

CHAPTER IV

ANALYSIS AND DISCUSSION

Analysis and discussion in this chapter were based on the data obtained in field research. The data were the result of the test done by students of SMA Negeri 1 Kupang. There were 25 students who joined the test. There were three aspects evaluated such as: Grammar, Vocabulary, and Form.

4.1 Data Analysis

In this study the writer found that almost all the 25 students of the tenth grade students of SMA Negeri 1 Kupang in the school year 2018/2019 made some errors on grammar, vocabulary, and form. Here the writer analyzed the collected data by using analytical method of scoring designed by John Anderson in Arthur Hughes book "Testing for Language Teacher" (1990:91-93). Correction from writer was marked with (+) and the incorrect grammar or vocabulary or form committed by the students is marked with (-). The detailed can be seen in the following.

Student 1

Student one produced one paragraph consisted of three sentences. The following are the example of errors in writing produced by the student.

1. Grammar

The following are the errors in grammar committed by the students.

(-) *Tablolongbeach located in **nort**kupang city.*

(+) Tablolong beach is located in North of Kupang city.

(-) *Tablolongbeach the place beautiful filled **withe** sand.*

(+) Tablolong beach is a beautiful place with white sand.

(-) ***Thereeso beautiful the place** was so instagramable place.*

(+) Theplace is so beautiful and so instagramable.

Based on the sentences above, the writer gave score 3 to this students because of error of grammar and word order frequent; efforts of interpretation sometimes required on reader's interpretation.

2. Vocabulary

(-) *nort*

(+) north

(-) *withe*

(+) white

(-) *theree*

(+) the

From this writing we can see that the student misspelled of words in her writing which are shown above. The writer gave score 3 because of frequently errors and clearly limited in her expression of ideas.

3. Form

This student organized in her writing good enough, although some errors found in grammar and vocabulary; the student used simple present tense in describing Tablolong Beach. The writer give score 3for form.

Student 2

Student 2 produced two paragraphs. The first paragraphs consisted of 2 sentences and the second paragraphs consisted of one sentences. The errors encountered are present below.

1. Grammar

(-) *Tablolong beach is a beautiful place in kupangbarat.*

(+) Tablolong beach is a beautiful place in west of Kupang.

(-) *Tablolongbeach visited by many **toorists**.*

(+) Tablolong beach visited by many tourists.

(-) *The natural landscape ara tourism spot.*

(+) The natural landscape is an area for tourism spot.

This writing is not considered to be two paragraphs because some sentences are not yet fully composed as one complete sentence. The writer gave score 1 because of errors on grammar and word order to severe as to make comprehension virtually impossible.

2. Vocabulary

(-) *toorists*

(+) tourist

(-) *ara*

(+) area

The student used a wrong English word which made it meaningless. The writer gave score 2 because the vocabulary is so limited and frequently misused that readers must often rely on their own interpretation.

3. Form

This student organized in her good enough, although some errors are found in grammar and vocabulary; the student used simple present tense in describing Tablolong Beach. The writer gave score 3 for form.

Student 3

Student3 produced two paragraphs. Paragraph one consisted of one sentences and the second paragraph consisted of one sentence. The following are the example of errors in writing produced by the students.

1. Grammar

(-) After **enjoying** the beach panorama, now is a long time to their coast for the sake of seeing coral feels.

(+) After enjoying the beach panorama, we can also the beauty of the coral reefs on the coast.

(-) This beach has **hald** an **interatioan** fishing **compatition** event.

(+) This beach has holding an international fishing competition event.

Based on the sentence above the writer gave score 3 because errors of grammar and word order frequent: efforts of interpretation sometimes required on reader's part.

2. Vocabulary

(-) *ejjoying*

(+) enjoying

(-) *beech*

(+) beach

(-) *hald*

(+) hold

(-) *interatioan*

(+) international

(-) *compatition*

(+) competition

The students used one word in her writing that was misspelled in her word. The writer gave score 2 because of using wrong or appropriate words fairly frequent; expression of ideas may be limited because of inadequate vocabulary.

3. Form

This student organized in her good enough, although some errors are found in grammar and vocabulary; the student used simple present tense in describing Tablolong Beach. The writer gave score 3 for form.

Student4

Student4 produced two paragraphs. Paragraph one consisted of one sentences and paragraph two consisted of one sentence. The following are examples error in writing.

1. Grammar

(-) *The combination of white sand and blue sky adds to the beauty of tablolong beach.*

(+) The combination of white sand and blue sky adds the beauty of tablolog beach.

(-) *Tablolong is also decorated by the existence of the centigi tree which grows wild around coral reefs, and is a shrub group that many people hunt because of its uniqueness.*

(+) Tablolong is also decorated by the existence of the centigram of trees which grow wild around coral reefs and is a shrub group that many people hunt because of its uniqueness.

Most of sentences above are grammatically good enough, so the writer gave score 5 because some errors of grammar of word order which did not, however, interfere with comprehension.

2. Vocabulary

(-) *beuty*

(+) beauty

(-) *centigi*

(+) centigram

The student committed many errors in her writing which made it difficult to understand, the word “beuty” above is one of improper words used by the student in her writing, word “beauty” is more appropriate, the word “centigi” is one of improper words used in her writing, word “centigram” is more appropriate. The writer gave score 3 because the limited vocabulary and frequent errors clearly hinder expression of ideas.

3. Form

This student organized in her good enough, although some errors are found in grammar and vocabulary; the student used simple present tense in describing Tablolong Beach. The writer gave score 3 for form.

Student 5

Student 5 produced 2 paragraphs. Paragraph one consisted of three sentences and paragraph two consisted of one sentence. The following are the examples of errors in writing produced by the student.

1. Grammar

(-) *Tablolongbeach have white sand with blue sea water.*

(+) Tablolong beach has white sand with blue sea water.

(-) *It good for you takingpicture because it is a beautiful viuw with a white cloud.*

(+) It is good for you to take pictures because it has a beautiful view with a white cloud.

(-) *It also has several lopo that are used torelax and have several places to buy food and drinks.*

(+) It also has several lopus to take a rest to relax and has a several places by some food and drinks.

(-) *As many tourists for those who intend to spend the night fila is provided on the beach.*

(+) As many tourists those who intend to spend the night in some filas provided on the beach.

The sentence produced by the student contained many grammatical errors which made the meaning difficult to understand. Based on the sentence above the writer gave score 3 because errors of grammar and word order frequent; efforts of interpretation sometimes required on reader's part.

2. Vocabulary

(-) *Viuw*

(+) View

From this writing we can see that the student made misspelled of words in her writing which are shown above. The writer gave score 3 because of frequently errors and clearly limited in her expressions of ideas.

3. Form

This student organized in her writing good enough, although some errors are found in grammar and vocabulary; the student used simple present tense in describing Tablolong Beach. The writer gave score 3 for form.

Student 6

Student 6 produced 2 paragraphs. Paragraph one consisted of 1 sentences and paragraph two consisted of 2 sentences. The following are the examples of errors in writing produced by the student.

1. Grammar

(-) *Tablolong beach for tourism locations in tablolong village kupangbarat.*

(+) Tablolong beach is a tourism location and has a village in West of Kupang.

(-) *In tablolongbeach there islopo-lopo or a place to rest for a moment to just relax.*

(+) In tablolong beach there are lopo to take rest for relating a moment.

(-) *Tablolong beach also provide stall located around this tourist ave.*

(+) Tablolong beach also provides stall located around this tourist area.

Students 6 has four grammatical mistakes in her writing the word “barat” should be translated in English language “ west” “lopo-lopo” should be changed “lopos” “ ave” should be change “area”. So the writer gave score 2 because errors of grammar and word order frequent; reader often has to really on her own interpretation.

2. Vocabulary

(-) *Ave*

(+) Area

The content of the writing cannot be understood the words are also out of content. The writer gave score 3 because vocabulary so limited and so frequently misused that the reader must often really on own interpretation.

3. Form

This student organized her writing good enough, although some errors are found in grammar and vocabulary; the student used simple present tense in describing Tablolong Beach. The writer gave score 3 for form.

Student 7

Students 7 also produced 2 paragraphs. Paragraph one consisted of two sentences and paragraph two consisted of two sentences. The following are the examples of errors in writing produced by the student.

1. Grammar

(-) *NajwaShihab is a reporter with a **georgeous** style and word charisma.*

(+) NajwaShihab is a reporter with a gorgeous style and she always speaks with good and in polite manner.

(-) *She always brought every a news with a good word that is not **laring**.*

(+) She always deliverseverynewsvery well and not boring

(-) *She always works **cheeful**in his working.*

(+)She always works cheerful in her working

(-) *Shewoks**diligently**.*

(+)She works diligently.

From the sentences above, it can be seen that there are some mistakes produced by the student. So the write gave score 3 because of error in grammar and word order very frequently; reader often has to really on own interpretation.

2. Vocabulary

(-) *georgeous*

(+) gorgeous

(-) *laring*

(+) boring

(-) *cheeful*

(+) cheerful

(-) *woks*

(+) works

The student committed errors by using inappropriate word in her writing which makes them meaningless. The writer gave score 3 because of uses wrong or inappropriate words fairly frequent; expression of ideas may be limited because of inadequate vocabulary.

3. Form

This student organized in her writing good enough, although some errors are found in grammar and vocabulary; the student used simple present tense in describing NajwaShihab. The writer gave score 3 for form.

Student 8

Student 8 produced 2 paragraphs which consisted of 4 sentences. The following are the examples of errors in writing produced by the student.

1. Grammar

(-) *NajwaShihab is a **repeor** with a **georgeous** style and words charisma.*

(+) *NajwaShihab is a reporter with a gorgeous style andcharismatic.*

(-) *Najwais brightly haired as **welas** having a charming smile.*

(+) *Najwahas brightly haired as well as having a charming smile.*

(-) *She always brought every a news with a word that is not **laring**.*

(+) *She always delivers everynewsvery well and not boring.*

(-) *She always **woks** diligently.*

(+) *She always works diligently.*

The sentence produced by the student contained many grammatically errors which made the meaning difficult to understand. Based on the writing

above then the writer gave score 3 because of errors on grammar and word order fairly frequent; occasionally rereading necessary for full comprehension.

2. Vocabulary

(-) *repeor*

(+) reporter

(-) *georgeous*

(+) gorgeous

(-) *charsma*

(+)charismatic

(-) *wel*

(+) well

(-) *laring*

(+) boring

(-) *woks*

(+) works

In his writing above he used wrong English words which made it is meaningless. The writer gave score 2 because the vocabulary so limited and so frequently misused that the reader must often really on own interpretation.

3. Form

This student organized in her writing good enough, although some errors are found in grammar and vocabulary; the student used simple present tense in describing NajwaShihab. The writer gave score 3 for form.

Student 9

Student 9 produced 2 paragraphs. Paragraph one consisted of two sentences, and paragraph two consisted of one sentence. The following are the examples of errors in writing produced by the student.

1. Grammar

(-) *NajwaShihab is a reporter with a **georgeous** style and word charisma.*

(+) *NajwaShihab is a reporter with a gorgeous style and charismatic.*

(-) *She always looks **cheeful** in his working.*

(+) *She always looks cheerful in her working.*

(-) *She always brought the news with a good word, maybe she was the most beautiful woman ever, she was tall and **chiap** smile.*

(+) *She always delivers the news very well, maybe she is the most beautiful woman ever, and she is tall and full of smile.*

The entire sentence produced by the student in her writing are grammatically incorrect which made the content cannot be understood. Based on the sentences above the writer gave score 1 because of errors of grammar and word order fairly frequent; occasionally rereading necessary for full comprehension.

2. Vocabulary

(-) *georgeous*

(+) *gorgeous*

(-) *cheeful*

(+) *cheerful*

(-) *chiap*

(+) cheap

Based on the errors above, the writer gave score 3 on vocabularies because limited vocabulary and frequently errors clearly hinder expression of ideas.

2. Form

This student organized in her writing is not well because the student used simple past tense in describing NajwaShihab. The writer gave score 1 for form.

Student 10

Student 10 produced 2 paragraphs. One paragraph consisted of one sentence, and paragraphs 2 consisted of one sentence. The following are the examples of errors in writing produced by the student.

1. Grammar

(-) *NajwaShihabis a host from Mata Najwa at chanel metro Tv.*

(+) NajwaShihab is a host of Mata Najwa at program metro TV channel.

(-) *NajwaShihab is a **deplomatic** and responsible **girf** at many **caks** in indonesian country.*

(+)Najwa Shihab is a diplomatic and responsible girl in many cases in Indonesian country.

(-) *NajwaShihab also has a beautiful face he has **interirgency** that can **inspremany to give motivation and **ancourgement** to many people.***

(+) NajwaShihab also has a beautiful face, intelligence that can inspire many people, motivate and encouraget to many people as well.

It is clear that the student produced wrong sentences in her writing which affect the content of the writing cannot be understood then the words also out of

context. The writer gave 2 because of error of grammar and word order very frequently.

2. Vocabulary

(-) *chanel*

(+) channel

(-) *deplomatic*

(+) diplomatic

(-) *girf*

(+) girl

(-) *caks*

(+) cases

(-) *interirgency*

(+) intelligence

(-) *inspre*

(+) inspire

(-) *ancourgement*

(+) encouragement

The student above used wrong English word which made it is meaningless. The writer gave score 2 because of vocabulary so limited and so frequently; misused that the reader often has to really on own interpretation.

3. Form

This student organized her writing is good enough, although some errors are found in grammar and vocabulary, the student used simple present tense in describing Najwa Shihab. The writer gave score 3 for form.

Student 11

Student 11 produced 2 paragraphs. Paragraph one consisted of 1 sentence and paragraph two consisted of 1 sentence. The following are the example of errors in writing produced by the student.

1. Grammar

(-) *NajwaShihab is a host from Mata Najwa at channel metro TV, Najwa is a diplomatic and responsible golf ad many cases in Indonesian.*

(+) NajwaShihab is a host of Mata Najwaprogram at channelMetroTV channel, Najwa is a diplomatic and responsible girl in many cases in Indonesian.

(-) *Najwashihab he has many aduantgges, he also has intelligence that can inspire many to give a lot of motivation and encouragementtoo many people.*

(+) NajwaShihab has many advantages, she also intelligence that can inspire many people, give a lot of motivation and encouragement too many people.

All the sentences produced by the student in this writing are grammatically incorrect which made the content cannot be understood. Based on the sentence above the writer gave score 1 because of error on grammar and word order so severe as to make comprehension virtually impossible.

2. Vocabulary

(-) *golf*

(+) *girl*

(-) *ad*

(+) and

(-) *aduantgges*,

(+) advantage

Since the student produced all wrong sentences in her writing which affect the content of the writing cannot be understood. The writer gave score 1 because of vocabulary limitations is so extreme as to make comprehension virtually impossible.

3. Form

This student organized her writing good enough, although some errors are found in grammar and vocabulary, the student used simple present tense in describing NajwaShihab. The writer gave score 3 for form.

Student 12

Student 12 produced 2 paragraphs. Which consisted of 2 sentences. The following are the examples of errors in writing produced by the student.

1. Grammar

(-) *Tablolong beach is the amazing tourist spot in kupang tourist come to this beach for sunbating, enjoy beautiful view the vast, **blu**, white, white sand, the lord has created this nature wire to the blue water sporting and luminous this tourist.*

(+) Tablolong beach is an amazing tourist spot in Kupang. Many tourist come to the beach for sunbathing, enjoy the beautiful view, and the vest, blue, and white sand. The Lord has created to this world to the blue water sporting and luminous this tourist.

(-) *This place is very good to visit but there may be some people who are not the natural **beacuty** because they of then grow away the treats they eat food there.*

(+) The place is very good to visited, but there are some people who don't want to enjoy the beauty of nature, so they throw away the food they eat there.

All the sentences produced by the student in this writing are grammatically incorrect which made the content cannot be understood. Based on the sentences above then the writer gave score 1 because of errors of grammar and word order so severe as to make comprehension virtually impossible.

2. Vocabulary

(-) *sunbating*

(+) sunbathing

(-) *blu*

(+) blue

(-) *beacuty*

(+) beauty

As we have most of the word which used by the student in her writing are incorrect or made misspelling. The write gave score 2 because vocabulary is so limited and so frequently misused that reader must often really on his own interpretation.

3. Form

This student organized in her writing is good enough, although some errors are found in grammar and vocabulary; the studet used simple present tense in describing Tablolong Beach. The writer gave score 3 for form.

Student 13

Student 13 produced 2 paragraphs which consisted of 2 sentences. The following are the examples of errors in writing produced by the student.

1. Grammar

(-) *NajwaShihab is a diplomatic and responsible **girf** at many cases in Indonesia.*

(+) *NajwaShihab is a diplomatic and responsible girl in many cases in Indonesia.*

(-) *NajwaShihab also has a beautiful face, he has many advantages, he also has intelligence that can inspire many Najwa people also have the expertise to give a lot of motivation and encougramentto many people.*

(+) *NajwaShihab also has a beautifulface; she isintelligent that can inspire many people. Najwa also has expertise to give a lot of motivation and encouragement to many people.*

The sentence produced by student containedmany grammatical errors which make the meaning difficult to understand. Based on the sentence above then the writer gave score 3 because of errors and word order frequent; efforts of interpretation sometimes required on reader's part.

2. Vocabulary

(-) *girf*

(+) *girl*

The student used a wrong English word which made it is meaningless. The write gave score 2 because of vocabulary so limited and so frequently misused that the reader must often really on own interpretation.

3. Form

This student organized in her writing good enough, although some errors are found in grammar and vocabulary, the student used simple present tense in describing Najwa Shihab. The writer gave score 4 for form.

Student 14

Student 14 produced 2 paragraphs. Paragraph one consisted of two sentences, and paragraph two consisted of one sentence. The following are the examples of errors in writing produced by the student.

1. Grammar

(-) *NajwaShihab is a reporter with a **georgeous** style and works charisma.*

(+) *NajwaShihab is a reporter with a gorgeous style and charismatic.*

(-) *She always brought every a news with a word that is not boring.*

(+) *She always delivers everynews very well, which is not boring.*

(-) *She was tall and **chiap** smile.*

(+) *She is tall and full of smile.*

From this writing it can be seen that there are some mistakes produced by the student which make the content not be understood. The writer gave score 2 because of errors of grammar and word order very frequent; reader often has to really on his own interpretation.

2. Vocabulary

(-) *georgeous*

(+) *gorgeous*

(-) *chiap*

(+) cheap

Most of the words produced by the student in this writing are misspelling which affect the content of the writing not be understood. The writer gave score 3 since the vocabulary so limited and so frequently misused that reader must often really interpretation.

3. Form

This student organized in her writing is not well because the student used simple past tense in describing Najwa Shihab. Although there are some errors are found in grammar and vocabulary. The writer gave score 1 for form.

Student 15

Student 15 produced 2 paragraphs which consisted of 3 sentences. The following are the examples of errors in writing produced by the student.

1. Grammar

(-) *Tablolong beach has a white sand beach, a panoramicview of the rock is also beautiful.*

(+) Tablolong beach has white sand, the beautiful panoramic and beautiful view.

(-) *After enjoying the beach panorama, now is a long time to the coast for the sake of seeing coral reefs.*

(+) After enjoying the beachpanorama, we also enjoy the beauty of the coral reefs on the coast.

(-) *Tablolong beach **colal** is still intact, untouched fish bomb, not thissurprisingly beach has held an international fishing competition event.*

(+)Tablolong beach has a coral is still intact, many fish untouched by people, it's not surprisingly if this beach has held an international fishing competition event.

The sentence produced by student contains many grammatical errors which made the meaning difficult to understand. So the writer gave score 2 because of errors of grammar and word order very frequently; reader often has to rally on his own interpretation.

2. Vocabulary

(-) *rock*

(+) look

(-) *colal*

(+) coral

Most of the words produced by student in this writing are misspelled which affect the content of the writing not be understood. The write gave score 2 since the vocabulary so limited and so frequently misused that reader must often really interpretation.

3. Form

This student organized in her writing good enough, although some errors are found in grammar and vocabulary; the student used simple present tense in describing Tablolong Beach. The writer gave score 3 for form.

Student 16

Student 16 produced 2 paragraphs which consisted of 4 sentences. The following are the examples of errors in writing produced by the student.

1. Grammar

(-) *NajwaShihab is a reporter with a **georgeous** style and woks charisma.*

(+) *NajwaShihab is a reporter with a gorgeous style and charismatic.*

(-) *She always works **cheeful** in his working and she is works **dilgent**.*

(+) *She always works cheerful in her work and she is works diligently.*

(-) *She always brought the news with a good word, maybe she was the most beautiful woman ever, she was tall and chiap smile.*

(+) *She always delivers the news very well; maybe she is the most beautiful woman evershe is tall and full of smile.*

All the sentences produced by the student in this writing are grammatically incorrect which made the content cannot be understood. Based on the sentences above then the writer gave score 2 because of errors of grammar and word order to several as to make comprehension virtually impossible.

2. Vocabulary

(-) *georgeous*

(+) *gorgeous*

(-) *cheeful*

(+) *cheerful*

(-) *dilgent*

(+) *diligently*

(-) *chiap*

(+) *cheap*

In her writing the student made some misspelled in her vocabularies. The write gave score 2 because of vocabulary so limited and so frequently misused that reader must often really on own interpretation.

3. Form

This student organized in her writing good enough, although some errors are found in grammar and vocabulary, the student used simple present tense in describing Najwa Shihab. The writer gave score 3 for form.

Student 17

Student 17 produced 2 paragraphs which consisted of 2 sentences. Following are the example of error in writing produced by the student.

1. Grammar

(-) *NajwaShihab is a reporter with a **georgeous** style and woks charisma.*

(+) *NajwaShihab is a reporter with a gorgeous style andcharismatic.*

(-) *She always **brough** every news with a good word that is not boring and she always work diligent.*

(+) *She always delivers every newsvery well and not boring and she always worksdiligently.*

The sentence produced by the student contained many grammatical errors which made the meaning difficult to understand. Based on her writing above then the writer gave score 3 because of grammar and word order very frequently; reader often has to really on own interpretation.

2. Vocabulary

(-) *georgeous*

(+) gorgeous

(-) *brough*

(+) brought

The student committed many errors in her writing which made it difficult to understand. The writer gave score 2 because of vocabulary so limited and so frequently misused that readers must often really on own interpretation.

3. Form

This student organized in her writing good enough, although some errors are found in grammar and vocabulary, the student used simple present tense in describing NajwaShihab. The writer gave score 3for form.

Student 18

Student 18 produced 2 paragraphs which consisted of 2 sentences. The following are the examples of errors in writing produced by the student.

1. Grammar

(-) *Tablolong beach is one of beautiful beach in kupang NTT, tablolong beach exactly located irkupangbarat.*

(+) *Tablolong beach is one of beautiful beaches in East Nusa Tenggara Province in Kupang. Tablolong beaches exactly located in West of Kupang.*

(-) *This palace is so good for **hargout** or holiday with friends and family this so instagramablerecommended you guys to go there.*

(+) *This place is so good for hangout or holiday with friends and family, this place is so instagramable.*

Most of sentence produced by the student in this writing are grammatically correct which made the content can be understood. Based on his writing above then the writer gave score 3 because of grammar and word order very frequently; reader often has to really on own interpretation.

2. Vocabulary

(-) *ir*

(+) in

(-) *hargout*

(+) hangout

In this writing the student used English word which made it is meaningless. The writer gave score 3 because of vocabulary so limited and so frequently misused that reader must often really on own interpretation.

3. Form

This student organized in her writing good enough, although some errors are found in grammar and vocabulary; the student used simple present tense in describing TablolongBeach. The writer gave score3 for form.

Student 19

Student 19 produced 2 paragraphs which consisted of 4 sentences. The following are the examples of errors in writing produced by the student.

1. Grammar

(-) Tablolongbeach has white sand beach, panoramic **rock** also beautiful corals at the site has covered with comment to provide **confort** for the visitors who will still on it.

(+) Tablolong beach has white sand, the panoramic of the beach so beautiful, and the corals is so beautiful. In the site the beach is covered with good content to provide comfort for the visitors who will still there.

(-) After enjoying the panoramic view of the beach, now is the time along the coastal section by section to see the coral reefs, that said the reef tablolong beach still intact, untouched fish bombs, not surprisingly, this beach has hold event of international competition.

(+) After enjoying the panoramic view of the beach, now is the time for us to see the coral growing on the coast. No wonder the beach is still intact, the fish are also never touched by fish bombs, and not surprisingly, this beach usually holds international competitions.

The entire sentence produced by the student in this writing are grammatically incorrect which made the content cannot be understood. Based on his writing above the writer gave score 1 because of errors of grammar and word order so severe as to make comprehension virtually impossible.

2. Vocabulary

(-) *rock*

(+) *look*

(-) *confort*

(+) *comfort*

The student committed many errors in his writing which made it difficult to understand, the word “rock” above is one of improper word used by the student, the word “look” is more appropriate, and the other is the word “confort” is improper word used in his writing. Word “comfort” is more appropriate. The write gives score 2 because of vocabulary so limited and so frequently misused that reader must often really on own interpretation.

3. Form

This student organized in her writing good enough, although some errors are found in grammar and vocabulary; the student used simple present tense in describing Tablolong beach. The writer gave score 3 for form.

Student 20

Student 20 produced 2 paragraphs which consisted of one sentence. The following are the examples of errors in writing produced by the student.

1. Grammar

(-) *Tablolong beach is also a **tourim** spot that is visited by many because there are also many places where you can take pose-pose.*

(+) Tablolong beach is a tourism spot that is visited by many tourists, because there are also many places where you can take pictures there.

The student has one error grammatical in her writing. Based o the errors above, the writer gave score 3 on grammar because errors of grammar or word order frequent; efforts of sometimes required on reader’s part.

2. Vocabulary

(-) *tourim*

(+) tourist

The student committed an error in writing which made it difficult to understand, the word “tourim” above is one of improper word used by the student in his writing. Word “tourist” is more appropriate. The writer give score 3 because of vocabulary so limited and so frequently misused that reader must often rely on own interpretation.

3. Form

This student organized in her writing good enough, although some errors are found in grammar and vocabulary; the student used simple present tense in describing Tablolong Beach. The writer gave score 3 for form.

Student 21

Student 21 produced 2 paragraphs which consisted of 3 sentences. The following are the examples of errors in writing produced by the student.

1. Grammar

(-) *my favorite teacher is Sry. He is a math teacher in our class. He always gave us motivation to lean and he also explained every mater well and was easy for us to understand he always explainus our every difficulty, he was a teacher who was very land to us and he was onextraordinary person.*

(+) My favorite teacher is Mrs. Sry. She is a math teacher in our class. She always gives us motivation to learn and she also teaches very well and not easy for us to understand, she always explains to us what feels difficult, she is a teacher who is very kind to us and she is also an extraordinary person.

All the sentences produced by the student in this writing are grammatically which made the content can be understood. Based on the sentence above the writer gave score 1 because of errors of grammar and word order so severe as to make comprehension virtually impossible.

2. Vocabulary

(-) *lean*

(+) learn

(-) *explaind*

(+) explains

Since the student produced all wrong sentences in his writing which affect the content of the writing cannot be understood the words also of content. The write gave score 2 because of vocabulary so limited and so frequently misused that reader must oftenreally on own interpretation.

3. Form

This student organized in her writing not good enough, because the student used simple past tense in her writing. Although there are some errors are found in grammar and vocabulary. The writer gave score 1 for form.

Student 22

Student 22 produced 2 paragraphs which consisted of 3 sentences. The following are the examples of errors in writing produced by the student.

1. Grammar

(-) *Tablolong beach is one of the **interishing** beaches to visit tablolong has widely known by the people of kupang city because it is closer to the capital city of ntt province tablolong is the name of the village so the beach was born that way.*

(+) Tablolong beach is one of the interesting beaches to be visited, tablolong has widely known by the people of Kupang city because it is closer to the capital city of East Nusa Tenggara Province. Tablolong is the name of the village and so is the beach.

(-) *This beach is often used as a place or sport fishing traditional, national and international. So it is a wonder place is so grow feel with tourist from various regions.*

(+) This beach is often used as a place or traditional sport fishing, national and international. So it is a wonderful place which attracts tourist from various regions.

(-) *The beach is **locaten** in weskupang about 30 km from the city of kupang.*

(+) The beach is located in west of Kupang, may be around 30 km from the city of Kupang.

The sentence produced by the student contained grammatical errors which made the meaning difficult to understand. Based on his writing the writer gave score 1 because of errors of grammar and word order very frequently; reader often has to really on own interpretation.

2. Vocabulary

(-) *interishing*

(+) interesting

(-) *locaten*

(+) located

(-) *wes*

(+) west

The student used wrong English word which made it is meaningless. The writer gave score 2 because of vocabulary so limited and so frequently misused that reader must often really on own interpretation.

3. Form

This student organized in her writing good enough, although some errors are found in grammar and vocabulary; the student used simple present tense in describing Tablolong Beach. The writer gave score 3for form.

Student 23

Student 23 produced 2 paragraphs which consisted of one sentences. The following are the examples of errors in writing produced by the student.

1. Grammar

(-) *My favorite teacher name is Mrs. Heny Rika Bupu. She is my **chemystry** teacher and my homeroomteacher. Mrsheny teaching chemistry for all tenth grades. She has brown **shin**, black eyes and height around 165 cm-170 cm. She has short black **hear** and MrsHenyalso has three children.*

(+) My favorite teacher's name is Mrs. Heny Rika Bupu. She is my chemistry teacher andprivate teacher. Mrs. Heny also teaches chemistry for all tenth grade students. She has brown skin, black eyes and height around 165 cm-170 cm. She has short black hair and Mrs. Heny also has three children.

Most of sentences produced by the student in his writing above are grammatically incorrect which made the content of the writing cannot be understand well. The write gave score 3 because of grammar and word order very frequently; reader often has to really on own interpretation.

2. Vocabulary

(-) *chemystry*

(+) chemistry

(-) *shin*

(+) skin

(-) *hear*

(+) hair

From this we can see that the student made some misspelling of words in her writing which are shown above. The writer gave score 2 because of vocabulary limitation extreme as to make comprehension virtually impossible.

3. Form

This student organized in her writing good enough, although some errors are found in grammar and vocabulary; the student used simple present tense in describing her favorite teacher. The writer gave score 4 for form.

Student 24

Student 24 produced 2 paragraphs which consisted of 2 sentences. The following are the examples of errors in writing produced by the student.

1. Grammar

(-) *My favorite teacher is madam Sry. She is a math teacher in our class. She is a very good teacher for us, she always gaup us motivation to learn and she also explainevery material well and not easy for us to understand. She also guided our class every difficulty for her material. She also very kind to us and she also a extraordinary person.*

(+) She always gives us motivation to learn and explains every material well and not easy for us to understand.

(+) She is very kind to us and she is an extraordinary person.

Student 24 has some grammatical mistakes in her writing. They are the incorrect form of word “explain” should be changed into “explains”. And the word “a” should be changed into “an”. Based on the errors above, the writer gave score 3 on grammar. Because errors of grammar and word order frequently; occasional.

2. Vocabulary

(-) *gaup*

(+) give

Based on the errors above, the writer gave score 3 on vocabulary, because uses inappropriate terms or relies on circumlocution expression of hardly impaired.

3. Form

This student organized in her writing good enough, although some errors are found in grammar and vocabulary; the student used simple present tense in describing her favorite teacher. The writer gave score 4 for form.

Student 25

Student 25 produced 2 paragraphs which consisted of 2 sentences. The following are the examples of errors in writing produced by the student.

1. Grammar

(-) *My favorite teacher is Mrs. Mezra E. Pellondou. She is a beautiful and smart woman, she also a wife and teacher in SMA N 1 Kupang, she has three children and mother. Mrs Mezra is an activist, volunteer; writer, motivator, and the writers that make me admire Mrs. Mezra. Mrs Mezra is a very close to her students, which made Mrs. Mezra very admired by her **studnt**, she usually motivated her student to be better, intimate mothers also very good writers. She wrote dozens of books and made a very **fanos** motherly **folmat** kupang state high school. Mrs. Mezra taught us to wrote poetry, biographies and other literature.*

(+) Mrs. Mezra taught us to write poetry, biographies and other literature.

Student 25 has some grammatical mistakes in her writing. They are incorrect form of word 'wrote' (simple past tense) should be changed in simple present tense 'write'. Based on the errors above the writer gave score 2 because the writing has errors in grammar and word order which do not, however interfere with comprehension.

2. Vocabulary

(-) *studnt*

(+) student

(-) *fanos*

(+) famous

(-) *folm*

(+) from

Based on the errors above, the write gave score 2 on vocabulary because uses wrong or inappropriate fairly frequent; expression of idea may be limited because of inadequate vocabulary.

3. Form

This student organized in her writing good enough, although some errors are found in grammar and vocabulary; the student used simple present tense in describing her favorite teacher. The writer gave score 4 for form.

4.2 Discussion

In the following the writer presented some table which shows student's scores based on the result of the data analysis. The writer only assessed student's composition on their aspects: Grammar (SG), Vocabulary (SV), and Form (SF).

Table 1. The Students' writing Scores

SN	SG	SV	SF	TOTAL SCORE	LEVEL OF ABILITY
1	3	3	3	9	Average
2	1	2	3	6	Below Average
3	3	2	3	8	Average
4	5	3	3	11	Good
5	3	3	3	9	Average
6	2	3	3	8	Average
7	2	3	3	8	Average
8	3	2	3	8	Average
9	1	3	1	5	Below Average
10	2	2	3	7	Average
11	1	1	3	5	Below Average
12	1	2	3	6	Below Average
13	3	2	4	9	Average
14	2	3	1	6	Below Average
15	2	2	3	7	Average
16	2	2	3	7	Average
17	3	2	3	8	Average
18	3	3	3	9	Average
19	1	2	3	6	Below Average

20	3	3	3	9	Good
21	1	2	1	4	Below Average
22	1	2	3	6	Below Average
23	3	2	4	9	Average
24	3	3	4	10	Good
25	2	2	4	8	Average
25	56	59	73	188	
CLASS OF AVERAGE	2,24	2,36	2,92	7,52	Average

Clarification:

SN: Student Number

SG: Score of Grammar

SV: Score of vocabulary

SF: Score of Form

The table shows that the total score of grammar is 56, vocabularies are 59, and forms are 73. The total score of those aspects of writing is 188. The class average mark for the aspect of grammar is $(56/25) = 2,24$ (Bad), vocabulary is $(59/25) = 2,36$ (Bad), form is $(73/25) = 2,92$ (Bad) and the total score of aspects of writing is $(188/25) = 7,52$ while the class bad was obtained from accumulation

overall aspects of writing as drawn below: SG: 56 + SV: 59 + SF: 73 = 188. So the level of ability is classified as "Average".

Table 2. The Score Description of Student's Writing in Grammar

The formulated used calculate the percentage of the students number of its score on grammar, vocabulary, and form is derived from:

$$\text{Student's Number of the Score} \times 100\% = \dots$$

Total Students

Score	Students	Level	Percentage %
1	0	0	0
2	0	0	0
3	1	Bad	5
4	8	Average	25
5	11	Good	50
6	5	Bellow Average	20
Total	25		100

Based on the score given to the students writing, there are 5 students who get grade 6 (20%) and there are 2 students who get score 5 (50%). There are 8 students who get score 4 (25%), there is one student who gets score 3(5%) and there is no student who gets score 1 (0%) and 2 (0%).

Table 3. The Score Description of Student's Writing in Vocabulary

Score	Students	Level	Percentage %
1	0	0	0
2	0	0	0
3	3	Bad	10
4	17	Bad	10
5	4	Excellent	70
6	3	Bad	10
Total	25		100

The table shows that there is not any student gets grade 6 (10%), and no student who gets score 5 (17%), 17 students who get score 5 (70%), 3 students who get score 3 (10%) and there is no student who gets score 2 (0%) and 1 (0%).

Table 4. The Score Description of Student's Writing in Form

Score	Students	Level	Percentage %
1	0	0	0
2	0	0	0
3	3	Bad	10
4	16	Bad	80
5	4	Excellent	10
6	3	Bad	10
Total	25		100

The table shows that there is no student who gets 6 (3%), and no student who gets score 5 (4%), 16 students who get score 4 (80%), 3 students who get score 3 (10%) and there is no student who gets score 2 (0%) and 1 (0%).

Table 5. The Score Description of Student's Ability in Writing

No	Standard of Measurement	Frequently	Level of ability	Percentage %
1	16-18	2	Excellent	5
2	13-15	15	Very Good	80
3	10-12	8	Good	15
4	7-9	0	Average	0
5	4-6	0	Below Average	0
6	3-0		Bad	0
	Total	25		100

From the scoring measurement, the writer found that there are 2 students getting the highest score 16-18 (excellent) and 15 students getting score 13-15 (Very good). There are 8 students getting 10-12 (good), while there was no student getting average, below average and bad.