ERROR ANALYSIS OF WRITING ANALYTICAL EXPOSITION TEXT COMMITED BY GRADE XI STUDENTS OF SMA N 2 SALATIGA IN ACADEMIC YEAR OF 2018/2019

**Submitted in Partial Fulfillment of the Requirements
for Getting Master's Degree of English Education
in Postgraduate Program of Language**

by:

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POSTGRADUATE PROGRAM OF LANGUAGE
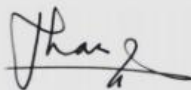
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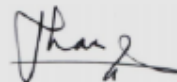Accepted and Approved by board of examiners

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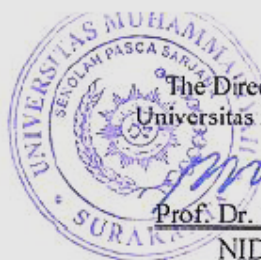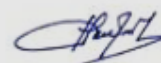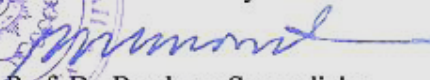
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Abstrak

Artikel hasil penelitian ini bertujuan untuk mengklasifikasikan kesalahan-kesalahan yang dilakukan oleh siswa yang terdapat pada fungsi sosial, struktur umum dan unsur kebahasaan dalam penulisan teks eksposisi analitis. Tujuan berikutnya adalah mengidentifikasikan masalah yang dihadapi oleh siswa dalam menulis teks eksposisi analitis. Dalam penelitian ini, data diperoleh melalui observasi, analisis isi serta wawancara terhadap siswa tersebut. Sedangkan yang menjadi sumber data adalah siswa itu sendiri, hasil penulisan siswa serta ruang kelas. Peneliti mengambil 46 karya siswa dari kelas XI IPA 3 and XI IPA untuk hahan analisis. Dalam penelitian ini, peneliti menggunakan metode deskripsi kwalitatif. Sedangkan dalam menganalisis, peneliti cenderung menggunakan teori error analisinya dari Brown. Dalam penelitian ini, ada dua hasil penelitian; yang pertama, ditemukan 224 kesalahan dalam teks eksposisi analitis yang di tulis oleh siswa yang meliputi; kesalahan kesalahan penghilangan kata atau huruf (omission), penambahan(addition), substitusi (substitution) atau kesalahan formasi (misformation)dan kesalahan urutan kata. Kemudian yang ke dua, adanya kesalahan- kesalahan tersebut disebabkan oleh masalah pribadi masing- masing siswa yang berbeda seperti rendahnya penguasaan kosa kata, kompleksitas tata bahasa dalam bahasa inggis, ketidaksukaan mempelajarari teks eksposisi dan juga ketidaksukaan menulis. Sebagian besar siswa mengatakan bahwa mereka lebih suka mempelajari teks- teks yang lain seperti teks deskripsi, recount, narasi, dan prosedur daripada teks eksposisi. Selain itu, mereka lebih suka ketrampilan berbicara, membaca dan mendengarkan daripada ketrampilan menulis. Kesimpulannya, ketrampilan menulis sangat kompleks terutama pada tata bahasa maupun dalam mendapatkan ide- ide yang harus di tulis sehingga, kalimat- kalimat yang ditulis akan kelihatan tidak tepat secara tata bahasa serta tidak bisa diterima.

Kata Kunci: analisis kesalahan, menulis and eksposisi analitis

Abstract

In this research, the researcher has two main purposes which she concerns; (1) to classify the errors of social function, generic structure and language features found in the students' writing of analytical exposition, and (2) to identify the problems faced by the students in writing analytical exposition. The data are obtained through observation, content analysis, and students' interview. Meanwhile, the data sources are students, students' wrting and classes. There are 46 students' works of grade XI IPA 3 and XI IPA 4 is analyzed. Then, the data sources are through content analysis, observation and interview to the students. In this research, the researcher used descriptive qualitative method. However, in analyzing, the researcher was likely using Brown's error analysis theory. There are two findings in this research, (1) there are 224 errors in in students' writing of Analytical Expositions; omission erroneous, addition, substitution and ordering errors (2) The errors emerge since of the students' problems, such as the low of vocabularies, the complexity of grammar, the dislike learning Analytical exposition, and also the dislike of writing. Most of the students stated that they prefer learning the other text type such as descriptive, recount, narratives and procedure text than exposition. Additionally, they prefer speaking, reading, and listening section than writing

one. It can be taken an inference that writing is so complex for then in grammar or getting the idea. It's so difficult to organize the words or sentences into a good paragraph. As a result, the statements will be ungrammatical and unacceptable.

1. INTRODUCTION

Writing constitutes an instrument for interacting with others by transmitting the ideas to make the viewers or readers recognize what the writer intends to. In the phenomenon, in the researcher's school, SMA N 2 Salatiga, most of the students still have many difficulties in writing, such as understanding in grammar, mastering vocabularies, choice of word, and conveying their feeling, thought or ideas. That's why the researcher intended to conduct this research. There are two purposes in conducting the research that are; (1) to classify the errors of social, generic structure and language features found in the students' writing of analytical exposition, and (2) to identify the problems faced by the students in writing analytical exposition

Before the researcher conducted the research of Analytical exposition, it had been studied by other researchers, such as; (1).Usman and Rizky (2016), entitled "Using the Guided Writing Technique to Teach Writing of Analytical Exposition Text" The objective of the study was to observe whether there was a difference in results from students who learnt analytical exposition text writing through the Guided Writing Technique (GWT) and other students who learnt using a standard way of teaching writing. (2). Kris Amilia and Sisbiyanto, in Journal of English Language Teaching entitle "The Effectiveness of Send a Problem Technique for Teaching Writing an Analytical Text (A Quasy- Experimental Study of the Eleventh Grade Students of SMA N 8 Semarang in Academic Year 2015/2016). The purpose of the study is to find out whether teaching writing analytical exposition text by using Send a Problem technique is effective or not for Senior High School students. (3) Dahler and Toruan research (2017) entitled "The Effect of Using Content-Purpose-Audience (CPA) Strategy toward Students' Writing of Analytical Exposition Text at the Eleventh Grade of SMA Nurul Falah Pekanbaru". It is intended to find the significance effect of using Content-Purpose-Audience (CPA) strategy toward students' writing ability in analytical exposition text at the eleventh grade students of SMA Nurul Falah Pekanbaru. (4) in Dewi's thesis (2012), entitled "Improving Students' Ability to Write Analytical Exposition Text Using YouTube's video" stated that, she identified whether or YouTube videos can improve the students' ability in writing analytical exposition text and to describe the class situation

when YouTube videos were practiced in the writing class. (5). In Fitri Irwan, Rozani Syafei, and Marlina journal (2018), entitled "Students' Ability in Writing an Analytical Exposition Text at English Department of Universitas Negeri Semarang. This study is aimed to analyze the students' ability in writing an analytical exposition text. (8). Kurniawati and Kurniawan (2017). In their journal, "Using Highlighted Journal Strategy in Teaching Analytical Exposition Text" was aimed to know the influence of using Highlighted Journal Strategy toward students' writing ability in analytical exposition text at the second semester of the eleventh grade of MAN 1 Central Lampung in academic year of 2015/2016. (9). Katrini and Farikhah (2015) in the international journal of English and Education entitled Analysis of Theme of the Analytical Exposition Texts stressed on analyzing types of Themes applied by the students of English Department of Tidar University and the tendency of the students in applying the types of Themes.(10). Anjani and Suprapto (2016) in the Journal of English Language Teaching, entitled "Error Analysis on the Use of Prepositions in Students' Writing (A Case Study of the Eleventh Grade Students of SMA Negeri 9 Semarang in the Academic Year of 2014/2015 This study was conducted to find out the students' dominant errors on the use of prepositions in their writings and to explain how students use prepositions in their writings (11) Nurjanah(2018), in Journal of English Education and Linguistics entitled "The Difficulties of Senior High School Students in   Writing Analytical Exposition Texts". The objective of this research was to find out the students' difficulties in writing analytical exposition texts in the generic structure and the language feature.

According to Jozsef (2001), Writing is the most complex human activities which include the improvement of idea, knowledge, and of experience. It means that writing is the media to convey the writer's ideas, arguments and knowledge. Meanwhile, according to Elbow (1981), Writing is so much slower and more difficult than speaking

In spite of writing has several purposes and different form, according to Harmer (2004: 11) it should have concern to 3 crucial parts that are; the **process**, it's the periods in which the writer goes through in order to create something in its final written form, the **content** (subjects' matter) of the writing, the type of writing (shopping list, letter, essay, report or novel), the last one is **medium,** which can be written in pen and paper, computer word file, live chat etc. The process here, according to Harmer (2004: 11) consists of four crucial elements that are: planning, drafting, editing (Reflecting and Revising) and final version.

In this research, the researcher analyzes the students' errors in writing analytical exposition. According to Fauziati (2016), Error Analysis (EA) represents a validation for the

classical contrastive analysis (CA), where the CA only tries to explain the diversities and similarities of L1 and L2. EA attempts to clarify learner's interlanguage autonomously and precisely.

According to Brown (2000:218), Error analysis represents the process to observe, analyze, and classify the variations of the rules of the second language and then to tell the systems operated by learner. Brown (2000: 222) stated that the most generalized interference can be formulated by classifying errors of addition, omission, substitution and ordering. Brown (2000) also stated that there are two main sources of errors, namely, interlingual errors and intralingual errors. Interlingual (Interference) errors are those errors that are obvious to first language interference. Then, interlingual is Mother-tongue influence, which are errors manipulated by the native languages which influence the target language learning. Meanwhile the intralingual errors are the forms of errors are caused by the target language.

Error is unlike from mistake. According to Brown (2000:217), a mistake refers to a performance error. In this case, a mistake is employing slip of the tongue, random ungrammaticalities, and other performance can be self-corrected. It means that the learners are able to fix the mistakes by themselves. Meanwhile an error reveals the learners' competence

2. METHOD

In this study, the researcher used descriptive qualitative method as the researcher collects the data, constructs an analysis and makes a conclusion. Then, she attempts to classify the errors of social function, generic structure and language features found in the students' writing of analytical exposition, and to identify the problems faced by the students in writing analytical exposition. The data are obtained through observation, content analysis, and students' interview. Meanwhile, the data sources are students, students' wrting and classes. the researcher was likely using Brown's error analysis theory by classifying errors of addition, omission, substitution and ordering. In analyzing the errors, firstly, the researcher observed the students' sentences. After finding the errors, she grouped them into four parts that are errors of addition, omission, substitution and ordering. In this side, the researcher analyzed the grammar in detail to find those errors in their sentences.

3. FINDINGS AND DISCUSSION

After analyzing the data, there are two findings should be concerned. The followings are the findings and the analysis.

The students mentioned the social function of Analytical Exposition. It is found in the last paragraph. Here, the elaboration is the underlined utterances after the sentence "It's obvious that going excursion is very important for the children." It can be observed in BS's composition;

"It's obvious that going excursion is very important for the children <u>because excursion give many positive impact to the children if done well with parental supervision.</u>"

The generic structure of analytical exposition consists of thesis, arguments and reiteration.

Based on the thesis given, the students should improve or elaborate by themselves. Partially, the students have a good idea although there are many ungrammatical and unacceptable utterances. For example, in AD's writing;

"I believe that going excursion is very important for the children. Because early age is very happy with excursion. While the meaning excursion is a trip to enjoy the scenery. As for the things that support why children should do excursion."

Arguments consist of point and elaboration. The students' task is only to elaborate the argument given. Here, the student does not improve their idea. Besides, utterances are ungrammatical and unacceptable. The following is AO's argument.

"Firstly, going excursion is for relaxing and getting fun with an excursion they will be more relaxed, and more happy, and their bran will be more relax."

It can be seen in the last paragraph. In this paragraph, most of the students do not face the problem because it only restates the previous paragraph. Here is PA's reiteration:

"It's obvious that going excursion is very important for children. Because there are so many benefits for children, adding experience to children and processing children's thinking too."

Furthermore, there are four crucial language features of analytical exposition that are:

In this study, the text focuses on generic human participant. The participant is not only the children but also the parents because there is a correlation between the children's activities and their parents. However, most of the student's composition do not mention the role of parents in children's need especially the things relate to an excursion. The following is CF's argument:

"When a child <u>comes </u>from school, he <u>will feel</u> burdened with his assignment at school, so children <u>need </u>sightseeing to places that may be a lot of entertainment. Beside that, sightseeing <u>can make</u> children excited to go to school."

It can be seen in AP's composition:

"Because most of the children tired of learning. By way of an excursion and have fun they <u>can let</u> go of their tiredness. So they <u>don't</u> think too much about the burden of learning."

Thus, utterance is ungrammatical and unacceptable although she has tried to use simple present in his writing.

The relational processes include: be, become, remain, taste (like), turn into, represent, constitute, express, signify, stand for. Most of the utterances are ungrammatical and unacceptable. The following is the example, in AP's composition;

"So, an excursion <u>is</u> indeed important for children who also need rest and spend time with the family."

In the composition, there are just a few students pay attention to the conjunction. The following is one of the students' sentences:

"And <u>therefore</u>, excursion very important and very needed for childrens, without excursion maybe childrens will not get pleasure, experience, lessons, something new, which they must know."

Furthermore, there are 75 omissions erroneous, 33 additions erroneous and 116 misordering errors which the students create. The followings are the examples of all errors: This error is performed by the student initial "BS". He writes:

"It is obvious that going excursion is very important for children because <u>excursion</u> give <u>many positive impact</u> to the children if done well with parental supervision."

Here, the errors are omission of verb auxiliary –can in the "excursion give", noun inflection (-s) in the word "impact", and omission of noun (it) as a subject and auxiliary (is) after the subject. It performed in the subordinate clause "if done well with parental supervision."

In DD's writing, the researcher finds an addition of item in verb auxiliary. It's the utterance: "And going excursion <u>is make</u> children more relaxing and getting fun."

Conjunction "and" is not appropriate if it is positioned in the beginning of sentence. The writer can use the others such as in addition, however or moreover. Besides, there is an addition of auxiliary – is before the verb "make". It should be omitted.

The student "HE" creates errors substitution or misformation namely ignoring exception, He writes "childrens" repeatedly.

"Excursion is very important for <u>a childrens</u>, because with excursion <u>the childens</u> no need to think about school lessons, they can having fun with excursion."

Ordering errors or misordering is the highest one than the others. It is performed by the student "FM"

> "Usually, a television show on TV overdrawing is elephants are friends with tigers. If excursion is very important for the children."

Furthermore, based on the interview to few students, the students' problems in writing analitical exposition are; grammar mastery, vocabulary mastery and like and dislike of writing.

The errors which the researcher found are suitable to Brown theory. Based on Brown theory, primarily, the researcher finds the erroneous sentences of addition, omission, substitution and ordering. It is appropriate with what James conveyed in Fauziati (2016: 112). James (1998: 94-112) stated that errors can be characterized into four categories that are omission, addition, misformation, and misordering. As a result, the sentence is both ungrammatical and unacceptable but sometimes, the sentence is ungrammatical, but acceptable or vice versa.

4. CLOSING

Based on the research finding and discussion, the students' error of writing Analytical Expositions include omission erroneous, addition, substitution or misformation and misordering

Based on the result of the data analysis and conclusion, the writer recommends some suggestions as follows: (1) To make the students are interested in writing and get maximum score, the teachers should use some unusual techniques and attractive media in teaching English especially writing section. (2) Teacher should motivate the students to be more creative in conveying their idea when they are writing, and also give the advices to improve the students' literacy because by doing literacy students will be easier to apply their ideas in writing.

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