</u> lots of recipes...	✓			<u>There are</u> lots of recipes...

UAR	11.	This phenomenon also <u>seem</u> to reinforce the idea.	✓				This phenomenon also <u>seems</u> to reinforce the idea.
YP	12.	We can get a lot of <u>informations</u> .		✓			We can get a lot of <u>information</u> .
RI	13.	There is creative <u>videos</u> editing....		✓			There is creative <u>video</u> editing....
WH	14.great amount of <u>homeworks</u> .		✓		great amount of <u>homework</u> .
UAR	15.	You <u>canbemix</u> pleasure with learning...		✓			You <u>can</u> mix pleasure with learning...
LRS	16.	We must <u>appreciated</u> the people around us more...			✓		We must <u>appreciate</u> the people around us more...
WH	17.	Students can <u>fellfrustration</u> doing their homework.			✓		Students can <u>feelfrustrated</u> doing their homework.
MS	18.	Buying expensive things <u>night</u> make you happy...			✓		Buying expensive things <u>might</u> make you happy...
SSA	19.	The lazy students will be a <u>dilligent</u> student...			✓		The lazy students will be a <u>diligent</u> student...
AFF	20.	...the essence of <u>gratiful</u> ...			✓		...the essence of <u>grateful</u> ...

PF	21.	...use simple <u>conversation</u> language.			✓		...use simple <u>conversational</u> language.
RI	22.	We can have <u>creativity</u> ...			✓		We can have <u>creativity</u> ...
AFF	23.	Not everything can be bought with <u>mony</u> ...			✓		Not everything can be bought with <u>money</u> ...
PF	24.	Why we use songs in <u>langsung</u> learning...			✓		Why we use songs in <u>language</u> learning...
WH	25.	...their <u>homework</u> <u>befere</u> the <u>headline</u> over.			✓		...their <u>homework</u> <u>before</u> the <u>headline</u> over.
WH	26.	...their <u>homework</u> <u>befere</u> the <u>headline</u> over.			✓		...their <u>homework</u> <u>before</u> the <u>headline</u> over.
LRS	27.	Life is something that is more <u>valueble</u> ...			✓		Life is something that is more <u>valuable</u> ...
SSA	27.	<u>Hopely</u> after that scarcely...			✓		<u>Hopefully</u> after that scarcely...
LRS	29.	...money cannot buy even <u>thought</u> you value them			✓		...money cannot buy even <u>though</u> you value them
WH	30.	...their <u>homework</u> <u>befere</u> the <u>headline</u> over.			✓		...their <u>homework</u> <u>before</u> the <u>headline</u> over.
DW	31.	...more than <u>a</u> hour and a half...			✓		...more than <u>an</u> hour and a half...

YP	32.	Why <u>I</u> do say so?				✓	Why <u>do I</u> say so?
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4.1.1. Types of Errors

The researcher discovered several data and detailed the analysis's progress from omission to addition to misformation to misordering based on Dulay et al.'s theory about the surface strategy taxonomy.

4.1.1.1. Omission

In the hortatory exposition text written by SMAS Budisatrya Medan students in the eleventh grade, the researcher discovered 11 omissions. There are six different types of omissions: the omission of the plural marker, the omission of the third person singular verb marker, the omission of the conjunction and determiner, the omission of the subject, the omission of the article, and the omission of "be." The description that follows goes into detail about each of them.

a) Omissions of Plural Marker (-s/-es)

The researcher found 3 of plural marker in hortatory exposition text produced by the Eleventh Grade students of SMAS Budisatrya Medan. The data are shown in the table below.

Table 4. 2 Omissions of Plural Marker (-s/-es)

Student Initial	No	Erroneous words/phrases/sentences	Correction
LRS	1.	Sometimes <u>parent</u> feel that children will be happier...	Sometimes <u>parents</u> feel that children will be happier...
LRS	2.	There are some other <u>thing</u> that money cannot buy...	There are some other <u>things</u> that money cannot buy...
PF	3.	Some underlying <u>reason</u> can be drawn to support....	Some underlying <u>reasons</u> can be drawn to support....

In general the word “parent” should be writing in plural form. The “Parents” is the plural form of parent. Moreover, the presence of the plural marker (-s/-es) serves as a cue that a word is plural when it is preceded by a quantifier like some or a lot of. It can be seen from, ...*some other thing that money; some underlying reason can be drawn.*

a) Omissions of Third Person Singular Verb Marker (-s/-es)

There are 2 omissions of third person singular verb marker found produced by the Eleventh Grade students of SMAS Budisatrya Medan. The data are shown in the table below.

Table 4. 3 Omissions of Third Person Singular Verb Marker (-s/-es)

Student Initial	No	Erroneous words/phrases/sentences	Correction
YP	1.	It's clear everyone <u>need</u> to watch...	It's clear everyone <u>needs</u> to watch...
UAR	2.	This phenomenon also <u>seem</u> to reinforce the idea.	This phenomenon also <u>seems</u> to reinforce the idea.

Since all of the subjects are in the third person singular, such as everyone and phenomenon, all verbs should be supplemented with the -s/-es third person singular verb marker. As can be observed from the lines above, the verbs "need" and "seem" should have the suffix "-s" because the subjects are in the third person singular (everyone, phenomenon). So, it should be *It's clear everyone needs to watch; This phenomenon also seems to reinforce the idea.*

b) Omissions of Conjunction and Determiner

The researcher found 2 omissions of conjunction and determiner found produced by the Eleventh Grade students of SMAS Budisatrya Medan. The data are shown in the table below.

Table 4. 4 Omissions of Conjunction and Determiner

Student Initial	No	Erroneous words/phrases/sentences	Correction
YP	1.	We can get a lot about <u>something</u> happens.	We can get a lot about <u>something that</u> happens.
DW	2.	It used <u>to be</u> students were the only ones complaining...	It used <u>to be that</u> students were the only ones complaining...

The use of “that” as determiner commonly to point to a thing or person. It can be seen in the first sentence above need determiner “that” to point noun “happens”. So, it should be *we can get a lot about something that happens*. Moreover, the use of “that” as conjunction to connecting two clauses. It can be seen in the second sentence above need conjunction “that” to connect two clauses. So it should be *It used to be that students were the only ones complaining*.

c) Omissions of Subject

There are 2 omissions of subject found produced by the Eleventh Grade students of SMAS Budisatrya Medan. The data are shown in the table below.

Table 4. 5 Omissions of Subject

Student Initial	No	Erroneous words/phrases/sentences	Correction
LRS	1.	<u>Don't</u> think money is more than everything.	<u>I don't</u> think money is more than everything.
RI	2.	<u>Want</u> cool photography tutorials, there are	<u>If you want</u> cool photography tutorials, there are

Every verb in a sentence must have a subject. If the verb expresses action, the subject is who or what is doing the action. Not all verbs are action verbs. Some verbs are linking. A linking verb will connect the subject to additional information about it. It can be seen in the first sentence need subject to make the sentence clear. It should be *I don't think money is more than everything*. Moreover, in second sentence, the sentence need subject and conjunction “if”. It should be *If you want cool photography tutorials, there are*.

d) Omissions of Article

The researcher found 1 omissions of article found produced by the Eleventh Grade students of SMAS Budisatrya Medan. The data are shown in the table below.

Table 4. 6 Omissions of Article

Student Initial	No	Erroneous words/phrases/sentences	Correction
LRS	1.	However, <u>presence</u> of family in the midst of life...	However, <u>the presence</u> of family in the midst of life...

On definite articles, "the" is used. When referring to a distinct item, such as a person, thing, or idea, the definite article is employed. The word "the" ought to be used to emphasize it. “The” also used by a situation where something is already clear. It can be seen in the sentence above the word “presence” need article “the”. So, it should be *However, the presence of family in the midst of life*.

e) Omissions of “be”

There is a omissions of “be” found produced by the Eleventh Grade students of SMAS Budisatrya Medan. . The data are shown in the table below.

Table 4. 7 Omissions of “be”

Student Initial	No	Erroneous words/phrases/sentences	Correction
RI	1.	<u>There</u> lots of recipes...	<u>There are</u> lots of recipes...

Because the word "be" that should be in the phrase is lacking, the sentence above is deemed incorrect. The sentence hasn't been finished yet. To make the sentence a complete statement, the word "are" as the be should be included before the complement.

4.1.1.2. Addition

The researcher found 4 addition hortatory exposition text produced by the Eleventh Grade students of SMAS Budisatrya Medan. There are 2 kinds of additions: additions of plural marker; additions of “be”. The description that follows goes into detail about each of them.

a) Additions of Plural Marker

There are 3 of additions of plural marker in hortatory exposition text produced by the Eleventh Grade students of SMAS Budisatrya Medan. The data are shown in the table below.

Table 4. 8 Additions of Plural Marker

Student Initial	No	Erroneous words/phrases/sentences	Correction
YP	1.	We can get a lot of <u>informations</u> .	We can get a lot of <u>information</u> .

RI	2.great amount of <u>homeworks</u>great amount of <u>homework</u> .
WH	3.	There is creative <u>videos</u> editing....	There is creative <u>video</u> editing....

The uncountable nouns preceded by quantifier such a lot of, great amount must be singular in which the appearance of the plural marker(-s/-es) is no needed. In the first and second sentence the nouns are in form of uncountable noun like, information and homework. . It can be seen from the noun “information” and “homework” in the sentences above should not be added by –s because the noun is uncountable noun. It should be *We can get a lot of information;great amount of homework*. Moreover, the third sentence use singular form of to be (is), the noun should not be added by –s. It should be *There is creative video editing*.

b) Additions of “be”

There is a additions of “be” found produced by the Eleventh Grade students of SMAS Budisatrya Medan. The data are shown in the table below.

Table 4. 9 Additions of “be”

Student Initial	No	Erroneous words/phrases/sentences	Correction
UAR	1.	You <u>can be</u> mix pleasure with learning...	You <u>can</u> mix pleasure with learning...

In sentence above, the use of “be” is no needed. It is make the sentence unclear. It should be *You can mix pleasure with learning...*

4.1.1.3. Misformations

The researcher found 16 misformation in hortatory exposition text produced by the Eleventh Grade students of SMAS Budisatrya Medan. There are 6 kinds of misformation: misformations of verb, misformations of adjective, misformations of noun, misformations of adverb, misformations of conjunction, misformations of article. Each of them is discussed in the following explanation.

a) Misformations of Verb

The researcher found 3 of misformation of verb in hortatory exposition text produced by the Eleventh Grade students of SMAS Budisatrya Medan. The data are shown in the table below.

Table 4. 10 Misformations of Verb

Student Initial	No	Erroneous words/phrases/sentences	Correction
LRS	1.	We must <u>appreciated</u> the people around us more...	We must <u>appreciate</u> the people around us more...
WH	2.	Students can <u>fell frustration</u> doing their homework.	Students can <u>feel frustrated</u> doing their homework.
MS	3.	Buying expensive things <u>night</u> make you happy...	Buying expensive things <u>might</u> make you happy...

There are some errors of pattern of verb based on the table above. The first and second sentence use present tense, the verb should be in infinitive form. It should be *We must appreciate the people around us more*; *Students can feel frustrated doing their homework*. Moreover, the last sentence use the wrong spell for “might”, it is should be *Buying expensive things might make you happy*.

b) Misformations of Adjective

The researcher found 4 of misformation of adjective in hortatory exposition text produced by the Eleventh Grade students of SMAS Budisatrya Medan. The data are shown in the table below.

Table 4. 11 Misformations of Adjective

Student Initial	No	Erroneous words/phrases/sentences	Correction
WH	1.	Students can <u>fell frustration</u> doing their homework.	Students can <u>feel frustrated</u> doing their homework.
SSA	2.	The lazy students will be a <u>dilligent</u> student...	The lazy students will be a <u>diligent</u> student...
AFF	3.	...the essence of <u>gratiful</u>the essence of <u>grateful</u> ...
PF	4.	...use simple <u>conversation</u> language.	...use simple <u>conversational</u> language.

The first and the last sentence should use ‘adjective’, but the samples used noun instead of adjective. Adjective should be used to explain the words behind it, but the sample did not use adjective to describe the words behind it. It should be *Students can feelfrustrated doing their homework; use simple conversation language*. Moreover, in the second and the third sentence use the wrong spell for “diligent” and “grateful”. It should be *The lazy students will be a diligent student; the essence of grateful*.

c) Misformations of Noun

There are 5 of misformations of noun in hortatory exposition text produced by the Eleventh Grade students of SMAS Budisatrya Medan. The data are shown in the table below.

Table 4. 12 Misformations of Noun

Student Initial	No	Erroneous words/phrases/sentences	Correction
RI	1.	We can have <u>cretivity</u> ...	We can have <u>creativity</u> ...
AFF	2.	Not everything can be bought with <u>mony</u> ...	Not everything can be bought with <u>money</u> ...
PF	3.	Why we use songs in <u>langsung</u> learning...	Why we use songs in <u>language</u> learning...
WH	4.	...their <u>homework</u> <u>befere</u> the <u>headline</u> over.	...their <u>homework</u> <u>before</u> the <u>headline</u> over.
WH	5.	...their <u>homework</u> <u>befere</u> the <u>headline</u> over.	...their <u>homework</u> <u>before</u> the <u>headline</u> over.

The sentences above use the noun incorrectly. Except the third sentence, use Indonesian language or mother tongue language as noun instead of use “language”. It should be *Why we use songs in language learning.*

d) Misformations of Adverb

The researcher found 2 of misformations of adverb in hortatory exposition text produced by eleventh grade students of SMAS Budisatrya Medan. The data are shown in the table below.

Table 4. 13 Misformations of Adverb

Student Initial	No	Erroneous words/phrases/sentences	Correction
LRS	1.	Life is something that is more <u>valueble</u> ...	Life is something that is more <u>valuable</u> ...
SSA	2.	<u>Hopely</u> after that scarcely...	<u>Hopefully</u> after that scarcely...

The sentences above should use ‘adverb’, but the samples used adverb incorrectly. It should be *Life is something that is more valuable; Hopefully after that scarcely.*

e) Misformations of Conjunction

The researcher found 2 of misformations of conjunction in hortatory exposition text produced by the Eleventh Grade students of SMAS Budisatrya. The data are shown in the table below.

Table 4. 14 Misformations of Conjunction

Student Initial	No	Erroneous words/phrases/sentences	Correction
LRS	1.	...money cannot buy even <u>thought</u> you value them...	...money cannot buy even <u>though</u> you value them...
WH	2.	...their <u>homework</u> <u>before</u> the <u>headline</u> over.	...their <u>homework</u> <u>before</u> the <u>headline</u> over.

The sentences above use conjunction incorrectly. The first sentence use “even thought” as conjunction instead of “even though”. It should be *money cannot buy even though you value them*. The second sentence use the wrong spell for “before”. It should be *their homework before the headline over*.

f) Misformations of Article

The research found 1 of misformations of article in hortatory exposition text produced by the Eleventh Grade students of SMAS Budisatrya Medan. The data are shown in the table below.

Table 4. 15 Misformations of Article

Student Initial	No	Erroneous words/phrases/sentences	Correction
DW	1.	...more than <u>a</u> hour and a half...	...more than <u>an</u> hour and a half...

The sentence above should use “an” as article because the use “an” before a silent or unsounded “h”. It should be *more than an hour and a half*.

4.1.1.4. Misordering

The researcher found 1 misordering of subject in hortatory exposition text produced by the Eleventh Grade students of SMAS Budisatrya Medan. The data are shown in the table below.

Table 4. 16 Misordering of Subject

Student Initial	No	Erroneous words/phrases/sentences	Correction
YP	1.	Why <u>I do</u> say so?	Why <u>do I</u> say so?

The sentence above use the wrong order of sentence. The form of question sentence should be auxiliary verb then subject. It should be *Why do I say so?*

4.1.2. The Cause of Grammatical Error

According to the idea in the subject, there are two reasons why students make errors in their writing.

4.1.2.1. Less vocabulary

Some students struggle with memorizing and learning vocabulary; they attempt to do so but forget the following day. The following is evident from the interview's findings:

- I think vocabulary. I can't memorize vocabulary
- Vocabulary. I can't choose the right vocabulary because I just know them little
- My difficulty is vocabulary. It's really hard to remember and memorize vocabulary

4.1.2.2. Lack of grammar

Another reason for errors in student writing is poor grammar. They frequently misuse the grammar's form. Some of them were still confused about it. The following is evident from the interview's findings:

- I think my difficulty in writing hortatory text is grammar. I'm not understand grammar
- Grammar. I can't memorize the formula for the right grammar
- I think is grammar and generic structure
- In writing hortatory text, I feel difficult in writing grammar and also the vocabulary. But I can handle it by using google translate.

4.2. Discussion

Researchers found some data that this shows that the Eleventh Grade students still make mistakes in writing hortatory exposition texts students of SMAS Budisatrya Medan in Academic year 2022/2023. Many students still make mistakes in written hortatory exposition texts. In this research, the researcher has analyzed 10 written students in Eleventh Grade students containing grammatical errors. Then, the researcher discussed all the data for answer research problems. There are 32 errors found in hortatory exposition text produced by the Eleventh Grade students of SMAS Budisatrya Medan. Four types of errors based on surface strategy taxonomy by Dulay et al. (1982) appear in this hortatory exposition text, there are; omission, addition, misformation, and misordering. Those errors appear in various kinds of cases, such as omissions of plural marker, omissions of third person singular verb marker, omissions of article, omissions of "be", omissions of

conjunction, omissions of subject, additions of plural marker, additions of verb, misformationsof verb, noun, and adjective, adverb, conjunction, article. And also one misorderings is found in expository writing text.

The researcher finds misformation and omission as the most number of errors found in hortatory exposition text. There are 16 errors of misformation (50%) and 11 errors of omission (34%). Then, addition in third position with 4 errors (13%). And the last position is misordering with 1 error (3%). Those are summarized in the chart below.

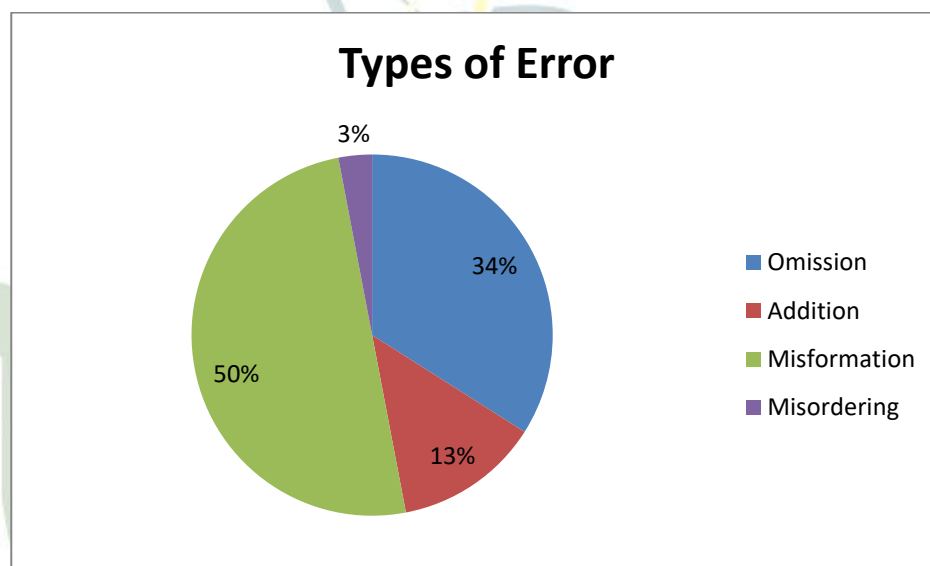


Figure 4. 1 Percentage of Errors

This research's findings in terms of the quantity of errors are comparable to those of Ilham Dwi Dharmawan's earlier work (2020). The most common types of errors are omissions and misformations. lham Dwi Dharmawan (2020) examined grammar mistakes in texts that were intended to be hortatory expositions. The majority of errors he discovered were omissions, with 54 (38%) and misformations, with 42 (29%). Meanwhile, 11 omissions (34%) and 16 misformations (50%) were discovered in this research. The most frequent errors in this research were adjective and noun misformations, each of which accounted for four errors.