

## **Writing Error Analysis in Exposition Text of the EFL Junior High School Students**

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### **Abstract:**

*The objective of this research was to understand the writing error of eleventh-grade students of SMA Negeri 4 Samarinda. The descriptive qualitative method was used to examine the written exposition text made by 15 students. The data was collected from the participants' writing on exposition text and analyzed based on the errors' categorization. The result showed that there are 16 categories of errors found in the data. They were punctuation, missing word, capitalization, subject-verb agreement, pronoun agreement, spelling, singular or plural, unnecessary word, wrong word form, wrong word, wrong order, fragment, preposition, conjunction, article, and need-further support error. The error factors were intralingua transfer, interlingua transfer, and students' lack of knowledge about writing.*

**Keywords:** *exposition text, interlingua and intralingua transfer, writing error*

## **1. INTRODUCTION**

Languages are very vital to human activities. Human uses languages as tool to communicate. Sirbu (2015) noted that language is fundamentally a means of communication among the members of a society. Sellars (1969) also stated that language as thought and as communication, because it is an intimate connection that exist between conceptual thinking and the linguistic behavior which is to express the language. This means language cannot be separated with communication. Beside than just a device, languages contribute a great role to develop as the media to share information. Spoken and written information are possible to be shared because the language existence, for example when human is having conversation in their daily activities or when they send written messages. It proves that languages are important in human's life. It makes every data are possible to be shared. Without languages, human cannot deliver any information or even their ideas to others. Among languages found around the world, English is on top of the main language of information sharing.

Today, there are so many countries that their citizens are native to English, for example Australia, Canada and others. These countries formally claimed that English is their standard language. In this many countries, English is used in many aspects of life. Education, politics, mass media, and literature are generally using English. It makes English is the most language used in formal aspects of life.

As the most used language, English is used as reference in literature. Wierzbicka (2006) noted that English expands rapidly in literature. Numerous books of scholarly and pedagogical are written and published in English. Educational books, historical notes, and documentaries are the example of literature that most of them are written in English. It is considered important to everyone who wants to gain more knowledge must able to understand English.

Due to the urgency of English as the main language of references, now many people are facing difficulties in understanding the whole information written in the language. Whether it speaks or not, now all countries around the world are realized about the importance of English. The language is taught of plentiful schools all over the globe. English is introduced as a second or foreign language used in billions of reference books of knowledge. To be able to understand the entire information provided in English, learners should at least be able to listen and read. For further needs, they also have to be able to speak and write. These four skills are the basic skills of English that learners should comprehend and master.

Harmer (2007) noted that skills are divided into two different types, receptive skills, and productive skills. Receptive skills are how people extract meaning from the discourse they see or hear. To master these skills, learners should be able to note the important point of what they sense. Not only listen or read they should understand what is talking on the texts or audios. The other is productive skills. It is writing and speaking. By the term, productive means learners should create a product of English spoken or written. Learners have to pour up their thoughts about a thing. These skills require learners to

shows off their performances. To support these skills, learners also need to master English components.

Beside skills, there are also components of English. Ur (1999) stated that components of language have been broken into three: the phonology, or sound system of the language; the lexis, or the words or phrases which express concepts; the structure, or the way words or bits of words are strung together to make acceptable sentences or phrases. The three components are popularly called by pronunciation, vocabulary, and grammar.

Many considered writing as the hardest skill to learn as well as challenging (Styati & Irawati, 2020). Heaton (1990) noted that the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. A writer needs varied knowledge about the information on a topic to make good writing. According to Ur (1999), writing is widely used within foreign language courses as a convenient means for engaging with aspects of a language other than the writing itself. To simplify, writing needs other skills and components understanding to be done. Writing also cannot be done without considering the formal aspects. Ur (1999) added that neat handwriting, correct spelling, and punctuation, acceptable grammar and vocabulary selection. Writing needs much higher standards of language that demanded. Further comprehension of the components is needed to produce good writing. Oshima & Hogue (2007) combined these writing difficulties into a list of correction symbols that includes both grammar and formal aspects of writing error. However, we cannot leaving aside that is very important to support every element in life as well as play an important role (Subekti, 2018) to convey messages (Ariyanti, 2016), it is a reflection of what people do with languages (Lestari, Loeneto, & Ihsan, 2019) in contextual meaning (Mukorobin & Widyantoro, 2018). Therefore, there are many studies accommodate writing skill as a focuses to be researched e.g. how far EFL students have difficulties and made errors when writing (Sitompul, Hasibuan, Ady, & Harahap, 2020; Permatasari, Wijayatiningsih, & Mulyadi, 2018) and the use certain techniques just to improve EFL students' writing skill (Omar & Ghazali, 2016; Kassem, 2017; Ningsih, 2016)

There are some errors that frequently happen to learners who learn how to write. Many researchers had conduct researches on errors of students' writing. In this respect, Iamsiu (2014) conducted the similar research about grammatical error in Srinakharinwirot University Students' Writing. This research examined the errors found in students' written works. It sampled 20 second-year English minor students enrolled in EN 131 (Basic Writing) in the second semester of the academic year 2012 at Srinakarinwirot University, Thailand. The other research conducted by Wati about punctuation marks error in third semester students at IAIN Tulungagung. It sampled 27 essay writing works of the students.

Indonesia, as the country of hundreds of languages, is now teaching English in its schools. English is considered as a foreign language that every student should learn. English is noted as a compulsory subject. There are levels that students should achieve after learning it. As a big country with numerous languages, Indonesian students are

having some difficulties in learning English because it has different rules with L1, which is more complicated than Indonesian Grammar. Students are having difficulties in writing because of grammar. Muhsin (2016) conducted a research in order to analyze the students' errors in using simple present tense. The result showed that the students committed error because they were transferring the grammar rules of their mother tongue to the English language.

Another researcher who conducted similar research to this study includes Iamsiu (2014) who done a research about grammatical errors made by 20 second-year English minor students of Srinakharinwot University students. The research examined five types of errors in students' written work. She found that the most frequent type of errors made by the students were word choice errors.

Furthermore, Sermsook, Liamnimitr, & Pochakor (2017) did a research about errors in written English sentences made by Thai EFL students. They examined 104 pieces of writing written by 26 second-year English major students. They found that the most errors committed were punctuation, subject-verb agreement, spelling, capitalization, and fragment errors. Additionally, Bustomi (2009) analyzed errors found in ten descriptive writings made by students of Harapan Jaya Senior High School. The result showed that the most error found were article error, verb tense and word choice error. Lastly, Merizawati (2018) did a research about error analysis in paper presentation. She examined the types of errors and the most often errors committed by 124 sophomores of the class in IAIN Bengkulu. She found 17 types of error and the most error were omission, subject-verb agreement, plural form, tense, and addition.

Related to current research done by researchers, based on the observation that researchers conducted in SMA Negeri 4 Samarinda, the researcher found that many students of the school faced difficulties in writing, especially word choice, subject-verb agreement, and sentence structure. Researcher also found that some of them having a problem with punctuation and spelling. The eleventh graders that researcher observed were troubled when trying to write an exposition text. Making exposition text was one of their duties written in the curriculum that they should be able to compose an exposition text. Therefore, researcher decided to do a research about writing errors at SMA Negeri 4 Samarinda. It is an interesting topic to evaluate how learners have to understand writing and try to create a product based on what they had learned. Students frequently did mistakes in spelling, subject-verb agreement, and others. This is proof writing are still considerably difficult for learners.

## **2. LITERATURE REVIEW**

### **2.1 Writing Skill in Exposition Text**

According to Jozsef (2001), writing is among the complex human activities. It involves the development of a design idea, the capture of mental representations of knowledge, and experience with subjects. A writer needs to understand every component, ideas, and the other supporting aspects. To design writing, a writer needs a fundamental understanding of the contents. The ideas develop in the writing would present the whole

design of the writer's way of thinking. It is complex through so many aspects that should be considered before writing.

Brown (2004) stated that the ability to write has become a crucial skill in our global literate community. It is necessary to achieve employment in many walks of life. Everything in every part of life is now dependent on writing. People need to write their application papers to apply for a job. Students need to write an answer on a test to complete their education. Workers need to write their reports. Writing becomes very essential to life towards social development.

Klimova (2014) added that writing has a unique position in language teaching since its acquisition involves practice and knowledge of the other three language skills, such as listening, reading, and speaking. From Patel & Jain (2008), writing is a skill that must be taught and practiced. Writing is an essential feature of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at a higher stage.

Exposition text is a text that elaborated on the writer's idea about the phenomenon surrounding. The text explains a topic supported by facts. It persuades a reader by presenting one side of the argument. By taking a point of view and justifying it, the aim is to convince others to see only that side of an issue. Some expositions speculate as to what might be and persuade others as to what should be.

Responding to persuasive writing helps develop a student's critical thinking and clarity of expression. It encourages students to question, research, and respond to an argument clearly and logically. There are different types of exposition texts: analytical exposition and hortatory exposition.

Bashir (2017) noted that an analytical exposition text evaluates a topic critically but focuses only on one side of an argument. Anderson and Anderson stated as quoted by Kurniawati & Kurniawan (2017) that analytical exposition is a piece of text that presents one side of an issue. Wijayanti (2019) also stated that hortatory exposition text is a text that persuades the readers or listeners that something should or should not be the case. A distinctive feature of this text, compared to the analytical one, is that the writer expressed some recommendations related to the matter.

The structure of exposition text is different from other texts. Exposition texts generally begin with an introductory statement of position giving the author's opinion or point of view. This previews the argument that will follow. The next section has a series of logical arguments that convince the audience why this position has been taken. A conclusion ties it all together by reinforcing or summarizing the author's point of view.

## **2.2 The Concept of Error Analysis: Source and Classification**

Errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. Taylor (1997) remarked people cannot learn a language without first

systematically committing errors. Error analysis is the study and evaluation of uncertainty in measurement.

Abushihab (2014) stated that error analysis (EA) henceforth is a branch of Applied Linguistics and has two functions. The first function is theoretical which has its place in methodology and describes the learner's knowledge of the target language. It also helps the researcher find out the relation between the knowledge and teaching the learner has been receiving. The practical area of EA is to overcome the mismatch between the knowledge of the learner and the demands of the situation. Corder on the other hand, as quoted by Muhsin (2016), defined EA as a procedure, which used by researchers and teachers which involves collecting samples, describing the errors found, classify them according to their nature and causes and evaluate their seriousness.

The factors of error in writing were noted by Brown (2000). He drew error sources into four, which are Interlingua transfer, intralingua transfer, the context of learning, and communication strategies. Harmer (2007) also noted the cause for errors which most students make at various stages, L1 interference and developmental errors. Richards (1974) divided the source of error into interlingual errors and intralingual errors. Likewise, James (1998) added the sources of errors are interlingual errors, intralingual errors, communication strategy-based errors and induced errors.

Oshima & Hogue (2007) presented some correction symbols to marks errors found in writing. This correction symbols will help teachers to spot and correct the errors. It was punctuation, missing word, capitalization, verb tense, subject-verb agreement, pronoun agreement, connect, spelling, singular or plural, unnecessary word, wrong word form, wrong word, pronoun reference error, wrong word order, run-on sentence, comma splice, fragment, not parallel, preposition, conjunction, article, transition, start a new paragraph, and need-further support.

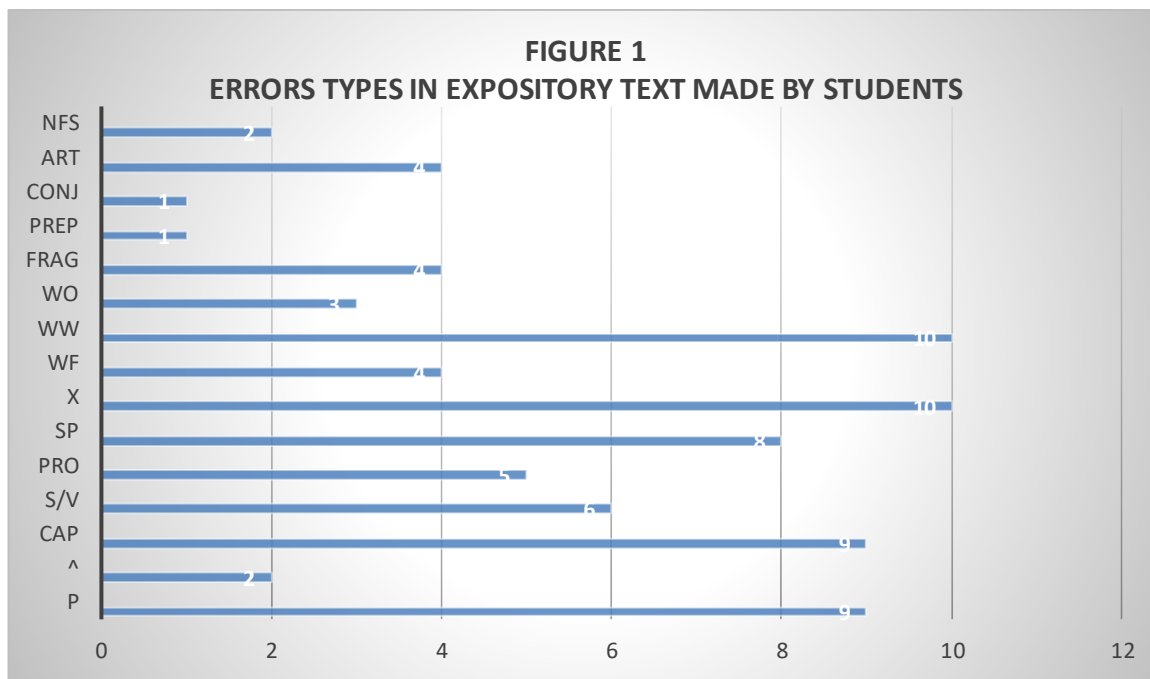
### **3. RESEARCH METHODOLOGY**

This study is a qualitative research where it investigates natural phenomenon happened in real contedt of teaching and learning of writing (Cresswell, 2003; Cresswell, 2005; Bogdan & Biklen, 1992). The research subject was 15 eleventh-grade students of SMA Negeri 4 Samarinda in the academic year 2019/2020. The subject was chosen by using a purposive sampling. The data was collected from participants' written exposition text. It was formed as sentences and analyzed according to the data analysis technique. The research used documentation as the instrument. The data collected was analyzed based on Miles & Huberman (1994) model.

### **4. FINDINGS AND DISCUSSION**

After analyzing the errors, there are sixteen types of errors were found in the sentences from exposition texts made by the participants. The errors are punctuation, missing word, capitalization, subject-verb agreement, pronoun agreement, spelling, singular or plural, unnecessary word, wrong word form, wrong word, wrong word error, fragment,

preposition, conjunction, article, and need-further support. The table below will show the errors types found in each exposition texts.



Above chart shown that punctuation error listed in ten exposition texts, missing word error listed in two exposition texts, capitalization error listed in nine exposition texts, subject-verb agreement error listed in six exposition texts, pronoun agreement error listed in five exposition texts, spelling error listed in eight exposition texts, singular or plural error listed in nine exposition texts, unnecessary word listed in ten exposition texts, wrong word form listed in five exposition texts, wrong word listed in nine exposition texts, wrong order listed in three exposition texts, fragment error listed in four exposition text, each of preposition and conjunction error listed in one exposition text, article error listed in four exposition texts, and need-further support listed in two exposition texts. A further analysis will explain the errors type found in the participants' exposition texts.

#### 4.1 Punctuation

Punctuation errors found in different exposition texts are error in using commas and error in using apostrophes. Oshima & Hogue (2007) explained the used of commas in four ways: separate words, phrases, or clauses, in a series (a group of three or more), to separate the parts of dates and addresses, after most time order expressions, and before the coordinating conjunction in a compound sentence. Next, apostrophes are used in three ways: to make contractions, to shows ownership, and to make letters of the alphabet plural.

The data showed that some students error in using commas to separate words, phrases, or clauses. For examples '*Narcotics abuse is very dangerous and has a negative impact, namely changes in attitude or personality, uncontrolled emotional nature and damage to personal health.*' and '*Discipline is the basic thing in scouting, in scout activities all things will usually be arranged with a schedule and order that must be obeyed by all students.*' The example showed that the commas are omitted before conjunction 'and'. The other commas error is found before the conjunction. Some students did not put commas to separate compound sentences. The example is '*In contrast to other nations teaching in Finland is a highly admired profession.*' The comma should be put between the words to separate the compound sentence.

The apostrophe error is found in a student's writing text. The apostrophe was not used to shows ownership of a noun. The example is '*Smartphone has a good impact on humans life...*'. It should be written as '*human's*'.

The punctuation errors appeared to be an error that students should understand the rules to fix it. The phenomenon of errors seemed to be rooted in the lack of precision from the students. There is also a possibility of the error caused by the different rules of how to use commas and apostrophes in students' L1. The same phenomenon happened in the previous study conducted by Sermsook et al. (2017). The subjects who were Thai students committed punctuation marks errors. It also happened to the subject in the other previous study conducted by Bustomi (2009). The students committed the same errors about using punctuation marks.

#### **4.2 Missing Word**

Missing word error is an error of omitting a word that should be included in a sentence. The examples of missing word errors found in the data are '*They all trying to produce a product that will help more and less damaging to the environment.*' and '*Many researchers from all around the world trying to find the anti-virus for coronavirus...*'. Both examples showed that the sentence is lacking a word (*to be*) before verb-*ing* to shows present continuous tense.

Missing word error is caused by the over-generalization of English rules. The students appeared to understand the rules of the sentence but lack of other requirements. Both examples showed that the errors are spotted in the construction of present continuous tense. The students omit the requirements of infinitive + *ing*. The sentence seemed to be correct because it already had the subject and the verb, but it was incorrect because of the omission of '*be*'. A similar phenomenon happened in the research conducted by Bustomi (2009). It was frequently done by the subject to miss a word that should be put to make the sentence composition completed.

#### **4.3 Capitalization**

Oshima & Hogue (2007) presented some rules of using capitalization in a sentence. The first word of a sentence, the pronoun I, abbreviations, and acronyms, and all proper nouns should be capitalized. The research data showed some students made errors in



capitalizing the first word of a sentence. The examples are *'this is very dangerous...'* and *'most of these chemicals have not undergone.'* The first letter of the sentence should be capitalized. The other capitalization errors are errors in capitalizing the proper noun. The examples are *'The reason is that now english is a global language.'* and *'Indonesia should follow the education system in finland.'* Both *'English'* and *'Finland'* are proper nouns that should be capitalized. The other error is capitalizing abbreviations and acronyms. The data showed an example of error as *'Because by exercising we can protect our body from the covid 19 virus.'* The word *'covid'* should be capitalized as it is an abbreviation for Coronavirus Disease-2019.

Capitalization error is similar to the punctuation error that the students need to understand the rules to correct the error. The lack of precision is the main cause of this error. The same phenomenon happened in the research conducted by Sermsook et al. (2017). The cause was the different rules of capitalization in the native language of the subjects. There is no rule of capitalization in Thailand.

#### 4.4 Subject-Verb Agreement

Oshima & Hogue (2007) stated that the subject and the verb should be agreed in number. Research data showed the error of subject-verb agreement in three forms. First, use to be after subject followed by an infinitive verb. For example, *'It is make a big impact on human life.'* An infinitive verb should not follow to be. The subject is *'it'*, and corresponds to the subject the verb should be formed with + *s*. Second, a singular subject is followed by a verb without + *s* or a plural subject is followed by a verb with + *s*. The examples are *'...plastic waste become the contributor of flood...'* and *'Plants help to reduce the amount of carbon dioxide in the air and significantly decreases the presence of toxic arises like Methane.'* The first example showed the *'plastic waste'* as a subject and *'become'* as a verb. The *'plastic waste'* is singular, therefore the verb should be written with + *s*. The second example is the opposite; the subject is *'plants'*. The verb that follows a plural subject should be written without + *s*. The third form of subject-verb agreement error found in the data is the auxiliary verb is not agreed with the subject. The example is *'Everyone is trying to develop many things that is more effective and convenient.'* The auxiliary verb *'is'* in the noun phrase is not agreed with the noun *'things'* which is a plural noun. The error is in contrast to the Oshima and Hogue (2007) theory that suggested that subject and verb should be agreed in number.

Subject-verb agreement error is influenced by the L1. The cause of the error is the difference between L1 and L2 sentence construction. This difference is sometimes being forgotten by the students, that they equalize the rules and committed errors. Subject-verb agreement errors are also found in two related studies mentioned. Iamsiu (2014) noted the two features of subject-verb agreement errors as omitting *-s* or *-es* from the verb in the third person singular in present tense and the verb in a relative clause does not agree with the noun that clause modified. The two features also happened in research conducted by Sermsook et al. (2017). The possible explanation was the faulty application of rules and influenced by the first language. There was also the same

phenomenon that happened in Merizawati (2018). It is implied overgeneralization is the cause.

#### 4.5 Pronoun Agreement

Pronoun agreement is a rule of which a pronoun is agreed with the noun it replaced. The data showed some errors in pronoun agreement. The example is *'If there are friends who are sick you and other friends must take care of it together.'* The pronoun *'it'* does not resemble the noun *'friends'*. The correct pronoun is *'them'* as an objective pronoun for a plural noun.

The pronoun agreement appeared to be caused by the lack of understanding from the students about the pronoun and its rules. They chose the wrong pronoun because of a lack of knowledge. L1 also interfered with this error because the rules of the pronoun of their L1 is not as complicated as English. This phenomenon is also found in Sermsook et al. (2017).

#### 4.6 Spelling

Sermsook et al. (2017) stated that the majority of the spelling errors committed was occurred by using an incorrect letter, omitting a letter, or adding a letter that unnecessary. The data found that some students listed spelling errors. The example is *'Only talented students can continue their education to a university and recive a master's degree.'* The other spelling errors indicate that some students are got used to a certain formula that they did not notice some rules are different, for example, *'We all can not deny that technology is getting better.'* The similar study conducted by Iamsiu (2014) categorized this error as the wrong word of choosing a word that does not exist in English.

The spelling error is the error that is unquestionably caused by the lack of students' knowledge about how the words in English are spelled. Most of them did spelling errors because they do not know the English words are not always spelled as they pronounced. The other caused is carelessness. In previous studies by Iamsiu (2014), Sermsook et al. (2017), and Bustomi (2009), there were also found spelling error phenomenon.

#### 4.7 Singular or Plural

Singular or plural error deals with nouns that are supposed to or not supposed to be a singular, vice versa. The data showed that some students were to focus on the certain rules and ignore the exception. The examples are *'Skins is the outer part of the body that has contact with dirty air, sunlight and pollutions.'* and *'There are many peoples who do not understand what the meaning of social distancing.'* Both examples showed the ignorance of the exception for singular or plural nouns. The word *'skin'* is an uncountable noun and considered singular, while *'people'* is already a plural form that does not need + s.

Singular or plural error once again appeared to be caused by students' lack of knowledge. They over-generalized the rules of English. Both examples showed that the errors of plural form. The rule + s was applied to all nouns that they do not aware of

exception. In Sermsook et al. (2017) and Merizawati (2018), there were also singular or plural errors committed.

#### 4.8 Unnecessary Word

Unnecessary word error is related to the error of adding a word that unrelated or not essential to the sentence content. Doubling part of speech that has the same function, adding an unnecessary article, and repetition are related to this error. The research data showed examples of unnecessary word errors. The examples are *'The plastic bottle will become disentangled in the air as a dioxin.'*, *'But if we do social distancing that probably we can prevent to the virus.'* and *'Sports have many types and types that you can make choices.'* The first example showed the use of the article 'a' to the uncountable noun which is related to the finding from two similar studies. The second example showed the use of 'to' that unnecessary because the word followed 'prevent' is an infinite verb that does not need 'to'. The third example showed unnecessary repetition.

Unnecessary word errors found in this research are caused by overgeneralizing rules of English grammar. The first example is adding an unnecessary article to the uncountable noun. The addition 'to' in the second example is also similar to the first example, which is overgeneralizing the rules of infinitive verb + to. The lack of students' precision seemed to be the reason as well.

#### 4.9 Wrong Word Form Error

Wrong word form error as exemplified by Oshima & Hogue (2007) was an error of picking a word that seems correlated to the sentence but formed in the wrong part of speech. The data showed the wrong word form error examples. The examples are *'Water can increase the metabolism and pressing of eat desire.'* and *'In schools, learn is not only according to the curriculum...'*. The first example shows the wrong form of the word 'eat' which formed as verb, while it should be formed as a noun, in this case, a gerund. The same case was found in the second example. The word 'learn' is a verb that should be formed as a noun, in this case, a gerund to fit the context of the sentence.

Wrong word form errors appeared to happen because students did not know about the word transformation. The affixes' rules in English are not as simple as their L1 rules. The word-by-word translation is also taking part in the reasons why wrong word form errors could happen. This phenomenon also happened in the previous studies conducted by Iamsiu (2014), Merizawati (2018), and Bustomi (2009).

#### 4.10 Wrong Word

Oshima & Hogue (2007) exemplified wrong word error as error of choosing the word that does not fit the context of the sentence. The examples from the data are *'By improving the quality standards in educators, we can build a better economic system too.'* and *'...understand the importance of reboisatation deeply and plant more trees whenever there is a need of reboisatation.'* These examples showed that a wrong word had been chosen into the sentence. It is correlated to the previous studies that also showed the same

phenomenon of errors. It can be found in Merizawati (2018), Bustomi (2009), and Iamsiu (2014). The first example showed that a word that had been used sounds somewhat like the target word but it is incorrect. While the second example showed that the word chosen does not exist in English.

Wrong word error could happen because of the lack of students' precision or they lack vocabularies and rules of choosing words that fit the structure rules. The second example showed that the term used in the sentence does not exist in English. The word seemed to be correct but it was incorrect. L1 interference became the reason of why this could happen.

#### **4.11 Wrong Order**

Oshima & Hogue (2007) exemplified wrong order error is an error of placing words in the sentence. It can be an error of placing an adjective that modifies a noun, an adverb that modifies a verb, or putting a verb before a noun. The data showed examples of the wrong order. The example is *'In schools, is not only learning according to the curriculum...'* It showed at the example that the verb is placed before a noun that doing the activity. This error is correlated to the data found in similar studies by Sermsook et al. (2017), Bustomi (2009), and Merizawati (2018).

A wrong order error appear to be happened because of word-by-word translation or using L1 construction to the English sentence. The difference in English structure with L1 could cause them that made the wrong order error happened. The same phenomenon happened in previous studies.

#### **4.12 Fragment**

Oshima & Hogue (2007) defined fragment error as an error of an incomplete sentence. The examples of fragment error from the data are *'Can be through the media of books and the internet.'* and *'One way of social distancing is lots of places temporary closed during COVID 19.'* The first example showed fragment error because there is no subject, while the second example had no verb. It is correlated to the theory and the example from Oshima & Hogue (2007) and to similar studies. The fragment error seemed to be caused by students' imprecision towards sentence structure. A similar phenomenon was also found in Sermsook et al. (2017) and Merizawati (2018) research. They stated that the errors occurred due to their L1 interference.

#### **4.13 Preposition**

Preposition error is the error of omitting, adding, or misusing preposition. Oshima & Hogue (2007) showed some of the rules of using a preposition, including prepositional possession. The example from research data showed the error of omitting prepositional possession. The example is *'...so that the waste plastic bottles will become very dangerous.'* The sentence is missing a prepositional possession.

Preposition error phenomenon appeared to happen as well from previous studies conducted by Sermsook et al. (2017) and Merizawati (2018). The preposition went

missing because of the lack of precision. Even though the data only show one student that made this error, it could not be left out as an error.

#### **4.14 Conjunction**

Oshima & Hogue (2007) showed an example of the conjunction error as a compound sentence that missing conjunction. The example from the data is *'In schools, learning is not only according to the curriculum that has been given, there are extracurricular that develop students' interests in talent.'* The example showed that there is a compound sentence that missing coordinating conjunction *'but'*. The error is a contrast from the Oshima & Hogue (2007) theory that suggested conjunction to link ideas in a compound sentence. The conjunction error happened because the students could not link the ideas they wanted to deliver. There was also conjunction errors found in Iamsiu (2014) research.

#### **4.15 Article**

Article error is an error of omitting, adding, or misusing articles. The data showed some examples of article errors. The examples are *'Plastic bottle is one of the factors that make environment was damaged.'* and *'Forests are natural effective carbon sink.'* Both examples showed the omission of the article *'the'*. The same phenomenon is also found in research by Sermsook et al. (2017). The phenomenon of omitting the article from a sentence is stated as due to the L1 language interference since there are no article rules in the Thai Language. Bustomi (2009) and Merizawati (2018) also noted article errors in their researches.

Article error seemed to be happened because of the word-by-word translation or students' lack of knowledge about the use of the article. In their L1 sentence structure, the use article was not as precise as English. Sometimes the sentence did not use any article at all. The students applied the same rules to the English structure that caused article error could happen.

#### **4.16 Need-further support**

Need further support error is an error of a sentence that ambiguous, lack of idea explanation, or required more supporting explanation. There is no specific theory to correct this error, except the sentence should be enriched with more explanation or be reconstructed. The example from the data is *'In a further study explained that diet because they want to meet the standards of physical beauty contribute to the occurrence of psychological problem among adolescent girls.'* The example showed that the sentence is contained too many ideas that should not be put in the same sentence. The sentence should be reconstructed to deliver the whole idea.

Need-further-support error is an error that the students needed to understand more about the English structure to conquer it. They could not deliver the real idea that they wanted to and caused misconceptions about the sentence. Unfortunately, there is no result of a need-further-support error in previous studies.

The errors found in the research data was correlated to the theory of Brown (2004) about factors of error in writing, interlingua transfer was the negative influence of L1 rules that the students already mastered. These rules then applied to the English that had different rules. This phenomenon was also stated by Harmer (2007) as L1 interfere, where L1 interrupted students' understanding of English grammar rules. James (1998) and Richards (1974) also noted this as interlingual errors. Some data from previous researches also presented a similar phenomenon in which L1 interfered English rules understanding. The previous studies conducted by Iamsiu (2014) and Sermsook et al. (2017) in Thailand and from Bustomi (2009) and Merizawati (2018) in Indonesia also found a similar phenomenon in their subjects, the students that were studying English as a foreign language. The same phenomenon happened where their errors in English writing was influenced by their first language. This factor occurs quite frequently in the data that some of the categories found were caused by it.

The other finding that correlated to the theory of Brown (2004) was the intralingual transfer, where there was an over-generalization rule within the language. It happened to some of the categories of errors. The students generalized English rules to a lot of sentences that caused error happened. The same theory was noted by Harmer as a developmental error. This phenomenon also happened in previous studies conducted in Thailand and Indonesia. There was also a similar error made by the students.

The other factor that caused students made errors in their writing was the lack of precision and ignorance. Some students were careless and disobey the rules of English writing. This reason was stated also from Sermsook et al. (2017) Lack of practice may also be the reason why they made errors in writing. They are competent in understanding the basic rules of English writing, but they still have some flaws. The students should focus in conquer this deficiency and try to resolve these errors.

The most common errors made were punctuation error, capitalization error, unnecessary word error, and wrong word error. Compared to the related study, wrong word error was the most common error made in the study conducted by Iamsiu (2014) in Thailand. The other study conducted by Sermsook et al. (2017) also in Thailand showed punctuation mark error as the most common error made by the students. The study conducted by Bustomi in Indonesia showed that the most common error found was wrong word error. The study conducted by Merizawati (2018) listed the omission and subject-verb agreement as to the most common errors.

From all the statements above, we can infer that the errors found in the research data were punctuation error, missing word error, capitalization error, subject-verb agreement error, pronoun agreement error, spelling error, singular or plural error, unnecessary word error, wrong word form error, wrong word error, wrong order error, fragment error, preposition error, conjunction error, article error, and need-further-support error. These errors were mostly caused by interlingua and intralingual transfer. This is correlated to the theories from Brown (2004), Harmer (2007), James (1998), and Richards (1974) about factors that may cause errors in English writing. The other factor that caused errors was the lack of precision and knowledge by the students. This factor also correlated to

the previous studies that were conducted to Thai and other Indonesian students who were studying English as their foreign language. The most common errors found were punctuation error, capitalization error, unnecessary word error, and wrong word error.

## **5. CONCLUSION**

This research has reached its purpose which was to understand the writing error found in exposition text written by eleventh-grade students of SMA Negeri 4 Samarinda. The conclusion for this research is the errors found in the exposition texts were punctuation error, missing word error, capitalization error, subject-verb agreement error, pronoun agreement error, spelling error, singular or plural error, unnecessary word error, wrong word form error, wrong word error, wrong order error, fragment error, preposition error, conjunction error, article error, and needfurther-support error. These errors were mostly caused by interlingual error or native-language interference and intralingual error which was over-generalization of English grammar rules. The lack of knowledge and carelessness were also the causes of these errors. The students were competent in understanding the basic rules of English writing, but they still have some defects. The most common errors committed by the students were punctuation error, capitalization error, unnecessary word error, and wrong word error.

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