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ERROR ANALYSIS ON EFL LEARNERS' ANALYTICAL EXPOSITION WRITING

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ABSTRACT

This research was aimed to find out the errors that occur in writing analytical exposition text which are made by students in XI grade of SMA N 15 Semarang. The data were taken from the students' writing product. All data concerning grammatical errors were analyzed by using Ellis' theory. This research used descriptive qualitative method. The results of this research showed that there were three kinds of errors made by the students. First, omission is leaving out an item that is required for an utterance to be considered grammatically. Second, misinformation is using one grammatical form in place of another grammatical form. Lastly, misordering is putting the words in an utterance in the wrong order. This research was expected to give understanding about grammatical errors in writing analytical exposition text so it can help students in writing English text well.

Keywords: analytical exposition text, error analysis, EFL learners, writing.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui kesalahan yang terjadi dalam penulisan teks eksposisi analitik yang dibuat oleh siswa kelas XI SMA N 15 Semarang. Data diambil dari produk tulisan siswa. Semua data tentang kesalahan tata bahasa dianalisis dengan menggunakan teori Ellis. Penelitian ini menggunakan metode deskriptif kualitatif. Hasil penelitian ini menunjukkan bahwa ada tiga macam kesalahan yang dilakukan oleh siswa. Pertama, kelalaian meninggalkan item yang diperlukan agar kalimat dianggap secara tata bahasa. Kedua, salah informasi menggunakan satu bentuk gramatikal menggantikan bentuk gramatikal lainnya. Terakhir, kesalahpahaman menempatkan kata-kata dalam

ucapan yang salah. Penelitian ini diharapkan dapat memberikan pemahaman tentang kesalahan tata bahasa dalam menulis teks eksposisi analitik sehingga dapat membantu siswa dalam menulis teks bahasa Inggris dengan baik

Kata kunci: teks eksposisi analitis, analisis kesalahan, pembelajar bahasa Inggris, menulis

INTRODUCTION

English is one of the subjects in high school (SMA) which is important to be understood and mastered so that students can have English language skills, namely listening (speaking), speaking (speaking), reading (reading), and writing (writing). Listening and reading are called receptive skills because they relate to the input someone gets when learning English. While speaking and writing are called productive skills because they relate to the output a person gets after getting input from listening and reading activities. Among the four, writing is an ability that is considered difficult to master in language skills because students must have the ability to listen, speak, and read first in order to write well so that to be able to write well requires a lot of writing practice. In line with this statement, the written form of learning language is influenced by a good mastery English writing skills (Ananda, et. al: 2014).

Writing is one of skills which collaborates vocabulary mastery, grammar mastery, spelling, punctuation, capitalization, colorful transition signals in order to create coherence product. Consequently, coherence writing is a complex one because it needs many components which described before (Muslim, 2014). In order to get the best writing product, the teacher must be able to maximize the potential of learners in learning, including writing English texts so that students have the ability to write and can avoid mistakes in writing and their responsibilities in writing. In fact, the learners' errors were still found in their writing product especially learners' errors of eleventh grade learners in SMA 15 Semarang. Identifying learners 'errors become crucial factors in order to improve their writing product (Karim, et al.: 2018). This can support the level of students' literacy when analyzing their errors thoroughly. In this case, the low literacy in English causes a hard time for EFL learners' writing process (Napitupulu, S: 2017)

In learning English there are various types of text that must be mastered by students, one of which is analytical exposition text. Analytical exposition text is one type of text taught in class XI in English. Analytical exposition is a text that describes the author's ideas about phenomena around with a social function to influence the reader that the idea is an important issue. The objective of learning this material is that students are able to express meaning in the form of analytical monologue text using spoken and written language. So that learners are expected to convey meaning or fill analytical exposition text properly to the reader so that the social function of the text can be achieved.

In writing analytical exposition texts in addition to ideas or topics that can influence the readers written by students, another thing that must be considered is essay writing with correct grammar. However, errors in grammar are often found in students' writing in the process of writing analytical exposition text.

In this study, the theory of error analysis from Ellis (2010) will be used as a basis for analyzing the errors found in analytical exposition text of students. Ellis stated that mistakes occur because students don't know what's right. In addition, the error analysis is a part of the study of Second Language Acquisition which is the part of internal factors of creating of language using creative and innovative ability. The fewer errors indicate the higher the mastery

of the language. This is in line with Saville-Troike in Fauziati (2009: 135). To sum up, learners' error is the learner's language mind set.

To classify errors, researchers can try to identify in general the learner's utterance that is different from the target words that have been compiled. According to Ellis (2010) as cited in Dehoop (2013: 3), this method includes omission, misinformation and misordering. So the researchers tried to identify and analyze the grammatical error of the analytical exposition text that was made by the students of class XI SMA 15 Semarang. The purpose of this research is to find out the errors that occur in writing analytical exposition text so that it can help students in writing English text well.

METHODOLOGY

This study used descriptive qualitative method. This research method is called the interpretive method because the research data is more related to the interpretation of the data found in the field which involves organizing, accounting for and explaining the data (Cohen, 2007: 480). This study involved students in class XI IPA 1 and XI IPS 2 in SMA N 15 Semarang in the 2018/2019 school year, amounting to 20 students.

Researchers use text analytical exposition created by students to identify and analyze their grammar errors. This is done to get the data from students' writing product so that it can be analyzed in detail. Thus, the teacher can find out how far students can create analytical exposition texts using correct grammar, linguistics features and generic structures. This study define the finding using three steps, such as; preparation, data collection, data analysis. The preparation steps had done by determining the learners' writing product using writing analytical exposition. There are some previous studies which are related to this research. Most of the researches discussed about the error found in the writing products and interpret the frequency of the results (Mufidah,2011; Kurniawati, 2014; Wahyuningsih, 2014). The differences between this research with another research is on the writing products which were the analytical exposition writings made by eleventh grade of Senior High Schools done.

The research methodology is carried out by the following steps:

Preparation

Researchers read several books, articles and other sources related to error analysis and writing analytical exposition texts and previous studies. Then, we asked students to write analytical exposition text to get the writing product as the source data for error analysis.

Data Collection

The writing products of analytical expositions were as the data which were collected from students of class XI SMA 15 Semarang. There are two classes involved in this research, namely class XI IPA 1 and XI IPS 2. Students from both classes are given the task of writing an analytical exposition text then the researchers take 10 samples of student writing in each

class as research material. Students write analytical exposition text that is done within a week and then collected after they finish.

Data Analysis

The data that has been collected is identified, classified, and analyzed descriptively using Ellis's (2010) theory of error analysis. These data analysis were blended in the methodology to reveal the students' error analysis in writing.

FINDING(S) AND DISCUSSION

Findings

Based on data analysis using Ellis's theory of analytical errors there are three types of errors made by students. First is the error of omission, namely eliminating a word or grammatical element needed in an expression related to grammar. There were six types of omission found, namely the omission of the to be, the error of the preposition, the error of possessive adjective, the omission of the suffix for the plural noun, the error of omission of the subject, and the error of removing gerund. Second is misinformation is the use of an incorrect grammatical form. There are four types of errors in the use of forms, namely the misuse of the possessive adjective form, the misuse of form, the misuse of plural plural forms, and the misuse of verb forms. The third is misordering is the placement of wrong words in one expression. Placement errors or misordering that were found were two types, namely error placement and phrases and errors in placement of verbal verbs. The following is a figure 1 which presents the errors found in the analytical exposition text created by learners.

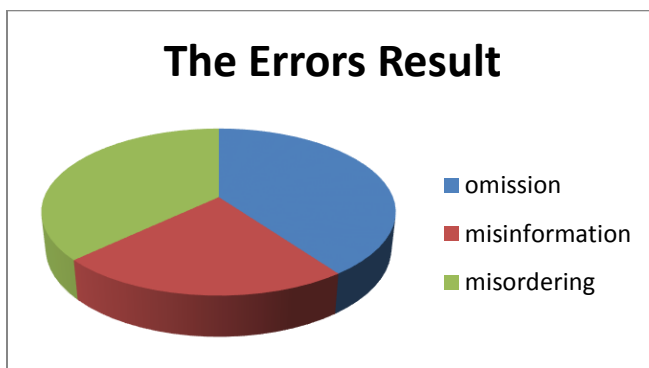


Figure 1: The Errors Result

The figure shows that there are 40% errors for omission, 37% errors for misordering and 27% errors for misinformation. Therefore, there are three types errors found on learners' analytical exposition writing. The further explanation and example of errors found will be shown in the discussion below.

Based on the data gathered, the researchers found three types of errors such as omission, misinformation and misordering. The types of grammatical errors of students are then classified and described into each error, as follows:

Errors (Omission)

Ellis (2010) states that, the omission is omitting a word or grammatical element needed in an expression related to grammar. Eraser errors found, are classified as follows:

1. Error Omission of to be

“To be” consists of three parts, such as; "am" is used for subject I, to be "is" is used for subjects He, She, and It while to be “are” used for subject You, We and They. Tenses (form of time) used in analytical exposition text is simple present tense so that it uses to be is, am, or are. In addition to be also used to form passive sentences in text analytical exposition, but students often eliminate to be in the formation of passive sentences. Here is an example of a sentence with an omission to be.

Because gadget is very useful for school

The example of the above sentence should be:

Because gadget is very useful for school

2. Error Omission of Preposition

Prepositions are words used in front of nouns or noun phrases to explain the location or position of the object. In the sentence below, there is a preposition of loss. Here is an example of an error in preposition removal.

Because the importance of health care

The example of the above sentence should be:

Because of the importance of health care

3. Error Omission of Possessive Adjective

It is used to declare ownership of something. The sentence below undergoes adjective pronouns “their” which state the meaning of ownership.

Most teenagers spend time for hanging out with friends.

Examples of the above sentence should be:

Most teenagers spend their time for hanging out with their friends.

4. Error Omission of Elimination of Suffix for Multiple Nouns

In English plural nouns, must be added to the suffix -s or -es in their single form. In the example sentence below, the suffix is omitted for plural nouns. In the example sentence below the noun factor should be plural because there is some word.

The suffix removal errors for plural nouns can be seen in the example below. *Knowing some factor causes water pollution.*

Examples of the above sentence should be:

Knowing some factors causes water pollution.

5. Error Omission of Subject Abolition

The subject is a part of the clause that marks what the speaker is talking about. Subjects are not always the same as actors or actors, especially in passive sentences. The mistake made by students is not to put the subject on the sentence so it is not clear what is being said. Errors in subject removal are found in the example below. In terms of emotional terms, can train confidence and create a feeling of getting better. Examples of the above sentence should be: In emotional terms, it can be a train and create a good idea of getting. 6. Errors in Gerund removal Gerund is a term for verb forms that function as nouns. The sentence in the example sentence below contains omission in the verb which should use gerund, that is, there is an addition -ing to the verb.

Error removing gerund can be seen in the following sentence example.

Why learn English is important?

Examples of the above sentence should be:

Why learning English is important?

Misinformation

According to Ellis (2010), misinformation is the use of an incorrect grammatical form. The use errors found form are classified as follows:

1. Error misinformation of Possessive Adjective Form

Passive adjective is an adjective that can be used to express ownership of an object. Passive adjectives are always followed by objects they have. In the example of the sentence experiencing the misuse of the possessive adjective form, the word should be there because parents are father and mother so that it becomes plural. Mistakes of using a positive adjective form can be seen in the example sentence below.

They always ask her kids.

Examples of the above sentence should be:

They always ask their kids.

2. Error misinformation of to be form

In English, to be grouped as auxiliary verb which serve as a substitute for verbs or is used to express the existence of the accompanying subject.

Error using the form to be can be seen in the example below:

Music and coffee is a great energy.

Examples of the above sentence should be:

Music and coffee are great energy.

3. Error misinformation in the Use of Singular Plural

Has and have have functions as verbs and auxiliary verbs (auxiliary to have). Have is used for subjects I, you, they, we while has been used for the subject he, she, it. In the example sentence below, you will experience a form error in the verb has.

Smartphone has very important role in our lives.

The above sentence should be:

Smartphone has very important role in our lives.

4. Error misinformation in the Use of Verbs

Verbs are words that are one of the elements of part of speech that shows actions or events and attitudes. Tenses in English (form of time), verbs can change according to the time used. In analytical exposition text uses Simple Present Tense but in some writings students experience verb use errors. Here is an example of using the wrong verb.

But students also came to attend the extracurricular.

The sample fragment above should be:

But students also come to attend the extracurricular.

Placement Error (Misordering)

Ellis (2010) states that misordering is the placement of wrong words in one expression.

The errors are classified as follows:

1. Misordering of Noun Phrase

Noun phrase or noun phrase is a phrase in which the main word is a noun with other words that explain or explain the noun is usually often referred to as a modifier. The misordering of using noun phrases is in the fragment example below.

... the rules school

Examples of the above sentence should be:

... the school rules

2. Misordering of Phrasal Verbs

Phrasal verb is a verb consisting of verb + preposition, verb + adverbs, and verb + adverb + preposition. In the example sentences made by students there is a mistake in using the phrasal verb form, think of. So, in the following sentence only need to use the word think. Error using phrasal verbs form is found in the following sentence example.

I think of juvenile delinquency because of less attention from parents

Examples of the above sentence should be:

I think juvenile delinquency happens because of less attention from parents.

All in all, the findings above cover about the errors category made by the learners' analytical exposition writing.

DISCUSSION

This research revealed that nearly all the students still made some sentence errors in their writing. The researchers found that there were still many students who made mistakes in writing analytical exposition text. Researchers found 12 types of errors that have been classified according to their respective categories. There were 40% errors for omission, 37% errors for misordering and 27% errors for misinformation. From the data on the types of grammatical errors that have been analyzed and identified using the theory of error analysis by Ellis (2010) above, the researchers found that the error of omission was the most common

mistake made by students of class XI 15 Semarang High School. This finding is congruent with the previous research from Subari (2013) which discussed that the students' omission and misformation error were the highest error and the students' misordering error was the lowest error which done at STKIP PGRI Bandar Lampung. Thus, the gap was revealed from both of the research results which there is a slightly differences between error of omission found on Subari's research and this research. This study found that the error of omission were to be, preposition, suffix, possessive adjective, and subject abolition. In addition, Subari's research found that the most error on students' tenses.

CONCLUSION(S)

Based on the data obtained omission error is a type of error that has the most types of categories and examples, compared with misinformation and misordering errors. To sum up, it can be concluded that students' understanding of English, especially in terms of structures is still less.

The researchers also suggested for teachers to be able to improve the method or technique in teaching so as to reduce the occurrence of errors in text writing done by the teacher must be designed creatively and interesting in order to motivate students to be more willing and interested in learning English.

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