

**ERROR ANALYSIS ON THE GRAMMATICAL USAGE FOUND IN  
HORTATORY EXPOSITION PARAGRAPHS BY ELEVENTH GRADE  
ACCELERATION STUDENTS  
AT SMA NEGERI 1 LAWANG**

**THESIS**

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**STUDY PROGRAM OF ENGLISH  
DEPARTMENT OF LANGUAGES AND LITERATURE  
FACULTY OF CULTURAL STUDIES  
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**THESIS**

**Presented to  
Universitas Brawijaya  
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for the degree of *Sarjana Sastra***

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**2014**

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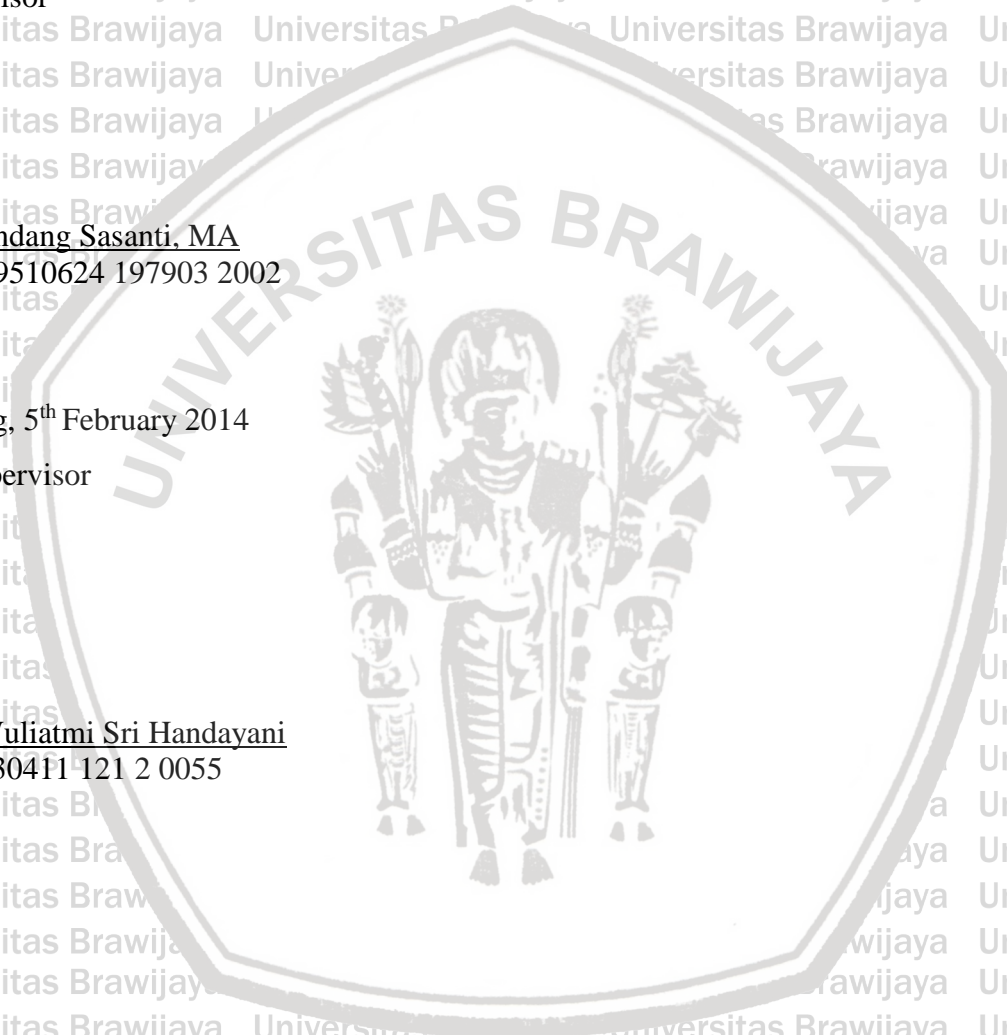
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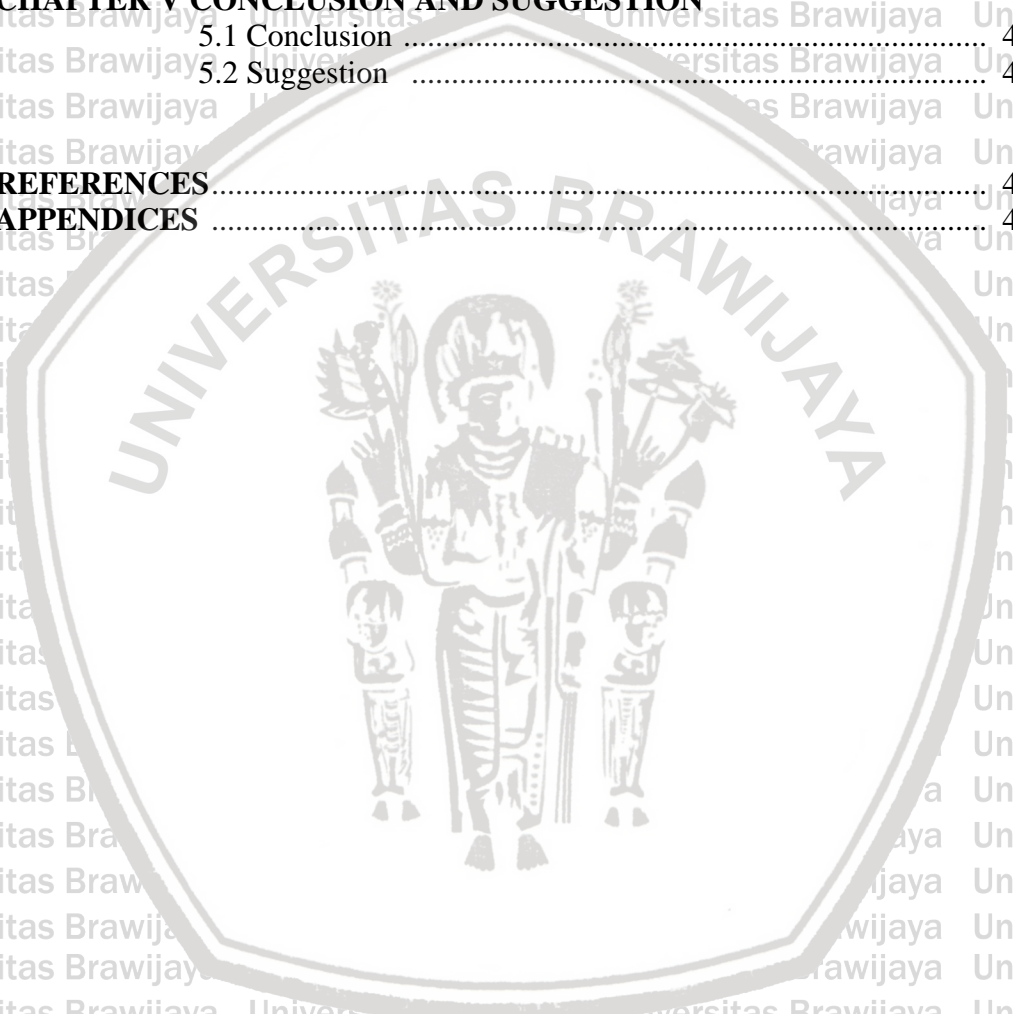
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## CHAPTER I INTRODUCTION

In this chapter, the writer explains several elaborations toward the consideration in choosing the topic; namely, the background of the study which contains several short explanations toward the related to the study, the problems and also the objectives of the study, and brief definitions related to some key terms commonly found in the research.

### 1.1 Background of the Study

Language is an important part of communication. By using language, people can communicate and interact with others. People should not only learn one native language but also another that is used in another country. It is useful for communication with foreigners. Therefore learning foreign language is very important. The example is learning English since English is one of the international languages in this world. This is proven by the fact that English is used as one of six official languages in the intergovernmental meetings and documents in the United Nations. English is also used in science and technology, foreign business and other professional reasons. Many media of communication such as telephones or handphones, televisions, magazines, scientific books and internet use English as a tool of communication. It is clear that English is a crucial language in this



globalization era.

English is the most popular of all foreign languages in Indonesia and it plays an important role in every aspect of modern life such as education, politics, economics and science. Concerning the great role of English, the government (the Ministry of Education and Culture) states that English is the first foreign language to be learned from the junior high school to university. Therefore, English lesson is a compulsory subject that must be taught. Based on the statement above, it is clear that English is very important for human being in daily life. It is quite clear that English as an international language that in every field dealing with foreign affairs people use English as the language for communication.

As mentioned above, In Indonesia, English becomes the subject of education in schools and universities. Since English as an obligatory subject, it is expected that learners have the ability to communicate in English. However, although they have learned English since the early age, errors and mistakes are still found.

One of the causes why language learners, like Indonesian, get difficulties in mastering English is because English has different grammatical patterns from those in Bahasa Indonesia. By mastering grammatical patterns, learners can understand and predict how language is naturally constructed and used in communication. Every language in the world has its own structure and should be analyzed in term of its own. It means that every language has its own systems. The writer regards that learning the structure is the first step of acquiring language skills. By having a good grammar

system of a language, learners can deliver their ideas, messages and feelings in written and also in spoken communication because language with grammatical mistakes will cause some communicative problems.

Making errors is natural and unavoidable in the process of learning English.

Brown (1987: 170) said that second language learning is a process that is clearly similar to the first language learning in its trial and error nature. It means that the learners cannot avoid making errors in learning second or foreign language. A teacher will help learners to evaluate those errors then learners skills will get better and better.

In this case the writer wants to conduct an error analysis on the hortatory exposition paragraphs made by eleventh grade acceleration students at SMA Negeri 1 Lawang. SMA Negeri 1 Lawang is one of the favorit senior high schools in Lawang. This senior high school has two accelaration classes that use English in class. They are in the tenth grade and the eleventh grade. There are 14 students in each acceleration classes. The students in the acceleration classes will graduate only in two years. They should master English grammar better than students of the regular classes. It is interesting to know the English progress of acceleration class students.

Foreign language learners must be able to master English skills, namely, language features, productive and receptive skills (Sitinjak, p.57). Language features are grammar, vocabulary, pronunciation, etc. Productive skills are skills in producing the language through writing and speaking, on the other hand, receptive skills



comprise comprehension in reading and listening. Among the English skills above, writing is the most difficult one. According to Sitinjak (2000, p.115), writing is a process of producing a number of sentences arranged in such a way that sentences relate to each other and it does not refer to a list of words or unrelated sentences.

Some people find that writing is difficult to do, because the freshman learners do not have a good ability in grammar and vocabulary.

Since writing is difficult it is not surprising that learners make errors. In this study, the errors are identified and classified using surface strategy taxonomy (Dulay, Burt and Krashen, p.150). In addition, to describe the errors, surface strategy taxonomy is used to show the changes on the surface level. So with this strategy people know the errors produced by the learners.

One of writing texts that is chosen by the writer is hortatory exposition. Hortatory exposition is chosen because it is one of difficult genres that is learned in the twelfth grade. Because of the acceleration is a fast track class, it will finish in just two years. The writer chooses this type of genre because this genre will make students write more on what they have in mind than express on what they have in mind by speaking with their teacher.

The findings of this research are expected to be useful for the students and the English teachers. Students can have an evaluation from their paragraphs to make their skills in English writing better. The teachers can notice some particular errors students make and they make an evaluation. The teachers can also make some



solutions to make them better. One example of the solution is the teachers will know the weakness of students' ability in writing, so they can give more explanation and more practices to improve the English skills of their students.

Because of those consideration above, the writer wants to conduct a research entitled, "Error Analysis on the Gramatical Usage Found in Hortatory Exposition Paragraphs Made by Eleventh Grade Acceleration Students at SMA Negeri 1 Lawang."

## **1.2 Problems of the Study**

Based on the background above, the problems of this study are elaborated as follows :

- (1) What are the classifications of the errors in hortatory exposition paragraphs made by acceleration students SMA Negeri 1 Lawang?
- (2) What is the difference between the result of the pre-test and post-test?

## **1.3 Objectives of the Study**

Based on the problem above, the objectives of the study are :

- (1) Describing the classifications of the errors in hortatory exposition paragraphs made by acceleration students SMA Negeri 1 Lawang.
- (2) Describing the difference between the result of the pre-test and post-test.

#### 1.4 Definition of Key Terms

- a. **Second Language Acquisition** is the process of learning another language after the native has been learned.
- b. **Errors** are wrong forms that is resulted from the lack of knowledge of the rules of language. (Brown, 1982)
- c. **Error Analysis** is a process of comparing synonymous utterances in the learner's dialect and the target language. (Corder, 1977, p.275)
- d. **Surface Strategy Taxonomy** is a way of classifying language errors according to the surface structure is altered. (Dulay, Burt and Krashen, 1982)
- e. **Hortatory exposition** is an expository writing which has social function to persuade the reader or listener through a clear thesis statement, well-supported arguments and a recommendation of action that should be taken.
- f. **Acceleration students** are students who take academic programs that allow them to finish an academic course faster than usual.



## **CHAPTER II REVIEW OF RELATED LITERATURES**

This chapter provides theoretical frameworks, namely second language acquisitions, error analysis, hortatory exposition, error and mistake, error types based on surface taxonomy strategy, and also previous studies.

### **2.1 Second Language Acquisition (SLA)**

Krashen (2000 cited in Gass, Susan M.; Selinker, Larry, p.206) stated that "Second language acquisition is like other types of cognitive learning, and the emphasis is on describing in terms of general cognition how linguistic knowledge is acquired and organized in the brain." In general, SLA refers to the process of learning another language after the native has been learned. Sometimes the term refers to the learning of a third or fourth language.

### **2.2 Error Analysis**

Error analysis is a process of comparing learner's language with the target language. Second language learners, like the first language learners, pass through the sequence of development. The errors often happen because the concern of the language learners to the first language influences their process on accessing the second language. In this level Corder (1977) called it Interlanguage, a system that has a structurally intermediate status between the native and target language. This research analyses only the errors produced



by students.

### 2.3 Hortatory Exposition

Djuharie (2007) stated that a hortatory exposition is a form of text-type essay that relies on arguments, sometimes it is called a persuasive. Its social function is to persuade the reader or listener that something is the case. So, sometimes it is called a persuasive text. The hortatory expositions contains three elements :

#### 1. Thesis statement

It includes a preview of the arguments. It introduces topics and indicates the writers' position

#### 2. Arguments

An argument consists of 'point and elaboration' sequence. The number of points may vary, but each must be supported by discussion and evidence (which is the elaboration of the point). Points are ordered according to the writer's choice, but it is usual to discuss the strongest points first

#### 3. Recomendation

It is a statement of an action what should or should not be taken.

#### **2.4 Error and mistake**

An error is different from a mistake. Brown (1982) insists that errors can occur due to two factors. The first is resulted from fatigue and intention (called performance) and the second is resulted from the lack of knowledge of the rules of language (called competence). By learning mistakes or error, people can improve their weakness to obtain the desired goals. By describing and classifying errors in linguistic terms, people build up a picture of the features of the language which causes the learning problems.

According to James (1998) errors are wrong forms that the people can not correct even if the wrongness are pointed out. It means that errors happen unconsciously for they have been fossilized in the learners' memory. Errors is different with mistake, which is caused by physically failure such as fatigue or tiredness, memory lapses, and psychology condition such as strong emotion. In short, the errors which are caused by fatigue and inattention can be called 'mistake', while the term 'error' itself refers to the learner's incomplete knowledge of linguistic rules.

#### **2.5 Error Types Based on Surface Strategy Taxonomy**

Surface strategy taxonomy as stated by Dulay, Burt, and Krashen (1982) deals with the altered structure of sentence. It concerns with identifying cognitive process that underlies the learner's reconstruction of the new language. Referring to this surface taxonomy, errors are classified into four types, those are: omission, addition,



misformation, and misordering

### 2.5.1 Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed sentence.

For example: “Not kick the ball!”

(wrong, the sentence should have a verb to make it clear. The verb “Do” is omitted)

### 2.5.2 Addition

Addition errors are characterized by the presence of an item which must not appear in a well-formed sentence. Dulay, Burt, and Krashen (1982) divides addition error into three types: double marking, regularization, and simple addition.

#### a. Double Marking

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic constructions but not in others.

Example :

- He does borrows dictionary → He borrows dictionary.

#### b. Regularization

Regularization error refers to an error having exceptional items of the given class that do not take a marker.

Example:



- the peoples run to the road → the people run to the road.

### c. Simple Addition

Errors of simple addition refer to the addition of one element to the correct utterance.

Example:

- I must to study hard → I must study hard.

### 2.5.3 Misformation

Misformation errors are characterized by the using of the wrong form of the morpheme or the structure.

For example:

- a. "I telled you about the exam yesterday"  
(wrong, the past form of tell is told).
- b. "I told you about the exam yesterday" (correct)

### 2.5.4 Misordering

Misordering errors are characterized by either incorrect placement of a morpheme or a group of morphemes in an utterance.

For example:

a. "He is a boy handsome"

(wrong, modifier should be put before the noun it modifies)

b. He is a handsome boy (correct)

## 2.6 Previous studies

There are several previous researchers trying to reveal and analyze the error analysis, The followings are several previous researches using the similar topic (error analysis). The study about errors analysis has been done by Rahma Praba Santhi (2005) and Elfrinnita Wida Subardja (2012).

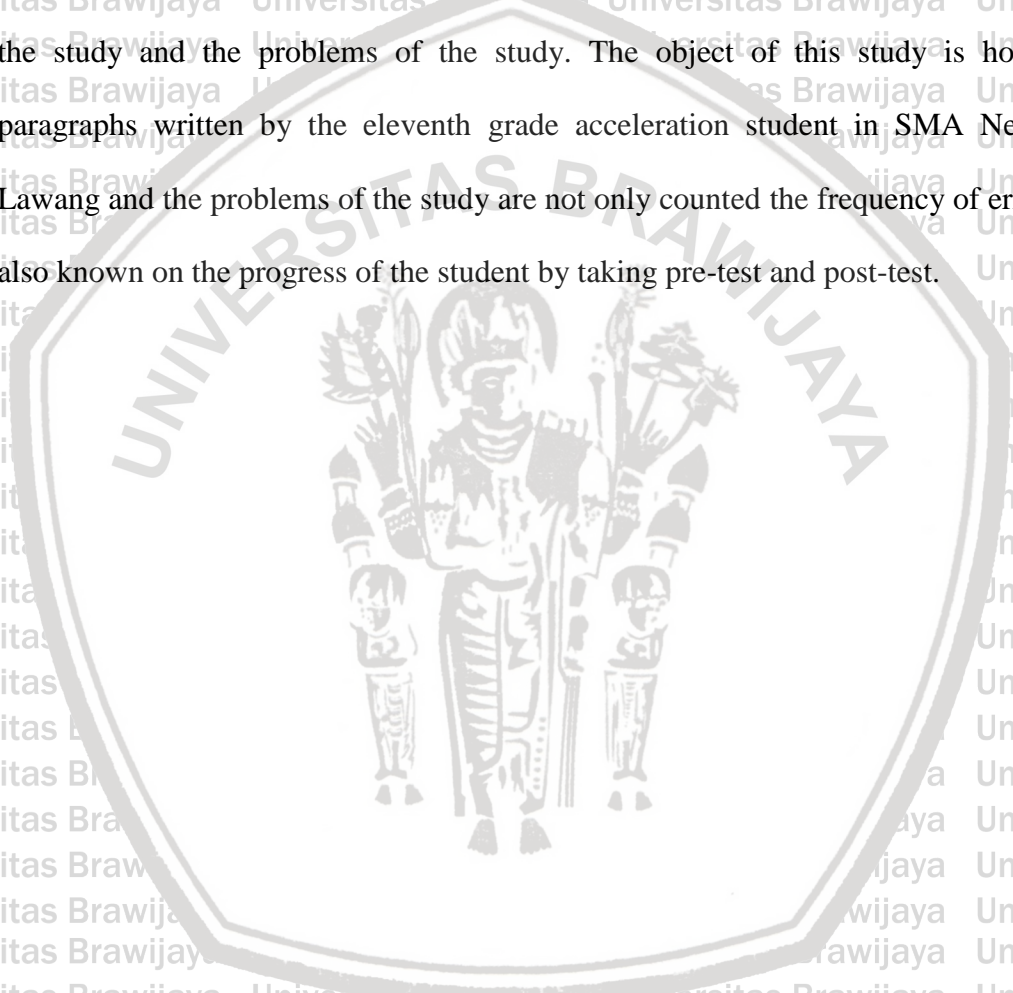
Santhi identified and described the kinds of grammatical errors in the use of preposition and tenses. She found out the frequency of occurrences of each type of errors in the editorial of Jakarta Post. During the observation, twenty-seven errors were found. The biggest number of grammatical error is misformation. The second position is omission. The third position is misordering (7%). And the last error found is addition with the smallest percentage (3%).

Elfrinnita used a descriptive paragraph written by second semester students of Study Program of English Faculty of Cultural Studies Universitas Brawijaya. The total number of errors found in descriptive paragraph is 112 errors. This result shows that the second semester students still make errors in their descriptive paragraph. The result shows that misformation is the biggest part (51%). It is followed by the error of omission (21%), error of addition in the third position (16%) and the smallest is the



error of misordering (12%).

There are similarities and differences between those studies and the writer's study. The similarity of this study and the previous studies is in using the same theory from Dulay to analyze the data. On the other hand, the differences are the object of the study and the problems of the study. The object of this study is hortatory paragraphs written by the eleventh grade acceleration student in SMA Negeri 1 Lawang and the problems of the study are not only counted the frequency of error but also known on the progress of the student by taking pre-test and post-test.





## **CHAPTER III RESEARCH METHOD**

This chapter will describe the research design, the data source, the data collection, and the data analysis.

### **3.1 Research Design**

The writer conducts this research based on a document analysis, since the writer takes hortatory exposition paragraphs written by the eleventh grade of acceleration students of SMA Negeri 1 Lawang as her data. The study is conducted using descriptive qualitative approach, as the research itself analyzes the error analysis on the grammatical usage found in writing text.

### **3.2 Data Source**

The data are sentences that contain errors in hortatory exposition paragraphs written by the eleventh grade of acceleration students. Hortatory exposition is chosen because it is considered as one of the difficult genres of writing that is given in the twelfth grade. Because of acceleration is fast track class, they will finish this lesson in the eleventh grade. There were 14 students in the eleventh grade of acceleration students as a sample in that senior high school that the writer took as the subjects of this study.

The writer uses pre-test and post-test to know the progress of the acceleration

students skill in writing. These are supposed to make the teachers know the type of the errors and can help the students to solve their problem in writing skill.

The analyzed text are focused on the errors that are made by the eleventh grade students of acceleration in SMA Negeri 1 Lawang that only concern in error analysis.

### 3.3 Data Collection

In conducting this research, the steps that are applied in collecting the data are:

a. Making topics for hortatory exposition

The teacher in the acceleration class suggested the writer to decide 5 topics that happen and are popular in senior high school. Five topics were chosen to make students easier to write their opinion. So they were not stuck with only one topic. The topics given were texting, sexual abuse, parents responsibility, pre-school and final examination.

b. Giving the pre-test

The pre-test was given by the writer. She asked the students to write an essay of hortatory paragraph consisting of about 250 words and there were five topics suggested by the English teacher there. The time given was 90 minutes.

c. Collecting the pre-test

Pre-test was used to measure the writing ability of the student before they learn the material from the teacher. The writer gave the test just before the teacher teaches about the hortatory exposition



d. Giving the post-test

The writer gave a test at least one month after pre-test. The writer gave the same topic in post-test and the students are asked to write a hortatory paragraphs in same topic that is chosen in pre-test. The time given was 90 minutes. They had to write about 250 words in their essay.

e. Collecting the post-test

Post-test is used to measure the writing ability of the student after they learn the material from the teacher.

f. Tabulating the errors in pre-test

The writer tabulated the errors found in the pre-test of hortatory exposition into a table. The errors were based on the surface strategy taxonomy proposed by Dulay et al. (1982, p.150-162). It can be omission (Om), addition (Ad), misformation (Mf), and misordering (Md).

g. Tabulating the errors in post-test

The writer tabulated the errors found in the post-test of hortatory exposition into a table. The errors were also based on the surface strategy taxonomy proposed by Dulay et al. (1982, p.150-162). It can be omission (Om), addition (Ad), misformation (Mf), and misordering (Md).

**Table 3.1. Sample table of the type of errors**

No	Sentence That Contains Error	Subject And Line	Type Of Errors				Correction
			Ad	Om	Mf	Md	

### 3.4 Data Analysis

In analyzing the data, the steps that are applied in analyzing data are :

1. Classifying the errors of the pre-test

In the pre-test the writer classified errors based on the surface strategy taxonomy proposed by Dulay et al. (1982, p.150-162). It can be omission (Om), addition (Ad), misformation (Mf), and misordering (Md). In this case, the writer used the check list (√) to categorize the error that has been tabulated into the table.

2. Classifying the errors of the post-test

The writer used the same step in the pre-test to classify the errors found in the post-test.



### 3. Explaining the errors

After classifying the error in pre-test and post-test, the next step is describing the error by comparing them with the correct forms of the sentence that analyzed by the writer, her supervisor and co-supervisor.

### 4. Comparing the result of pre-test and post-test

After analyzing the post-test, the writer compared the result of errors in pre-test and post-test to know the progresses of the acceleration students ability.

**Table 3.2. Sample table of errors Tabulation**

Type of errors	F		%	
	PRE	POST	PRE	POST
Addition				
Omission				
Misformation				
Misordering				
<b>Total number of errors</b>				

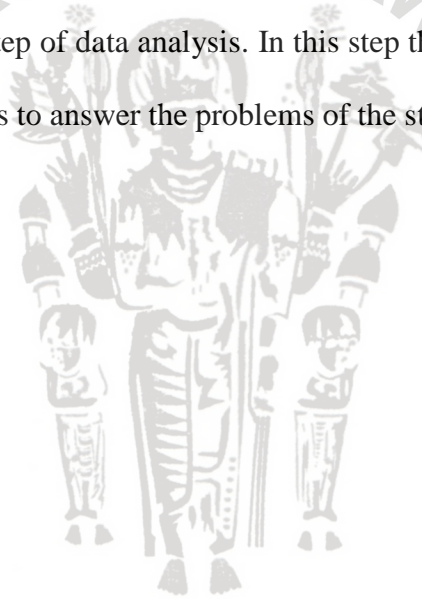
Total Percentage				

The table above was used by the writer to write down and make a list of the frequency occurrence of each errors found in the descriptive paragraph. The table also helped the writer in making conclusion by knowing the progresses of the students ability.

#### 5. Drawing conclusion.

This is the last step of data analysis. In this step the writer made a conclusion.

The conclusion is to answer the problems of the study.





## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter presents the finding and discussion of this report that consist of the findings and the data analysis. The discussion will purposefully include interpretation and generalization of the findings.

#### **4.1 Findings**

This chapter presents the findings and their discussions related to the theoretical frameworks used and previous study. The finding of this research is the result of the data tabulation on the erroneous words, phrases, or sentences used in the hortatory exposition paragraphs made by eleventh grade acceleration students at SMA Negeri 1 Lawang

The 28 hortatory exposition paragraphs that were collected was divided into two, they were 14 hortatory exposition paragraphs collected in pre-test, and 14 hortatory exposition paragraphs in post-test. The writer classified the error based on the surface taxonomy strategy proposed by Dulay et al. (1982, p.150-162), those are omission, addition, misformation and misordering. The writer found 190 errors in the pre-test and 144 errors in the post-test.

#### **4.1.1 Type of Errors**

According to the surface taxonomy strategy proposed by Dulay et al. (1982, p.150-162) the errors appears in the hortatory paragraphs. Omission (Om) with 69 errors (20,7%) in the pre-test and 54 errors (16,2%) in the post test, addition (Ad) with 34 errors (10,2%) in the pre-test and 16 errors (4,8%) in the post-test, misformation (Mf) with 82 errors (24,5%) in the pre-test and 68 errors (20,3%) in the post-test, and misordering (Md) with 5 errors (1,5%) in the pre-test and 6 errors (1,8%) in the post-test. The total number of the erroneous words, phrases, or sentences found is 190 errors in the pre-test and 144 errors in the post-test.

#### **4.1.2 Analysis of Errors**

In this part, the writer analyzed the errors and provided the corrections that should be used. Each type of error described in order to know why those were considered errors. The analysis started from omission, addition, misformation, and the last is misordering.

##### **4.1.2.1 Omission**

There are five kinds of omission found in hortatory exposition paragraphs made by eleventh grade acceleration students at SMA Negeri 1 Lawang. They are



omission of article, omission of preposition, omission of verb, omission of noun, and omission of plural marker. Each of them is discussed in the following explanation.

**a. Omission of Article**

The writer found twenty one (21) omissions of article in the pre-test and fifteen (13) omissions of article in the post test. Table 4.1 presents some examples of omissions of article.

**Table 4.1 Omission of Article**

SENTENCES	SUBJECT (S), LINE (L)	CORRECTION
* inventor has discovered a car to help us make long distance become shorter and easier.	S8,L3	<u>The</u> inventor has discovered a car to help us make long distance shorter and easier.
Besides * government is not serious during final exam implementation.	S6,L2	Besides <u>the</u> government is not serious during final exam implementation.

Articles are divided into two, namely definite and indefinite. **A** and **an** are called indefinite articles because they are used to refer to something in an unspecified count noun. **The** is called definite articles because ‘the’ is usually preceded by a specific or previously mentioned noun.

Omission of definite articles is shown in the sentences number two and four. In sentence number two “\* inventor has discovered a car to help us make long distance become shorter and easier.” and sentence number four “Besides \* government is not serious during final exam implementation.” Article ‘**the**’ should be

put before inventor and government because those words are definite.

### b. Omission of Preposition

The writer found nine (9) omissions of preposition in the pre-test and five (5) omissions of preposition in the post test. Table 4.2 presents some examples of omission of preposition.

**Table 4.2 Omissions of Preposition**

SENTENCE	SUBJECT LINE (L)	(S),	CORRECTION
People prefer using SMS to face-to-face interaction because * the speed	S2,L12		People prefer using SMS to face-to-face interaction because <u>of</u> the speed
They must be able * work together as a team.	S11,L25		They must be able to work together as a team

Omission of preposition is the absence of a preposition that must appear in a well-formed sentence. The preposition describes a relationship between other words in a sentence. The example of omission of preposition is shown in the sentence “People prefer using SMS to face-to-face interaction because \* the speed”.

“**Because**” is a conjunction that expresses cause and effect. It is followed by a subject and verb, but in the sentence that is shown above ‘**because**’ is followed by a noun. It is incorrect. The sentence should be “People prefer using SMS than face-to-



face interaction because of the speed”. ‘**Because of**’ is the correct conjunction because it is a phrasal prepositions that is followed by a noun.

The example of omission of preposition is also shown in the sentence “They must be able \* work together as a team”. Before the word “**work**”, there should be a preposition “**to**” because the auxiliary that shows ability is “**be able to**”

### c. Omission of verb

The writer found twenty (20) and omissions of verb in the pre-test and seventeen (17) omissions of verb in the post test. Table 4.3 presents some examples of omission of be in pre-test

**Table 4.3 Omission of verb**

SENTENCE	SUBJECT (S), LINE (L)	CORRECTION
of course it will * hard if we go to visit him on foot.	S8,L3	of course it will be hard if we go to visit him on foot.
Fourth, many fraud and corruption * during the final exam.	S6,L11	Fourth, many fraud and corruption <u>happened</u> during the final exam.

It is considered an error when “be” that should appear in that sentence is omitted. “be” is important in English sentences because every sentence must contain a subject and “verb”. For example in the sentence “of course it will \* hard if we go to visit him on foot.” after modal ‘**will**’ there should be a verb. Because “will” is followed by an adjective (hard), so ‘**be**’ should be put after ‘will’ to make the sentence correct.

To make it a complete sentence in English, there should be a subject and a predicate. The predicate must be a verb. If there is no verb in the sentence, it will be incorrect. The example of the omission of verb is shown in the sentence “Fourth, many fraud and corruption \* during the final exam.” The sentence is incomplete because there is no verb. This will make the reader confused. The verb should be added, so the sentence will be “Fourth, many fraud and corruption happened during the final exam.”

#### d. Omission of Noun

The writer found six (7) omissions of noun/pronoun in the pre-test and five (5) omissions of noun/pronoun in the post test. Table 4.4 presents some examples of omission of noun/pronoun

**Table 4.4 Omission of Noun/Pronoun**

SENTENCE	SUBJECT (S), LINE (L)	CORRECTION
In many regions * has been reported...	S7,L14	In many regions <u>it</u> has been reported...
Because in many * people cooperate <u>each other</u> .	S7,L15	Because in many <u>schools</u> people cooperate <u>each other</u>

Pronoun is a word or form that substitutes for a noun or phrase. The example of omission of Pronoun is shown in the clause “In many regions \* has been reported..”. There is no pronoun as the subject in that clause. It will make the reader confused. ‘**In many regions**’ can not be a subject because it is an adverb. It is clear



that the sentence needs a subject to make it clear. The clause should be “In many regions it has been reported...”.

Another example is shown in the sentence “Because in many \* people cooperate each other”. there is no noun in the adverb “in many”. It should be added with noun “school” to make a complete sentence. Therefore, the correct sentence should be “Because in many schools people cooperate each other.”

**e. Omission of Plural Marker**

The writer found twelve (12) omissions of plural marker in the pre-test and twelve (13) omissions of plural marker in the post test. Table 4.6 presents some examples of omission of plural marker.

**Table 4.5 Omission of Plural Marker**

SENTENCE	SUBJECT (S), LINE (L)	CORRECTION
Mostly discussions about final exam can bring pros or cons for citizen in some <u>country</u> .	S10,L3	Mostly discussions about final exam can bring pros or cons for citizen in some <u>countries</u> .
<b>There are some <u>reason</u> why I say that “sending SMS” habit is negative.</b>	S2,L4	<b>There are some <u>reasons</u> why I say that “sending SMS” habit is negative.</b>

The noun preceded by the quantifier such as some, many, must be plural in which the appearance of the plural markers (-s/-es) are used to indicate that those nouns are plural. In the example of omission of plural marker is in the sentence “Mostly discussions about final exam can bring pros or cons for citizen in some

country.” The word country is incorrect, this should be countries. ‘Some’ is often used with count nouns and noncount nouns. Country is count noun, if it is combined with ‘some’, the word ‘country’ should be ‘countries’.

Another example of omission of plural marker is “There are some reason why I said that “sending SMS” habit was negative.” In subject verb agreement, there+be is followed by the subject. The word ‘reason’ should be changed into ‘reasons’ because the predicate is ‘are’ and ‘some’ is used with plural count nouns.

#### 4.1.2.2 Addition

There are three kinds of addition found in the hortatory exposition paragraphs made by eleventh grade acceleration students at SMA Negeri 1 Lawang. According to Dulay, Burt, and Krashen (1982, p.150-162) addition can be classified into three types. They are double marking, regularization, and simple addition. Each of these kinds is discussed in the following explanation.

##### a. Regularization

The writer found three (3) regularization in the pre-test and six (6) regularization in the post test. Table 4.7 presents some examples of regularization.

**Table 4.6 Regularization**

SENTENCE	SUBJECT (S), LINE (L)	CORRECTION
there is nonverbal <u>behaviors</u> that	S2,L6	there is nonverbal <u>behavior</u> that



provides context clues for the words we use.		provides context clues for the words we use.
you will do it continually eventhough you forget that much <u>times</u> has gone	S8,L15	you will do it continually eventhough you forget that much <u>time</u> has gone

Regularization error refers to an error having exceptional items of the given class that do not take a marker. For example in the sentence “there are nonverbal behaviors that provide context clues for the words we use.” and “you will do it continually eventhough you forget that much times has gone” the word ‘**behaviors**’ and ‘**times**’ is incorrect. **Behavior** and **time** are noncountable nouns. They should not be followed by plural marker (s/es).

#### b. Double Marking

The writer found eighteen (18) double marking in the pre-test and nine (9) double marking in the post test. Table 4.8 presents some examples of double marking

**Table 4.7 Double Marking**

SENTENCE	SUBJECT (S), LINE (L)	CORRECTION
It <u>is</u> makes our generation bad.	S9,L9	It makes our generation bad.
People <u>use</u> <u>choose</u> SMS application	S2,L11	People <u>choose</u> SMS application

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic constructions but not in others. For example in the sentence “It is makes our generation bad.” and “People use choose SMS technology” is incorrect. Each sentence should have the same number of subject and

verb which doesn't happen in the example. The word "It is makes our generation bad." is incorrect because 'is' is followed by verb(s) 'makes'. In another example, "People use choose SMS application" is incorrect because there are two verbs (**use** and **choose**) in one sentence.

### c. Simple addition

The writer found thirteen (13) simple addition in the pre-test and one (1) simple addition in the post test. Table 4.9 presents some examples of simple addition.

**Table 4.8 Simple addition**

SENTENCE	SUBJECT (S), LINE (L)	CORRECTION
<u>Even though</u> it's just a message <u>but</u> it has some emoticons.	S3,L9	*It's just a message but it has some emoticons
I <u>will to</u> tell you some facts about the final exam.	S7,L3	I will * tell you some facts about the final exam.

Errors of simple addition refer to the addition of one element to the correct utterance.

For example in the sentence "Even though it's just a message but it has some emoticons." is incorrect because there are two conjunctions in one sentence that have the same function. There are 'even though' and 'but'. Both of those show contrast.

Therefore, one of these should be deleted to make the sentence correct. Another example in the sentence is "I will to tell you some facts about the final exam." It is incorrect because modal 'will' is not followed by preposition 'to'. Modals are followed by verb infinitive.



#### 4.1.2.2 Misformation

There are six kinds of misformation found in the hortatory exposition paragraphs made by the eleventh grade acceleration students. They are misformation of plural marker, misformation of verb, misformation of noun, misformation of-be, misformation of adjective and misformation of preposition. Each of these kinds is discussed in the following explanation.

##### a. Misformation of Plural Marker

The writer found eight (8) misformations of plural marker in the pre-test and no misformations of plural marker found in the post test. Table 4.10 presents some examples of misformation of plural marker.

**Table 4.9 Misformation of Plural Marker**

SENTENCE	SUBJECT (S), LINE (L)	CORRECTION
Most of the victims are <u>woman</u> .	S1,L1	Most of the victims are <u>women</u> .
A lot of <u>woman</u> who wear skimpy clothes..	S1. L3	A lot of <u>women</u> who wear skimpy clothes...

Those sentences above have misformation of plural marker. The word woman is a singular noun, and the plural noun of “**woman**” is “**women**”. The sentence should be followed by plural noun because the subject is plural to. They are “**the victims**” and “**a lot of**”

### b. Misformation of Verb

The writer found fifty four (54) misformations of verb in the pre-test and fourty six (46) misformations of verb found in the post test. Table 4.11 presents some examples of misformation of verb.

**Table 4.10 Misformation of Verb**

SENTENCE	SUBJECT (S), LINE (L)	CORRECTION
When he <u>look</u> at some woman who wear skimpy clothes	S1,L10	When he <u>looks</u> at some women who wear skimpy clothes.
Not everyone of your friends <u>have</u> e-mail,don't you?	S3L14	Not everyone of your friends <u>has</u> e-mail , don't they?
You just have to sit down and <u>waiting</u> for your friends to answer just for a minute.	S4,L15	You just have to sit down and <u>wait</u> for your friends to answer just for a minute
It is not good for them, they can't <u>continued</u> their study.	S9,L13	It is not good for them, they can't <u>continue</u> their study.
Indonesia still <u>have</u> villages with low education.	S10,L16	Indonesia still <u>has</u> villages with low education.

Misformation of verb sometimes happens because there is an error of verb in the subject-verb agreement. The examples are in the sentences “When **he** look at some woman who wear skimpy clothes”, “**Not everyone** of your friends have e-mail don't you?” and “**Indonesia** still have villages with low education.” In the subject-verb agreement, “he” is followed by a singular verb, and the correct singular verb is “looks”. “**Not everyone of your friends**” is a singular noun that is followed by a singular verb, and the correct singular verb is “has”. “**Indonesia**” is a singular verb that is followed by a singular verb and the correct singular verb is “has”.



Another example of misformation of verb happens because the phrases are not parallel after the conjunction “**and**”. It is shown in the sentence “You just have to sit down and waiting for your friends answer just for a minute.” “Sit” is infinitive verb following preposition “**to**”, so the verb after conjunction “**and**” should be infinitive too (**wait**).

In the sentence “It is not good for them, they can’t continued their study.” It is incorrect because the modal “**can’t**” should be followed by an infinitive verb. The correct sentence is “It is not good for them, they can’t continue their study.”

### c. Misformation of Noun

The writer found nine (9) misformations of noun in the pre-test and ten (10) misformations of noun found in the post test. Table 4.12 presents some examples of misformation of noun.

**Table 4.11 Misformation of Noun**

SENTENCE	SUBJECT (S), LINE (L)	CORRECTION
The <u>communicate</u> can decrease our ability to “think before we speak.	S2,L14	The <u>communication</u> can decrease our ability to “think before we speak”.
If they have big curiosity, they will get intelligence <u>stimulate</u> in pre-school.	S11,L10	If they have big curiosity, they will get intelligence <u>stimulus</u> in pre-school.

In the sentence “The communicate can decrease our ability to “think before we speak”, is incorrect because “**communicate**” is a verb which can not act as a subject.

The subject of the sentence should be the noun of “communicate” that is communication.

In the sentence “They have big curiosity, and they will get intelligence stimulate in pre-school.” is incorrect because the word “stimulate” should be in the noun form.

“Intelligence” is a noun that modifies “stimulus”. So the correct sentence is “They have big curiosity, and they will get intelligence stimulus in pre-school.”

#### d. Misformation of-be

The writer found six (6) misformations of-be in the pre-test and five (5) misformations of-be found in the post test. Table 4.13 presents some examples of misformation of-be.

Table 4.12 Misformation of-be

SENTENCE	SUBJECT (S), LINE (L)	CORRECTION
Some of the changes <u>is</u> positive.	S2,L1	Some of the changes <u>are</u> positive.
First, the quality and facilities in each school <u>is</u> different.	S6,L4	First, the qualities and facilities in each school <u>are</u> different.

One example of misformation of-be is “Some of the changes is positive.” The word “is” is used for singular noun. In most expressions of quantity, the verb or be is determined by the noun (or pronoun) that follows “of”. So the formula are “some of + singular noun = singular verb” and “some of + plural noun = plural verb”. The word “the changes” is a plural noun, so it should be followed by a plural verb “are”.



Another example of misformation of-be is “First, the quality and facilities in each school is different.” The word “the quality and facilities” is a plural noun which is counted as two nouns. So the “**be**” that should be used is “**are**”

#### e. Misformation of Adjective

The writer found three (3) misformations of adjective in the pre-test and three (3) misformations of adjective found in the post test. Table 4.14 presents some examples of misformation of adjective.

**Table 4.13 Misformation of Adjective**

SENTENCE	SUBJECT (S), LINE (L)	CORRECTION
It is <u>more easy</u> to text them than meet them face to face.	S4,L18	It is <u>easier</u> to text them than meet them face to face.
Society places women <u>weak</u> and lower than men,	S1,L1	Society places women <u>weaker</u> and lower than men,

The sentence “It is more easy to text them than meet them face to face.” is incorrect because the words which consist of just one or two syllables, added -er to make them comparative. But if the words have two or more than two syllables they should be added with “more”. “Easy” consists of two syllables, so the correct one of the sentence is “It is easier to text them than meet them face to face.”

The sentence “Society places women weak and lower than men” is incorrect because the words which are compared using the conjunction “**and**” should be in the same type of structure. “**Weak**” is an adjective and “**lower**” is a comparative form.

So, the correct sentence is “Society places women weaker and lower than men”.

#### f. Misformation of Preposition

The writer found two (2) misformations of preposition in the pre-test and four (4) misformations of preposition found in the post test. Table 4.15 presents some examples of misformation of preposition.

**Table 4.14 Misformation of Preposition**

SENTENCE	SUBJECT (S), LINE (L)	CORRECTION
This is certainly not fair <u>to</u> school that has lower quality.	S6,L5	This is certainly not fair <u>for</u> a school that has lower quality.
The final examination can bring advantages if the government <u>on</u> that country can manage it well.	S10,L5	The final examination can bring advantages if the government <u>in</u> that country can manage it well.

The example of misformation of preposition is “This is certainly not fair to school that has lower quality.”. the preposition “to” is not suitable for “a school”. The correct preposition for the sentence is “for”. Another example of misformation of preposition is shown in the sentence “Final examination can bring advantages if government on that country can manage it well.”. The preposition “on” is not suitable for the word “country”. The correct preposition of place is “in”.

#### 4.1.2.2 Misordering

The writer also found five (5) misorderings in the pre-test and six (6)



misorderings found in the post test. Table 4.16 presents some examples of misordering.

**Table 4.15 Misordering**

SENTENCE	SUBJECT (S), LINE (L)	CORRECTION
Is that texting a message, especially for students that have less pocket money.	S3,L17	<u>That is</u> texting a message, especially for students that have less pocket money.
You will never know who <u>are your real friends</u> .	S8,L8	You will never know who <u>your real friends are</u> .

Those sentences are incorrect because the students put the morpheme or group of morphemes in the incorrect place in an utterance. One example of misordering is shown in the sentence “Is that texting a message, especially for students that have less pocket money.” The sentence is incorrect because the place of the subject and predicate is in incorrect. It is not an interrogative sentence but a statement, so the order “**is that**” should change into “**that is**”.

Another example of misordering is shown in the sentence “You will never know who are your real friends.”. The word “**who are your real friends**” is incorrect, because it is not an interrogative statement, but it is positive. In this case, the noun clause is used as an object. The noun clause has its own subject (**your real friends**) and verb (**are**).

### 4.1.3 Analysis of the Result in the Pre-test and Post-test

The writer gave pre-test and post-test to the students to know the progress of the students in their writing skills. There were differences result between pre-test and post-test shown in table 4.16.

**Table 4.16 Total number of errors in the pre-test and post-test**

Students	TOTAL NUMBER OF ERRORS IN THE PRE-TEST				TOTAL NUMBER OF ERRORS IN THE POST -TEST			
	OM	AD	MF	MD	OM	AD	MF	MD
1	4	2	9	0	6	1	3	0
2	3	3	10	1	2	3	3	0
3	3	2	7	2	5	1	7	0
4	0	5	12	0	2	3	9	1
5	6	1	2	0	0	0	7	0
6	6	2	7	0	4	0	2	0
7	3	1	1	0	2	1	1	0
8	11	3	6	0	4	3	5	2
9	4	3	5	0	4	1	5	0
10	11	2	8	1	11	0	5	1
11	5	5	6	0	6	1	8	2
12	4	2	6	0	4	0	7	0
13	3	1	2	1	0	0	2	0
14	5	2	1	0	4	2	4	0

There were 14 students in the eleventh grade acceleration students in SMA Negeri 1 Lawang that the writer took as the subject of this study. Each student has different progress in their writing. The writer knew the progress by counting and comparing the number of errors in the pre-test and post-test. There were some students that decreased their omission, it was shown in students 2, 5, 6, 7, 8, 13 and 14. But some students like students 9, 10 and 12 still had no progress because the number of omission in pre-test and post-test is same. For example, in subject 13,



there was a progress in his omission, the number of omission is decreasing from 3 to 0. He can learn from pre-test, the example is shown in the sentence “The national examination is \* final test to receive graduation certificate.” In that sentence, subject 13 did omission of article “the”. On the other hand, in the post test, the sentence is correct, the sentence is ““The national examination is the final test to receive graduation certificate.”

Many students like students 1, 3, 4, 5, 6, 9, 10, 11, 12, and 13 also could decrease their addition. One example of the progress of the students in addition is subject 11. He decreased the number of errors, from 5 to 1. In the pre-test, he mostly did regularization. Regularization is more accurately described as the failure to delete certain items which are required in some linguistic constructions but not in others. For example, it is shown in the sentence “Everyone must be know that children love to explore everything.” The sentence should be “Everyone must know that children love to explore everything.” Subject 11 can learn from his pre-test, so the writer didn't find this kind of errors in the post-test.

On the other hand, some students like students 5, 11, 12, and 14 still have many errors in misformation. They can't decrease their misformation, it is shown by the number of misformation that they made in the post-test is bigger than in the pre-test. Some students also make a good progress in their hortatory exposition paragraphs to make their misformation is decreasing. It can be seen in subject 1, in his paragraphs in pre-test, he did misformation of plural marker. He used “woman” to

express plural form from “woman”. But the writer find that subject 1 can learn from the pre-test, so he used the correct form of the plural “woman” become “women”.

The last is misordering, misordering is the smallest errors that students made. The students only made 5 errors in the pre-test and 6 errors in the post-test. The number of errors in the post-test is bigger than in the pre-test. Perhaps, it happens because the students do not too concern with this kind of errors, because they only make small number of errors in misordering.

#### **4.1.4 Tabulation of Error**

After presenting the data then identifying the errors in the hortatory paragraph produced by the eleventh grade acceleration students of SMA Negeri 1 Lawang, the writer would present the result of the percentage of the errors.

There are four types of error that can be found at this study. These are divided into two parts, pre-test and post-test. In the pre-test misformation are the biggest part (43,1%). Followed by omission (36,3%), addition is in the third position (17,9%) and the smallest is misordering (2,7%).

In the post-test the misformation are the biggest part (47,2%). Followed by omission (37,5%), addition is in the third position (11,1%) and the smallest is misordering (4,2%). Table 4.17 presenting the type of errors below shows the percentage of occurrence.



**Table 4.17.** Percentage of Occurrences of Each Type of Error

Type of errors	F		%	
	PRE	POST	PRE	POST
Misformation	82	68	43,1	47,2
Omission	69	54	36,3	37,5
Addition	34	16	17,9	11,1
Misordering	5	6	2,7	4,2
<b>Total number of errors</b>	<b>190</b>	<b>144</b>		
<b>Total percentage</b>	<b>100%</b>	<b>100%</b>		

#### 4.2 Discussion

The four types of errors based on surface strategy taxonomy by Dulay et al (1982, p.150-162) were found in the hortatory paragraphs appeared in almost every subject. Those errors appeared in various kinds of cases, such as omission of article, omission of preposition, omission of -be, omission of noun, omission of verb and

omission of plural marker. Then addition was divided into three, they are regularization, double marking and simple addition. Also misformation divided into six, they are misformation of plural marker, misformation of verb, misformation of noun, misformation of-be, misformation of adjective and misformation of preposition.. The last is misordering.

In terms of percentage, errors in misformation take the biggest part in the pre-test and the post test. There is a progress that students made in misformation. It is proved by the decreasing numbers of errors. In the pre-test, there are 82 errors of misformation and only 68 errors of misformation in the post test. The errors that occurred in students' hortatory writing are mostly on the use of verb. Not only in the pre-test but also in the post-test, misformation of verb became the most common error that the students made. Based on Dulay et al. (1982, p.150-162) misformation is an error in using morpheme or structure in the sentence. For example, in the sentence "the man want to practice what they see". The verb "want" should be changed into "wants" because "the man" is singular noun. In this part of error, the writer concluded that in the students' L1 (Bahasa Indonesia) have no specific rule in the subject-verb agreement, so the students still confused to use verb(s/es) for the singular noun subject.

Next position is omission. The students also did a progress. The result of omission in the pre-test is 69 errors but in the post-test they only did 54 errors.

Omission of article becomes most common errors in this type. There are 21 omission



of article in the pre-test and in the post-test only 15 errors. One example of omission of article is shown in the subject 9, line 7 “finally they use another way to get \*highest score”. The sentence should be “finally they use another way to get the highest score”. The students did not put an article ‘the’ before ‘highest score’. Highest score should be followed by article ‘the’ because it is definite noun.

The third position is addition. This type of error, based on the Dulay, Burt, and Krashen (1982, p.150-162), is divided into three kinds, they are double marking, regularization and simple addition. There are some differences in the pre-test and post-test in addition. Most errors done are double marking with 17 errors in the pre-test and only 9 errors in the post-test. The second position in addition is simple addition with 13 errors in the pre-test, and only 1 errors in the post test. In the third position is regularization with 3 errors in the pre-test and 6 errors in the post test.

First, Double marking is described as the failure to delete certain items which are required in some linguistic constructions but not in others. For example it is shown in the sentence “it is makes our generation bad” (S9,L9) This sentence should be “it makes our generation bad”. The students should not be put ‘be’ (is) , because there is a verb “makes”. **Second, simple addition refer to the addition of one element to the correct utterance. It is shown in the subject 3, line 9 “Even though it’s just a message but it has some emoticons.” One of conjunction between ‘eventhough’ and ‘but’ should be deleted, because it has same function to show a contrast.** Third, Regularization refers to an error having exceptional items of the given class that do not take a marker. One of example of regularization is in subject 14, line 2 “national examination is a things that is

considered unfair”. An article ‘a’ is used for indefinite noun and singular noun, so the word ‘things’ should be in singular form ‘thing’.

And the last position of error is misordering with 5 errors in the pre-test and 6 errors in the post-test. This type of error is usually made because in English, the noun position is after the modifier, but in Bahasa Indonesia it is the other way. The noun position is before the modifier. For example on the sentence “So, other country can think that national exam only indicator and project government to get money.” (S10, L11). That sentence has an error of misordering because the placement of the “head” and “modifier” is reversed. The correct sentence should be “So, other countries can think that national exam is only an indicator and government project to get money.”

The result of this research was different from the previous research conducted by Rahma Praba Santhi (2005) in the rank number of errors. Santhi identified and described the kinds of grammatical errors in the use of preposition and tenses. She found out the frequency of occurrences of each type of errors in the editorial of Jakarta Post. During the observation, twenty-seven errors were found. The biggest number of grammatical error occurrences is misformation. The second position is omission, The third position is misordering (7%). And the last error found is addition with the smallest percentage (3%).

The result of this research was also different from the previous research conducted by Elfrinnita Wida Subardja (2012) in the number of errors. Elfrinnita used a descriptive paragraph made by students of Study Program of English Faculty of Cultural Studies Universitas Brawijaya. The total number found in descriptive



paragraph produced is 112 errors (100%). The result shows that misformation is the biggest part (51%). Then it is followed by the error of omission (21%), error of addition in the third position (16%) and the smallest is the error of misordering (12%). On the other hand, there was similarity between the result of this research and the previous research conducted by Elfrinnita in the rank of errors. The order of errors that Elfrinnita found from the biggest part to the smallest part are misformation, omission, addition and misordering. This research also has the same order of errors from the biggest part to the smallest part. It can happen because the object of the research is quite similar. Both of those research analyzed paragraph writing with different genre, and use the students as the object.

Furthermore, the differences between this research and the previous researches are the object of the study and the problems of the study. The object of this study is hortatory paragraphs produced by eleventh grade acceleration student in SMA Negeri 1 Lawang and the problems of the study do not only count the frequency of error but also know the progress of the student by taking pre-test and post-test.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research which is discussed in the previous chapter and the suggestion for the readers.

#### 5.1 Conclusion

Hortatory paragraph is the kind of paragraph used to persuade readers or listeners that something is the case. In this research, the writer used hortatory paragraphs that contain errors as the object of the research that were produced by the eleventh grade students of acceleration class of SMA Negeri 1 Lawang. The writer used surface strategy taxonomy proposed by Dulay, Burt, and Krashen (1982) to categorize and analyze the errors.

The writer found 190 errors in the pre-test and 144 errors in the post-test (100%). Based on the Dulay et al. theory, the writer categorized the errors into four types, there are omission, addition, misformation, and misordering. The biggest part of error that the students made was misformation with 43,1% in the pre-test and 47,2% in the post-test. Then it was followed by error of omission with 36,3% in the pre-test and 37,5% in the post-test, and addition with 17,9% in the pre-test and 11,1% in the post-test, and the smallest part was misordering with 2,7% in the pre-test and 4,2% in the post-test.



Those errors were divided into some parts, like omission of article, omission of preposition, omission of -be, omission of noun, omission of verb and omission of plural marker. Then addition was divided into three, they were regularization, double marking and simple addition. Also misformation divided into six, they were misformation of plural marker, misformation of verb, misformation of noun, misformation of -be, misformation of adjective and misformation of preposition.. The last was misordering.

## **5.2 Suggestion**

Based on the research, the suggestion concerning about this study can be given to other writers who want to conduct further research in the same field, the students, and the teachers.

The writer suggests other writers who want to conduct a research in the same field to do a research with different objects and analyze the error by using other theories. Another suggestion is to use the same theory, Dulay et al. theory , use not only one pre-test and post-test but also give more test to know the progress of the students deeply.

Moreover, based on the analysis, the writer would like to give suggestion for the high school students to learn more about English especially on grammar and tenses so they can minimize the error in their English

The writer like to suggest teachers to give more attention to the students' understanding about grammar and tenses because the hortatory paragraph of the

students still contain a lot of errors. It is expected that the teacher can drill them in grammar and tenses, give more explanation and more practices to improve the English ability of the students in grammar and tenses so the students can minimize the error and learn more easily.





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## **Appendix 1 : Hortatory Exposition Paragraph**

### **Subject 1**

#### **SEXUAL ABUSE**

Lately, there are many cases related to sexual abuse. Most of the victims are woman. Some people argue that it happened because woman do not dress up appropriately.

Now, a lot of woman who wear skimpy clothes, starting from elementary school, at school they wear a skimpy uniform that can make the opposite sex (men) can't hold his lust. In senior high school 50% until 70% have done free sex because in senior high school most woman do not dress up appropriately. In Surabaya city, five from seven woman are victims of sexual abuse, the women raped until they cant continue their school.

Most of the victims are woman, in America most women wear skimpy clothes that can invite to lust, in America most women are not virgin and many child under ten years have been watching a porn movie especially men people, it can destroy the young generation and when he look at some woman who wear skimpy clothes, he want to practice what he sees.

However, what is the important things from dressing in an appropriate way especially \*woman? Woman can invite man to give his lust, and now in most schools the students should dress appropriately and this gives good effect for the woman.

#### **SEXUAL ABUSE**

Violence / sexual abuse happened to a woman because of the value system that places women weak and lower than men, women are still placed in a position of subordination and marginalization that must be controlled. Women still viewed as second class citizens

Lately, there many cases related to sexual abuse. Most of the victims are women. Some people argue that it happens because women do not dress up appropriately.

Sexual harassment is basically a reality that exists in today's society that violates against women a lot and often occurs everywhere, as well as violence / sexual abuse.

Now, a lot a women who wear skimpy clothes, starting from elementary school, at school they wear a skimpy uniform that can make the opposite sex (man) can't hold his lust.

In senior high school there are 50% until 70% have done free sex because in senior high school there are most women do not dress up in appropriate way. In Surabaya city five from eight women victims of sexual abuse, the woman rape until they can't continue their study.

Most of the victims are women, in America most women wear skimpy clothes



that invite lust, in America most women are not virgin and many children under ten years have watching a porn movie especially man, it can destroy the young generation and when some women who wear a skimpy cloths, the man wants to practice what they see (porn movie).

However, it is important for woman to dress up in an appropriate way to prevent sexual abuse. Now In most schools the student should dress in an appropriate way and this gives good results

## **Subject 2**

### **THE DISADVANTAGES OF SENDING SMS**

Technology is constantly changing the way we communicate. Some of the changes is positive. However, some of the changes have negatively impacted. Nowadays, people like to send SMS than meet the person face to face. There are some reason why I say that “sending SMS” habbit was negative.

First, when we communicating face to face with other people, there is nonverbal behaviors that provide context clues for the words we use. But, SMS remove those important context clues that can make misunderstandings. For example, we send SMS about the jokes without nonverbal cues can cause frustration.

Second, with the growth of technology, a new “weird” language is born. Such as “lol”, “gws” “tfl”, etc. If there are people who doesn't understand the mean of that language, there will be “language confusion.”

Third, people like choose SMS because the speed. The speed of send SMS is very fast. But, the speed can make a conflict. The speed of instant message which is sent can lead to emotional response you don't necessarily mean. The communicate can decrease our ability to “think before we speak”. Usually, we just send SMS without thinking the mean of our SMS. It can make a conflict to our receiver.

Last, when we have face-to-face interaction with other people, usually we use our mimic to laugh, smile, cry, wink, etc. But, now that habit has been lost. That kind of habit has been changed with symbol combination that make some expressions in SMS that called “emoticons”. Though emoticons are usually used to substitute nonverbal cues, they fall for short of what face-to-face communication can provide.

So, actually people are not prohibited to send SMS to other people. But, there will be much better if we have face to face interaction when we have some conversation with other people. Because, face to face interaction provide many benefits than what SMS provided.

### **THE DISADVANTAGES OF SENDING SMS**

Technology is constantly changing the way we communicate. Some of the changes are positive. However, some of the changes have negatively impact our ability on sending and receiving SMS (short message service). Nowadays, people prefer to send SMS than meet the person face to face. There are some reason why I

said that “sending SMS” habit was negative.

First, when we are communicating face to face with other people, there is nonverbal behaviors that provide context clues for the words we use. But, SMS remove these important context clues that can make misunderstandings.

Second, with the growth of technology, new “weird” language has been born. Such as “wtf”, “wth”, “hbd”, etc. It can cause misunderstandings too if there are people who doesn’t understand the meaning of that kind of language.

Third, is about the speed. People like choose SMS application because the speed of sending SMS is very fast. But, the speed can make some conflicts. The speed of SMS can lead to emotional response you don’t necessarily mean. The “think before we speak” slogan will be lost. Usually, we just send SMS without thinking the meaning of our SMS that can be hurt our receiver’s feel.

Last, when we have face-to-face interaction with other people, we use our mimic to express our feel like laughing, smiling, crying, etc. But, now that kind of habit has been lost because of SMS technology. That habit has been changed with symbol combinations that make some expressions in SMS technology called “emoticons”. Even though , emoticons are usually used to substitute nonverbal cues, they fall short from what face-to-face interaction can provide.

So, the conclusion of my arguments is people actually are not prohibited to send SMS to other people. SMS is part of technology development. So, people are permitted to use SMS technology in their life. But, it will be much better if we have face-to-face interaction when we will have some conversation with other people. Why I said that?? Because, face-to-face interaction provides many benefits that what SMS is provided.

### **Subject 3**

#### **TEXTING? WHY NOT?**

Don’t be surprised if nowadays you see every people around you-from the old one, to the young one, carrying handphone everywhere they go. People who can’t meet with others really need to do this way of communicating, by texting message either video call or the others.

People have many problems with communication, especially time and distant, like or not they will be more depended on their handphone. Why? Because, they do need other way of communicating instead of meet face to face like texting message. Texting is a valuable way of communicating, even if you don’t have time. That way we can communicate well even though we can’t see each other.

Moreover, you can receive the message from your friend or relation quickly. We don’t need to wait to receive message. After you send it, your friend will receive it after a few seconds. Even though it’s just a message but it has some emoticons. We can choose to show our feeling even if we don’t see them face to face.

Furthermore, it is not as plain as it just a text message. You can use the



message to send not only a text, but also pictures, videos, audios, memos and others. Texting message is rather similar with texting using e-mail, but e-mail needs internet connection and not everyone of your friends have e-mail, don't you?

Besides that, the expense for send a text message is very cheap and many communication provider gives bonuses to their user. Of course instead of calling or meet face to face that need expenses a little bit more expensive we choose the cheaper, faster and more efficient one. is that texting a message, especially for students that have less pocket money.

Other reason is that we can text only by speaking to the phone, and the phone will automatically text what we have said. That ability is very useful when we're on the state of emergency, or when we have our hand broken.

However, the main important thing is that we can communicate well with others that far away and we can't meet them. Or when we don't have a time to meet them, we can just text them. If you haven't text yet, you better text right now, it is more efficient and easier way to communicate with other.

### **TEXTING? WHY NOT?**

Don't be surprised if nowadays you see everyone around you from the old one to the young one, carry hand phone everywhere they go. People who can't meet with others really need to do this kind of communicating, by texting message, video call, and the others.

People have many problems with communication, like time and distant, like or not they will be more dependable to this kind of communicating, in this case is hand phone. Why do they need this? Because they need different way of communicating, instead of meeting face to face it is more efficient if you just text them. Texting is a valuable way to communicate, in case if you don't have a time for meeting. That way we can save our time. Moreover, you can receive the message that your friend or relation sent quickly. We don't need to waste our time, waiting for the message to be received, because it just takes a few seconds to receive the message. It is just a message, but it is not as awkward as you think. You can use emoticons to show your feeling.

Furthermore, it is not as plain as contain text because you can send pictures, videos, audios, memos, and the others. Talking about texting, we usually think of e-mail too. But text and e-mail are rather different, because we need internet connection if we want to send e-mail. So it is more efficient if we use text message instead of e-mail.

Besides that, the expense for sending a text message is very cheap and many communication providers give bonuses to their users. Of course we will choose texting rather than calling, because it is cheaper especially students who get less pocket money.

Another reason is the ability of the phone that we can text only by speaking to the phone, and the phone will automatically texting what we have said. That kind of

ability is very useful. Especially when we have our hand broken or we are in a state of emergency.

However, the important thing is that we can communicate well with others that far away from us and we can't meet either don't have a time to meet them directly. If you haven't text yet, you better start text right now. It is easier and more effective ways to communicate with other.

#### **Subject 4**

### **TEXTING**

In this century most of people have smartphone. They use phone to communicate with others. Manner of communicating is by sending someone messages. Texting is more efficient also there is many advantages of texting.

Someone need to be communication with their family, friends, crush and their acquaintance. But sometimes they dont have many time for chatting or interacting by face to face. People may have to school or working, if they are going to meet someone by coming up to their friends home, further they wasting their time. By sending a short message to their friends, it will be more efficient than interacting by face to face. They can texting while working or doing some activities. They will not be bustled to meet someone because by texting they can give information to others.

In spite that texting is need money, but we can spent a few money by texting than interacting by face to face. When you need to meet someone you may going to their office by using public transportation, you will waste your time and money. But when you text them radion signal will deliver your message to your friends, you just have to sit down and waiting for your friends to answer just for a minute.

If you wanted to chat with someone with no much money spend and without spending your time. It is more easy to text them than meet them by face to face.

### **FUN TEXTING**

In this century most people have smartphone. They use phone to communicate with others. There are many ways to communicate, one of the ways is by sending someone messages. Texting is more efficient and also have many advantages.

Someone need to communicate with their families, friends, colleagues, and strangers too. Someone has many activities, people may have to study or work. They don't have time for meet someone else face to face. Evolving of communication technologies help us to communicate with others easier. Someone can call their friends or text them, by sending them short messages they can comunicate with others while doing their activities.

In spite that texting is need money, we only spend a few money to send a text message rather than face to face. If we want to meet someone else we may go to their office by using a public transpportation, it will waste our time and money. But when we text them we just have to sit down and wait their answer for a minute.

Most people prefer to send a message rather than having to meet. The reason



is by sending someone messages we they can't see our expressions, so if we are getting mad with them they would not feeling guilty with us.

When we chatting with strangers, both of us would feel awkward, by sending a messages we can think first what will we say and we will not hurt their feeling because of our words.

It is important to meet someone face to face. If you really want to meet them, make an appointment first by send them a short messages. We can text someone else everytime and everywhere, but we must manage our time. Don't spend a day with texting or chatting, sometimes we can do that but not always, we must do our activities as usual

### **Subject 5**

#### **FINAL EXAMINATION : 3 YEARS OF NOTHING**

The final examination which held in April become hot issue this day. These four sacred days are important to decide the destiny of students. But, in fact, it did not go well. Because of that, the final exams should not be held. Why?

First of all, the three years of study the students had were meaningless. Whether the students are going to graduate or not depends on the only four days for high school and middle schools, and three days for the primary schools. The hardwork students did is totally pointless. We study for 14-16 subjects, but the final exams are just four subject. What a waste of time.

Second, the condition of human body is not always good. The students also might sick in days. Because of that, they can not do the examination properly. They lack of concentration and are going to get bad results. Even the smartest students can not do it well because of the illness.

Moreover, the distribution of the test did not go as well as the expected. There were many broken answer sheets which obviously can not be used. Plus, the distribution was not complete. Many districts had not received the materials when the first day of examination begin. The examination was delayed and many things did not go in order.

According the news, there are many students will not graduate because the unwell-prepared-exams. Again, they had well prepared for doing the final examination next year. But will it better? No one knows it. It might be gone worse because our government needs time.

So, the safest way is not to hold the final examination. The government should not hold it next year. For the sake of the students. The three years of nothing should not happen two times or more.

#### **FINAL EXAMINATION: 3 YEARS OF NOTHING**

Final examination has become a hot issue. It can be considered as a huge fail. The final examination should not be held next year. Why?

First of all, the students' three years of study is meaningless because our

graduation is decided on the only four days of examination. Plus, in fact, we learn 14-16 subjects, but not all of them are included in the final exams. There are only 3 for primary schools, 4 for junior high schools, and 6 for senior high schools.

The condition of human body is not always in a good shape. Even the teachers and parents have told them to keep their health, it can not guarantee the students' health. They might get ill when they do the exams. Even the smartest students can not handle the exams when they are in a bad shape.

The government prepared twenty packets of exams for each subject. The reason was to decrease cheaters and grow the students' confidence. But in fact, there were still many cheaters. Not only the students, but the teachers become the cheaters. They sold the national examination question sheets to students, it means the government's effort to decrease cheaters and grow confidence is zero.

The examination is unwell prepared. The distribution did not go well and the answer sheets were in a low quality. They can break easily. Once it is broken, the students need to change the packet and do another packet of question again. It absolutely brought much disadvantages to students. The distribution did not go well. Many schools had the tests delayed. And again, it brings many disadvantages for students. From the reasons above, we can say that the final exams should not be held.

## **Subject 6**

### **FINAL EXAMINATION**

The final examination is not effective in evaluating students learning abilities. Some people say that final exam only gives burden to the students. Is it right? Government should remove the final exam as the one of the requirements, because of some reasons.

First, the quality and facilities in each school is different. Final exam or national exam is designed for same or nationally standard for all students in Indonesia, this is certainly not fair to school that has lower quality.

Second, the final exam is very unfair if the hard work of the school for 3 or 6 years only specified within 3 until 5 days.

Third, final exam is still ignore the students who are multitalented or have special abilities. The students who have good intelligence potential and abilities may be unlucky when pass the final exam.

Fourth, many fraud and corruption during the final exam, so that the result obtained are not purely of their own students abilities. Many smart students who do not pass the exam, while the less intelligence student who can pass. It is certainly not fair.

Fifth, government fail to manage distribution of final exam in this year. That cause final exam in this year can't work well.

However, Government should change final exam with other way to be the requirement of the student graduation.



### **FINAL EXAM IN INDONESIA: NEEDED OR NOT?**

The final is not effective in evaluating students learning abilities. Some people say that final exam only gives burden to students. Besides government is not serious during final exam implementation. Is it right? Government should remove final exams the one of the requirements, because of some reasons.

First, the qualities and facilities in each school are different, while final exam is designed for the same or nationally standard for all students in Indonesia. This is certainly not fair for a school that has lower quality.

Second, final exam is very unfair if the hard work of the school for 3 or 6 years only specified within 3 until 5 days.

Third, final exam still ignores the students who have special abilities. The students who have good intelligence potential may be unlucky when passing the final exam.

Fourth, many corruptions happen during the final exam, so that result obtained is not purely of their own students abilities. Many smart students often unlucky during pass the final exam. It's certainly not fair.

However, the government should evaluate the final exam in order to final exam in the next period can work well. Or government should change final exam with other ways to be the one of the requirements of the student's graduation.

### **Subject 7**

#### **FINAL EXAM : IS IT ACTUALLY EFFECTIVE?**

National final exam in this country has become one of the many reasons why this country is still under developed. Some might disagree but I will tell some facts about final exam.

First, let's try to look from how much it costs. For each final exam being held, this country needs about one hundred billion rupiahs. For this year (2013) because of the 20 packets of exam problem itself cost five hundred billion rupiahs, that's actually really much for just an exam. But yet the result is not comparable with the amount it costs. Many region in this country have their distribution of final exam undelivered or swapped. Moreover the quality of the paper is quite bad, you could tear it if you use your eraser too hard on it.

Next, if you see it carefully, you can see that the struggle students have made for the last three years will only be decided with a few days of exam. Isn't it illogical? And there is also an accelerated program which permits a student to finish his or her

study earlier than usual. But why should the other needs three years? What are those for?

Now, even if the government prepared twenty packets of exam, the cheating culture in final exam is still being done. In many regions has been reported that cooperation between teacher and students or between student and student is still exist. Means the government's effort to minimalize the cheating rate by preparing 20 packets of exam is useless. Students is not suitable being tested with this kind of exam, especially in Indonesia.

There are why there should be no more final exam for the next year. Besides being not effective, it also costs very much and the result is actually not good.

### **FINAL EXAM: IS IT NECESSARY?**

In the middle of this year, our country, held a national final exam for all school in Indonesia, which was actually the reason why this country is still a developed country. Some might disagree, but now I will to tell you some facts about the final exam.

First, let's try to look from how much it costs. For each final exam being held, this country needs about one hundred billion rupiahs. For this year (2013), because of the 20 packets of exam problem itself costs five hundred billion rupiahs, which was actually very much for just an exam. But yet the result is not comparable with the amount it costs. Many regions in this country have their exam delivery suspended or swapped. Moreover the quality of the paper is quite bad, you could tear it if you used your eraser too hard on it.

Second, if you see it carefully, the struggle students have made for the last three years will only be decided with a few days of exam. Illogical, isn't it? And there is also an accelerated program which permits a student to finish his or her study in two years. Then why should the other need three years? What are those then?

Lastly, the actual reason why the government makes these 20 packets of exam problem is to minimalize the cheating culture in our country. But yet that's also useless because in many people cooperate each other. Which makes everything will just be the same as before. After all Indonesia is not an effective country to hold this kind of exam.

These are why there should be no more final exam for the next year and so on. Besides being not effective, it costs a lot of money and the result isn't actually that good. I myself really hoped the government could think about this case carefully so there won't be any problem regarding the final exam next year. Maybe, so it could be comparable, the government should make a test from the student's three years struggle.

### **Subject 8**



### **TEXTING?SO BORED OR SO FUN?**

In modern age, there are many simple ways to do some activity that mayhard if we do it manually. Example if we will go to our grandfather's house in country maybe but our own house is in downtown, of course it will hard if we go to visit him on foot. But nowadays, inventor has discovered a car to help us make long distance become shorter and easier. Not only in this sector but also inventor has discovered a phone, to make long distance communication become easier because its feature,example texting use SMS (short message service). It can help us to communicate people with other person in long distance. It either doesn't waste our time, because if we send a message to somebody, the message will be sent in some minutes. It is very easy and useful. But everything which has goodness certainly it has badness. So, why the badness has been had by SMS?

Firstly, nowadays every single person certainly have a phone. They use it of course for communicatingtheir relatives or friends. But some people now use it for unimportant things, moreover for teens. Popularly, teens use short message service because it doesn't waste money .They use it for texting some friends or maybe their crush. Of course it waste their time because it is cheap service so they can do it continually. Certainly, the result is they have run out of their precious time which actually they can do some activities which ismore interesting than texting or you can conclude that you waste for nothing.

Then, texting has decrease our interaction with others face to face. Why it happened? Because people thinks why we must meet them if we can do it with easier way? Sorry, it was not totally right. It willright if we don't have much time to visit your friends. But it will be wrong decision if we have much time but we are too lazy to visit them. When this incident do continually, your relationship will break because your friends think that you are a boring person.

So, what advantage are you have got from this? If you hate become lonely, try to avoid texting so much! You have to develop your socialization in many ways. Join a party, gather with everyone, play basketball together, and many more. If you do this advice you won't feel lonely and your life will be more colorful.

### **TEXTING IS FUN? PLEASE READ THIS FIRST!**

Nowadays many kinds of technology has appeared and developed by scientists. Many kinds of technology can make our work and our need become easier to do. For example to make communication, scientists make a cell phone and its feature which can make long distance communication become easier and simpler. One of them is short message service or you can say it SMS. This service has many advantages for us who do not have much time through long distance for sending information. Moreover, the cost for using this service is cheap. Communication isn't hard way to do it. Because its cost is cheap, this service is famous in teens circle. Maybe this service is interesting and fun to do but actually it does not give you advantage sometimes. So I will show you what will you suffer if you too often

texting, maybe this will change way of thinking.

Firstly, texting will be wasting your time for nothing. When you feel texting is a groovy activity, you will do it continually even you forget if much times has gone because of this activity whereas you have many activities to do on this day instead of it.

Second, your achievement will go down because you never study. It is the result if you often texting. You will feel sad, depressed, and many more maybe if you involve weak mentally. As usual your mom will angry to you and even prohibit you using cell phone again.

At last, you will never have a real friend because you just communicate with them indirectly. You will never know who are your real friends. Are they a good person or just act like a good person? There is possibility they will deceive someday.

So what do you get from this argument? SMS does not give you advantage at all. Sometimes, it will be your enemy if you can't control using this feature. It will be better if you can control your eager to use this feature. Try to manage your time wisely. Just use this feature for important needs. Begin to communicate with everyone by face to face for example gather with some friends, join a club, play basketball together and many more. So if you follow this advice, Short Message Service will work in appropriate way.

## **Subject 9**

### **FINAL EXAMINATION SHOULD NOT BE HELD**

The national examination or final examination is final test to receive graduation certificate. The final examination is not effective to evaluating students learning abilities. Final exam only give burden to the students. Government should remove the final examination as the graduation requirement because of good reasons.

First, final exam make many students stressed. It happens because they afraid with final examination. It makes them can't do the final exam perfectly except some students with high intelligence or smart student. Finally they use another way to get highest score.

Second, final exam is one of many ways for student to cheat. If the question is too difficult, usually they will ask to others. It is makes our generation bad. As the consequence, we will get worse generation than the previous generation.

Third, final exam is not a good requirements for students to receive the graduation certificate. Because if the students have a good score from his or her report and he or she got bad marks at the final exam, will he or she not graduate? It is not good for them, they can't continued their study. It makes more unemployment people in this country.

It is clear that government should thinking about deleting the final examination for requirement for student graduation.



### **FINAL EXAMINATION SHOULD NOT BE HELD**

The national examination is a final test to receive graduation certificate. The final examination is not effective to measure students learning abilities. Final exam only makes students depressed. Our government should change the graduation requirement. Because if this happens continuously, it makes our young generation get worse. The government should remove the final exam as the graduation requirement because of these reasons.

First, final exam makes many students get stressed. It happens because they feel afraid against the final exam. They can't do the exam perfectly, as the consequence they may get a bad score for the exam, except some smart students with high intelligence. Finally they use any way to get the highest score.

Second, final exam makes students cheat. If they feel the question is too difficult, usually they will ask others for the answer. It makes our generation seem to fail. As the consequence, our generation will be worse for the next year.

Third, final exam is not a good requirement for students' graduation. If they have a good mark on their report and get a bad result on the final exam, will they not graduate? It is not good for them. Because if they can't continue their study, how about their future? It makes more unemployed people in our country.

However, the current government has failed to manage the distribution of the final exam. A lot of students graduate, but their score is too low to continue to further education. It makes many people think that final examination is not appropriate to become a measurement of student graduation. Maybe our government should think about deleting or changing the final exam for the requirement of student graduation.

### **Subject 10**

#### **FINAL EXAMINATION, ARE YOU READY?**

We often hear a lot of stories and arguments from electronic media or newspapers about final examinations. National or final examinations nowadays become the hot topic in most of the discussions. Mostly discussions about final exams can bring pros or cons for citizens in some country. Actually final examinations can bring benefits or harm for their citizens. It depends on government and their citizens' preparation to do national examinations.

Some students can feel stress and afraid of final examinations. Like in Indonesia, our country, national exams get 60 percent for the graduate indicator. Some people judge that national exams are too hard to do in Indonesia because the quality of education in this country is still low.

Second, final examinations can make students feel unfair because they must study hard 3 years in high school, but the government only gives 4 days to decide if they can graduate or not.

Third and the last is, in Indonesia national exams or final exams are government projects. So if the government is not ready to hold final examinations, it can give

impact to their self. So, other country can think that national exam only indicator and project government to get money. It can adverse Indonesian students who want to get scholarship in other country.

However, the most important to held national exam in some countries is the government must be ready to keep their citizen and their students feel comfort and brave to do national exam.

### **FINAL EXAMINATION**

In this era, we often hear many arguments from news paper or electronic media about National examination or Final examination. Today National examination becomes hot issue in this country (Indonesia). Not only that, final examination also becomes top topic for discussions. The impact from discussion can bring many arguments from citizen, not only pros but also cons. The final examination can bring advantages if the government on that country can manage it well. If the government can not manage it well, national examination can be disadvantages. Some disadvantages from unprepared national examination, such as:

First, some student in that country can feel afraid to do national examination, because many students feel afraid if they don't graduate from their school before. Final examination also can make students feel unfair because in Indonesia, national exam gets sixty percent for graduate qualification, final examination also can decide graduation students in four days. It's not fair because normally we must study three years in senior high school.

Second, final examination can bring students to under pressure level because they want graduate with good mark without study hard. Nowadays many people think that national examination is too hard to do in Indonesia. Because in general our students mindset still low. Indonesia also still have villages with low education. So, if final examination held in Indonesia, some country sides can not be ready to do that, because their education quality still low. In national examination, the standard for the script is the same.

Third and the last is, in Indonesia national exam is project. So if government is not ready to hold final examination it can give impact to our country in a governmental education international perspective. So if national exam fails, it can decrease Indonesia education level in the international level.

However, the most important to hold Final exam is the government must be ready to keep their students feel brave to do national exam. It can realize with their education program. Education program must have the same quality with national examination quality. So I think if it can be held in Indonesia, all disadvantages about education can decrease.

## **Subject 11**

### **CHILDREN INTELLIGENCE**

Nowadays, the popular research said that children under five years have a



golden age. Golden age means in this period, there is intelligence increasing which can help children to absorb more informations than when they grow up after five. In this period children understand everything they learn so fast. Everyone must be know that children love to explore everything. They love to go outside, observing they see, what they hear and what they touch. They love to asking 'why', 'how', and whatever they need to know and nowadays the parents choose to send their child to pre-school. This is the appropriate way to stimulating their child's intelligence earlier. But why it can be the right way?

When you see your child love to exploring something, why don't you use their curiosity for stimulating their intelligence? If They have big curiosity, they will get intelligence stimulate in pre-school. You must be know what the teachers in pre-school do to stimulate intelligence. They make children play indoors or outdoors, the purpose is make the children know their environment, teach how to feel comfortable in new environment. Moreover, the play games like puzzle or others. This game will stimulating their intelligence in a fun way. Why it called fun? It because the children do it happily and don't feel it as a task. So, stimulating their intelligence earlier must be give good results.

Stimulating intelligence is about adaptation. Pre-school knows the education system and it really can help children to do the modern education. Pre-school will do that, it makes children know about their education environment. It can make children feel comfortable when they learn about something.

However, most parents don't know about golden age, although it is really important for children education. So you recommended to send your children to pre-school when they're in the golden age. It can prepare your children's education in their future.

## **GOLDEN AGE**

Nowadays, we often hear 'pre-school', a special school for children under five years, Pre-school help children under five years to stimulate their intelligence. The latest research \* that children under five years have gold intelligence to 'catch' much knowledge from their environment; research said that children under five years have a portrait vision, their eyes \* like a camera, it can catch what they see really fast and save it in their golden memory. And they need some help to appreciation everything what they see, hear, and touch.

Generally, children under five years (it is also called golden age) love to exploration everything, they love to go outside, they have a big and great curiosity, that makes they have a lot of questions in their brain, they love to ask why, how, and what. That's why their age is called 'golden age'. They are able to absorb a lot of information through their five-senses and pre-school can help them to appreciation their curiosity and intelligence.

Some of you may be a busy parent, then have you little time to accompany

your kids to increase their intelligence in their golden age. Let's see, remember that your kids intelligence is really important. And pre-school may be the best choice for you, Pre-school will help your kids to stimulate their golden intelligence. Your kids will study and play some stimulating activity. So, by sending your kids to pre-school \* is the best choice for you as a busy parents.

And people majority choose and recruit human resources who has intelligence at their earliest possible age. Because they who in their earliest age and have a great intelligence are easy to work efficiently and produce maximum result. And it means they need a person who have stimulated their intelligence in their young age. So, you as a parent have to stimulate your kid's intelligence in their golden age. It can prepare their future in this globalization era.

The last why you should stimulate your kid's intelligence in the earlier age is about preparing their education in this globalization era. Globalization education is different from the previous education system. Nowadays, children are required to be independent in their education, but not escape from social side, they must be able \* work together as a team. It must be harder for children now, but it can prepare from now! Stimulating their golden intelligence in their golden age is the best way, but I emphasize again, you can do it by sending your kids to pre-school to share and appreciated their intelligence in their golden age.

So, stimulating your kid's intelligence is one of the important things, isn't it? And the presence of pre-school can help your kids to appreciate what they catch from their environment through their five-sense. If they can be stimulated perfectly, the bright future will wait them. For you as parents, no matter you are a busy parent or not, you are recommended very much to stimulate your kid's intelligence earlier in their golden age and for the best result, send them to pre-school. It can really help your kids to explore their environment and surely, help you as a parent to stimulate them for their bright future.

## **Subject 12**

### **THE FAILED EXAMINATION**

Nowadays final examination become hot issue. Many people think that final examination does not appropriate to become measurement of the student graduation. In fact, the government fails to manage distribution of final examination this year.

Final examination is very important for student in Senior High School to continue into high education. With the best score from the examination, students can accepted in the best university. Students have to prepare themselves, before doing the examination. But nowadays the government fails to manage distribution the final examination task. It is caused students who already prepared to do the task become unprepared again because they feel the task is difficult.

Other facts can caused the final examination is lacks preparation from the participants of final examination (students grade 12). Most of them have not already prepared to join the exam. They usually not prepare the material for UN but they



prepare the question key.

It is clear that the students must be prepared to doing the exam. Don't heed the government problem. The important thing is you must ready with all the facts that will happen in that day.

### **THE FAILED EXAMINATION**

Nowadays final examination becomes hot issue. Many people think that final examination is not appropriate to become measurement the student graduation. In fact, government fails to manage distribution of the final examination this year. Many examination task was delivered late in the packaging.

Final examination is very important for senior student in Elementary School, Junior High School, or Senior High School to resume into high education. Actually many students want to continued the education into the best school. With best score from the examination, students can be accepted in the best university (for Senior High School). For get the best score, they must prepare themselves before doing the examination task. But nowadays government fails to manage the distribution of the final examination task. Not only in Java island, it also fails to manage distribution in other countries offer Java because lack of transportation. It can caused students become not ready again, because they felt the task is difficult, which is caused by the task which is delayed.

Other fact can cause the final examination lacks preparation from the participants of final examination (student grade 12). Most of them has not ready to join the examination. They usually does not prepare the material for UN, but they prepare for the question key. Many students also in the under pressure to get high scores. It can destroy students mental. Besides that the paper for answering the question is bad. If the students not careful to erase the wrong answer, it can damage the paper, and finally they must do the other tasks that the question is different from the previous. It can cause the student stressed and cannot do the examination task as much as possible.

However students must prepared themselves to do the examination task. Don't head the government problem. Be sure with your answer from your brain. Don't mind if your friend give you the question key. The important things you must be ready with all the fact that will happen in that day.

### **Subject 13**

#### **FINAL EXAMINATION**

The national examination is final requirement to receive graduation certificate. The national examination is not effective in evaluation student's learning abilities. National exam only gives burden to the students. Government should remove the national exam as the sole determinant of graduation requirements, because of good reasons.

First, the national examination is not able to map the achievement of

competence or education quality control tested for only three to five days. That is not consistent with the substance of legislation in the area of national education standards.

Second, the national examination is not assessed in accordance with the basic education program, causing nine years counter productive. Law on National Education system states that basic education is elementary and junior high school so not appropriate to apply in the national examination for high school too.

Third, the national examination to ignore intelligence, potential and abilities of students who are multi level and ignore the advantages and special abilities.

Education is directed to developing attitudes and skills child's, personality, talents, mental and physical abilities to achieve their optimum potential. Therefore the government should evaluate and improve the quality of education in Indonesia.

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Third, the national examination ignores intelligence, potential, abilities of students who are multi level have advantages and special abilities. In practice, the implementation of the final examination not be good, because we still find leaks matter in public, so this can lead to an answer key mafia disturbing the public.

Finally, national examination has made a lot of the increasing load. Starting from the preparation of students with a variety of additional tutoring, parents prepare materials to support his sons, the school with a variety of enrichment and final examination trials, and the government by providing subject matter for examination.

Education is directed to develop attitudes and skills, child's personalities, talent, mental, and physical abilities to achieve their optimum potential. Therefore the government should evaluate and improve the quality of education in Indonesia.

### **Subject 14**

#### **FINAL EXAMINATION SHOULD NOT BE HELD**

In fact, the final/national examination is an important thing to decide students' graduation, to follow further education. National examination is a things that is



considered unfair. In my opinion final examination shouldn't be held because of some reasons.

First, the essence of education is a long process of evaluation and assessment of student in the 3 years, has no significance in determining the graduation of student, and only defeated by the final examination carried out in a matter of 3-5 days.

Second, the state can be a disadvantage, because control of the test is not intensive, especially in relation to the use of estimation. It is proved in 2013, the implementation of the test spends 600 billion rupiahs, without real explanation.

Third, the implementation of final is not good, because we still find answer key mafia. Although this year the government gives 20 type matters, it is useless.

Fourth, in this year of final examination the government gives 20 type matters and every matter is different, but the government fails to manage the distribution of final examination this year. In 11 provinces in this year final examination is delayed, because the printing office can't accomplish the matter to finish in time.

With some of the facts above, I think the government should not hold the national examination. Criteria of student graduation should be determined by the teacher/ school by including a factor of year, ethic/ morality.

### **FINAL EXAMINATION SHOULD NOT BE HELD**

In fact, final examination is more important to decide students graduation, to follow further education. National examination is a problem every year, every human is talking about it. Because of some things that are considered unfair. In my opinion final examination should not be held because there are some things that national examination has wedge effects.

First, the essence of education is a long process of evaluation and assessment of students in 3 (three) years, it has no significance in determining the graduation of students, and is only defeated by the final examination. Schools and educators play a major role in educating their original students in the knowledge, ethics and morals, but now incline to teach how to pass the examination.

Second, the state can be in a disadvantage, because control of the test is not done intensively, especially in relation to the use of estimation. It is proved in 2013 the implementation of a test spend 600 billion rupiahs, without real explanation.

Third, National Examination only takes a cognitive aspect while in education there are three aspects, Cognitive, Affective and Psychomotor. But in fact, UN just takes one aspect. The other aspects are not examined in UN. How come it is happened? In the school, the students study several subjects. But in UN the students are only tested on Indonesian Language, English, Math and Science. Then the fourth subject is a determination of students. They pass or not on their education. It sounds strange but that is the fact that we faced nowadays.

Fourth, Is UN activity honest? It is a public secret that there are so many play fouls during the examination. The school cheats the rule. It became dishonest.

Many students cheat during the exam. Many teachers give the answer to the students. Finally, UN is the government policy. The government should abolish UN. Un only give bad effects to everyone. If it still happens and to be the only criteria in passing the students, It will always be a big problem.

With some facts above, i think the goverment should not have held the national examination. Criteria of student graduation should be determined by teacher/school achievement by including factor for 3 years.





## Appendix 2 : Types of error in the pre-test

No	Sentences That Contain Errors	Page	Type Of Errors				Corrections
			Om	Ad	Mf	Md	
1.	Most of the victims are <u>woman</u> .	S1,L1			√		Most of the victims are <u>women</u> .
2.	<u>It happened</u>	S1, L2			√		<u>It happens</u>
3.	Because <u>woman</u> do not dress up appropriately.	S1,L2			√		Because the <u>women</u> do not dress up appropriately.
4.	Because *woman do not dress up appropriately	S1,L2	√				Because <u>the</u> women do not dress up appropriately.
5.	A lot of <u>woman</u> who wear skimpy clothes	S1, L3			√		A lot of <u>women</u> who wear skimpy clothes
6.	Because in *senior high school most woman do not dress up appropriately.	S1, L5	√				Because in the senior high school, most women do not dress up in an appropriate way.
7.	Because in the senior high school most <u>woman</u> do not dress up appropriately.	S1,L5			√		Because in the senior high school most <u>women</u> do not dress up appropriately.
8.	Five from seven <u>woman</u> are victims of sexual abuse	S1, L6			√		Five from seven <u>women</u> are victims of sexual abuse
9.	In America most women wear skimpy clothes that can invite <u>to</u> lust,	S1,L7		√			In America most women wear skimpy clothes that can invite* lust,
10.	Many <u>child</u> under ten years have been watching a porn movie especially man people,	S1,L9			√		Many <u>children</u> under ten years have been watching a porn movie especially man
11.	Many child under ten years have been watching a porn movie especially <u>men</u> people,	S1,L9		√			Many children under ten years have been watching a porn movie especially <u>men</u>
12.	When he <u>look</u> at some woman who wear skimpy clothes	S1,L10			√		When he <u>looks</u> at some women who wear skimpy clothes
13.	He <u>want</u> to practice what he sees.	S1,L11			√		He <u>wants</u> to practice what he sees.
14.	However, what is the important thing from dressing in an	S1, L 12	√				However, what is the important thing from dressing in an appropriate

	appropriate way especially *woman?					way especially <u>for</u> woman?
15.	In most schools *students should dress appropriately	S1,L14	√			In most schools <u>the</u> students should dress appropriately
16.	Some of the changes <u>is</u> positive.	S2,L1			√	Some of the changes <u>are</u> positive.
17.	However, some of the changes have <u>negatively impacted</u> .	S2,L2			√	However, some of the changes have <u>negative impact</u>
18.	There are some <u>reason</u> why I say that “sending SMS” habit was negative.	S2,L4	√			There are some <u>reasons</u> why I say that “sending SMS” habit is negative.
19.	There are some reason why I say that “sending SMS” habit <u>was</u> negative.	S2,L4			√	There are some reasons why I say that “sending SMS” habit <u>is</u> negative.
20.	First, when we <u>communicating</u> face to face with other people	S2,L5			√	First, when we <u>communicate</u> face to face with other people
21.	There is nonverbal <u>behaviors</u> that provide context clues for the words we use.	S2,L6		√		There is nonverbal <u>behavior</u> that provide context clues for the words we use.
22.	But, SMS <u>remove</u> those important context clues	S2,L6			√	But, SMS <u>removes</u> those important context clues
23.	If there are people who <u>doesn't</u> understand the mean of that language	S2,L10				If there are people who <u>don't</u> understand the meaning of that language
24.	People <u>like use</u> SMS because the speed	S2,L12		√		People <u>like</u> SMS because of the speed
25.	People like use SMS because * the speed	S2,L12	√			People like SMS because of the speed
26.	The speed of <u>send</u> SMS is very fast.	S2,L12			√	The speed of <u>sending</u> SMS is very fast.
27.	The <u>communicate</u> can decrease our ability to “think before we speak”.	S2,L14			√	The <u>communication</u> can decrease our ability to “think before we speak”.
28.	Usually, we just send SMS without thinking the <u>mean</u> of our SMS.	S2,L15			√	Usually, we just send SMS without thinking the <u>meaning</u> of our SMS.
29.	Now, that habit <u>has been lost</u>	S2,L18			√	Now, that habit <u>has lost</u>
30.	Symbol combination that <u>make</u> some expressions in SMS that called “emoticons”.	S2,L18			√	Symbol combination that <u>makes</u> some expressions in SMS that called “emoticons”.
31.	They fall <u>for</u> short of	S2,L19	√			They fall *short of what



	what face-to-face communication can provide.					face-to-face communication can provide.
32.	Because, face to face interaction <u>provide</u> more benefits than what SMS provided.	S2,L23		√		Because, face to face interaction <u>provides</u> more benefits than what SMS is provided.
33.	Because, face to face interaction provide many benefits than what SMS * provided.	S2,L23	√			Because, face to face interaction provides many benefits than what SMS is provided.
34.	People have many problems with communication, especially time and <u>distant</u> .	S3,L4		√		People have many problems with communication, especially time and <u>distance</u> .
35.	Like * or not they will be more depended on their handphone.	S3,L4	√			Like <u>it</u> or not they will be depended more on their handphone.
36.	Like or not they will be <u>more depended</u> on their handphone.	S3,L4			√	Like it or not they will be <u>depended more</u> on their handphone.
37.	Why? Because, they <u>do need</u> other way of communicating instead of meet face to face like texting message.	S3,L5		√		Why? Because, they <u>need</u> other way of communicating instead of meeting face to face like texting messages
38.	Why? Because, they do need other way of communicating instead of <u>meet</u> face to face like texting message.	S3,L5		√		Why? Because, they need other way of communicating instead of <u>meeting</u> face to face like texting messages.
39.	Why? Because, they do need other way of communicating instead of meet face to face like <u>texting message</u> .	S3,L5	√			Why? Because, they need other way of communicating instead of meeting face to face like <u>texting messages</u> .
40.	<u>Even though</u> it's just a message but it has some emoticons.	S3,L9		√		*It's just a message but it has some emoticons.
41.	Not everyone of your friends <u>have</u> e-mail, don't you?	S3L14		√		Not everyone of your friends <u>has</u> e-mail, don't you?
42.	Besides that, the expense for <u>send</u> a text message is very cheap and	S3,L15		√		Besides that, the expense for <u>sending</u> a text message is very cheap and
43.	Many communication provider <u>gives</u> bonuses to their user.	S3,L16		√		Many communication providers <u>give</u> bonuses to their user.

44.	Of course instead of calling or <u>meet</u> face to face that need expenses a little bit more expensive we choose the cheaper,	S3,L16		√		Of course instead of calling or <u>meeting</u> face to face that needs expenses a little bit more expensive we choose the cheaper,
45.	Of course instead of calling or met face to face that <u>need</u> expenses a little bit more expensive we choose the cheaper,	S3,L16		√		Of course instead f calling or meeting face to face that <u>needs</u> expenses a little bit more expensive we choose the cheaper,
46.	Is that texting a message, especially for students that have less pocket money.	S3,L17			√	<u>That is</u> texting a message, especially for students that have less pocket money.
47.	<u>Other reason</u> is that we can text only by speaking to the phone	S3,L19	√			<u>Another reason</u> is that we can text only by speaking to the phone
48.	In this century most of people have smartphone	S4,L1		√		In this century most * people have smartphone
49.	There <u>is</u> many advantages of texting.	S4,L3		√		There <u>are</u> many advantages of texting.
50.	Someone <u>need</u> to be communication with their family, friends, crush and their acquaintance.	S4,L4		√		Someone <u>needs</u> to communicate with their family, friends, crush and their acquaintance.
51.	Someone need to <u>be</u> communication with their family, friends, crush and their acquaintance.	S4,L4		√		Someone needs to * communicate with their family, friends, crush and their acquaintance.
52.	Someone need to be <u>communication</u> with their family, friends, crush and their acquaintance.	S4,L4		√		Someone needs to <u>communicate</u> with their family, friends, crush and their acquaintance.
53.	But sometimes they dont have many time for <u>chatting</u> or interacting by face to face.	S4,L5		√		But sometimes they dont have <u>much</u> time for chatting or interacting face to face.
54.	But sometimes they dont have many time for <u>chatting</u> or interacting <u>by</u> face to face.	S4,L5		√		But sometimes they dont have much time for <u>chatting</u> or interacting * face to face.
55.	People may have to <u>school</u> or working	S4,L6		√		People may have to <u>study</u> or work



56.	They <u>wasting</u> their time.	S4,L7		√		They <u>waste</u> their time.
57.	It will be more efficient than interacting <u>by</u> face to face.	S4,L8		√		It will be more efficient than interacting * face to face.
58.	They can <u>texting</u> while working or doing some activities.	S4,L9		√		They can <u>text</u> while working or doing some activities.
59.	But we can <u>spent</u> a few money by <u>texting</u> than interacting by face to face.	S4,L12		√		But we can <u>spend</u> a few money by <u>texting</u> than interacting face to face.
60.	But we can spent a few money by <u>texting</u> than interacting <u>by</u> face to face.	S4,L12		√		But we can spend a few money by <u>texting</u> than interacting * face to face.
61.	When you need to meet someone you may <u>going</u> to their office by using public transportation,	S4,L13		√		When you need to meet someone you may <u>go</u> to their office by using public transportation
62.	You just have to sit down and <u>waiting</u> for your friends to answer just for a minute.	S4,L15		√		You just have to sit down and <u>wait</u> for your friends to answer just for a minute
63.	If you <u>wanted</u> to chat with someone with no much money spend and without spending your time.	S4,L17		√		If you <u>want</u> to chat with someone with no much money to spend and without spending your time.
64.	It is <u>more easy</u> to text them than meet them by face to face.	S4,L18		√		It is <u>easier</u> to text them than meet them by face to face.
65.	The final examination which * held in April become hot issue this day.	S5,L1	√			The final examination which <u>is</u> held in April become hot issue this day.
66.	The final exams are just four <u>subject</u>	S5,L7	√			The final exams are just four <u>subjects</u>
67.	The students also might * sick in days.	S5,L8	√			The students also might <u>be</u> sick in days.
68.	They * lack of concentration and are going to get bad results.	S5,L9	√			They are lack concentration and are going to get bad results.
69.	They lack of concentration and are going to get bad results.	S5,L9	√			They are lack * concentration and are going to get bad results.
70.	Many districts had not received the materials when the first day of examination <u>begin</u> .	S5,L14		√		Many districts had not received the materials when the first day of examination <u>began</u> .

71.	According * the news, there are many students will not graduate	S5,L16	√			According <u>to</u> the news, there are many students will not graduate
72.	They <u>had</u> well prepared for doing the final examination next year.	S5,L17			√	They <u>have</u> well prepared for doing the final examination next year.
73.	But will it * better?	S5,18	√			But will it <u>be</u> better?
74.	Some people <u>says</u> that final exam only gives burden to the students.	S6,L1			√	Some people <u>say</u> that final exam only gives burden to the students.
75.	First, the <u>quality</u> and facilities in each school is different.	S6,L4			√	First, the <u>qualities</u> and facilities in each school are different.
76.	First, the quality and facilities in each school <u>is</u> different.	S6,L4			√	First, the qualities and facilities in each school <u>are</u> different.
77.	Final exam or national exam is designed for * same or nationally standard for all students in Indonesia	S6,L4	√			Final exam or national exam is designed for <u>the</u> same or nationally standard for all students in Indonesia
78.	This is certainly not fair <u>to</u> school that has lower quality.	S6,L5			√	This is certainly not fair <u>for</u> a school that has lower quality.
79.	This is certainly not fair to * school that has lower quality.	S6,L5	√			This is certainly not fair for <u>a</u> school that has lower quality.
80.	If the hard work of the school for 3 or 6 * years only specified within 3 until 5 days.	S6,L7	√			If the hard work of the school for 3 or 6 years <u>is</u> only specified within 3 until 5 days.
81.	Third, final exam is still <u>ignore</u> the students who are multitalented or have special abilities.	S6,L9			√	Third, final exam still <u>ignores</u> the students who are multitalented or have special abilities.
82.	May be unlucky when <u>pass</u> the final exam.	S6,L10			√	May be unlucky when <u>passing</u> the final exam.
83.	Fourth, many fraud and corruption * during the final exam.	S6,L11	√			Fourth, many fraud and corruption <u>happened</u> during the final exam
84.	Many smart students <u>who</u> do not pass the exam, while the less intelligence student <u>who</u> can pass.	S6,L12			√	Many smart students * do not pass the exam, while the less intelligence students * can pass.
85.	Fifth, government <u>fail</u> to manage distribution of final exam in this year.	S6,L14			√	Fifth, government <u>fails</u> to manage distribution of final exam in this year.
86.	That <u>cause</u> final exam	S6,L14			√	That <u>causes</u> the final exam



	in this year can't work well.					in this year can't work well.
87.	That cause * final exam in this year can't work well.	S6,L14	√			That causes <u>the</u> final exam in this year can't work well.
88.	However, Government should change final exam with other way to be the requirement of the student graduation.	S6,L16	√			However, Government should change final exam with other ways to be the requirement of the student graduation.
89.	Many <u>region</u> in this country have their distribution of final exam undelivered or swapped.	S7,L6	√			Many <u>regions</u> in this country have their distribution of final exam undelivered or swapped.
90.	In many regions * has been reported	S7,L14	√			In many regions <u>it</u> has been reported
91.	Cooperation between teacher and students or between student and student <u>is</u> still exist.	S7,L 14		√		cooperation between teacher and students or between student and student * still exist.
92.	* Means the government's effort to minimalize the cheating rate by preparing 20 packets of exam is useless.	S7,L15	√			<u>It</u> means the government's effort to minimalize the cheating rate by preparing 20 packets of exam is useless.
93.	Students <u>is</u> not suitable being tested with this kind of exam, especially in Indonesia	S7,L16			√	Students <u>are</u> not suitable being tested with this kind of exam, especially in Indonesia
94.	In modern age, there are many simple ways to do some activity that may * hard if we do it manually.	S8,L1	√			In modern age, there are many simple ways to do some activities that may <u>be</u> hard if we do it manually.
95.	* Example if we will go to our grandfather's house in country	S8,L2	√			<u>For</u> example if we will go to our grandfather's house in the country
96.	Of course it will * hard if we go to visit him on foot.	S8,L3	√			Of course it will <u>be</u> hard if we go to visit him on foot.
97.	* Inventor has discovered a car to help us make long distance become shorter and easier.	S8,L3	√			<u>The</u> inventor has discovered a car to help us make long distance shorter and easier.
98.	To make long distance communication <u>become</u> easier because its	S8,L5		√		To make long distance communication * easier because its feature

	feature					
99.	* example texting use SMS (short message service).	S8,L6	√			For example texting using SMS (short message service).
100.	Example texting use SMS (short message service).	S8,L6		√		For example texting using SMS (short message service).
101.	It can help us to communicate people with other person in long distance.	S8,L6	√			It can help us to communicate people with other persons in long distance.
102.	Firstly, nowadays every single person certainly have a phone.	S8,L10		√		Firstly, nowadays every single person certainly has a phone.
103.	They use it of course for communicating * their relatives or friends.	S8,L10	√			They use it of course for communicating with their relatives or friends.
104.	Of course it waste their time	S8,L12		√		Of course it wastes their time
105.	Because it is * cheap service so they can do it continually.	S8,L12	√			Because it is a cheap service so they can do it continually.
106.	They can do some activities which is more interesting than texting	S8,L13		√		They can do some activities which are more interesting than texting
107.	Then, texting has decrease our interaction with others face to face.	S8,L16		√		Then, texting decreases our interaction with others face to face.
108.	Because people thinks why we must meet them if we can do it with easier way?	S8,L17		√		Because people think why we must meet them if we can do it with easier way?
109.	It will * right	S8,L18	√			It will be right
110.	But it will be * wrong decision	S8,L18	√			But it will be a wrong decision
111.	So, what the advantage are you have got from this?	S8,L21		√		So, what the advantages do you get from this?
112.	If you hate * become lonely	S8,L21	√			If you hate to become lonely
113.	The national examination or final examination is * final test to receive graduation certificate.	S9,L1	√			The national examination or final examination is a final test to receive graduation certificate.
114.	The final examination is not effective to evaluating students learning abilities.	S9,L2		√		The final examination is not effective to evaluate students learning abilities.



115.	Final exam only <u>give</u> burden to the students.	S9,L2		√		Final exam only <u>gives</u> burden to the students.
116.	First, final exam <u>make</u> many students stressed.	S9,L5		√		First, final exam <u>makes</u> many students stressed.
117.	It happens because they * <u>afraid</u> with final examination.	S9,L5	√			It happens because they <u>are</u> afraid with final examination.
118.	It makes them <u>can't</u> do the final exam perfectly	S9,L6		√		It makes them * not do the final exam perfectly
119.	Except some students with high intelligence or smart <u>student</u> .	S9,L6	√			Except some students with high intelligence or smart <u>students</u> .
120.	Finally they use another way to get * highest score.	S9,L7	√			Finally they use another way to get <u>the</u> highest score.
121.	It <u>is</u> makes our generation bad.	S9,L9		√		It * makes our generation bad.
122.	Third, final exam is not <u>a</u> good requirements	S9,L11		√		Third, final exam is not * good requirements
123.	It is not good for them, they can't <u>continued</u> their study.	S9,L13		√		It is not good for them, they can't <u>continue</u> their study.
124.	It is clear that government should <u>thinking</u> about deleting the final examination	S9,L15		√		It is clear that government should <u>think</u> about deleting the final examination
125.	We often hear * lot of stories and argument from electronic media or news paper about final examination.	S10,L1	√			We often hear a lot of stories and arguments from electronic media or news paper about final examination.
126.	We often hear lot of stories and <u>argument</u> from electronic media or news paper about final examination.	S10,L1	√			We often hear a lot of stories and <u>arguments</u> from electronic media or news paper about final examination.
127.	National or final examination nowadays becomes the hot topic in most of <u>discussions</u> .	S10,L2		√		National or final examination nowadays becomes the hot topic in most * discussions.
128.	Mostly discussions about final exam can bring pros or cons for citizen in <u>some country</u> .	S10,L3	√			Mostly discussions about final exam can bring pros or cons for citizen in some <u>countries</u> .
129.	It <u>depend</u> on government and their citizen preparation to do national examination.	S10,L4		√		It <u>depends</u> on the government and their citizen preparation to do national examination.
130.	It depend on * government and their	S10,L4	√			It depends on the government and their

	citizen preparation to do national examination.					citizen preparation to do national examination.
131.	Some students can feel <u>stress</u> and afraid to do final examination.	S10,L6		√		Some students can feel <u>stressed</u> and afraid to do the final examination.
132.	Some students can feel stress and afraid to do * final examination.	S10,L6	√			Some students can feel stressed and afraid to do <u>the</u> final examination.
133.	Like in Indonesia, our country, national exam <u>get</u> 60 percent for graduate indicator.	S10,L6		√		Like in Indonesia, our country, national exam <u>gets</u> 60 percent for graduate indicator.
134.	Some person <u>judge</u> that national exam is too hard to do in Indonesia.	S10,L7		√		Some person <u>judges</u> that national exam is too hard to do in Indonesia.
135.	Because the quality from this country education * still low.	S10,L8	√			Because the quality from this country education <u>is</u> still low.
136.	So if the government * not ready to held final examination	S10,L10	√			So if the government <u>is</u> not ready to held final examination
137.	So if the government not ready to <u>held</u> final examination	S10,L10		√		So if the government <u>is</u> not ready to <u>hold</u> final examination
138.	It <u>is</u> can give impact to their self.	S10,L10		√		It * can give impact to themselves.
139.	It is can give impact to <u>their</u> self.	S10,L10		√		It can give impact to <u>themselves</u>
140.	So, other <u>country</u> can think that national exam only indicator and project government to get money.	S10,L11	√			So, other <u>countries</u> can think that national exam is only an indicator and government project to get money.
141.	So, other country can think that national exam * only indicator and project government to get money.	S10,L11	√			So, other countries can think that national exam <u>is</u> only an indicator and government project to get money.
142.	So, other country can think that national exam only * indicator and project government to get money.	S10,L11	√			So, other countries can think that national exam is only <u>an</u> indicator and government project to get money.
143.	So, other country can think that national exam only indicator and <u>project government</u> to get money.	S10,L11		√		So, other countries can think that national exam is only an indicator and <u>government project</u> to get money.
144.	However, the most important * to held	S10,L13	√			However, the most important <u>things</u> to hold



	national exam in some countries is					national exam in some countries is
145.	However, the most important to held national exam in some countries is	S10,L13		√		However, the most important things to hold national exam in some countries is
146.	The government must be ready to keep their citizen and their students feel <u>comfort</u> and brave to do national exam.	S10,L13		√		The government must be ready to keep their citizen and their students feel <u>comfortable</u> and brave to do national exam.
147.	There is intelligence increasing which can help children to absorb more informations than when they grow up after five.	S11,L2		√		There is intelligence increasing which can help children to absorb more information than when they grow up after five.
148.	Everyone must <u>be</u> know that children love to explore everything.	S11,L4		√		Everyone must * know that children love to explore everything.
149.	They love to go outside, <u>observing</u> they see, what they hear and what they touch.	S11,L5		√		They love to go outside, <u>observe</u> what they see, what they hear and what they touch.
150.	They love to go outside, observing * they see, what they hear and what they touch.	S11,L5	√			They love to go outside, observe <u>what</u> they see, what they hear and what they touch.
151.	They love to <u>asking</u> 'why', 'how', and whatever they feel need to know	S11,L5		√		They love to <u>ask</u> 'why', 'how', and whatever they need to know
152.	They love to asking 'why', 'how', and whatever they <u>feel</u> need to know	S11,L5		√		They love to ask 'why', 'how', and whatever they * need to know
153.	This is the appropriate way to <u>stimulating</u> their child's intelligence earlier.	S11,L7		√		This is the appropriate way to <u>stimulate</u> their child's intelligence earlier.
154.	When you see your child love to <u>exploring</u> something	S11,L9		√		When you see your child love to <u>explore</u> something
155.	If they have big curiosity, and they will get intelligence <u>stimulate</u> in pre-school.	S11,L10		√		They have big curiosity, and they will get intelligence <u>stimulus</u> in pre-school.
156.	You must <u>be</u> know what the teachers in pre-	S11,L11		√		You must * know what the teachers in pre-school

	school do to stimulate intelligence.					do to stimulate intelligence.
157.	the purpose is * make the children know their environment, teach how to feel comfort in new environment.	S11,L12	√			The purpose is <u>to</u> make the children know their environment, teach how to feel comfort in new environment.
158.	This game will <u>stimulating</u> their intelligence in a fun way.	S11,L14			√	This game will <u>stimulate</u> their intelligence in a fun way.
159.	Why * it called fun?	S11,L14	√			Why <u>is</u> it called fun?
160	It * because the children do it happily and don't feel it as a task.	S11,L15	√			It <u>is</u> because the children do it happily and don't feel it as a task.
161	So, stimulating their intelligence earlier must <u>be</u> give good results.	S11,L15			√	So, stimulating their intelligence earlier must * give good results.
162	So you * recommended to send your children to pre-school	S11,L22	√			So you <u>are</u> recommended to send your children to pre-school
163.	Nowadays final examination <u>become</u> hot issue.	S12,L1			√	Nowadays final examination <u>becomes</u> a hot issue.
164.	Nowadays final examination become * hot issue.	S12,L	√			Nowadays final examination becomes <u>a</u> hot issue.
165.	Many people think that final examination <u>does</u> not appropriate to become measurement of the student graduation.	S12,L1			√	Many people think that final examination <u>is</u> not appropriate to become measurement for the student graduation.
166.	Many people think that final examination does not appropriate to become measurement <u>of</u> the student graduation.	S12,L1			√	Many people think that final examination is not appropriate to become measurement <u>for</u> the student graduation.
167.	With the best score from the examination, students can * accepted in the best university.	S12,L5	√			With the best score from the examination, students can <u>be</u> accepted in the best university.
168.	It <u>is</u> caused students who already prepared to do the task	S12,L7			√	It * caused students who have already prepared to do the task
169.	It is caused students who * already prepared to do the task	S12,L7			√	It caused students who have already prepared to do the task
170.	Other facts can <u>caused</u> the final examination is lacks preparation from	S12,L9			√	Other facts can <u>cause</u> the final examination lacks preparation from the



	the participants of final examination					participants of final examination
171.	Other facts can caused the final examination is lacks preparation from the participants of final examination	S12,L9	√			Other facts can cause the final examination * lacks preparation from the participants of final examination
172.	They usually * not prepare the material for UN.	S12,L11	√			They usually do not prepare the material for UN
173.	It is clear that the students must be prepared to <u>doing</u> the exam.	S12,L12			√	It is clear that the students must be prepared to <u>do</u> the exam.
174.	The important thing is you must * ready with all the facts	S12,L13	√			The important thing is you must <u>be</u> ready with all the facts
175.	The national examination is * final requirement to receive graduation certificate.	S13,L1	√			The national examination is <u>a</u> final requirement to receive graduation certificate.
177.	So * not appropriate to apply in the national examination for high school too.	S13,L10	√			So <u>it is</u> not appropriate to be applied in the national examination for high school too.
178.	So not appropriate to * apply in the national examination for high school too.	S13,L10			√	So it is not appropriate to <u>be applied</u> in the national examination for high school too.
179.	Third, the national examination <u>to</u> ignore intelligence	S13,L12		√		Third, the national examination * <u>ignores</u> intelligence
180.	Education is directed to <u>developing</u> attitudes and skills child's, personality, talents, mental and physical abilities to achieve their optimum potential.	S13,L14			√	Education is directed to <u>develop</u> attitudes and child's skills, personalities, talents, mental and physical abilities to achieve their optimum potential.
181.	Education is directed to developing attitudes and <u>skills</u> child's, personality, talents, mental and physical abilities to achieve their optimum potential.	S13,L14			√	Education is directed to develop attitudes and <u>child's</u> skills, personalities, talents, mental and physical abilities to achieve their optimum potential.
182.	Education is directed to developing attitudes and skill child's, <u>personality</u> , talents, mental and physical	S13,L14	√			Education is directed to developing attitudes and child's skills, <u>personalities</u> , talents, mental and physical

	abilities to achieve their optimum potential.						abilities to achieve their optimum potential.
183.	National examination is a <u>things</u> that is considered unfair.	S14,L2	√				National examination is a <u>thing</u> that is considered unfair.
184.	Second, the state can be * a disadvantage	S14,L7	√				Second, the state can be in a disadvantage
185.	Because * control of the test is not intensive	S14,L7	√				Because <u>the</u> control of the test is not intensive
186.	The implementation of final is not <u>be</u> good	S14,L10		√			The implementation of final is not * good
187.	It * useless	S14,L11	√				It <u>is</u> useless
188.	In 11 <u>province</u> in this year final examination is delay	S14,L14	√				In 11 <u>provinces</u> in this year final examination is delayed
189.	In 11 province in this year final examination is <u>delay</u>	S14,L14			√		In 11 provinces in this year final examination is <u>delayed</u>
190.	With some of * facts above	S14,L16	√				With some of the facts above

## Appendix 2 : Types of error in the post-test

No	Sentences That Contain Errors	Page	Type Of Errors				
			Om	Ad	Mf	Md	
1.	The value system that places women	S1,L1			√		The value syste



	<u>weak</u> and lower than men,						lower than men
2.	Women * still viewed as second class citizens	S1,L3	√				Women <u>are</u> still
3.	Lately, there * many cases related to sexual abuse.	S1, L4	√				Lately, there <u>are</u> abuse.
5.	Now, a lot * a women who wear skimpy clothes,	S1,L8	√				Now, a lot of <u>w</u>
6.	Now, a lot a women who wear skimpy clothes,			√			Now, a lot of *
7.	In senior high school there are 50% until 70% * have done free sex	S1,L10	√				In senior high s <u>students</u> have d
8.	There are most women do not dress up in * appropriate way.	S1,L11	√				There are most appropriate wa
9.	In Surabaya city five from eight women * victims of sexual abuse	S1,L11	√				In Surabaya cit victims of sexu
10.	The woman <u>rape</u> until they can't continue their study.	S1,L12			√		The woman <u>we</u> their study.
11.	Many children under ten years <u>have</u> watching a porn movie	S1,L14			√		Many children <u>watching</u> a por
12.	However,some of the changes have <u>negatively</u> impact our ability	S2,l1			√		However, some impact from ou
13.	There are some <u>reason</u> why I said that "sending SMS" habit was negative.	S2,L4	√				There are some SMS" habit wa
14.	There are nonverbal <u>behaviors</u>	S2, L6		√			There are nonv
15.	If there are people who <u>doesn't</u> understand the meaning.	S2,L9			√		If there are peo meaning
16.	People <u>like</u> choose SMS application	S2,L11		√			People * choos
17.	Usually, we just send SMS without thinking the meaning of our SMS that can <u>be</u> hurt our receiver's feel.	S2,L15		√			Usually, we jus meaning of our feeling.
18.	Usually, we just send SMS without thinking the meaning of our SMS that can be hurt our receiver's <u>feel</u> .	S2,L15			√		Usually, we jus meaning of our feeling.
19.	We use our mimic to express our <u>feel</u> like laughing, smiling, crying, etc.	S2,17			√		We use our mim laughing, smili
20.	SMS is * part of technology development.	S2,L24	√				SMS is a part o
21.	<u>Carry</u> hand phone everywhere they go.	S3, L2			√		<u>Carrying</u> hand
22.	People have many problems with communication, like time and <u>distant</u> ,	S3, L4			√		People have ma like time and d
23.	Like * or not they will be more dependable to this kind of communicating,	S3,L4	√				Like it or not p this kind of cor
24.	Like or not they will be more dependable to this kind of communicating	S3,L4			√		Like it or not th kind of <u>commu</u>
25.	It is not as plain as <u>contain</u> text	S3,L13			√		It is not as plain
26.	If we want to send * e-mail.	S3,L15	√				If we want to s
27.	Because it is cheaper especially * students who <u>get</u> less pocket money.	S3,L19	√				Because it is ch get less pocket
28.	The phone will automatically <u>texting</u>	S3,L21			√		The phone will

	what we have said.					said.
29.	We can communicate well with others that far * away from us	S3,L23	√			We can commu away from us
30.	If you <u>haven't</u> text yet, you better start text right now.	S3,L24		√		If you <u>haven't</u> t right now.
31.	If you haven't text yet, you <u>better</u> start <u>text</u> right now.	S3,L24		√		If you haven't t right now.
32.	If you haven't text yet, you better <u>start</u> text right now.	S3,L24		√		If you haven't t right now.
33.	It is easier and more effective ways to communicate with <u>other</u> .	S3,L24	√			It is easier and communicate v
34.	They use <u>phone</u> to communicate with others.	S4,L1	√			They use phon
35.	Texting is more efficient and also <u>have</u> many advantages	S4,L3		√		Texting is more advantages
36.	Someone <u>need</u> to comunicate with their families, friends, colleagues, and strangers too.	S4,L4		√		Someone <u>needs</u> friends, collegu
37.	They don't have time for <u>meet</u> someone else face to face.	S4,L 5		√		They don't hav face to face.
38.	Evolving of communication technologies <u>help</u> us to comunicate with others easier	S4,L6		√		Evolving of com to comunicate v
39.	In spite of * texting is need money,	S4, L9	√			In spite <u>the</u> fact
40.	In spite of texting <u>is need</u> money,	S4,L9		√		In spite that tex
41.	Most people prefer to send a message rather than <u>having to meet</u> .	S4,L13		√		Most people pr <u>meet</u>
42.	The reason is by sending someone messages <u>we</u> they can't see our expressions,	S4,L14		√		The reason is b they can't see c
43.	So if we are getting mad with them they <u>would not feeling</u> guilty with us.	S4,L14		√		So if we are ge <u>feel</u> guilty with
44.	When we <u>chatting</u> with strangers, both of us would feel awkward,	S4,L16		√		When we <u>chat</u> awkward
45.	When we chatting with strangers, both of us <u>would feel</u> awkward,	S4,L16		√		When we chat awkward
46.	We can think first what <u>will</u> we say and we will not hurt their feeling	S4,L17		√		We can think fi not hurt their fe
47.	If you really want to meet them and make an appointment first by <u>send</u> them a short messages.	S4,L19		√		If you really wa appointment fir
48.	If you really want to meet them and make an appointment first by <u>send</u> them a short messages.	S4,L19		√		If you really wa appointment fir messages.
49.	It can be considered as a huge <u>fail</u>	S5,L1		√		It can be consi
50.	They might <u>got</u> ill	S5,L8		√		They might get
51.	The reason <u>was</u> to decrease cheaters and grow the students' confidence.	S5,L11		√		The reason <u>is</u> to students' confid
52.	But in fact, there <u>were</u> still many cheaters.	S5,L12		√		But in fact, ther
53.	They can <u>broke</u> easily.	S5,L17		√		They can <u>break</u>



54.	It absolutely <u>brought</u> much disadvantages to students.	S5,L18			√		It absolutely <u>br</u> students.
55.	It <u>bring</u> many disadvantages for students	S5,L20			√		It <u>brings</u> many
56.	Besides * government is not serious during final exam implementation.	S6,L2	√				Besides <u>the</u> gov exam implemen
57.	* Government should remove final exams the one of the requirements, because of some reasons.	S6,L3	√				<u>The</u> government the one of the r reasons.
58.	Second, final exam is very unfair if the hard work of the school for 3 or 6 years * only specified within 3 until 5 days.	S6,L8	√				Second, final e of the school fo within 3 until 5
59.	Fourth, many corruptions * during the final exam	S6,L12			√	√	Fourth, many c exam
60.	Many smart students * often unlucky during pass the final exam	S6,L13	√				Many smart stu final exam
61.	The government should evaluate the final exam in order <u>to</u> final exam in the next period can work well.	S6,L15			√		The government order <u>that</u> final well.
62.	In the middle of this year, our country, held a national final exam for all <u>school</u> in Indonesia	S7,L1	√				In the middle o national final e
63.	Why this country is still a <u>developed</u> country.	S7,L2			√		Why this count
64.	I will <u>to</u> tell you some facts about the final exam.	S7,L3			√		I will * tell you
65.	Then why should the other need three years?	S7,L13					Then why shou
66.	Because in many * people cooperate each other.	S7,L15	√				Because in mar other.
67.	Nowadays many kinds of technology <u>has</u> appeared and developed by scientists	S8,L1			√		Nowadays man appeared and d
68.	Many kinds of technology can make our work and our need <u>become</u> easier to do.	S8,L2			√		Many kinds of our need * easi
69.	Its feature which can make long distance communication <u>become</u> easier and simpler.	S8,L4			√		Its feature whic communication
70.	Communication isn't * hard way to do it	S8,L7	√				Communication
71.	So I will show you what will you suffer if you too often <u>texting</u>	S8,L10			√		So I will show text too often
72.	So I will show you what will you suffer if you <u>too often</u> texting	S8,L10			√		So I will show text too often
73.	You will do it continually even you forget if much <u>times</u> has gone	S8,L15			√		You will do it c much time has
74.	It is the result if you often <u>texting</u> .	S8,L15			√		It is the result i
75.	If you involve weak <u>mentally</u> .	S8,L16			√		If you involve
76.	As usual your mom will * angry to you	S8,L16	√				As usual your r
77.	You will never know who <u>are</u> your real friends.	S8,L8			√		You will never
78.	There is * possibility they will deceive	S8,L19	√				There is a poss

	someday.					
79.	You can control your <u>eager</u> to use this feature.	S8,L22		√		You can contro feature.
80.	Short Message Service will work in * appropriate way.	S8,L25	√			Short Message appropriate wa
81.	Because if this <u>happen</u> continuously	S9,L4		√		Because if this
82.	Final exam makes many <u>student</u> got stressed	S9,L6	√			Final exam mal
83.	They may get bad <u>score</u> for the exam	S9,L7	√			They may get b
84.	Second, final exam is <u>makes</u> students to cheat.	S9,L10		√		Second, final e
85.	Second, final exam is <u>makes</u> students to <u>cheat</u> .			√		Second, final e
86.	It makes our generation <u>seem</u> to fail.	S9,L11		√		It makes our ge
87.	Final exam is not * good requirement for students graduation.	S9,L13	√			Final exam is n
88.	A lot of students <u>were</u> graduate, but their score is too low to continue to further education.	S9,L18		√		A lot of studen
89.	Final examination <u>does not</u> appropriate to become measurement the student graduation.	S9,L19		√		Final examinatio
90.	Final examination does not appropriate to become measurement * the student graduation.	S9,L19	√			Final examinatio
91.	Today National examination becomes * hot issue in this country (Indonesia).	S10,L2	√			Today Nationa
92.	Not only that, final examination also becomes * top topic for discussions.	S10,L3	√			Not only that, f
93.	The impact from discussion can bring many arguments from * citizen, not only pros but also cons.	S10,L4	√			The impact from
94.	The final examination can bring advantages if the government <u>on</u> that country can manage it well.	S10,L5		√		The final exam
95.	First, some <u>student</u> in that country can feel afraid to do national examination	S10,L8	√			First, some stud
96.	Final examination also can decide <u>graduation</u> students in four days.	S10,L11		√		Final examinatio
97.	Final examination can bring students to * under pressure level	S10,L13	√			Final examinatio
98.	Because they want * graduate with good mark without study hard.	S10,L13	√			Because they w
99.	Because they want graduate with good mark without study hard.	S10,L13	√			Because they w
100.	Because they want * graduate with good mark without study hard.	S10,L13		√		Because they w
101.	Because in general our students mindset * still low.	S10,L15	√			Because in gen
102.	Indonesia also still <u>have</u> villages with	S10,L16		√		Indonesia also



	low education.						education.
103.	So, if final examination * held in indonesia,some country side can not be ready to do that	S10,L16	√				So, if final examination * held in indonesia,some country side can not be ready to do that
104.	Because their education quality * still low	S10,L17	√				Because their education quality * still low
105.	However , the most important * to held Final exam is the government must be ready to keep their students feel brave to do national exam.	S10,L22	√				However , the most important * to held Final exam is the government must be ready to keep their students feel brave to do national exam.
106.	However , the most important to held Final exam is the government must be ready to keep their students feel brave to do national exam.	S10,L22			√		However , the most important to held Final exam is the government must be ready to keep their students feel brave to do national exam.
107.	It can * realize with their education program.	S10,L23			√		It can <u>be</u> realize with their education program.
108.	Pre-school <u>help</u> children under five years to stimulate their intelligence.	S11,L2			√		Pre-school <u>help</u> children under five years to stimulate their intelligence.
109.	The latest research * that children under five years have gold intelligence	S11,L2	√				The latest research * that children under five years have gold intelligence
110.	Their eyes * like a camera	S11,L4	√				Their eyes <u>is</u> like a camera
111.	They need some help to <u>appreciation</u> everything what they see, hear, and touch.	S11,L6			√		They need some help to <u>appreciation</u> everything what they see, hear, and touch.
112.	Generally, children under five years (it is also called golden age) love to <u>exploration</u> everything,	S11,L7			√		Generally, children under five years (it is also called golden age) love to <u>exploration</u> everything,
113.	Pre-school can help them to <u>appreciation</u> their curiosity and intelligence.	S11,L11			√		Pre-school can help them to <u>appreciation</u> their curiosity and intelligence.
114.	Some of you may be a busy parent, then <u>have you</u> little time	S11,L12			√		Some of you may be a busy parent, then <u>have you</u> little time
115.	Your kids will study and play some stimulating <u>activity</u> .	S11,L15	√				Your kids will study and play some stimulating <u>activities</u> .
116.	So, by sending your kids to pre-school * is the best choice for you as a busy parents.	S11,L16	√				So, by sending your kids to pre-school * is the best choice for you as a busy parents.
117.	So, by sending your kids to pre-school * is the best choice for you as a busy parents.	S11,L16		√			So, by sending your kids to pre-school * is the best choice for you as a busy parents.
118.	And <u>people majority</u> choose and recruit human resources who has intelligence at their earliest possible age.	S11,L17			√		And <u>majority people</u> choose and recruit human resources who has intelligence at their earliest possible age.
119.	And people majority choose and recruit human resources who <u>has</u> intelligence at their earliest possible age.	S11,L17		√			And majority people choose and recruit human resources who <u>has</u> intelligence at their earliest possible age.
120.	It means they need a person who <u>have</u> stimulated their intelligence in their young age	S11,L19			√		It means they need a person who <u>have</u> stimulated their intelligence in their young age
121.	They must be able * work together as a team.	S11,L25	√				They must be able * work together as a team.

122.	But it can <u>prepare</u> from now!	S11,L26		√		But it can be pr
123.	You can do it by sending your kids to pre-school to share and <u>appreciated</u> their intelligence in their golden age.	S11,L28		√		You can do it b to share and ap golden age.
124.	Pre-school can help your kids to appreciate what they catch from their environment through their <u>five-sense</u> .	S11,L30	√			Pre-school can they catch from five-senses.
125.	Nowadays final examination becomes* hot issue.	S12,L1	√			Nowadays fina issue.
126.	Many examination <u>task</u> was delivered late in the packaging.	S12,L3	√			Many examinat packaging.
127.	Actually many students want to <u>continued</u> the education into the best school.	S12,L5		√		Actually many education into
125.	For get the best score, they must prepare themselves before doing the examination task.	S12,L7		√		To get the best themselves bef
126.	It can <u>caused</u> students become not ready again,	S12,L10		√		It can cause stu
127.	Most of them <u>has not</u> ready to join the examination.	S12,L13		√		Most of them h examination.
128.	They usually <u>does</u> not prepare the material for UN	S12,L14		√		They usually d
129.	Many students * also in the under preasure to get high scores.	S12,L14	√			Many students high scores.
130.	If the students * not careful to erase the wrong answer	S12,L16	√			If the students answer
131.	However students must <u>prepared</u> themselves	S12,L19		√		However stude
132.	The important things you must be ready with all the <u>fact</u> that will happen in that day.	S12,L21		√		The important t the <u>facts</u> that w
133.	The national examination is not effective in <u>evaluation</u> student's learning abilities.	S13,L1		√		The national ex evaluating stud
134.	In practice, the implementation of the final examination * not <u>be</u> good,	S13,L13		√		In practice, the examination is
135.	National examination <u>be</u> a problem every year, every human talking about it.	S14,L2		√		National exami every human ta
136.	Because of some thing that * considered unfair.	S14,L3	√			Because of som
137.	There are some things that national examination has wedge <u>feels</u>	S14,L4		√		There are some has wedge <u>feel</u>
138.	Because the control of the test * not done intensively	S14,L10	√			Because the co intensively
139.	It sounds strange but that is the fact that we faced nowadays.	S14,L15		√		It sounds strang nowadays.
140.	The other <u>aspect</u> are not examined in UN	S14,L20	√			The other <u>aspe</u>
141.	How come it <u>is</u> happened?	S14,L20		√		How come it *
142.	Fourth, Is UN activity <u>honestly</u> ?	S14,L23		√		Fourth, is UN a
143.	Un only <u>give</u> bad effects to everyone.	S14,L24		√		Un only <u>gives</u> t



144.	Criteria of student graduation should be determined by teacher/school achievement by including factor for 3 years.	S14.L27	√			Criteria of student graduation should be determined by including factor for 3 years.
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#### Appendix 4: Berita Acara Bimbingan Skripsi

#### BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Kurnia Tri Agustin
2. NIM : 0911110198
3. Program studi : Sastra Inggris
4. Topik Skripsi : Second Language Acquisition
5. Judul Skripsi : Error Analysis on the Grammatical Usage Found in Hortatory Exposition Paragraphs by Eleventh Grade Acceleration Students at SMA Negeri 1 Lawang
6. Tanggal Mengajukan : 1 Mei 2013
7. Tanggal Selesai : 2 Februari 2014
8. Nama Pembimbing : I. Drs. Endang Sasanti M.A  
II. Dra. Wuliatmi Sri Handayani
9. Keterangan Konsultasi :

No.	Tanggal	Materi	Pembimbing	Paraf
1.	1 Mei 2013	Pengajuan Judul	Pembimbing I	
2.	1 Mei 2013	Pengajuan Judul	Pembimbing II	
3.	3 Mei 2013	Pengajuan Bab I	Pembimbing I	
4.	9 Mei 2013	Revisi Bab 1 Pengajuan Bab 2	Pembimbing I	
5.	16 Mei 2013	Revisi Bab 2 Pengajuan Bab 3	Pembimbing I	
6.	23 Mei 2013	Revisi Bab I, II, III ACC Seminar Proposal	Pembimbing I	
7.	30 Mei 2013	Pengajuan Bab I, II, III	Pembimbing II	
8.	3 Juni 2013	Revisi Bab I, II, III ACC Seminar Proposal	Pembimbing II	
9.	21 Juni 2013	Seminar Proposal	Pembimbing I	
10.	15 Juli 2013	Revisi Seminar Proposal	Pembimbing I	
11.	30 Juli 2013	Revisi Seminar Proposal	Pembimbing II	



12.	9 September 2013	Pengajuan Bab IV	Pembimbing I	
13.	24 September 2013	Revisi Bab IV Pengajuan Bab V	Pembimbing I	
14.	20 Oktober 2013	Revisi Bab V ACC Seminar Hasil	Pembimbing I	

*Lanjutan table...*

No.	Tanggal	Materi	Pembimbing	Paraf
15.	21 November 2013	Pengajuan Bab IV, V	Pembimbing II	
16.	12 Desember 2013	Revisi Bab IV, V ACC Seminar Hasil	Pembimbing II	
17.	2 Januari 2014	Seminar Hasil	Pembimbing I	
18.	9 Januari 2014	Pengajuan Abstrak Revisi Bab IV, V	Pembimbing I	
19.	16 Januari 2014	Pengajuan Abstrak Revisi Bab IV, V	Pembimbing II	
20.	17 Januari 2014	ACC Ujian Skripsi	Pembimbing I	
21.	19 Januari 2014	ACC Ujian Skripsi	Pembimbing II	
22.	28 Januari 2014	Ujian Skripsi	Pembimbing I	
23.	30 Januari 2014	Revisi setelah Ujian	Pembimbing I	
24.	2 Februari 2014	Revisi setelah Ujian	Pembimbing II	

10. Telah dievaluasi dan diuji dengan nilai :

Malang, 2 Februari 2014

Dosen Pembimbing I

Dosen Pembimbing II

Drs. Endang Sasanti, M.A.  
NIP. 19510624 197903 2002

Dra. Wuliatmi Sri Handayani  
NIK. 530411 121 2 0055

Mengetahui,

Ketua Jurusan

Syariful Muttaqin, M.A.

NIP. 19751101 200312 1 001

