

ANALYSIS OF ERRORS IN STUDENTS' WRITING OF ANALYTICAL EXPOSITION TEXT AT THE ELEVENTH GRADE OF SMA NEGERI 2 KOTABUMI ACADEMIC YEAR 2023/2024

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Abstract: Writing is a crucial aspect of English language abilities as a foreign language. Writing is an activity that involves creating thoughts and then deciding how to communicate them and created a set of statements and paragraphs that others could read and understand. The aim of this research is to describe the types of errors in writing text and to describe the dominant errors in writing analytical exposition text in the XI Science 1 of SMA Negeri 2 Kotabumi. The researcher found some of the students still got experienced problems of writing texts. The main cause is a lack of understanding of grammar and limited English vocabulary among students. This research used a qualitative research method because the researcher did not use experiments or treatments in research. The research subjects for this research is students of XI science 1 of SMA Negeri 2 Kotabumi and the subjects of the research were 29 students. The researcher analyzed using four types of errors: omission, addition, misformation, and misordering. Based on the results obtained, there were 159 errors, which consist of omission is 62, addition is 55, misformation is 31, and misordering is 11 and for the most dominant error was omission.

Key words: Writing, Errors Analysis, Analytical Exposition

ABSTRAK: Menulis merupakan aspek krusial dalam kemampuan berbahasa Inggris sebagai bahasa asing. Menulis adalah kegiatan yang melibatkan penciptaan pemikiran dan kemudian memutuskan bagaimana mengkomunikasikannya dan menciptakan serangkaian pernyataan dan paragraf yang dapat dibaca dan dipahami orang lain. Tujuan dari penelitian ini adalah untuk mendeskripsikan jenis-jenis kesalahan dalam menulis teks dan mendeskripsikan kesalahan yang dominan dalam menulis teks eksposisi analitis di kelas XI IPA 1 SMA Negeri 2 Kotabumi. Peneliti menemukan beberapa siswa masih mengalami masalah dalam menulis teks. Penyebab utamanya adalah kurangnya pemahaman tata bahasa dan terbatasnya kosa kata bahasa Inggris di kalangan siswa. Penelitian ini menggunakan metode penelitian kualitatif karena peneliti tidak menggunakan eksperimen atau perlakuan dalam penelitian. Subjek penelitian dalam penelitian ini adalah siswa kelas XI IPA 1 SMA Negeri 2 Kotabumi dan subjek penelitiannya adalah 29 siswa. Peneliti menganalisis menggunakan empat jenis kesalahan: kelalaian, penambahan, kesalahan informasi, dan kesalahan penyusunan. Berdasarkan hasil yang diperoleh terdapat 159 kesalahan yang terdiri dari kelalaian sebanyak 62, penambahan sebanyak 55, kesalahan formasi sebanyak 31, dan kesalahan pengurutan sebanyak 11 dan untuk kesalahan yang paling dominan adalah penghilangan.

Kata kunci: Penulisan, Analisis Kesalahan, Eksposisi Analitik

I. INTRODUCTION

Writing is an art form that requires the use of vocabulary, syntax, spelling, capitalization, punctuation, and colorful transition cues that attract attention to produce coherent writing (Permatasari, Wijayatiningsih, & Mulyadi, 2018). However, it can not be denied that writing in English continues to be a challenge for many EFL students. In Indonesia, high school students are required to obtain thirteen textual categories or genres. The forms are descriptive, analytical exposition, narrative, recount, procedure, anecdote, review, report, discussion, hortatory exposition, spoof, news item, and explanation. Based on (Zuana, 2020) analytical exposition texts that will analyzed and explained are one type of English text taught in XI English classes in Indonesia.

Many teachers are also committed to helping students participate in writing challenges in an effective way. Writing is a productive skill to communicate with a group or group of readers. Texts are directed and patterned to serve the writer's purpose. One form of text that is frequently utilized in writing is the analytical exposition text. Analytical exposition is a text type of content that reports the thesis, arguments, and reiteration. Presenting arguments and analyzing or explaining

"how" and "why" are the means of persuasion.

This explores the researcher opinion about a number of phenomena with the aim of convincing the reader of the importance of these ideas. Based on the 2013 curriculum at SMA Negeri 2 Kotabumi, one of the subject materials studied in eleventh grade is analytical exposition text. The generic structure of this text consist The data source in this research is students' writing of analytical exposition text. The students were XI science 1 students of SMA N 02 Kotabumi North Lampung. Based on the classes at the school, researcher examined XI science 1, which consisted of 35 students. After comparing every grade of the eleventh grade, XI science 1 has a different level of activity compared to the other grades, but it turns out that based on the average daily exercise of students, XI science 1 actually gets a smaller score than the other grades. Therefore, the researcher was curious about the results of writing test research in XI science 1, so the researcher took as research subject in that grade. Researcher conducted of writing test of analytical exposition text on XI science 1 students. This test aims to find out students' errors in writing analytical exposition text.

II. METHOD

The research method is importance as it provides means for the researcher to gather data for their research. The research as a series of procedures used to collect and analyze data to expand our knowledge about a topic or issue. This shows that research is a series of actions intended to collect or evaluate data to deepen our understanding of a subject or this shows that research is a series of actions used to collect or evaluate information to increase our knowledge about a subject or problem. Qualitative research is the most suitable research method that researcher will carry out. According to Cresswell, (2008) qualitative research is concerned with methods of investigation and analysis non-statistical of social phenomena. The method researcher use to collect data are known as research techniques and the process is very important. Researcher can find, produce, and assess the truth of knowledge objectively in accordance with their goals and objectives by using research methodology. It is hoped that by implementing appropriate research procedures, the aims, and objectives can be achieved successfully. An approach that is connected to research activities will also help the success of the research. This research used a qualitative research method because the researcher did not use

experiments or treatments in their research. The research subject for this research is all students of XI science 1 of S MA Negeri 2 Kotabumi.

Data Source

The data source in this research is students' writing of analytical exposition text. The students were XI science 1 students of SMA N 02 Kotabumi North Lampung. Based on the classes at the school, researcher examined XI science 1, which consisted of 35 students. After comparing every grade of the eleventh grade, XI science 1 has a different level of activity compared to the other grades, but it turns out that based on the average daily exercise of students, XI science 1 actually gets a smaller score than the other grades. Therefore, the researcher was curious about the results of writing test research in XI science 1, so the researcher took as research subject in that grade. Researcher conducted of writing test of analytical exposition text on XI science 1 students. This test aims to find out students' errors in writing analytical exposition text.

Research Instrument

According to Alhamid & Anufia, (2019) research instruments are the tools needed or used for collecting data. Instruments can take the form of tests and can also take the form of non test, but to obtain behavioral

samples from the cognitive domain, tests are used. Instruments in the research can be divided into two, namely test and non-test forms.

Data Collecting Techniques

Data collection is a main stage in research can overshadow the quality of achieving results by decreasing the possible errors which may occur during a research project (Taherdoost, 2022).

Data collection technique to conduct research, a process, and several steps are required. Researcher carry out several procedures to conduct research as part of the data collection process. Here are several steps for data collection techniques:

1. The researcher prepared test instrument for students.
2. The researcher distributed test instrument to eleventh grade science one at SMA Negeri 2 Kotabumi to conduct a research.
3. The researcher provided an explanation to students about the
material in the analytical exposition text and provides several examples.
4. The researcher asked students to write analytical exposition text with the topic is "The Impact of Social Media on Society"
5. The researcher gave students duration for 60 minutes to write analytical exposition text.
6. When time is over, the researcher asked the students to collected their writing test.

7. Finally, the researcher collected the data and interpreted them all. The data described and then gave conclusion.

Data Analysis Techniques

According to Miles and Huberman in Sugiyono, (2015) qualitative data analysis features interactive processes that are carried out constantly until the analysis is completed to analyze data. In this research used Gass & Selinker, (2008) steps of errors analysis

1. Collect data is the process of gathering results from sample after do writing test so that it can continue to the next stage.
2. Identify errors is a stage in finding the types of writing errors that will be research.
3. Classification errors is define as a way to differentiate one types of errors from another by giving code, such as omission (OM), addition (AD), misformation (MF), misordering (MO).
4. Quantifying errors is use to find out how many errors there are in the research.

Before determining the sample to be research, the researcher did observations to compare the liveliness of eleventh grade. After determining the sample, the researcher will give a text writing analytical exposition.

III. RESEARCH RESULT

Result

Before conducted the research, the researcher has selected Rulik Setiani, S.S., M.Pd and Mrs. Dewi Sri Kuning, S.Pd., M.Pd., as validator. Validators declared the instrument to be valid on April 21, 2024, for one day the researcher did research on 27 April, 2024, this research was done. This research was carried out in SMA N 02 Kotabumi XI Science 1. Students records of analytical exposition text were utilized by the researcher as data sources, 29 students were able to take the test out of the expected 35 because several other students were sick and were not present when the test took place.

Discussion

This chapter presents an overview of the research findings, which were derived from the data collected during this research. The research presented, titled "Analysis of Errors in Students' Writing of Analytical Exposition Text at the Eleventh Grade of SMA Negeri 2 Kotabumi Academic Year 2023/2024," collects data related to students' writing of analytical exposition text. The results of the research in this study test the validity and reliability of research data in one way, namely the validity of the plan and the reliability.

In this part, the researcher discusses the research results described in the students errors in writing analytical exposition text

for XI science 1 students at SMA Negeri 02 Kotabumi in the academic year 2023/2024. Based on 4 types of errors, it found that students' error in writing analytical exposition text are omission 62 errors, addition 55 errors, misinformation 31 errors, and the last misordering 11 errors, the total of errors is 159. Based on similar previous research, analysis of students' grammatical errors in using tenses in writing analytical exposition texts (Subari, 2013), the results obtained were almost the same, the most dominant being omission and then addition, but the difference in the previous research were the third is misordering and fourth misinformation, while in this research the third and fourth most dominant are misinformation and misordering.

IV. CONCLUSION

Conclusion

It can be concluded that there are 4 types of errors in class XI science 1 students, namely omission, addition, misinformation, and misordering. The most dominant types of errors are omissions totaling 62, additions totaling 55, misformations totaling 31, and finally misordering totaling 11. There are differences in results between male and female students; the most dominant results are made by female students, with errors totaling 124 and males, with 35.

The average cause of errors is omissions caused by articles and spelling. Based on the data displayed in this research, it was found that there were 159 errors in 29 students' writing results. It is clear that students still make errors in their writing by investigating error results, students most often make errors in the area of negligence. It means this omission is considered more difficult than the other.

Suggestion

Conducting the research, the researcher provides suggestions on English learning to teachers, students, and the future researchers. This is expected to reduce errors committed by students in the future.

1. For English teachers

Teachers must focus on aspects of errors that are often made when writing text so as

to minimize errors in writing text, especially analytical exposition text.

2. For students

Students should always make good use of their assignments; if there are errors in the use of vocabulary, they can be re-learned; do not hesitate to ask the teacher when something is still not understood; increase vocabulary memorization; and also practice writing English so that they can understand the use of words according to the rules of English writing. This advice must be applied regularly in order to reduce errors.

3. For Further Researchers

The results of this research can be used as a reference for future researchers who will conduct research with the same interest regarding errors in writing analytical exposition text.

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