

AN ANALYSIS OF STUDENTS' ERROR IN USING COHESIVE DEVICES IN WRITING ANALYTICAL EXPOSITION TEXT

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Abstrak

This research was done to investigate the students' error in writing analytical exposition text at the Fourth Semester of Institut Pendidikan Tapanuli Selatan. The aim of this research were: 1) to find out the amount of errors made by the students, 2) to find out the most frequently error made by the students, 3) to find out the least frequently error made by the students. The writer used a descriptive qualitative method. The subjects of this research were 20 at fourth semester of Institut Pendidikan Tapanuli Selatan in Academic year 2018/2019. To collect data the writer used English writing essay test. The collected data was identified, classified, and analyzed based on the types of error using Dulay's Theory (the surface strategy taxonomy). The result of the research shows that: 1) the total amount of error made by the students were 168 errors. They included misformation type (81=43.50%), addition type (49=26.30%), omission type (38=20.40%) and misordering type (18=9.70%). 2) the most frequently error made by the students was misformation type (81=43.50%), 3) the least frequently error made by the students was misordering type (18=9.70%).

Key Words: analysis, error, writing, analytical exposition text

1. INTRODUCTION

Writing is medium of human communication that represents language and emotion with signs and symbols. To write clearly it is essential to understand the basic system of a language. In English this includes knowledge of grammar, punctuation and sentence structure. Vocabulary is also necessary, as is correct spelling and formatting. A writer may write for personal enjoyment or use, or for an audience of one person or more. The audience may be known (targeted) or unknown. Taking notes for study purposes is an example of writing for one's self.

In most languages, writing is a complement to speech or spoken language. Writing is not a language, but a tool used to make languages be read. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar, and semantics, with the added dependency of a system of signs or symbols. The result of writing is called *text*, and the recipient of text is called a *reader*. Motivations for writing include publication, storytelling, correspondence, record keeping and diary. Writing has been instrumental in keeping history, maintaining culture, dissemination of knowledge through the media and the formation of legal systems. Writing not only offers ways of reclaiming the past, but is a critical skill for shaping the future. In Stanley Kubrick's 1968 motion picture '2001: A Space Odyssey' a computer equipped with a perfect speech recognition programme, which is even able to lipread, threatens to overpower the human crew. This is still science fiction. In contrast, the ability

of computers to operate in the written mode, to retrieve, process and organize written language in many ways surpasses unaided human faculties.

Mastering the written word in its electronic guise has become essential. The commanding relevance of writing for our life notwithstanding, it is anything but easy to provide a clear definition of what writing is. Partly this is because of the multiple meanings of English words and partly because of the long history of writing and its great importance. At least six meanings of 'writing' can be distinguished: (1) a system of recording language by means of visible or tactile marks; (2) the activity of putting such a system to use; (3) the result of such activity, a text; (4) the particular form of such a result, a script style such as block letter writing; (5) artistic composition; (6) a professional occupation

Writing plays an important role for students who are required to be able to write different types of text according to curriculum, such as descriptive, narrative and analytical exposition text. According to the 2004 Competence Based Curriculum, recount is being taught in the tenth year. The basic competence is the students can use various kinds of language, i.e.: either written or verbal in smooth and accurate transactional and monologue texts especially on the form of recount, narrative, procedure, report and news item. But in fact, the ability of the students of Institut Pendidikan Tapanuli Selatan in writing especially in the form of analytical expository text is very low. Some student have not been able to writing analytical exposition text. Possibility writing skills

of students is low, in the form of analytical exposition text that is, caused by low motivation, or perhaps teaching method and frequency of exercise are not enough.

The writer found some real fact of the phenomena, there was the students difficulties in writing analytical exposition text. So in this case the writer is going to find out the total numbers of errors in writing analytical exposition text. Referring to definition about writing, Feez and Joyce (1998: 1) claim that writing is a skill to make written texts, the skill should be given a lesson and practice (Patel and Jain, 2008: 125). Thus, writing can give a good way as essential features of learning a language for arranging the vocabulary, spelling, and sentence pattern (Brindley 1994: 152). In this study the students will try to write a analytical exposition text based on their words and their texts will be source of data to be analyzed.

Writing is more than just public communication it is also a way of thinking. Writing involves a range of writers consciousness. When we sit down, holding a pen and facing a piece of paper ready to write, apparently we are engaging in more than just one act of consciousness, such as the contents of thoughts, the style of thoughts, the organization of thoughts, the purpose of thought, and soon. These acts lead us to create a good and careful thinking which is strongly needed when we want to produce a good writing.

Before writing, we should plan what we are going to write about and the purpose of the writing. After that, we can start to write. We may produce a number of writing (draft) and editing in order to get the good writing that is the final draft. Writing involves some activities before, when we write, and after writing. The activities before we write include exploring ideas which could be building vocabulary, interviewing someone, discussion, etc; and organizing ideas which could be ordering information in a paragraph, writing topic sentences, limiting information, using a time sequence, making an idea map, categorizing and making outline, summarizing ideas, writing titles, etc. when we write we should develop cohesion and style which includes connecting ideas, adding details, selecting the correct verb tense, selecting the correct tense, and writing the first draft. Byrne (1995:1) defines writing as the usage of graphic symbols letters or combinations of letters which relate to the sounds we make when we speak which are arranged according to certain conventions to form words. He also adds that the words are subsequently arranged to form sentences. Then, the sequence of sentence are arranged in a particular order and linked together in certain ways. Writing is the most difficult subject in the school since the students have to produce a text by using English. They have to

write about what they think in their mind and state it on paper by using the correct procedure.

Analytical exposition text tells an event or an experience that have already happened in the past (Derewianka 1990: 14). Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography and history text books. Analytical Exposition can be understood as a text that tries to provide a comprehensive explanation of a problem by displaying the opinions that support it carefully. While the main purpose of analytical exposition text is, "to try/attempt to influence the reader to believe something by presenting one side of the argument." It means trying to convince the reader to believe something by giving one side of opinion only. "Referring to the purpose of analytical exposition, this does not mean that analytical exposition text contains only one argument, but contains various arguments that have the same purpose. In school books in Indonesia often mentioned, Analytical exposition text is a text that elaborates the writer's idea about the phenomenon surrounding. It means analytical exposition text is a text that contains an idea about the phenomenon surrounding. Of course it is also followed by some argument to support it. Generic Structure of Analytical exposition Text Every text must have generic structure which is different with another text. Analytical Exposition Text also has generic structure: 1)Thesis: it contains writer's opinion about something. It also introduces topics and indicates the writer's position

2)Argument : it contains the argument to support the writer's position. The number of arguments may vary, but each argument must be supported by evidence and explanation. 3)Reiteration: Restating the writer's point of view / to strengthen the thesis. We can use the following phrase to make conclusion in reiteration.

The following sentences are the examples of reiteration.

1. From the fact above ...
2. I personally believe ...
3. Therefore, my conclusion is ...
4. In conclusion ...
5. In my point of view, I believe that

Purpose of Analytical Exposition Text, to analyze the topic and to convince or influence the reader that this opinion is correct and supported by argument To convince the reader that the topics presented was an important topic to be discussed or gained attention by way of providing arguments or opinions that support the main idea or topic. Language Feature of Analytical exposition Text: Using Simple Present Tense, Use word that link argument, such as firstly, secondly, in addition, furthermore. It contains these phrases,

From the fact above ...personally believe
....Therefore, my conclusion isIn conclusion
...

The following is the example of Analytical
Exposition Text: The Importance of Library

I personally believe that libraries are among
humanity's most important institutions for several
reasons. Firstly, most of humanity's collective
knowledge is stored in libraries. Secondly, libraries
protect and preserve this knowledge.

They also classify or group the materials into
logical and easily available divisions.
Furthermore, libraries make the materials available
to everyone and even provide librarians to help us
find what we need. Finally, libraries are our link to
the past and our gift to the future.

From the facts above, I conclude that libraries are
important institutions for humanity.

According to Derewianka (1990: 15) there
are three types of analytical exposition text.
Firstly, personal recount, which exposes an event
in which the experiences of the writer which
happen in the past. Secondly, factual recount
purpose to retell the past event or incident which
is related to the factual event in general. Thirdly,
imaginative recount is an unreal event or story
and tells an imaginative character and imaginative
events which is created by the writer.

The function of sequence of events, this part
involves of several paragraphs are used to tell the
events chronologically. Each paragraph contains
one topic of event, as to tell the events
chronologically. Some sequence markers are often
used such as first, then, and after that.

According to Derewianka (1990: 15); Gerrot
& Wignell (1994: 194); analytical exposition text
usually have language features:

- a. Specific participants, such as my family, our
family, my father, my mother, my friend, etc.
- b. Use of simple past tense, simple past tense
indicates a completed action about what
happened in the past at a specific time (Pyle,
2001: 110);
- c. Use of material processes (action verbs), such
went, saw, left, etc.
- d. Circumstance of time, in past tense, an adverb
of time can be found in the sentence, such as
ago, yesterday, last week, etc, may show a
period of times that can be meant by the
context or situation (Hornby, 1975: 85-86);
- e. Use of first person pronouns, such as I, we;
- f. Circumstance of place, where did the story
take place?;
- g. Temporal sequence or linking items (e.g. the,
next, later, etc).

From the explanation above, this study is
conducted to analyze the students' difficulties in
writing their analytical exposition text, the errors
that related to the text organization and the
language features from the participants' personal
analytical exposition texts, and students' problems

in writing analytical exposition text. Thus, error
analysis will be discussed in the following
section.

There are many studies of English
grammatical errors. However, this study tries to
analyze some errors that were made by the
students in writing a analytical exposition text.
Referring to some definitions of error analysis,
Saville-Troike notes. Error analysis (EA) is the
first approach to the study of SLA which include
an internal focus on students' creative ability to
construct language. It is based on the description
and analysis of actual student error in L2, rather
than on idealized linguistic structures attributed to
native speakers of L1 and L2. (2006: 37).

In fact, error analysis is students make
some errors and the errors are able to be observed,
analyzed, and classified to explain something
about the system operating within the student,
particularly a study of students' error (Brown,
2007: 259). Grass and Selinker (2008: 102) also
agreed that a kind of linguistic analysis tends to
pay attention to the errors students make is known
as error analysis.

1. The Difference between Error and Mistake

In distinguishing between errors and
mistakes, Ellis claims "errors reflect gaps in a
students' knowledge; they occur because the
student doesn't know what is correct, whereas,
mistakes reflect occasional lapses in performance;
they occur because, in particular instance, the
student is unable to perform what he or she
knows" (1997: 17). Ellis (as quoted by Erdogan,
2005: 263) also suggests that there are two ways
to distinguish between an error and mistake. The
first way is to confirm the consistency of the
students' performance. If the student sometimes
uses the correct form and sometimes the wrong
one, it is a mistake. However, if the student
always uses it incorrectly, it is an error. The
second way is to ask, to try or to correct students
own deviant utterance. Where the student is
unable to correct the deviations is error and where
the student is successful to correct the deviations,
it is a mistake. Meanwhile, as explained by Dulay,
Burt, and Krashen (1982: 138), putting in another
way, errors deviate from some selected norm of
mature language performance. Brown also
acknowledge "error is a noticeable deviation from
the adult grammar of a native speaker, reflecting
the inter language competence of the student"
(2007: 258).

From those categories of the difference
between error and mistake, the study uses error as
the aspect to analyze the data. The reason why
errors are chosen in analyzing the data is because
the errors tend to be the crucial problem that
should be solved. Error could be such dangerous
problems because they are related to the
misunderstanding of a concept of material. This
study tried to analyze what kind of error made by

the students and give some possible solving problem.

Surface strategy taxonomy highlights the way surface structures which are altered in specific and systematic ways (Dulay, Burt, and Krashen, 1982: 150). From the surface strategy, analyzing errors can underlie the students reconstruction of the new language. Thus, among the common errors are : 1)Omission Errors are characterized by the absence of an item that must appear in a well-formed utterance. Language students omit grammatical morphemes much more frequently than content words, for example: English use many countries (Corder, 1981: 36; Dulay, Burt, and Krashen, 1982: 154-162; Erdogan, 2005: 264). 2) Addition Errors Corder (1981: 36); Dulay, Burt, and Krashen (1982: 154-162); Erdogan (2005: 264); state that addition errors are characterized by the presence of an item which must not appear in a well-formed utterance. Three types of addition errors are

- 1) Double markings: she didn't went back
- 2) Regularization: eated for ate, childs for children
- 3) Simple additions: the fishes doesn't live in the water
- 3).Misformation Errors, Corder (1981: 36); Dulay, Burt, and Krashen (1982: 154-162); Erdogan (2005: 264); state that misformation errors are characterized by the use of the wrong form of the morphemes or structure. The types of errors are: Regularization errors: The dog eated the chicken. Archi-forms: I see her yesterday. Her dance with my brother . Alternating forms: I seen her yesterday.
- 4).Misordering Errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance, e.g. *I don't know what is that*. In addition to creative misordering errors, student have made written misordering errors that are influenced by word-for-word translation of native language surface structures (Corder, 1981: 36; Dulay, Burt, and Krashen, 1982: 154-162; Erdogan, 2005: 264).

2. METHODOLOGY

This research was designed to describe errors were made by the students when they wrote analytical exposition text. The writer used the descriptive qualitative method according to Creswell (2012:211) "in qualitative research, we often need to seek and obtain permissions from individuals and sites at many levels, because of the in-depth nature of extensive and multiple interviews with participants". The characteristics qualitative research, they are: in qualitative research, the research problem discussion is typically used to establish importance of the central idea, qualitative approaches use more open ended approaches in which the inquirer asks general questions of participant , and the participants shape the response

possibilities, the last is the qualitative researchers analyzes the word to group them into larger meanings of understanding, such as codes, categories, or themes. Creswell (2012:211). So the writer many conclude that qualitative researchers need experience in field studies in which they practice gathering information in a setting and learning the skills of observing and interviewing individuals. By using this method, it is expected that the writer is able to describe the students' error in their analytical exposition text writing. The research was conducted in the fourth semester students of Institut Pendidikan Tapanuli Selatan, the school was chosen due to feasibility of gathering the data and it was found that there were some errors were made by students in writing analytical exposition text. The participant of the study were the fourth semester students of Institut Pendidikan Tapanuli Selatan, they were chosen because they are familiar with analytical exposition text.

Instrument is a tool that used for collecting data in research, in this research the writer used writing test, the students make sentences and really put their knowledge of structures in their writing and it can require the students to answer the first, the second and the third of research question. To answer the research questions this study employed procedure of data collection including collection of students text, the writer gave a writing test, the test required the students to tell experience that they know, they had to make a composition in the form of analytical exposition text writing. The students were ordered to compose the analytical exposition text writing. After that the writer classified them into omission, addition, misordering, and misformation.

The texts (writing test) were analyzed and segmented into themes were identified and coded designed for qualitative data analysis. "Researcher may code the data into themes or categories" Creswell (2012:511). The data was categorized into 4 groups, they are omission, addition, misformation, and misordering, these types of error based on surface strategy taxonomy. "A surface strategy taxonomy highlights the ways surface structures are altered: students may omit necessary items (omission) or add unnecessary ones (addition) they may misfor items (misformation), or misorder them (misordering)" Dulay (146:1983). Each text was analyzed in terms of frequency of errors based on surface strategy taxonomy (omission, addition, misformation, misordering) to support the description, this study used simple statistic. The collecting data were identified, classified, analyze. To find out the percentage categories of students errors in composing the analytical exposition text, the writer used following Wray's Theory: $P = \frac{F}{N} \times 100\%$

Notes:

P = the percentage of students error

F = frequency of errors based on surface strategy taxonomy

N = Total words of students analytical exposition writing

According to this technique, finally the writer can see the percentage how many errors made by the students fourth semester of Institut Pendidikan Tapanuli Selatan in writing analytical exposition text. Before having writing test, the writer explained about analytical exposition text to the students, so that students could understand and comprehend about writing analytical exposition text. After the students finished working the test, the writer collected their worksheet, then the writer evaluated and classified them based on the type of error theory. To get the best result and accurate data the writer applied the data collection procedure on the following steps:

1. Reading the students' test to determine errors
2. Analyzing the error by underlining the error items, and classifying the errors based on surface strategy taxonomy, they are Omission, Addition, Misformation, and Misordering.
3. Calculating the frequency and percentage of errors that made by students

3. RESULT AND DISCUSSION

Table percentage of students' errors

No	Types of Errors	Total Errors	Percentage
1	Omission	38	20.40
2	Addition	49	26.30
3	Misinformation	81	43.50
4	Misordering	18	9.70

$$1. \text{ POM} = \frac{\text{Total Omission} \times 100\%}{\text{Total Errors}}$$

$$\text{POM} = \frac{38 \times 100\%}{168} = 20.40\%$$

$$2. \text{ PAD} = \frac{\text{Total Addition} \times 100\%}{\text{Total Errors}}$$

$$\text{PAD} = \frac{49 \times 100\%}{168} = 26.30\%$$

$$3. \text{ PMF} = \frac{\text{T Misinformation} \times 100\%}{\text{Total Errors}}$$

$$\text{PMF} = \frac{81 \times 100\%}{168} = 43,50\%$$

$$4. \text{ PMO} = \frac{\text{T Misordering} \times 100\%}{\text{Total Errors}}$$

$$\text{PMO} = \frac{18 \times 100\%}{168} = 9.70\%$$

Explanation:

POM = Percentage of Omission

PMF= Percentage of Misinformation

PAD = Percentage of Addition

PMO = Percentage of Misordering

1. Omission Error

After analyzing and computing the data, the writer found the students of Institut Pendidikan Tapanuli Selatan made 20.40% Omission Error. The Omission errors that were made by the students in their writing are leaving out an item that should be in a sentence, for example in using nominal sentence of simple past tense they write.

2. Addition Error

Then the students also made 26.30% of Addition Error. In this case the students write additional words that should be left out in a sentence. The following is the example of the addition information, 1) *Drugs is not only make bad impacts for people but moreover also gives the effect of addiction for them.* In this sentence the student did not have to add *moreover* in his sentence to make the good form of sentence. In other word, this additional produced the error sentence 2) *Furthermore, some countries have their own languages as likewise a mother language.* The additional of *likewise* in this sentence made the sentence error 3) *Not only children can get negative effects, but and also everybody.* The additional of conjunction *and* in this sentence made the error form. The students should not made this additional in forming the good sentence.

3. Misinformation Error

The students also made 43.50% of misinformation errors. The errors that were made by the students are characterized by use of the wrong form of the morpheme structure. For example in changing the present form of a verb into past form of a verb.

4. Misordering Error

The last, the students made 9.70% of misordering error. They did the incorrect placement of words. For example the students write "*my friend and his group on through drove mountains*" it should be "*my friend and his group drove on through mountains*". In addition to creative misordering errors, students have made written misordering errors that are influenced by word-for-word translation of native language surface structures.

4. CONCLUSION

Based on the data, the writer comes to her conclusion that the students of the fourth semester of Institut Pendidikan Tapanuli Selatan made four errors, these errors were called type error based on Surface Strategy Taxonomy, they were: Errors in omission is 20.40%. Errors in addition is 26.30%. Errors in misformation is 43.50%. The last is errors in misordering is 9.70%. By this result, we know that the students in Institut Pendidikan

Tapanuli Selatan made the most frequently error in misinformation, and the least frequently error made by the students was in misordering error.

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5. SUGGESTION

Errors in foreign language teaching especially in English are the cases which are difficult enough to avoid. Many aspects that can cause the learners of English as a foreign language make errors. To reduce errors in students writing, the students should learn more about tenses and grammar. Some suggestions are needed by the English teacher in order to avoid the students of making the same error and hopefully they are worthwhile. The suggestions are given below:

1. The teachers should give and explain the material very detail
2. The teachers should try some teaching methods that are suitable for the students, so they do not feel bored
3. The teachers should create a good atmosphere in the class in order to get students attention as well as their interest to
4. The teacher should give the test as much as possible even though the students still make errors, they will find a new case and it will be very worth for them
5. The students should do more practice in writing, it could be started from write sentences, dialogue, and text.

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