THE STUDENTS' ERRORS IN WRITING EXPOSITORY TEXT AT THE ELEVENTH GRADE OF MAS DARUL FALAH LANGGAPAYUNG

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ABSTRACT

This research aimed to analyze the students' errors in writing expository text at the eleventh grade of MAS Darul Falah, Langga Payung, Labuhan Batu Selatan. In this research, the researcher used a qualitative method. The participant of this research were eleventh grade students of MAS Darul Falah. This research were conducted by snowball sampling and the researcher only took 10 students to write expository text based on the topic they choose in sixty minutes. The data were collected by giving test to the students. The data were analyzed by using documentary technique of Miles and Huberman. It was consisted of three steps were data reduction, and data display and conclusion drawing or verification. The result of the study indicating that there are some errors that made by students such as 6 errors of auxiliary verb (13%), 3 errors of subject (7%), 4 errors of conjuction (9%), 4 errors of article (9%), 3 errors of misformation (7%), 3 errors of misordering (7%), 5 errors of preposition(11%), 4 errors of singular and plural (9%), 2 errors of possesive adjective (4%), 6 errors of lexical (13%), 5 errors of capitalization (11%). From the frequency of each error types, errors of auxiliary verb and lexical errors was the errors which most frequently produced by the students. The students made errors because of their first language (Indonesian logical thinking), or we should say the students mother tongue interference (interlingual source), some students tried to translate the words one by one from Indonesian language into English without paying attention to the English structure rules, and intralingual errors that is caused of errors resulting from complicated system of the target language itself. Besides that the students still confused to arranging the sentences correctly, it is because of the lack of knowledge, grammar, pronoun or poor vocabularies and its use.

Keywords : Students' Errors, Writing Expository Text

I. INTRODUCTION

The objective of teaching writing expository text is that the students can understand the meaning in writing expository text about hot topic in general. The students can analyze socialfunction, structure text (thesis, argument, reiteration) and linguistic elements in expository text.[1] Expository text is used to explain or give information about an issue. It develops the topic using information and various examples.[2] Purose of exposition text is to persuade others to think about an issue from a particular point of view. It usually presents only one side of an argument and give evidence to support that viewpoint. There are two kinds of exposition namely analytical exposition and hortatory exposition. Different from analytical exposition which only describes the reason about what to do or not to do; hortatory exposition is more suggestive because it usually uses sentences that clearly invite people.

However, the objective above is not achieve yet. This can be proven by fact that the students writing expository text is still low. The students still can't write a thesis of the expository. Besides weaknesses in writing thesis the students also find error in writing argument text. Many students make an error in writing expository text, especially in grammar. In their paragraph, the students wrote the thesis statement correctly but they did not complete it with the preview of the arguments. In writing argument they neither arranged the arguments in point and elaborate sequences nor discussed all of the points of arguments. Most of them put all the points of arguments first and wrote the elaborate after all. Moreover, the elaborate they wrote referred to only one or two of the three point of arguments they had. Reiteration became something left behind. It was the last stage the students had to write and most of them did not include this stage, there was no conclusion and suggestion in most of their paragraph.[3]

Errors is the students' sign who does not understand in the English rules. Harmer defines that errors are mistakes which they cannot correct themselves and which, therefore, need explanation. The students will not understand the English rules without making errors first.[4] Moreover, Dulayet. al. classifies the types of errors into fourtypes,

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[1] Kesidamayanti. 2020. *RPP Analytical Exposition*

[2] Gangal, J.K. 2008. *Competitive English for Professional Course*. New Delhi : S. Chand & company LTD. p. 333.

[3] IikNurhikamh. 2013. *Improving Students Analytical Exposition Text Writing Skill Through Guided Promp- Response Active*. Pontianak.

[4] Jeremy Harmer,(2007), *How to Teach English*. England: Pearson Education Limited,p. 96

they are: omission, addition, misformation and misordering. Making error is fundamentally human in process. Therefore, it is possible for students to make errors unconsciously when they were writing. By analyzing the students' error in writing expository text, it can give the important role in

giving the feedback to evaluate and develop the material in learning expository

text.

II. THEORETICAL ORIENTATION Definition of Error

According to Norrish, Error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong. It means that the phrase, systematic deviation in this devinition is a key word which can be interpreted as the deviation which happens repeatedly.[5]

According to Brown says that errors as noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. Errors are ruled- governed, they are systematic and show the lack of knowledge of learners. It means that the students make language deviation then he/she gets wrong or fail. It reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct.[6]

According to James in Brown he stated that an error cannot be self-corrected while mistakes can be self-corrected if the deviation is pointed out to the speaker. While mistake refers to a performance error that is either a random guess or a "slip", in that is failure to utilize a known system correctly. While the error is a noticeable deviation from the adult grammar of native speaker, reflect the competence of the learner.[7]

Definition of Writing

Deporter and Hierarcki explain that writing is a whole brain activity, which use bright brain side (emotion) and left brain side (logic). Although right and left brain sides are used in writing, right brain side has big position because it is a place which appears new ideas and emotion.[8]

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[5] SunardiHasyim. 2002. *Error Analysis in the Teaching English*. Volume 4, number 1. P. 43

[6] Douglas H. Brown. 2007. *Principles of Language Learning and Teaching*. Fifth Edition, New York: Pearson Edition

[7] Ibid p. 257-258

[8] Deporter,B and Hierarcki, M. 2002. *Quantum Learning*. Bandung: Penerbit Kaifa.

Dewi states that writing is the expression of language in the form of letter, symbols, or word.[9] On the other hand, writing is the mental work of inventing ideas, thinking about how express them, and organizing them into statements and paragraph that will be clear to a

Reader.[10] In writing process, there are many models of the process. The writing process is a So, from the explanation above, it can be concluded that writing is process to transferring ideas and thoughts into written form which needs some steps to be done. writing is a way to express the idea or opinion through simple sentences.

Writing Expository Text

Gangal states that expository writing is used to explain or give information about a topic. It develops the topic using information and various examples.[11] According to Gangal, it is important to know how to write. In writing an expository writing, it is needed to make sure that the topic should be developed with suitable example, the paragraph should be written in one point, supplied with the maximum possible information and various examples, begun with some appropriate anecdote and ens it in an interesting manner.

Tuchman (2005) states that in writing an expository composition it is needed to identifies and stays on the topic; develops the topic with simple facts, details, examples, and explanation; excludes extraneous and inappropriate information; uses structure such as cause and effect, acronology, similarities and differences; uses several sources of information and provides a concluding statement.[12]

Exposition means a type of oral or written discourse that is used to explain, describe, give information or inform. Purose of exposition text is to persuade others to think about an issue from a particular point of view. It usually presents only one side of an argument and give evidence to support that viewpoint. Forms of expositions include advertisements, letters to the editor, debates, arguments, pamphlets and posters.

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[9] Utami Dewi. 2013. How to Write. Medan : Latansa Presss. P.2

[10] David Nunan. 2003. *Practical English Language Teaching.* New York: Mc Craw Hill. P.88systematic approach to writing that includes prewriting, drafting, revising, editing and publishing.

[11] Gangal, J.K. 2008. *Competitive English for Professional Course*. New Delhi : S. Chand & company LTD. P. 333.

[12] Tuchman, Kathy. 2005. *Curriculum Design for Writing Instruction*. California : Corwin Press. P.10

There are two kinds of exposition text, namely ; analytical exposition and hortatory exposition. In expository text there is a standard writing stucture so that the readers can distinguish from other types of text. The generic structure of expository text are (1) *Thesis ;* is a introduce a statement of opinion from the author about the topic or problem discussed. (2) *Argument* ; is Reasons that support or strengthen the opinion in thesis. (3) *Reiteration/recommendation* ; is restates the opinion and suggestion from author in the thesis

so that the reader can understand the text. Usually reiteration is part of the conclusion of a text.[13] In expository text there are several language features, they are[14] : (1) Using modals. (2) Using action verb. (3) Using thinking verb. (4) Using adverb. (5) Using adjective. (6) Using simple present tense.

Types of Error in Writing Expository

To know the type of error need a process of analysis. There are four types of error based on how the linguist's views. Dulay , et, al. proposed another types of error based on error taxonomy They are: The error of Omission, The error of Addition, The error of Misformation, The error of Misordering.[15] (1) Error of omission is the absence of an item that should appear. "Errors of omission where some element is omitted which should be present." The learner omits the item that should appear in the good utterance. (2) Addition is the opposite of omission. Addition is "the presence of an item that must not appear in well- formed utterences".[16] In addition, the learners add the utterance which is not needed in a sentence, or the learners add some unnecessary element. (3) The error of misfornation were identified by the use of wrong morpheme or structure. In other words, the error of using one grammatical form in the place of another grammatical form or the learner supplies something, although it is incorrect. (4) Error of misordering. This type of error is characterized by the incorrect placement of a morpheme or group of morpheme in a well-formed writing.

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[13] Maxmenroe.2020. *Text Eksposisi* (*https://www.maxmanroe.com/vid/umum/text-eksposisi.html)*

[14] Georget and Wigell. 1994. *Making sense of functional Grammar*. Sydney : Gerd Stabler. p. 102

[15] Daulay Burt and Krashen. 1982. *Language two*. New York : Oxford University Press. p.154-163

[16] Rod Ellis.2015.*The Study of Second Language Acquisition*, 2nd Edition, New York: Oxford University Press, p. 52

Process of Making Error in Writing Expository Text

By determining the sources of error, the teacher will understand how the students made the errors. According to Brown, there are four sources of error; interlingual transfer, intralingual transfer, context of learning, and communication strategies :[17] (1) Interlingualtransfer ; is also known as the native language transfer because the errors are caused by the learner's first language. Like Brown said, "The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference." The second language is familiar with the learner, the native language is the only linguistic system that is mastered by the learner. Because of this fact, it's easier for the teacher to analyze the errors from the learner if the teacher has been familiar with the learner's first language. (2) Intralingualtransfer : is the main factor in learning second language. In this stage, the errors come from the partial learning rather than the transfer itself. "Intralingual errors occur as a result of learners" attempt to build up the concepts and hypotheses about the target language from their limited experience with it. (3) Context of learning is the source of error that comes from the teacher, the situation in the class, and also from the textbook. "Context refers, for example, to the classroom with its teacher and its material in the case of school learning or the social situation in the case of untutored second language learning." The teacher or a textbook can be one of the sources of errors that made by the learners in the classroom. It is caused by the learner make faulty hypothesis about the language. (4) Communication Strategies :Learners must have their own strategies in language learning to enhance their message across, but these techniques can be the source of errors. "A communication strategy is the conscious employment of verbal or nonverbal mechanisms for communicating an idea when precise linguistic forms are for some reason not readily available to the learner at a point in communication." Communication strategies caused by the learners learning techniques.

Reasons of Making Error in Writing Expository Text

Based on Hourani's statement (2008:42) there are three reasons that influence students making errors in their writing, they are such as : (1) Language transfer ; is a

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[17] SunardiHasyim. 2002. *Error Analysis in the Teaching English*. Volume 4, number 1. P. 45

process transfer information about language from source language to target language. According to Hourani

"These errors could systematically be found at the beginning of second language learning. Since the learner is a beginner, he tends to rely on a great deal of transfer from his mother language". It means that when the beginner began their practice in using language, they would be make a error in their practice. (2) Teaching method; is very important and influence the development for students because the method influence students to get the material especially in English class. Moreover, if the teacher can create interesting media and make fun condition. The students would be enjoy in the class but if the teacher can not manage their class the students would be confuse and make error in their duty. (3) (3) Lack of teaching practices; is a one of factors of that made by students because if students did not have habit to write essay in their home possibility they unsual with new words, the structural of language, and the organize the sentences. Then, students just practice to write essay when the teacher gave them homework or duty but the result of their duty still far from teacher's expected

III. METHODOLOGY

This research was used qualitative research because the purposes is to describe the students errors in writing expository text. The data of this research are sentences that found out from the students at eleventh grade. This research was conducted by snowball sampling. Snowball sampling is a sampling technique of data sources that the initially amounted from a smallinto the big one. This research was conducted at the researcher's house at Langga Payung, Labuhanbatu Selatan. The subjects in this research are the students at the eleventh grade of Senior High School at MAS Darul Falah, Langga Payung, LabuhanBatu Selatan. The location at Langga Payung, Labuhan Batu Selatan. The researcher chose this location because the students can not do the learning process at the school because of Covid-19, so learning process doing by online learning from home. In getting the data, the researcher was used writing test. In analysis data the research analyze by Miles and Huberman, that are data reduction, data display, and conclusion drawing and verification.

IV. FINDING AND DISCUSSION

There are eleven findings in this research namely errors of auxiliary verb, errors of subject, errors of conjuction, errors of article, errors of misformation, errors of misordering, errors of preposition, errors of singular and plural, errors of possesive adjective, errors of lexical, errors of functuation, errors of capitalization. This findings are supported by the data that related to this research ; (1) Athi'urrodhiyah (2012) identified the types of grammatical errors in hortatory exposition text that made by the students of eleven grades of SMAN 1

Baureno Bojonegoro and to find the causes of errors in students' hortatory expositions text. The similarity between Athi' urodhiyah and this research were both of researcher analyzed students' errors in writing expository text, hortatory exposition text is types of exposition text and the result of the study showed that student still made errors in producing hortatory exposition text Athi'urrodhiyah's research found that the dominant errors found in students' text were sentence structure. In addition, the most frequently cause of errors was overgeneralizations while this research focused on grammatical errors based on surface strategy taxonomy and found that the most the dominant errors found in students' text were misinformation errors. (2) Yusnaeni (2014) identified the types of error made by Indonesian students and international students of UIN Alauddin Makassar in writing descriptive text are dealing with the grammatical area such as errors in production of verb, errors in th distribution of verb group, error in the use of preposition, article, errors in the use o questionand miscellaneous errors and other errors which cover error verb, confusio of part of speech, singular and plural morpheme, pronoun, gerund, Indonesian language, adjective phrase, lexical word, omission/ addition of subject, diction and other preposition error. There was a similarity between Yusnaeni's research and this research that both of researchers wanted to analyze students' errors in writing. The difference of her research and this research was the result of the research.

The researcher were identified types of errors made by students. From analyzing of 10 students' writing, researcher found errors in writing expository text, there were 11 types of errors which students has done. There were 6 errors of auxiliary verb (13%) made by the students, errors in auxiliary made when essential elements such as *to be*are omitted and misformation of auxiliary. This type of errors was made by the students who absence of an item that must appear in a well-formed utterance and wrong form of structure. It means that this error caused by interlingual errors. After that, there were 3 errors of subject (7%), this type of errors was also caused by Interlingual errors.

There were 4 errors of connector (9%),this type of errors was also caused by Intralingual errors. 4 Errors of article (9%) It means that this error caused by Interlingual errors. 3 Errors of misformation (7%) this types of errors was caused by intralingual errors. 3 errors of misordering (7%) this type of errors was also caused by Interlingual errors. 5 errors of preposition (11%) this type of errors was also caused by Intralingual errors. 4 errors of singular and plural (9%) this types of errors was caused by interlingual errors. 2 errors of possesive adjective (4%) this types of errors was caused by intralingual errors. 5 errors of lexical (13%) this types of errors was also caused by intralingual errors . And the last of types of error was capitalization with 5 errors (11%). So, the total of the students' errors in writing expository text at MAS Darul Falah Langga Payung were 45 errors.

V.   CONCLUSION

Based on the findings and discussions, the researcher concluded of this research as follows :

1. Errors which most often occurs in the students writing expository were errors of auxiliary verb and lexical error. There were 6 errors of auxiliary verb (13%) It means that this error caused by interlingual errors. After that, there were 3 errors of subject (7%), this type of errors was also caused by Interlingual errors. There were 4 errors of connector (9%), this type of errors was also caused by Intralingual errors. 4 Errors of article (9%) It means that this error caused by Interlingual errors. 3 Errors of misformation (7%) this types of errors wascaused by intralingual errors. 3 errors of misordering (7%) this type of errors was also caused by Interlingual errors. 5 errors of preposition (11%) this type of errors was also caused by Intralingual errors. 4 errors of singular and plural (9%) this types of errors was caused by interlingual errors. 2 errors of possesive adjective (4%) this types of errors was caused by intralingual errors. 5 errors of lexical (13%) this types of errors was also caused by intralingual errors. And the last of types of error was capitalization with 5 errors (11%). Meanwhile, the errors which rarely occur were error of possesisive adjective.

2. The researcher also found some errors made by students, they are interlingual and intralingual transfer. Interlingual transfer is errors that are influenced by the interference of user mother tongue. The students still apply Indonesian pattern

into English when they translate the sentences. Then intralingual transfer occurs when students get difficulty learn the second language. There are three causes of errors in intralingual transfer, namely; errors caused by overgeneralization, errors caused by ignorance of rule restriction, and errors caused by incomplete application of rules. Another factors, the students still confused to choose the right pronoun in a sentence because of the lack of knowledge or poor vocabularies and its use. Besides that, errors happened because of their first language (Indonesian logical thinking), or we should say the students mother tongue interference (interlingual source), some students tried to translate the words one by one from Indonesian language into English without paying attention to the English structure rules, and intralingual errors, that is caused of errors resulting from complicated system of the target language it self.

3. The researcher found that there are 5 types of errors caused by mother-tongue interference (Interlingual errors), the students still apply Indonesian pattern into English when they translate the sentence. Some students tried to translate the words one by one from Indonesian language into English without paying attention to the English structure rules. It is occurs because Indonesian is different from English and it does not apply grammatical rules that English has such as article, nominal sentence and singular and plural marker. Therefore, the students tend to apply their native grammatical rules. Meanwhile, there was 6 types of errors caused by intralingual errors (learning strategy), the students get difficulty learn the second language, it caused of errors resulting from complicated system of the target language itself. The students did not apply the norms or rules of the target language (English) correctly and completely.

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