

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter consists of two parts called findings and discussion. The first part as called the research findings presents the results of the data analysis of the types of error found in the students' writing invitation cards made by the eighth grade students at SMP Negeri 1 Sukodono. The second part called as the discussion presents detailed analysis and description of the findings supported by some related theories.

#### 4.1 RESEARCH FINDINGS

The researcher conducted this study containing the research question called the types of error found in the students' writing invitation cards made by the eighth grade students at SMP Negeri 1 Sukodono. Answering the formulated problem in this study, the researcher did next step called an analyzing process based on the data examined. Then, interpreting all collected data by providing the detail information of the types of error found in the students' writing invitation cards which is supported by some related theories and the previous studies involved.

##### 4.1.1 The types of error found in the students' writing invitation cards based on the Surface Strategy Taxonomy

All of the data in this study were analyzed based on Dulay's theory called the Surface Strategy Taxonomy concerning on omission, addition, misformation, and misordering. To find out the types of errors and how many errors on those components, the researcher documented the students' writing. Then, the

percentage of each category of errors in their writings was counted. In making the analysis systematic, the researcher did some steps on describing the students' errors namely: (1) collecting the data, (2) calculating the errors in the form numerical data, (3) presenting the data in the form of tables and (4) describing the data examined in the description of discussion.

Table 4.1 Types of Error Based on the Surface Strategy Taxonomy

No	Number of Students	Aspect of Errors	Students' Answer	Correction
1	Student 1	Omission	For <u>you</u> coming	For <b>your</b> coming
		Addition	-	-
		Misformation	-	-
		Misordering	-	-
2	Student 2	Omission	<u>Invitee</u> you to my birthday	I <b>invite</b> you to <b>come on</b> my birthday
		Addition	... to my birthday	... to <b>come on</b> my birthday
		Misformation	-	-
		Misordering	-	-
3	Student 3	Omission	I <u>invi</u> t you to my birthday	I <b>invite</b> you to <b>come on</b> my birthday
		Addition	... to my birthday	... to <b>come on</b> my birthday
		Misformation	-	-
		Misordering	-	-
4	Student 4	Omission	-	-
		Addition	<u>Come join</u> in my transmart	Come <b>and</b> join in the transmart
		Misformation	... in <u>my transmart</u>	... in <b>the</b> transmart
		Misordering	-	-
5	Student 5	Omission	-	-

		Addition	<u>Come join</u> to my birthday party	Come <b>and</b> join <b>on</b> my birthday party
		Misformation	... join <u>to</u> my birthday party	... join <b>on</b> my birthday party
		Misordering	-	-
6	Student 6	Omission	-	-
		Addition	<u>Come join</u> my party	Come <b>and</b> join <b>on</b> my party
		Misformation	... join my party	... join <b>on</b> my party
		Misordering	<u>10, january</u> , 2018	January <b>10<sup>th</sup></b> , 2018
7	Student 7	Omission	-	-
		Addition	-	-
		Misformation	<u>At a</u> birthday party	<b>On my</b> birthday part
		Misordering	-	-
8	Student 8	Omission	-	-
		Addition	-	-
		Misformation	I <u>need</u> invite you	I <b>want to</b> invite you
		Misordering	-	-
9	Student 9	Omission	restaurant	restaurant <b></b>
		Addition	To come my birthday	To come <b>on</b> my birthday
		Misformation	-	-
		Misordering	-	-
10	Student 10	Omission	-	-
		Addition	Invite come and join	<b>I</b> invite <b>you</b> to come and join
		Misformation	<u>Two</u> Baihaqi <u>5nd</u> <u>Form</u> , Ade	<b>To</b> Baihaqi <b>5<sup>th</sup></b> <b>From:</b> Ade
		Misordering	-	-
11	Student 11	Omission	-	-
		Addition	-	-

		Misformation	Because <i>i verry very</i> <u>need</u> you	Because I <i>really want</i> you
		Misordering	-	-
12	Student 12	Omission	I <i>invive</i> you my <i>bith</i> day	I <i>invite</i> you <i>to come on</i> my <i>birthday</i>
		Addition	-	-
		Misformation	-	-
		Misordering	-	-
13	Student 13	Omission	-	-
		Addition	I invite you <i>suncity</i>	I invite you <i>to the</i> <i>suncity</i>
		Misformation	-	-
		Misordering	-	-
14	Student 14	Omission	-	-
		Addition	-	-
		Misformation	-	-
		Misordering	<i>Join can in</i> my party	<i>Can join on</i> my party
15	Student 15	Omission	-	-
		Addition	-	-
		Misformation	We will <i>celebrating</i> Please <i>arrived</i> on time	We will <i>celebrate</i> Please <i>be</i> ontime
		Misordering	-	-
16	Student 16	Omission	-	-
		Addition	-	-
		Misformation	I invite <i>they</i> to join <i>to</i> <i>push rangked</i>	I invite <i>you</i> to join <i>push-</i> <i>rank</i>
		Misordering	-	-
17	Student 17	Omission	-	-
		Addition		
		Misformation	I <i>livite</i> you to	I <i>invite</i> you to

		Misordering	-	-
18	Student 18	Omission	-	-
		Addition	-	-
		Misformation	-	-
		Misordering	Please <u>to come</u> <u>Jurisdiction my 15th</u> birthday party	Please <b>come to my</b> house <b>for my 15<sup>th</sup></b> birthday party
19	Student 19	Omission	-	-
		Addition	Invite you to...	<b>I</b> invite you to...
		Misformation	To <u>coming</u> at the celebration	To <b>come</b> on the <b>party</b>
		Misordering	-	-
20	Student 20	Omission	-	-
		Addition	-	-
		Misformation	Come and join <u>me</u>	Come and join <b>us</b>
		Misordering	Please attend it at...	Please, attend <b>at</b> ...
21	Student 21	Omission	-	-
		Addition	-	-
		Misformation	To <u>coming</u> at the dinner with me I'm waiting for your <u>come</u>	To <b>come at</b> dinner with me I'm waiting for your <b>coming</b>
		Misordering	-	-
		Misformation	-	-
22	Student 22	Omission	-	-
		Addition	To birthday party	To <b>come on my</b> birthday party
		Misformation	-	-
		Misordering	-	-
23	Student 23	Omission	-	-
		Addition	-	-
		Misformation	Don't forget <u>is</u> come	Don't forget <b>to</b> come

			<i>my invite</i>	on my <i>invitation</i>
		Misordering	-	-
24	Student 24	Omission	-	-
		Addition	-	-
		Misformation	Don't forget <u>coming</u> to my birthday	Don't forget <b>to come</b> on my bithday
		Misordering	-	-
25	Student 25	Omission	-	-
		Addition	I invite you to my birthday	I invite you <b>come on</b> my birthday
		Misformation	<u>in the</u> my home	<b>at</b> my home
		Misordering	-	-

Based on the table 4.1, it shows that there are four categories of errors found on the students' writing of the invitation cards they had made. Those four types of errors based on the Surface Strategy Taxonomy called: (1) omission, (2) addition, (3) misformation and (4) misordering. Dulay (in Alfiyani, 2013, p. 25) argued that "An omission is a type of error which is characterized by the absence of an item that must appear in a well-formed utterance". Then, "Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance". Meanwhile, "Misformation errors are characterized by the use of the wrong form of the morphemes or structure". Lastly, "Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance". Based on the results findings in this study, all of the types of errors were examined and classified into the percentage of errors as the table 4.2 below:

Table 4.2 Frequency of Types of Error Based on the Surface Strategy Taxonomy

No	Types of Error	Frequency	Percentage
1	Omission	5	16.67%
2	Addition	11	36.67%
3	Misformation	13	43.33%
4	Misordering	1	3.33%
<b>Total</b>		<b>30</b>	<b>100.00%</b>

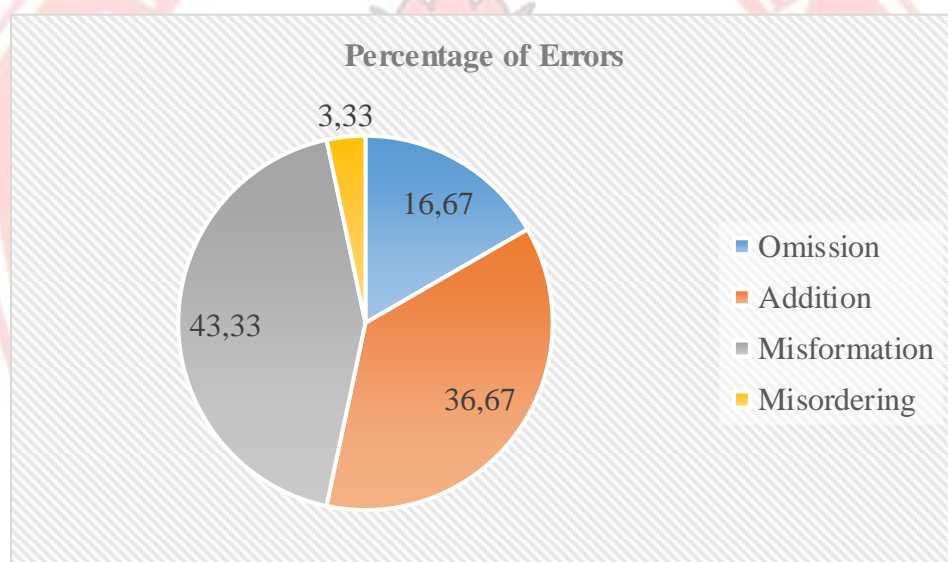


Figure 4.1 Percentage of Errors

Table 4.2 and figure 4.1 clearly show that among the 25 students of the 8<sup>th</sup> grade, the total number of omission errors are 5 times (16.67%). Addition errors are 11 times (36.67%). Then, misformation errors are 13 times (43.33%). Lastly, there is 1 time of error in misordering (3.33%). From those result, it can be said that misformation is the highest percentage of students' errors made in writing of

the invitation cards and misordering is the lowest number of percentage of error made by students.

#### 4.1.2 The types of error found in the students' writing invitation cards based on the Generic Structure

To gain the data consisting the types of error found in the students' writing invitation cards based on the generic structure, the researcher employed the table as the secondary instrument in order to identify and classify the types of error, the researcher documented the students' writings that had already made by the students of the 8<sup>th</sup> grade. Then those writings were analyzed based on the category of generic structure. Purkey (2015) claimed "invitations card must consist three elements namely: (1) the invite referring to the person who will be invited; (2) the body of invitation referring to the contents of the invitation including: occasion, day and date, time and place; (3) the inviter referring to the inviting person.

In order to get the results of the types of error based on the generic structure, all of the invitation' cards were examined. Then, the last step was classification the types of error. The types of errors found in the students' writing of the invitation cards are presented on the table 4.3 as below:

Table 4.3 Types of Error based on the Generic Structure

No	Number of Students	Aspect of Errors	Types of Errors	
1	Student 1	Invite	-	
		Body	Occasion	-
			Day and date	-
			Time	-



			Place	-	
		Inviter		-	
2	Student 2	Invite			-
		Body	Occasion	-	
			Day and date	-	
			Time	-	
			Place	-	
		Inviter			-
3	Student 3	Invite			-
		Body	Occasion	-	
			Day and date	-	
			Time	-	
			Place	-	
		Inviter			-
4	Student 4	Invite			-
		Body	Occasion	-	
			Day and date	-	
			Time	-	
			Place	-	
		Inviter			-
5	Student 5	Invite			-
		Body	Occasion	-	
			Day and date	-	
			Time	No time	
			Place	-	
		Inviter			-
6	Student 6	Invite			-
		Body	Occasion	-	
			Day and date	-	
			Time	-	
			Place	-	

		Inviter	-	
7	Student 7	Invite	-	
		Body	Occasion	-
			Day and date	-
			Time	-
			Place	No place
Inviter	-			
8	Student 8	Invite	-	
		Body	Occasion	-
			Day and date	No day and date
			Time	-
			Place	-
Inviter	-			
9	Student 9	Invite	-	
		Body	Occasion	-
			Day and date	-
			Time	-
			Place	-
Inviter	No inviter			
10	Student 10	Invite	-	
		Body	Occasion	-
			Day and date	-
			Time	-
			Place	No place
Inviter	-			
11	Student 11	Invite	-	
		Body	Occasion	-
			Day and date	-
			Time	-
			Place	-
Inviter	-			

12	Student 12	Invite		-
		Body	Occasion	-
			Day and date	-
			Time	-
			Place	-
		Inviter		-
13	Student 13	Invite		-
		Body	Occasion	-
			Day and date	-
			Time	-
			Place	-
		Inviter		-
14	Student 14	Invite		-
		Body	Occasion	-
			Day and date	-
			Time	-
			Place	No Place
		Inviter		-
15	Student 15	Invite		-
		Body	Occasion	-
			Day and date	-
			Time	-
			Place	-
		Inviter		-
16	Student 16	Invite		-
		Body	Occasion	-
			Day and date	-
			Time	-
			Place	No place
		Inviter		-
17	Student 17	Invite		-

		Body	Occasion	-	
			Day and date	-	
			Time	-	
			Place	No place	
		Inviter		-	
18	Student 18	Invite			-
		Body	Occasion	-	
			Day and date	-	
			Time	-	
			Place	No Place	
		Inviter		-	
19	Student 19	Invite			-
		Body	Occasion	-	
			Day and date	-	
			Time	-	
			Place	-	
		Inviter		-	
20	Student 20	Invite			-
		Body	Occasion	-	
			Day and date	-	
			Time	-	
			Place	-	
		Inviter		-	
21	Student 21	Invite			-
		Body	Occasion	-	
			Day and date	-	
			Time	-	
			Place	-	
		Inviter		-	
22	Student 22	Invite			-
		Body	Occasion	-	

			Day and date	-
			Time	-
			Place	-
		Inviter		-
23	Student 23	Invite		-
		Body	Occasion	-
			Day and date	-
			Time	-
			Place	-
		Inviter		-
24	Student 24	Invite		-
		Body	Occasion	-
			Day and date	-
			Time	-
			Place	-
		Inviter		-
25	Student 25	Invite		-
		Body	Occasion	-
			Day and date	-
			Time	-
			Place	-
		Inviter		-

Table 4.3 shows that all of the students of the 8<sup>th</sup> grade at SMPN 1 Sukodono have no errors in the types of the Generic Structure of “the invite”. Meanwhile, there are 9 students who have errors as the Generic Structure either “the body” or “the inviter” in the invitation cards they made. Lastly, it can be said that there are 16 students who have no errors as the category of the Generic Structure in making the invitation cards.

## 4.2 DISCUSSION

In this part of this study, the researcher discussed the types of error found in the students’ writing invitation cards made by the eighth grade students at SMP Negeri 1 Sukodono. The types of errors are categorized into two types of discussion regarding the main discussion of the study about the types of errors in making the invitation cards. The two types of errors are (1) the Surface Strategy Taxonomy focusing on omission, addition, misformation, and misordering and (2) the Generic Structure of the Invitation Card focusing on invite, body and inviter.

Surface strategy taxonomy points out the ways surface structures are reformed. Alfiyani (2013, p. 25) claimed that “Analyzing errors from a surface strategy perspective holds much promise for researchers concerned with identifying cognitive processes that underlie the learner’s reconstruction of the new language”. Moreover, Purkey (2015) stated that invitations must consist the three important elements to be considered called (1) the invite, (2) the body of invitation and (3) the inviter of the invitation.

#### **4.2.1 Discussion of the types of error found in the students' writing invitation cards based on the Surface Strategy Taxonomy**

In attempt to answer the formulated problem of this study containing the types of errors in the students' writing of the invitation cards, the researcher presented the data based on the results findings in the frequency and percentage of the occurrences as the errors found based on the Surface Strategy Taxonomy supported by Dulay's theory. The classification of errors are divided into four areas called omission, addition, misformation and misordering (Dulay, Burt, & Krashen, 1982). Furthermore, errors based on the Surface Strategy Taxonomy which are made by students are to recognize the learner's target language which are seen through the students' writing. As a result, it can show the teacher should manage the urgency throughout the class discussion in order to avoid the errors in the future.

Based on the results findings as seen on the table 4.1 and table 4.2, it clearly shows that the types of errors found on the students' writing of the invitation cards are omission containing 5 times (16.67%), addition containing 11 times (36.67%), misformation containing 13 times (43.33%) and misordering 1 time (3.33%).

##### **4.2.1.1 Omission**

An omission is known as a type of error which is considered by the absence of an item that must appear in a well-formed utterance (Alfiyani, 2013). The errors mostly about the deletion of correct linguistic words, morphemes, and phrases. From the data of students' writing, the researcher found that there were 5

students made this type of error which was happened 5 times (16.67%). As viewed in the data examined, student 1 wrote “For you coming”. The correct is “For **your** coming”. It is categorized as the omission error because the student omitted *r* to make a proper phrase of your coming.

The students 2 and the student 3 have similar errors of the omission. Based on the data in this study, student 2 wrote “Invitee you to my birthday” supposed to be “I **invite** you to **come on** my birthday”. Meanwhile, the student 3 wrote “I invit you to my birthday” supposed to be “I **invite** you to **come on** my birthday”. The words “invitee” and “invit” are incorrect referring to the linguistics words. So, it is clear that that kind of errors are categorized as the omission error.

Moreover, the student 9 made error in the type of omission. Based on the result viewed in this study, it is written “restauran”. The word “restauran” must be added *t* to be “restaurant” referring to the linguistics word that has meaning as a place where people pay to sit and eat meals that are cooked and served on the premises (Oxford Advanced Learner’s Dictionary, 2002). Lastly, the student 12 wrote “I invive you my bith day”. The words “invive” and “bith day” were written incorrect. They must be written “invite” and “birthday” to make the proper meanings. Thus, the correct sentence is “I **invite** you **to come on** my **birthday**”. Based on the explanation mentioned, the student 9 and 12 made errors which is classified into the linguistic forms of verb and noun. According to Dulay et al (1982) “Omission means that the absence of some item which is must appear in the sentence. It usually happen in the first stages in second language acquisition of the referential meaning of a sentence, these are nouns, verbs, adjectives, adverbs”. So, it can be said that those errors are categorized as the omission error.



#### 4.2.1.2 Addition

Addition error is well-known as the type of error which characterized by the presence of an item which must not appear in a well-formed utterance (Dulay, Burt, & Krashen, 1982, p. 156). There were 11 students who had this the error addition which happened 11 times in this study (36.67%). Based on the results findings seen on the table 4.1, it shows that student 2 and student 3 had same error. They wrote "... to my birthday" which is supposed to be written "... to *come on* my birthday". In order to make a good sentence of the invitation, the sender should make the information clearly. This statement on the students' writing will be clear by adding the verb "come on". It is categorized of the addition error because the students' works needed to be complete by adding "come on". Thus, it is can be said the students 2 and the student 3 made error in the type of addition error in their writing.

Based on the results findings, the student 4 and student 5 also had the same of error in their writings. They wrote "...come join..." on their invitations. The words "come" and "join" are categorized of the action verbs. Thus, those words will be in the proper used when they are separated by using conjunction "and" becoming "...come *and* join...". Meanwhile, the similar error also found on the student 9 who wrote "To come my birthday". This statement will be proper when it is written "To come *on* my birthday". After the word "come", it is followed by preposition "on" to make a good phrase. Concerning the error which needed to be added by using conjunction and preposition based on the explanation mentioned, it can be said that this kind error is identified as addition error.

Furthermore, on the invitation made by student 10, it is identified as the addition error which written “Invite come and join”. There are 3 action verbs in one sentence. There is no subject and object to make the complete sentence. Thus, that statement as the invitation is incorrect. It becomes correct when the sentence has subject, verb and object or complement. By writing “*I* invite *you* to come and join” that invitation becomes clear. It is categorized as simple addition. Simple addition errors characterize all addition errors. It is the use of an item which should not be appeared in a well-formed utterances (Alfiyani, 2013, p. 27). Based on the explanation mentioned, it can be concluded that this error is classified as the addition error.

As seen in the data from student 19, it is written “Invite you to...” This statement is incomplete because there is no subject in the sentence. Thus, this sentence needs a subject. It becomes proper when it is written “*I* invite you to...” There is simple addition that should be used. Concerning that kind of error, it is identified as addition error because the statement from student 19 needs “*I*” as the subject of sentence.

The category of addition error was found on student 22 and student 25. They wrote “To birthday party” and “I invite you to my birthday”. Those statements needed the addition of “come on my” (student 22) and “come on” (student 25). Thus, it is should be written “To *come on my* birthday party” and “I invite you *come on* my birthday”. By adding the phrase “...come on my...” and “...come on...” those statements become clear and proper. This category of error is identified as the addition error because the two statements needed simple addition to make them into proper statements.

#### 4.2.1.3 Misformation

Misformation errors are characterized by the use of the wrong form of the morphemes or structure (Alfiyani, 2013, p. 27). In this study, misformation errors are committed 13 times (43.33%) out of total number of the grammatical errors. The misformation error had the highest frequency of occurrence used in the students' writing conducted by the eighth grade students in writing the invitation cards. It is happened when the students supplied the wrong form of the morphemes or structure. It is also occurred when the students delivered something although it is done in incorrect form.

Based on the data examined which presented on the table 4.1, it clearly shows that there were 11 students made this category of error. Student 4 wrote "... in my transmart" the phrase "my transmart" is incorrect regarding the possessive pronoun. It becomes proper when it is written "... in *the* transmart". By changing the word "my" into "the", the statement from student 4 become a good statement. This identification of error is classified into subarea of misformation called Archi-form. Archi-forms errors are the selection of one number of a class of forms to represent others in the class is common characteristic of all stages of second language acquisition (Alfiyani, 2013, p. 28).

Moreover, there were 3 students who had similar type of error as category of misformation. Student 5, student 6 and student 7 wrote "... join to my birthday party"; "... join my party" and "At a birthday party". All of the statements are incorrect based on the chosen words. The three statements become proper by replacing or changing the preposition "on". Thus, the statement "... join to my

birthday party” changed into “... join *on* my birthday party”; “... join my party” becomes “... join *on* my party” and the statement “*At a* birthday party” replaced by “*On my* birthday party”. This kind of error made by students called the archi-form because of one number of a class of forms to represent others. It can be stated that the three statements from the students were categorized as misformation error.

Based on the data examined from the student 10, it was found misformation error. There were 3 times of error made by student 10. In the invitation, it is written “*Two* Baihaqi” instead of “*To* Baihaqi”; “*5nd*” instead of “*5<sup>th</sup>*” and “*Form*, Ade” instead of “*From*: Ade”. This kind of error categorized as an alternating form. According to Alfiani (2013, p. 28) “Alternating forms error are the errors caused by the learners’ vocabulary and grammar development that were indicated by the wrong form of structure or spelling. In this study, the identification error made by student 10 was indicated by the wrong spelling. Thus, it can be concluded that the error is categorized as misformation error.

Meanwhile, the student 11 had misformation error by writing “Because *i verry very need* you”. This statement is incorrect form. In order to arrange a good statement, it better by using simple and clear statement by writing “Because I *really want* you”. Student 11 made an error by arranging the incorrect form. Thus, it can be said that the classification of error is categorized as misformaation error of writing.

There were 2 errors made by student 15 based on the data examined. Student 15 wrote “We will *celebrating*” and “Please *arrived* on time”. The two

statements become proper when it is written “We will *celebrate*” and “Please *be* on time”. The word “celebrating” is incorrect. In a sentence, the modal of “will” is always followed by “verb I”. Meanwhile, the statement “Please arrived on time” is proper by writing “Please arrived on time”. It makes the statement clear. Concerning the type of error, it is categorized as misformation error because the student make the formation in the wrong formation.

As it is seen on the table 4.1, the student 16 made the type of error in the category of misformation. Student 16 wrote “I invite they to join to push rangked”. The statement is in the incorrect formation. The word “they” is incorrect. It is must be written “you” as the object of the sentence. The infinitive “to” after the word “join” is incorrect form that it must be deleted. The statement becomes proper when it is written “I invite *you* to join *push-rank*”. Based on the explanation, this kind of error is called misformation error regarding the student made an error on the wrong form.

From the data examined in this study, student 17 had one error of misformation by writing “I livite you to” instead of “I *invite* you to”. Meanwhile, student 19 wrote the invitation card in the wrong form by writing “To coming at the celebration”. The “to” infinitive is always followed by “verb I”. Thus, it is supposed to be written “To *come* on the *party*”. This type of error was also made by student 20. In the invitation card as the data examined, it is written “Please attend it at...” which is incorrect. By writing “Please, attend *at*...”, the statement of student 20 becomes a good statement. From the explanation mentioned, the statements from the students 17, student 19 and student 20 are classified into

misformation error because they made invitation card by arranging the incorrect form.

Student 21 made two errors as the classification of misformation. It is identified from the data examined regarding the formation of the sentence which is incorrect. The two identifications of error were in the form of the alternating form. As it is stated by Dulay et al (in Alfiyani, 2013, p. 28), “Alternating forms error caused by the learners’ vocabulary and grammar development”. Student 21 wrote “To coming at the dinner with me”. It must be “To **come at** dinner with me”. Meanwhile, the statement “I’m waiting for your come” should be “I’m waiting for your **coming**”. This kind of error is similar to the student 22. It is written “To birthday party” instead of “To **come on my** birthday party”

The last three statements from the students have similar of identification error in the type of misordering. They are student 23, student 24 and student 25. The wrong formations made by the students viewed as follow: “Don’t forget is come my invite”; “Don’t forget coming to my birthday” and “in the my home”. To make the proper statements of the invitation cards. They should be written “Don’t forget **to** come on my **invitation**” (student 23); “Don’t forget **to come** on my birthday” (student 24) and “**at** my home”. Misordering errors are occurred systematically for both L1 and L2 learners in constructions that have already been acquired (Dulay, Burt, & Krashen, 1982, p. 165). By identification of errors among the three students and characterizations by the incorrect placement of grammatical used, it clearly can be said that the students made an error in the form of misformation error.

#### 4.2.1.4 Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance that it occurs systematically for both L1 and L2 learners in constructions that have already been acquired (Alfiyani, 2013, p. 28). Based on the results findings in this study, misordering error was the lowest frequency happened. It was only 1 time (3.33%) which was made by student 18. It was written “Please *to come Jurisdiction my 15<sup>th</sup>* birthday party”. This sentence was written incorrectly in order to make a proper sentence. It is supposed to be “Please *come to my house for my 15<sup>th</sup>* birthday party”. This error was made by the student caused by the substitution the wrong form of words for the right form of words. As a result, it can be stated that the student made an error as the classification of misordering error.

#### 4.2.2 Discussion of the types of error found in the students’ writing invitation cards based on the Generic Structure

In this part of discussion, the researcher presented the explanation of the types of error found in the students’ works based on the Generic Structure’s theory of invitation card. Purkey (2015) stated that invitations must consist of three main elements as the generic structure namely: (1) the invite referring to the person who will be invited; (2) the body of invitation referring to the occasion, day and date, time and place and (3) the inviter referring to the inviting person.

Based on the results findings in this study as seen in the table 4.3, it shows that all of the students as the subjects of the study have no errors in the types of the Generic Structure of “the invite”. The students made the invitation cards well.

They knew what the invite is. Thus, it can be said that the students well-known about the invite as one of the elements of invitation card to be considered.

There were 9 students who made errors as the Generic Structure either “the body” or “the inviter” in the invitation cards they made. The student 5 made an error in part of body called time. Meanwhile, the student who made an error in the body called “day and time” was student 8. Then, there were 6 students who made an error in the part of place as the body of the invitation namely: student 7, student 10, student 14, student 16, student 17 and student 18. Lastly, there was 1 student (student 9) who made an error in the part of the inviter.

Surprisingly, there were 16 students who have no errors as the category of the Generic Structure in making the invitation cards. They wrote the invitation cards correctly focusing on the generic structure rules. They are student 1, student 2, student 3, student 4, student 6, student 9, student 11, student 12, student 13, student 15, student 19, student 20, student 21, student 22, student 23, student 24 and student 25. Based on the explanation mentioned, it can be said that most of the students at the 8<sup>th</sup> grade have well understanding regarding the generic structure to be used in writing of the invitation cards.