

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

In this chapter the writer tries to describe and discusses the result of the test of the tenth grade students of SMA Negeri 1 Adonara Barat in the school year 2019/2020. There are 15 students who joined the test. There are five aspects were evaluated such as : grammar, vocabulary, mechanics, fluency, and form/organisation.

4.1 Data analysis

In this study the writer found that 15 students of the tenth grade students of SMA Negeri 1 Adonara Barat made some errors on grammar, vocabulary, mechanics, fluency, and form aspects. Here the writer analyses the collected data and displays the errors committed by the students in their writing by using analytic method of scoring designed by John Anderson. Here the writer displays all errors in students writing.

Student 1

Student 1 chose the topic “ the crow and the jug “ as her writing. She produced 15 sentences and 153 words in 3 paragraphs. The following are the errors in writing committed by the student. The student’s error is marked with (-) and one possible correction is marked with (+)

1. Grammar

(-) She see water jug below her.

“see” should be in the past “saw”

“a” should be added before “water”

(+) She saw a water jug below her.

(-) Suddenly, she have a good idea.

“have” should be in the past “had”

(+) Suddenly, she had a good idea

Based on the errors above, the writer gave score 5 on grammar because errors of grammar or word order fairly frequently; occasional re-reading necessary for full comprehension.

2. Vocabulary

(-) The crow though hard for a while.

(+) The crow thought hard for a while

Based on the errors above, the writer gave score 5 on vocabulary because occasionally uses inappropriate term or relies on circumlocutions; expression of ideas hardly impaired.

3. Mechanics

(-) The crow tried to push her head into the Jug.

(+) The crow tried to push her head into the jug.

(-) Then she tried to push the Jug down for the water to flow out but she found that the jug was too heavy.

(+) Then she tried to push the jug down for the water to flow out but she found that the jug was too heavy.

(-) It was surprised becaus there was some water inside the jug.

(+) It was surprised because there was some water inside the jug.

Based on the errors above, the writer gave score 5 on mechanics because occasional lapses in punctuation or spelling which do not, However, interfere with comprehension.

4. Fluency

(-) She left with very extremely tired.

(+) She left in an extremely tired.

(-) Suddenly, she saw water on under.

(+) Suddenl, she saw a water jug below her.

(-) Suddenly, she had idea fine.

(+) Suddenly, she had a good idea

Based on the errors above, the writer gave score 4 on fluency because “patchy” with some structures or vocabulary items noticeable inappropriate to general style.

5. Form

The writer gave score 5 on form because material well organized; links could occasionally be clearer but communication not impaired.

The total: $4 + 5 + 5 + 4 + 5 = 23$

His level of ability was “Good”

Student 2

Student 2 chose the topic “ the mouse deer and the elephant “ as her writing. She produced 12 sentences and 135 words in 3 paragraphs. The following are the errors in writing committed by the student. The student’s error is marked with (-) and one possible correction is marked with (+)

1. Grammar

(-) The mouse deer scream for help but no one heard him.

“scream” should be in the past “screamed”

(+) The mouse deer screamed for help but no one heard him.

(-) He wait and wait and finally an elephant come.

“wait and come” should be in the past “waited and came”

(+) He waited and waited and finally an elephant came.

Based on the errors above, the writer gave score 5 on grammar because some errors of grammar or word order which do not, however, interfere with comprehension.

2. Vocabulary

(-) He was happy and asked for help but the elephant was not smart thought to help him.

(+) He was happy and asked for help but the elephant was not smart enough to help him.

Based on the errors above, the writer gave score 5 on vocabulary because occasionally uses inappropriate term or relies on circumlocutions; expression of ideas hardly impaired.

3. Mechanics

(-) Foolishly The elephant agreed and followed the mouse deer’s order.

(+) Foolishly the elephant agreed and followed the mouse deer’s order.

(-) He was trapped in a hole that had been made by a grouph of hunters.

(+) He was trapped in a hole that had been made by a group of hunters.

Based on the errors above, the writer gave score 5 on mechanics, because occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.

4. Fluency

- (-) The mouse deer screamed help but no is the sound.
- (+) The mouse deer screamed for help but no one heard him.
- (-) Waited and waited and the last a elephant came.
- (+) Waited amd waited and finally an elephant came.
- (-) At last, mouse deer can idea.
- (+) In the end, the mouse deer got a bright idea.
- (-) Elephant leap to hole.
- (+) Elephant jump down to the hole.

Based on the errors above, the writer gave score 4 on fluency, because “patchy” with some structures or vocabulary items noticeable inappropriate to general style.

5. Form

The writer gave score 5 on form because material well organized; link could occasionally be clearer but communication not impaired.

The total point: $5 + 5 + 5 + 4 + 5 = 24$

Her level of ability was “Good”

Student 3

Student 2 chose the topic “ Cinderella “ as her writing. She produced 10 sentences and 122 words in 3 paragraphs. The following are the errors in writing committed by the student. The student’s error is marked with (-) and one possible correction is marked with (+)

1. Grammar

(-) The prince saw and fall in love with her.

“fall” should be in the past “fell”

(+) The prince saw and fell in love with her

Based on the errors above, the writer gave score 5 on grammar because some errors of grammar or word order which do not, however, interfere with comprehension.

2. Vocabulary

(-) Princess and cinderella lived happy forever.

(+) Prince and cinderella lived happy forever.

Based on the errors above, the writer gave score 5 on vocabulary because occasionally uses inappropriate term or relies on circumlocutions; expression of ideas hardly impaired.

3. Mechanics

(-) With a Flick of the magic she turned Cinderella into a beautiful Princess with glass slippers and a horse carriage appeared at the door.

(+) With a flick of the magic she turned Cinderella into a beautiful princess with glass shoes and a horse carriage appeared at the door.

Based on the errors above, the writer gave score 5 on mechanics, because occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.

4. Fluency

(-) Cinderella was feeling distresed.

(+) Cinderella was feeling sad.

(-) They danced together with along evening.

(+) They danced together all night.

Based on the errors above, the writer gave score 5 on the fluency, because occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.

5. Form

The writer gave score 5 on form because material well organized; link could occasionally be clearer but communication not impaired.

The total point: $5 + 5 + 5 + 5 + 5 = 25$

Her level of ability was "Very Good"

Student 4

Student 4 chose the topic "fox and a cat" as her writing. She produced 9 sentences and 116 words in 3 paragraphs. The following are the errors in writing committed by the student. The student's error is marked with (-) and one possible correction is marked with (+)

1. Grammar

(-) "This are the trick I told you about the anyone I know" said the cat.

(+) “This is the trick I told you about anyone I know” said the cat.

(-) The fox sit silently under the tree.

(+) The fox sat silently under the tree.

Based on the errors above, the writer gave score 5 on grammar because some errors of grammar or word order which do not, however, interfere with comprehension.

2. Vocabulary

(-) At once the cat ran to there nearest tree and climbed into its branches.

(+) At once the cat ran to the nearest tree and climbed into its branches.

Based on the errors above, the writer gave score 5 on vocabulary because occasionally uses inappropriate term or relies on circumlocutions; expression of ideas hardly impaired.

3. Mechanics

(-) One day cat and Fox were having conversation.

(+) One day, a cat and a fox were having conversation.

(-) The Fox who was a conceited creature.

(+) The fox was a conceited creature.

(-) “I know only one trick to get away From dogs,”

(+) “I know only one trick to get away from dogs,”

(-) when I have the time, I may teach.....

(+)when I have time, I may teach.....

(-) “This is the trick i told you about the anyone i know” said the cat.

(+) “This is the trick I told you about anyone I know” said the cat.

(-) "I mayh teach you a few of the simpler ones"

(+) "I may teach you a few of the simpler ones"

Based on the errors above, the writer gave score 4 on mechanics because errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.

4. Fluency

(-) You have to study me some of yours!".

(+) You have to teach me some of yours!".

(-) This is trick particle i word this one-one his particle i know" word
definite cat.

(+) "This is the trick I told you about the only one I know" said the cat".

Based on the errors above, the writer gave score 5 on the fluency, because occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.

5. Form

The writer gave score 5 on form because material well organized; link could occasionally be clearer but communication not impaired.

The total point; $5 + 5 + 4 + 5 + 5 = 24$

Her level of ability was "Good"

Student 5

Student 5 chose the topic "the ant and the dove" as her writing. She produced 11 sentences and 127 words in 3 paragraphs. The following are the

errors in writing committed by the student. The student's error is marked with (-) and one possible correction is marked with (+)

1. Grammar

(-) One hot day, an ant is seeking for some water

(+) One hot day, an ant was seeking for some water

(-) While making her way up, she slipped and fall unintentionally into the water.

(+) While making her way up, she slipped and fell unintentionally into the water.

Based on the errors above, the writer gave score 5 on grammar because some errors of grammar or word order which do not, however, interfere with comprehension.

2. Vocabulary

(-) The dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant.

(+) The dove quickly put off a leafy from a tree and dropped it immediately into the water near the struggling ant.

Based on the errors above, the writer gave score 5 on vocabulary because occasionally uses inappropriate term or relies on circumlocutions; expression of ideas hardly impaired.

3. Mechanics

(-) Soon it Carried her safely to dry ground.

(+) Soon it carried her safely to dry ground.

(-) Soon it carried her safely to dry groundh.

(+) Soon it carried her safely to dry ground.

Based on the errors above, the writer gave score 5 on mechanics, because occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.

4. Fluency

(-) The dove fast put off leaf from a tree and dropped it

(+) The dove quickly put off leaf from a tree and dropped it

(-) Then the ant moved towards the leaf and ride to there.

(+) Then the ant moved towards the leaf and climbed up there.

Based on the errors above, the writer gave score 5 on the fluency, because occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.

5. Form

The writer gave score 5 on form because material well organized; link could occasionally be clearer but communication not impaired.

The total point; $5 + 5 + 5 + 5 + 5 = 25$

Her level of ability was "VERY GOOD"

Student 6

Student 6 chose the topic " the smart monkey and the dull crocodile " as her writing. She produced 18 sentences and 175 words in 3 paragraphs. The

following are the errors in writing committed by the student. The student's error is marked with (-) and one possible correction is marked with (+)

1. Grammar

(-) One day there is a monkey.

(+) One day there was a monkey.

(-) The crocodile agree and told the monkey to jump on its back.

(+) The crocodile agreed and told the monkey to jump on its back.

Based on the errors above, the writer gave score 5 on grammar because some errors of grammar or word order which do not, however, interfere with comprehension.

2. Vocabulary

(-) He has to eat the health of the monkey

(+) He has to eat the heart of the monkey

Based on the errors above, the writer gave score 5 on vocabulary because occasionally uses inappropriate term or relies on circumlocutions; expression of ideas hardly impaired.

3. Mechanics

(-) Unluckily. crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "My father is very sick"

(+) Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "My father is very sick"

(-) "Because I don't bring my heart," said the monkey.

(+) "Because I don't bring my heart," said the monkey.

(-) said the monkey to the Crocodile

(+) said the monkey to the crocodile

(-) At the time, monkey was in dangerous situation and he had to think
hard

(+) At the time, the monkey was in dangerous situation and he had to think
hard

(-) The crocodile agreed and told the monkey to jump on its back.

(+)The crocodile agreed and told the monkey to jump on its back.

Based on the errors above, the writer gave score 4 on mechanics because errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.

4. Fluency

(-) Then he had a think hard

(+) Then he had a good idea

(-) He swam return to the bank of the river

(+) He swam back to the bank of the river

(-) “Now I am free and I have my liver.”

(+) “Now I am free and I have my heart.”

Based on the errors above, the writer gave score 4 on fluency, because “patchy” with some structures or vocabulary items noticeable inappropriate to general style.

5. Form

The writer gave score 5 on form because material well organized; link could occasionally be clearer but communication not impaired.

The total point; $5 + 5 + 4 + 4 + 5 = 23$

Her level of ability was “Good”

Student 7

Student 7 chose the topic “ the story of toba lake “ as her writing. She produced 13 sentences and 140 words in 3 paragraphs. The following are the errors in writing committed by the student. The student’s error is marked with (-) and one possible correction is marked with (+)

1. Grammar

(-) Once upon a time, there are a man who was living in north Sumatra

(+) Once upon a time, there was a man who was living in north Sumatra

Based on the errors above, the writer gave score 5 on grammar because some errors of grammar or word order which do not, however, interfere with comprehension.

2. Vocabulary

(-) The mother started crying, fell sad that her husband had broken his promise.

(+) The mother started crying, felt sad that her husband had broken his promise.

Based on the errors above, the writer gave score 5 on vocabulary because occasionally uses inappropriate term or relies on circumlocutions; expression of ideas hardly impaired.

3. Mechanics

(-) Once upon a time, There was a man who was living in North Sumatra.

- (+) Once upon a time, there was a man who was living in North Sumatra.
- (-) She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a Fish, otherwise there will be a huge disaster”
- (+) She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”
- (-) Few years later, this daughter would help bringing lunch to her Father out in the fields.
- (+) Few years later, this daughter would help bringing lunch to her father out in the fields.
- (-) she turned into a fish again and the man became the island of Samosir.
- (+) She turned into a fish again and the man became the island of Samosir
- (-) Surprisingly, this fish turned into a beatiful princess.
- (+) Surprisingly, this fish turned into a beautiful princess..

Based on the errors above, the writer gave score 4 on mechanics because errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.

4. Fluency

- (-) Child woman ran home and asked his mother.
- (-) The daughter ran home and asked her mother.

Based on the errors above, the writer gave score 5 on the fluency, because occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.

5. Form

The writer gave score 5 on form because material well organized; link could occasionally be clearer but communication not impaired.

The total point; $5 + 5 + 4 + 5 + 5 = 24$

Her level of ability was "Good"

Student 8

Student 8 chose the topic " the mouse deer and the tiger" as her writing. She produced 11 sentences and 125 words in 3 paragraphs. The following are the errors in writing committed by the student. The student's error is marked with (-) and one possible correction is marked with (+)

1. Grammar

(-) He thirsty so he wanted to drink on the river.

(+) He was thirsty so he wanted to drink on the river.

(-) He is believing there was another tiger in the water.

(+) He believed there was another tiger in the water.

Based on the errors above, the writer gave score 5 on grammar because some errors of grammar or word order which do not, however, interfere with comprehension.

2. Vocabulary

(-) He was believed there was another tiger in the weather.

(+) He believed there was another tiger in the water.

Based on the errors above, the writer gave score 5 on vocabulary because occasionally uses inappropriate term or relies on circumlocutions; expression of ideas hardly impaired.

3. Mechanics

- (-) He was thirsty so he wanted to drink at the river.
- (-) He was thirsty so he wanted to drink on the river.
- (-), but the tiger run faster, and caught him.
- (+)....., but the tiger run faster and caught him.
- (-) Next the mouse lead the tiger to the river, and said, “Now look at the watter”
- (+) Next the mouse led the tiger to the river, and said, “Now look at the water.”

Based on the errors above, the writer gave score 5 on mechanics, because occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.

4. Fluency

- (-) It was thirsty so he wanted to drink on the river.
- (+) He was thirsty so he wanted to drink on the river.
- (-) Next the mouse led the tiger to the stream and said, “Now look at the water.
- (+)Next the mouse led the tiger to the river and said, “Now look at the water.
- (-) “Hear! Your mightiness and toughness are all great!
- (+) “Listen! Your mightiness and toughness are all great!

(-) Next the mouse lead the tiger to the river and talk, “Now look at the water.

(+) Next the mouse led the tiger to the river and said, “Now look at the water.

Based on the errors above, the writer gave score 4 on fluency, because “patchy” with some structures or vocabulary items noticeable inappropriate to general style.

5. Form

The writer gave score 5 on form because material well organized; link could occasionally be clearer but communication not impaired.

The total point; $5 + 5 + 5 + 4 + 5 = 24$

Her level of ability was “Good”

Student 9

Student 9 chose the topic “ the crow and the jug“ as her writing. She produced 17 sentences and 163 words in 3 paragraphs. The following are the errors in writing committed by the student. The student’s error is marked with (-) and one possible correction is marked with (+)

1. Grammar

(-) She flew straight down to see if there were any water inside.

(+) She flew straight down to see if there was any water inside.

(-) She go very exhausted.

(+) She left very exhausted.

Based on the errors above, the writer gave score 5 on grammar because some errors of grammar or word order which do not, however, interfere with comprehension.

2. Vocabulary

(-) Suddenly, she set water jug below her.

(+) Suddenly, she saw a water jug below her.

Based on the errors above, the writer gave score 5 on vocabulary because occasionally uses inappropriate term or relies on circumlocutions; expression of ideas hardly impaired.

3. Mechanics

(-) On a hot day, a thirsty Crow flew over a field looking for water.

(+) On a hot day, a thirsty crow flew over a field looking for water.

(-) it was surprised because there was some water inside the jug.

(+) It was surprised because there was some water inside the jug.

(-) She Saw some pebbles

(+) She saw some pebbles..

Based on the errors above, the writer gave score 4 on mechanics because errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.

4. Fluency

(-) Suddenly, she saw _ water jug of bottom.

(+) Suddenly, she saw a water jug below her.

(-) She suddenly got the idea.

(+) She suddenly had a good idea.

Based on the errors above, the writer gave score 5 on the fluency, because occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.

5. Form

The writer gave score 5 on form because material well organized; link could occasionally be clearer but communication not impaired.

The total point; $5 + 5 + 4 + 5 + 5 = 24$

Her level of ability was "Good"

Student 10

Student 10 chose the topic "mouse deer and the elephant" as her writing. She produced 12 sentences and 130 words in 3 paragraphs. The following are the errors in writing committed by the student. The student's error is marked with (-) and one possible correction is marked with (+)

1. Grammar

(-) The mouse deer scream for help but no one heard him.

(+) The mouse deer screamed for help but no one heard him.

(-) He wait and wait and finally an elephant come.

(+) He waited and waited and finally an elephant came.

Based on the errors above, the writer gave score 4 on grammar because errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.

2. Vocabulary

(-) He was happy and asked for help but the elephant was not smanth enough to hell him.

(+) He was happy and asked for help but the elephant was not smart enough to help him.

Based on the errors above, the writer gave score 5 on vocabulary because occasionally uses inappropriate term or relies on circumlocutions; expression of ideas hardly impaired.

3. Mechanics

(-) Of course the mouse deer quickly hopped on the elephant's body and Then hopped out of the hole.

(+) Of course the mouse deer quickly hopped on the elephant's body and then hopped out of the hole.

(-) Elephant jumped down to the hole.

(+) The elephant jumped down to the hole.

(-) He was free and Leaving the elephant trapped in the hole in turn.

(+) He was free and left the elephant trapped in the hole in turn.

Based on the errors above, the writer gave score 4 on mechanics because errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.

4. Fluency

(-) The mouse deer screamed for help but no one there is who hear.

(+) The mouse deer screamed for help but no one heard him.

(-) At finally, the mouse deer receive a bright idea.

(+) In the end, the mouse deer got a bright idea.

(-) The elephant leap to the hole.

(+) The elephant leaped down to the hole.

Based on the errors above, the writer gave score 4 on fluency, because “patchy” with some structures or vocabulary items noticeable inappropriate to general style.

5. Form

The writer gave score 5 on form because material well organized; link could occasionally be clearer but communication not impaired.

The total point; $4 + 5 + 4 + 4 + 5 = 22$

Her level of ability was “Good”

Student 11

Student 11 chose the topic “ Cinderella“ as her writing. She produced 11 sentences and 126 words in 3 paragraphs. The following are the errors in writing committed by the student. The student’s error is marked with (-) and one possible correction is marked with (+)

1. Grammar

(-) Cinderella arrived at the ball, the prince see her and fall in love with her.

(+) Cinderella arrived at the ball, the prince saw her and fell in love with her.

Based on the errors above, the writer gave score 5 on grammar because some errors of grammar or word order which do not, however, interfere with comprehension.

2. Vocabulary

(-) Suddenly there was a bush of light and the fairy mother appeared.

(+) Suddenly there was a burst of light and the fairy mother appeared.

Based on the errors above, the writer gave score 5 on vocabulary because occasionally uses inappropriate term or relies on circumlocutions; expression of ideas hardly impaired.

3. Mechanics

(-) they danced together all night.

(+) They danced together all night.

(-) Prince and Cinderella lived happily ever after.

(+) The prince and Cinderella lived happily ever after.

(-) Once upon a time, in a village there lived a beautifoul girl named Cinderella with her wicked stepmother and two step sisters.

(+) Once upon a time, in a village there lived a beautiful girl named Cinderella with her wicked stepmother and two step sisters.

Based on the errors above, the writer gave score 5 on mechanics, because occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.

4. Fluency

(-) They danced together with evening.

(+) They danced together all night.

(-) She worked hard see day.

(+) She worked hard all day.

Based on the errors above, the writer gave score 5 on the fluency, because occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.

5. Form

The writer gave score 5 on form because material well organized; link could occasionally be clearer but communication not impaired.

The total point; $5 + 5 + 5 + 5 + 5 = 25$

Her level of ability was "Very Good"

Student 12

Student 12 chose the topic "a cat and fox" as her writing. She produced 12 sentences and 125 words in 3 paragraphs. The following are the errors in writing committed by the student. The student's error is marked with (-) and one possible correction is marked with (+)

1. Grammar

(-) One day, a cat and a fox is having a conversation

(+) One day, a cat and a fox were having a conversation..

(-) This is the trick I say you about, the only one I know", said the cat.

(+) This is the trick I told you about, the only one I know", said the cat.

(-) The fox sitting silently under the tree

(+)The fox sat silently under the tree

Based on the errors above, the writer gave score 4 on grammar because errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.

2. Vocabulary

(-)The banking grew louder and louder – the dogs were coming in their direction.

(+) The barking grew louder and louder – the dogs were coming in their direction.

Based on the errors above, the writer gave score 5 on vocabulary because occasionally uses inappropriate term or relies on circumlocutions; expression of ideas hardly impaired.

3. Mechanics

(-) Fox the sat silently under the tree.

(+) The fox sat silently under the tree.

(-) “You should teach me some yours!”.

(+) “You should teach me some of yours!”.

(-) The fox, who was a conceited cireature, boasted how clever she was.

(+) The fox, who was a conceited creature, boasted how clever she was.

Based on the errors above, the writer gave score 5 on mechanics, because occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.

4. Fluency

(-) One day, a cat and a fox were chating with fun.

(+) One day, a cat and a fox were having a conversation.

(-) “You should a lesson some of yours!”.

(+) “You should teach me some of yours!”.

Based on the errors above, the writer gave score 5 on the fluency, because occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.

5. Form

The writer gave score 5 on form because material well organized; link could occasionally be clearer but communication not impaired.

The total point; $4 + 5 + 5 + 5 + 5 = 24$

Her level of ability was "Good"

Student 13

Student 13 chose the topic "the ant and the dove" as her writing. She produced 12 sentences and 124 words in 3 paragraphs. The following are the errors in writing committed by the student. The student's error is marked with (-) and one possible correction is marked with (+).

1. Grammar

(-) While making her way up, she slipped and fall unintentionally into the water.

(+) While making her way up, she slipped and fell unintentionally into the water.

Based on the errors above, the writer gave score 5 on grammar because some errors of grammar or word order which do not, however, interfere with comprehension.

2. Vocabulary

(-) Guessing want he should do, the ant quickly bit him on the heel.

(+) Guessing what he should do, the ant quickly bit him on the heel.

(-) Feeling the paint,.....

(+) Feeling the pain,.....

Based on the errors above, the writer gave score 5 on vocabulary because occasionally uses inappropriate term or relies on circumlocutions; expression of ideas hardly impaired.

3. Mechanics

(-) One hot day, a ant was seeking for some water.

(+) One hot day, an ant was seeking for some water.

(-) Then ant moved toward leat and climbed up there.

(+) Then the ant moved toward the leat and climbed up there.

(-).....,hoping to trrap it in this way.

(+), hoping to trap it in this way.

Based on the errors above, the writer gave score 5 on mechanics, because occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.

4. Fluency

(-), the dove then fast pick a leaf from a tree and dropped it
immediately into the water near the struggling ant.

(+), the dove quickly put off a leaf from a tree and dropped it
immediately into the water near the struggling ant.

(-) One hot day, an ant while look for some water.

(+) One hot day, an ant was seeking for some water.

Based on the errors above, the writer gave score 5 on the fluency, because occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.

5. Form

The writer gave score 5 on form because material well organized; link could occasionally be clearer but communication not impaired.

The total point; $5 + 5 + 5 + 5 + 5 = 25$

Her level of ability was "Very Good"

Student 14

Student 14 chose the topic "the smart monkey and the dull crocodile" as her writing. She produced 12 sentences and 126 words in 3 paragraphs. The following are the errors in writing committed by the student. The student's error is marked with (-) and one possible correction is marked with (+).

1. Grammar

(-) One day there be a monkey.

(+) One day there was a monkey.

(-) Unluckily, the crocodile the very hungry, he stopped in the middle of the river and said to the monkey, "My father is very sick".

(+) Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "My father is very sick".

(-) He swimming back to the bank of the river.

(+) It swam back to the bank of the river.

(-) “Now I free and I have my heart.”

(+) “Now I am free and I have my heart.”

Based on the errors above, the writer gave score 4 on grammar because errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.

2. Vocabulary

(-) The crocodile agreed and toured around.

(+) The crocodile agreed and turned around.

Based on the errors above, the writer gave score 5 on vocabulary because occasionally uses inappropriate term or relies on circumlocutions; expression of ideas hardly impaired.

3. Mechanics

(-) Unluckily, crocodile the was very hungry.

(+) Unluckily, the crocodile was very hungry

(-) At the time, monkey was in situation dangerous and he had to think hard.

(+) At the time, the monkey was in dangerous situation and he had to think hard.

(-) “You are foolish,” said the monkey to the crocodile.

(+) “You are foolish,” said the monkey to the crocodile.

Based on the errors above, the writer gave score 5 on mechanics because errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.

4. Fluency

(-) He cold opposite a river.

(+) He wanted to cross a river.

(-) “Now i am free and got the heart.”

(+) “Now I am free and I have my heart.”

Based on the errors above, the writer gave score 5 on the fluency, because occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.

5. Form

The writer gave score 5 on form because material well organized; link could occasionally be clearer but communication not impaired.

The total point; $4 + 5 + 4 + 5 + 5 = 23$

Her level of ability was “Good”

Student 15

Student 15 chose the topic “the story of toba lake” as her writing. She produced 13 sentences and 139 words in 3 paragraphs. The following are the errors in writing committed by the student. The student’s error is marked with (-) and one possible correction is marked with (+).

1. Grammar

(-) Once upon a time, there are a man who was living in north Sumatra.

(+) Once upon a time, there was a man who was living in north Sumatra.

Based on the errors above, the writer gave score 5 on grammar because some errors of grammar or word order which do not, however, interfere with comprehension.

2. Vocabulary

(-) She turned into a fish again and the man became the irsland of Samosir.

(+) She turned into a fish again and the man became the island of Samosir.

Based on the errors above, the writer gave score 5 on vocabulary because occasionally uses inappropriate term or relies on circumlocutions; expression of ideas hardly impaired.

3. Mechanics

(-) He lived in a simple hut in a Farming Field.

(+) He lived in a simple hut in a farming field.

(-) he did some gardening and fishing for his daily life.

(+) He did some gardening and fishing for his daily life.

(-) He Felt in love with her and proposed her to be his wife.

(+) He fell in love with her and proposed her to be his wife.

(-) Few years later, this daughter would help bringing lunch to her Father out in the fields.

(-) Then she told her daugherter to run up the hills because a huge disaster was about to come.

(+) Then she told her daughter to run up the hills because a huge disaster was about to come.

(+) Few years later, this daughter would help bringing lunch to her father out in the fields.

Based on the errors above, the writer gave score 4 on mechanics because errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.

4. Fluency

(-) Once upon a time, there was a man who was living in Sumatra utara.

(+) Once upon a time, there was a man who was living in north Sumatra.

(-) The mother started home and asked her mother.

(+) The daughter ran home and asked her mother.

Based on the errors above, the writer gave score 5 on the fluency, because occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.

5. Form

The writer gave score 5 on form because material well organized; link could occasionally be clearer but communication not impaired.

The total point; $5 + 5 + 4 + 5 + 5 = 24$

Her level of ability was "Good"

4.2 Discussion

After analyzing student's writing, the writer puts the score in each aspect. In the following section, the writer presents 7 tables to show the student's writing scores. The writer evaluates the ability in writing clues as these clues are used as tool based on which students do the composition of writing.

SN	SG	SV	SM	SFL	SFO	Total Score	Level of Ability
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>
S-1	5	5	5	4	5	24	Good
S-2	5	5	5	4	5	24	Good
S-3	5	5	5	5	5	25	Very Good
S-4	5	5	4	5	5	24	Good
S-5	5	5	5	5	5	25	Very Good
S-6	5	5	4	4	5	23	Good
S-7	5	5	4	5	5	24	Good
S-8	5	5	5	4	5	24	Good
S-9	5	5	4	5	5	24	Good
S-10	4	5	4	4	5	22	Good
S-11	5	5	5	5	5	25	Very Good
S-12	4	5	5	5	5	24	Good
S-13	5	5	5	5	5	25	Very Good
S-14	4	5	5	5	5	24	Good
S-15	5	5	4	5	5	24	Good
Total	72	0	69	0	0	361	
Class Average	4.8	5	4.6	4.6	5	24.1	Good

Information:

1. SN is Student Number
2. SG is Student Grammar
3. SV is Student Vocabulary
4. SM is Student Mechanics
5. SFL is Student Fluency
6. SFO is Student Form

The formula used to compute the class average score for each aspect:

Total score of aspects

Student number

Take for example, grammar aspect: $\frac{72}{15} = 4.8$

While, the class level is obtained from accumulation of the five aspects of writing as drawn below: SG + SV + SM + SFL + SFR

$4.8 + 5 + 4.6 + 4.6 + 5 = 23.8$ So their level of ability is classified as “Good”

The table shows that the total score on grammar is 72, on vocabulary is 75, on mechanics is 69, on fluency is 70 and on form is 75. The class average scores for aspect of grammar is 4.8 (good), vocabulary aspect is 5 (very good), mechanics aspect is 4.6 (good), fluency aspect is 4.6 (good) and form aspect is 5 (very good).

a. The distribution of the students scores of each aspects of writing.

The formula used to compute the percentage of the student’s number of each score on grammar, vocabulary, mechanics, fluency and form is derived from:

$$\frac{\text{Student number of the score}}{\text{Total student}} \times 100\%$$

Take for example: for score 5 (50%). It is calculated as:

$$\frac{5}{10} \times 100 = 50\%$$

Table 2. The distribution of the students ability level in writing

Number	Standard of Measurement	Students	Percentage (%)	Level of ability
1	2	3	4	5
1	30	0	0	Excellent
2	25 – 29	4	26.7	Very good

3	20 – 24	11	73.3	Good
4	15 – 19	0	0	Average
5	10 – 14	0	0	Below Average
6	5 – 9	0	0	Bad
Total		15		100

From the scoring measurement, the writer found there is no student who get the highest score 30 (excellent). There are 4 students (26.7%) who get score 25 – 29 (very good), 11 students (73.3%) who get score 20 – 24 (good) and there are also no students who get 15 -19 (average), 10 -14 (below average) and 5 – 9 (bad)

Table 3. The distribution of the students scores on grammar.

Range of scores	Students	Percentage (%)	Level
1	2	3	4
6	0	0	Excellent
5	11	73.3	Very good
4	4	26.7	Good
3	0	0	Average
2	0	0	Below average
1	0	0	Bad
Total	15	100	

The table shows the score got by students regarding their language use (grammar). The writer found there is no student getting score 6 (excellent), 3 (average), 2 (below average) and 1 (bad). There are 11 students who get score 5 (73.3%) and 4 students who get score 4 (26.7%)

Table 4. The distribution of the students scores in vocabulary.

Range of scores	Students	Percentage (%)	Level
1	2	3	4
6	0	0	Excellent
5	15	100	Very good
4	0	0	Good
3	0	0	Average
2	0	0	Below average
1	0	0	Bad
Total	15	100	

The table above shows the scores got by students regarding their vocabulary. The result does not show score 6, 4, 3, 2 and 1 for vocabulary item. There are 15 students who get score 5 (100%).

Table 5. The distribution of the students scores in mechanics

Range of scores	Students	Percentage (%)	Level
1	2	3	4
6	0	0	Excellent
5	8	53.3	Very good
4	7	46.7	Good
3	0	0	Average
2	0	0	Below average
1	0	0	Bad
Total	15	100	

The table above shows the scores got by students regarding their mechanics. The result does not show score 6, 3, 2 and 1 for mechanics item. There are 8 students who get score 5 (53.3%) and 7 students who get score 4 (46.7%).

Table 6. The distribution of the students scores in fluency.

Range of scores	Students	Percentage (%)	Level
1	2	3	4
6	0	0	Excellent
5	10	66.7	Very good
4	5	33.3	Good
3	0	0	Average
2	0	0	Below average
1	0	0	Bad
Total	15	100	

The table above shows the scores got by students regarding their fluency.

The result does not show score 6, 3, 2 and 1 for fluency item. There are 10 students who get score 5 (66.7%) and 5 students who get score 4 (33.3%).

Table 7. The distribution of the students scores in Form

Range of scores	Students	Percentage (%)	Level
1	2	3	4
6	0	0	Excellent
5	15	100	Very good
4	0	0	Good
3	0	0	Average
2	0	0	Below average
1	0	0	Bad
Total	15	100	

The table above also shows that their form in writing is very good. The result shows there are 15 students who get score 5 (100%).