AN ERROR ANALYSIS IN WRITING AN ANALYTICAL EXPOSITION TEXT BY STUDENTS AT SMAN 4 TANJUNGPINANG

1Rini Fitriani
2Erwin Pohan
3Nana RaihanaAskurny

English Education Study Program
Teacher Training and Education Faculty
UniversitasMaritim Raja Ali Haji

Email: Rinifitriani979@gmail.com    Mobile phone: +6285363531327

ABSTRACT
The objective of this study is to know whether the students make errors, to find the types of errors the students made, and to explain the most frequent errors made by students in using simple present tense of their analytical exposition text writings. The types of errors in this study is divided into four categories; omission, addition, misformation and misordering. In this study, the researcher used descriptive qualitative method to describe students’ errors and analyzed the data by using formula which was done by Keshavarz (2013). The data which was taken from writing test focused on simple present tense students’ analytical exposition texts. The subject of this study is the eleventh grade students of SMAN 4 Tanjungpinang. The findings showed that there are some errors made by the students. After recapitulating the data, the researcher found the students made errors of addition (11 errors or 40%), misformation (9 errors or 30%), errors of omission (6 errors or 16%), errors of misordering (5 errors or 14%). The conclusions of this study are the eleventh grade students of SMAN 4 Tanjungpinang still make all of types of errors in using simple present; addition, omission, misformation, and misordering. The most frequent error that students made is the errors of addition (11 errors or 40%), then it is followed by the errors of misformation (9 errors or 30%), the next is the errors of omission (6 errors of 16%), and errors of misordering (5 errors or 14%).

Keywords: Error Analysis, Simple Present Tense, Analytical Exposition Text
INTRODUCTION

Writing English is difficult for students because there are so many sorts of grammar which are actually very complicated to apply in. However, it would be impossible to write the language effectively without knowing the grammar. So, grammar’s one of the basic components of language which must learn by students.

One of the researcher wants to discuss is the error that students’ made in writing analytical exposition text in language features of analytical exposition. The generic structure of analytical exposition text has three components. They are thesis, arguments, and reiteration. According to Mulya (2010) describes: (1) Thesis: Introduces a topic, outlines main idea (thesis statement). (2) Argument: Provides the argument to support the thesis statement. Each paragraph identifies a particular point, the elaboration may be further description, analysis and giving examples.

Analytical exposition text is text that elaborates the writer’s idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important problem and to analyze the topic that the opinion or the thesis is correct by developing an argument to support it.

Therefore, by learning how to write the analytical exposition text, people are expect to be able to convey their ideas and arguments logically. They also will be able to convey them orderly so that the readers can believe and accept thereasons. However, to write an analytical exposition, there are some grammatical features required, and using of simple present tense is the main features found for it is concern with generalize phenomena. An analytical exposition will
not deserve its function if it does not have the structure it does and use simple present tense in explaining the phenomenon.

Based on the information and observation that researcher got from SMAN 4 Tanjungpinang, the researcher found many problems especially for eleventh grade students in SMAN 4 Tanjungpinang. Sometimes they are making grammatical errors. Students often produce incorrect utterances. According to Dullay et al. (1982), Errors are flawed side of learning speech of writing. However, making errors is fundamentally human in process. Therefore, it is possible for students’ error, it will give the important role in giving the feedback for the teacher and researcher in order to evaluate and develop the material in teaching learning process.

Considering the background above, the researcher discuss students’ English skill in writing analytical exposition text in language features of analytical exposition text. Writing an analytical exposition text should be clear and concrete. If a student made a mistake in language features of the text, it means that the students’ not competent yet in making their text. It makes the reader confused and difficult to understood what the writer means. Therefore, through analytical exposition text, the researcher would like to find out the students’ error in language features of analytical exposition text in writing.

The researcher proposed the problems: What errors do students make in writing analytical exposition text based on language features?
METHOD

The research design of this research is qualitative. It describes the students’ error on generic structure in analytical exposition writing text. According to Patton (1980), qualitative method is attempts to understand organizing patterns that exist in the empirical world under study. In addition, the qualitative data consists of entire passages from documents that are collected.

The data of this research analyzed by steps from Corder’s (1974) in Elliz and Barkhuizen (2005) theory. First, the researcher collected the students writing. They studied carefully. Secondly, the errors were classified into four types of error by selected and identified the error that belong to grammatical errors in the students writing. The errors were found in sentences. The sentence may contain one error or more. Thirdly, the data interpreted and described. And the last, the errors were calculated and the grammatical errors found in students writing.

The population of this research is the eleventh grade of science students of SMAN 4 Tanjungpinang. The researcher take one class as a sample, the class is XI IPA 3 class. The class consists of 30 students. But, 4 students is didn’t come. So, the researcher took 26 students as the sample. It means there were 26 students who were analyzed.
DISCUSSIONS

In these findings, the researcher presents the result of the research and the analysis of the data that were collected through writing test. Writing test was conducted for two days. The researcher took one classes XI IPA 3 at SMAN 4 Tanjungpinang. The total numbers of the students were 30 students, but when the researcher took the data, 4 students were absent, so the total of the participants were 26 students. Data of students’ errors obtained on the writing an analytical exposition text test. The researcher classified the errors into four parts: omission, addition, misformation, misordering of analytical exposition text.

The results of this study are the errors made the students in writing simple present tense sentences had been noted and classified into their types. To know the proportion of each type of errors, a further calculation and analysis were made as follows. The total errors of the students writing is 31.

The percentage of each type the researcher describes percentage of students’ errors as follows:

1. The Errors of Omission: \[ P = \frac{6}{31} \times 100\% = 16\% \]
2. The Errors of Addition: \[ P = \frac{11}{31} \times 100\% = 40\% \]
3. The Errors of Misformation: \[ P = \frac{9}{31} \times 100\% = 30\% \]
4. The Errors of Misordering: \[ P = \frac{5}{31} \times 100\% = 14\% \]
Regarding to the research question of “What errors do students make in writing analytical exposition text?” The researcher would like to make the table of frequency and percentage of each errors that students made to make it easier in concluding the type of error which mostly students made in their analytical exposition text writings.

Table 4.6

Frequency of Students’ Errors

<table>
<thead>
<tr>
<th>No</th>
<th>Types of Errors</th>
<th>Frequency of Errors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Omission</td>
<td>6</td>
<td>16%</td>
</tr>
<tr>
<td>2</td>
<td>Addition</td>
<td>11</td>
<td>40%</td>
</tr>
<tr>
<td>3</td>
<td>Misformation</td>
<td>9</td>
<td>30%</td>
</tr>
<tr>
<td>4</td>
<td>Misordering</td>
<td>5</td>
<td>14%</td>
</tr>
</tbody>
</table>

At it has been shown of the table 4.6 above, it can be concluded that error of addition is the most frequent error that the eleventh grade students of SMA Negeri 4 Tanjungpinang made with addition errors is 11 or 40%. Then it is followed by error of misformation with 9 errors or 30%, error of omission with 6 errors or 16%, and the last is error of misordering with 9 errors or 14%.
4.4.1 Omission

Omission is omitting the items that should be presented in the sentence (Klasen, 1991). The errors of omission that the researcher found in students’ analytical exposition text writings in verb, to be, auxiliary, and subject.

4.4.2 Error of Addition

Addition is the presence of some items that must not appear or present in the sentences (Ellis, 2008). The errors of addition that the researcher found in students’ analytical exposition text writings were addition in to be, verb, subject, and preposition.

4.4.3 Error of Misformation

Misformation error is the use of wrong form or the incorrect use of the morpheme or structure (Dulay, 1982). The errors of misformation that the researcher found in students’ analytical exposition text writings are misformation in to be, verb, noun, preposition.

4.4.4 Error of Misordering

According to Dulay (1982), misordering is the incorrect placement of a morpheme or a group of morphemes in an utterance or in an appropriate order. The errors that the researcher found in misordering were error of misordering subject-verb order, error of misordering error in verb-object.

After identifying, classifying, and analyzing the result of study that the eleventh grade students of SMA Negeri 4 Tanjungpinang made all of types of errors;
errors of addition (11 errors or 40%), errors of omission (6 errors or 16%), errors of Misformation (9 errors or 30%), errors of misordering (5 errors or 14%).

1. The Error of Omission

There were 6 of 26 students made errors of omission (6 error 16%) in their analytical exposition texts. Based on the calculation, there were 3 students made errors of verb, and 1 student made errors of to be, 1 student made errors of auxiliary, and 1 student made errors of subject. Most students still omit in the verb, auxiliary, subject, to be.

a. Omission of Subject

- Understanding online game is actually a type of video game.

From the sentence above the student had committed the omission error since the student omitted the subject “understanding”. The sentence should be “Understanding online game is actually a type of video game”.

b. Omission of Auxiliary

- Game online not bad

From the sentence above the student had committed the omission error since the student omitted the auxiliary “is” before word “not”. The sentences should be “Game online is not bad”.

c. Omission of –s/es in the verb form

- It make someone sick
From the sentence above, the student omitted –s/es in the verb, whereas it should be “It makes someone sick”. As a result, the student had ommitted the omission error.

2. Addition

There were 7 of 26 students made errors of addition (11 errors or 40%). The errors of addition that students’ made are addition in to be, subject, preposition and verb. There were 5 students made errors of addition in verb, 1 student made errors of addition to be, 1 student made errors of addition subject, and 1 student made errors of addition preposition.

As outlined earlier, addition is considered to be the presence of an item that should not appear in a well-formed utterance. Dealing with type of errors, the writer provides the example of sentence which are called addition errors. They are:

   - Game online is a game usually playeds on a computer. Whereas it should be “Game online is a game usually played on a computer”.
   - Lately, a lot of teenagers plays online game. Whereas it should be “Lately, a lot of teenagers play online game”.

b. Addition of auxiliary
   - It are makes someone lazy to learn, leaving prayer, often making impolite words. Whereas it should be “It makes someone lazy to learn, leaving prayer, often making impolite words”.
c. Addition of Preposition

- You have to survive fighting again too other players. Whereas it should be “You have to survive fighting again to other players”.

d. Addition of Subject

- Childrens are addicted playing online game. Whereas it should be “Children are addicted playing online game”.

3. Misformation

There were 6 of 26 students made errors of misformation (9 errors or 30%). The misformation errors that students made in this research are errors of misformation in verb, preposition, noun, and to be. There were 3 students made errors of misformation in verb, 2 students made errors of misformation in to be, 1 student made errors of misformation in noun, and 1 student made errors of misformation in preposition.

Misformation is considered to be the use of the wrong form of the morpheme or structure. This error could be effect the different interpretations and confusing meaning. The sentences below that has been founded by the writer in her research.

4. Game online having positive impact. The sentence should be “Game online have positive impact”.

5. Online games can influential teenagers. The sentence should be “Online games can influence teenagers”.

10
4. Misordering

There were 5 of 26 students made errors of misordering (5 errors or 14%). The errors of misordering that students made are errors of misordering in subject-verb order and misordering verb-object order. There were 2 students made errors in misordering in subject-verb order with 2 errors. Then, 3 Students made errors in misordering in verb-object order with 3 errors. Some students still wrote the sentence with the incorrect placement.

Misordering is considered to be the incorrect placement of morpheme or group of morphemes in an utterance. There are some students’ sentences that are indicated as misordering error.

- PUBG is game amusing
  The world “game” is misordered. The sentence should be “PUBG is amusing game”.

- Game can make also us more focus.
  From the sentence above the world “make”. The sentence should be “Game can also make us more focus”.

- It is exciting for your time bonding.
  From the sentence above the world “time”. The sentence should be “It is exciting for your bonding time”.

The researcher expected the result of this research could be helpful for all of related parties in education field, especially in learning and teaching English for
Senior High School students. The result of this study showed the students’ errors of using simple present tense in their analytical exposition text writings. The findings showed the students’ errors of using simple present tense in their analytical exposition text writings. The researcher believed that the result of this research can be the information related to the students’ errors in using simple present tense.

Compare from the result of previous study and previous study by Saipul (2014), the result from there of previous study was researcher taken. The result of first study is students can apply simple present tense in analytical exposition text in which most of the students were able to apply in simple present tense using positive, negative, and interrogative sentence in analytical exposition text.

The ability level of the students to apply simple present tense in analytical exposition text is categorized “GOOD”. Meanwhile the result of the second previous study by Tuti (2018) is the students were still making a lot of errors in making English composition and students made all of types of errors in their analytical exposition text writings. The students made errors of misformation (107 errors or 57.83%), omission (29 errors or 15.68%), misordering (27 errors or 14.59%), and addition (22 errors or 11.9%).

The last from the third previous study by TutiRizkiKurniasih (2018). The result of her study showed that most of the students in mastering auxiliary “to be” in the present tense have good mastery and the sources of difficulties of the mastery of
auxiliary “to be” in the present tense belong to intralingual errors was caused by ignorance of hypothesized and incomplete application of rule.

This study showed that students still made errors mostly in addition (11 errors or 40%), because the students, still have difficulties in writing analytical exposition text especially in simple present tense in adding s/es/ies in the verb forms. In the other words, they still confused to writing analytical exposition text based on the grammar (simple present tense).

CONCLUSION

After analyzing the data, the researcher concludes that the types of errors that were made by the eleventh grade students of SMA Negeri 4 Tanjungpinang of using simple present tense in their analytical exposition text writings are error of addition (11 errors or 40%), errors of omission (6 errors or 16%), errors of Misformation (9 errors or 30%), errors of misordering (5 errors or 14%). Then, the error that mostly students made in this research is error of addition with 11 errors or 40 %.

Finally, researcher concludes that still have many errors in writing made by students at SMAN 4 Tanjungpinang. the students had errors mostly in addition (11 errors or 40%), because the students still have difficulties in writing analytical exposition text especially in using simple present tense.
REFERENCES

Asmuti, Wili. 2002. *A Correlation between the Vocabulary Mastery and the Writing Ability of the Second Year of the SMUN 06 Students of Bengkulu.* Universitas Bengkulu.


Simanjuntak, Afriando (2016), *Grammatical Errors On Students’ Analytical Exposition Writing at the Eleventh Grade Students of SMAN 3 Tebing Tinggi*. Unpublished A Skripsi, English and Literature Department Faculty Of Languages And States University of Medan


Xie Fang, JieXue Mei., 2007 *Error Analysis and EFL Classroom Teaching* 4(1)