



An Error Analysis of Students' Linguistics Features in Writing Hortatory Exposition Text at MAN 2 Kota Serang

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Abstract

The objective of this research was to determine (1) the types of errors that eleventh-grade students at MAN 2 Kota Serang often made while writing hortatory text and (2) the causes of errors in students' hortatory exposition text. The researcher used a qualitative method to analyze and describe the data for this research. As a design, the researcher employed content analysis. The researcher gathered data from students' document, questionnaire, and interview. The students' document was a hortatory exposition text that they wrote, the questionnaire included 10 open-ended questions, and the interview had a few questions regarding how tough it was to write a hortatory exposition text. The instruments were provided to 25 language class students in the eleventh grade of MAN 2 Kota Serang. According to the result of the research, students made 178 errors. Surface strategy taxonomy was used to classify the error, which was classified into four categories: omission, addition, misformation, and misordering. The most common error produced by the student was misformation, which had 92 or 52% total errors. Besides that, the researcher found that inter-lingual transfer, intra-lingual transfer, and communication strategies were the factors that led students to make errors. The students' interview, the researcher found that many students still have difficulties in grammar and vocabulary when they write hortatory exposition text.

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INTRODUCTION

A writing is a complicated process, because the writing needs cognitive abilities in recognizing some segments of languages to produce a qualified writing. In general, writing process is done through two stages: exploring concepts and process the ideas into decipherable texts (Shabani et al, 2016). Writing is not only about writing something on an intense sheet of paper, but also about

consistency. Consistency in the context that your paragraph is easy to comprehend. In order to help the reader understand, students should put the word or sentence together well (Togatorop, 2015; Afsari, 2021).

There are several types of written texts that students have learned; descriptive text, narrative text, procedural text, theoretical exposition text, explanatory text, hortatory exposition text, and argumentative text. In this

study, the researcher will choose the text of the hortatory exposition text to be analyze. Because, the students in MAN 2 Kota Serang still make errors in writing hortatory exposition text. Hortatory exposition text could be a kind of spoken or written text that's supposed to clarify the listeners or readers that something ought to or should not happen or be done (Interlanguage, 2008:161). The reason why it is important to analyze the error in writing, whether the students write descriptive text, narative text, hortatory exposition text or another text is because the researcher hope that when the students make error in writing and they knew the error of their writing, one day when they write the text, they will not make the same error again.

Language usage can be very huge in prose. Reader would have no problem capturing the factor in our writing if the writer is using the correct vocabulary. Students are required to choose the right use of their writing in the language. Relevant rules in the components of language usage should be observed (Putri, et al. 2021). They must remember after a sentence has been used in writing by the present tense. They must use conjuncture when linking words, or they might be using adjective instead of adverb. The researcher choose to analyze the linguistic features rather than generic structure of hortatory exposition text because the students in MAN 2 Kota Serang still not familiar with the linguistic features such as tenses, conjunction, and etc.

Based on the explanation above, the researcher will finding out the error of

students' language use and the causes error. Therefore, it is necessary to conduct the title "An Error Analysis of Students' Linguistics Features in Writing Hortatory Exposition Text at MAN 2 Kota Serang"

METHOD

This study employs qualitaive research focused on a design-based content analysis. According to Ary et al. (2006: 453), qualitative research analysis is the norms of interactions, actions, situations, and materials. Ary et al. (2006: 43) claims that this is based on the understanding of meaning in order to explain deliberate behavior. Qualitative research, it may be argued, is a reflection of what occurs in social life, such as actions, attitudes, and materials. Since the primary purpose of this paper is to discuss the error of students' language use in writing the Hortatory Exposition text, it is reasonable to use the above-mentioned approach as a technique for this analysis.

This research subjects were 25 students of language class at MAN 2 Kota Serang. The researcher use documents, interviews and questionnaires as instruments. Creswell (2010:212) explained that there are four approaches that can be used to collect data from qualitative analysis. These include observations, interviews and questionnaires, documentation and audiovisual content. In this result of the study, the researcher used the analysis steps of Miles and Huberman. (1994) with three synchronous operation streams: (1) data reduction, (2) data display and (3) drawing and verifying conclusion.

1. Data Reduction

The process of selecting, concentrating, reducing, abstracting and altering data is known as data reduction. (Miles, Huberman and Saldana, 2018).

2. Data Display

The data display is carried out in the form of a brief description using narrative text, matrices, graphs, and charts (Miles, Huberman and Saldana, 2018).

3. Drawing and verifying conclusion

The last step is to draw conclusions from the analysis that has been carried out and doublecheck against the evidence that has been found according to the data. (Miles, Huberman and Saldana, 2018).

The following are list of procedure to analyze the data :

1. The researcher prepare for the writing test and the questionnaire
2. The reseacher came to the school to ask the permission to do research in MAN 2 Kota Serang. After the researcher got the permission to do research, she contacted the English teacher to arrange time to do research such as interview, give the questionnaire and writing test.
3. The researcher join to the group of the students in MAN 2 Kota Serang, she will have zoom / google meeting with the students.
4. The researcher explain about hortatory exposition text to the students. And make it sure the students still remember about the hortatory exposition text.
5. The researcher give the writing test and questionnaire to the students through the group that the teacher has been created

6. The researcher collect the students' document and check it all

7. The researcher ask few students to meet the researcher to do an interview

8. The researcher analyze the students' document and questionnaire

9. The researcher calculate the errors that students make and put it table that the researcher has been make.

10. The researcher interpreted it descriptively

11. The researcher make an conclusion of her research.

RESULT

Result of Students' Types Of Error

The distribution of four types of error; omission, addition, misformation, and misordering from students' writing can be found on the table below :

Table 1 Frequency of Students' Error

NO	Types of Error	Frequency of Error	Percentage
1.	Omission	37	20%
2.	Addition	42	24%
3.	Misformation	92	52%
4.	Misordering	7	4%
Total		178	100%

As the table above shows, the researcher found that most of students were made misformation and addition error in their hortatory exposition text based on surface strategy taxonomy. The most kinds of error was misformation with 92 errors (52%) , the next was addition with 42 errors (24%), omission with 37 errors (20%), and

misordering 7 errors (4%). The researcher found a total of 178 errors in students' hortatory exposition text.

Result Of Students' Questionnaire

To get the information about what are the causes of error in students' writing hortatory exposition text, the researcher used open-ended questionnaire that filled by 25 students. The causes of error that the researcher analyzed is based on

Brown's theory. Brown (2000:213217) stated that the causes of error can be categorized into 4 categories; interlingual transfer, intralingual transfer, context in learning, and communication strategies.

Interlingual Transfer

This error indicates the presence of a mother tongue impact. It can happen at any point throughout the acquisition of a second or foreign language. This type of error was one of the causes of error that the students made. It was proven when the students fill the questionnaire. In the questionnaire, the researcher asked the students about how do they overcome their difficulty in writing hortatory exposition text. There were 10 students who answered

that they will learn and practice to write hortatory exposition text again. But, there were 4 students who answered that they will increase their vocabulary and grammar. The researcher concludes that there were many students who still have the difficulty in writing hortatory exposition text, lack of vocabularies, and grammar. And they will do more practice it and increasing their vocabulary to overcome their difficulties • Intralingual Transfer This

type of error occurs when a student is presented with two separate language systems. This was one of the most common types of errors made by students. It was proven when students completed the questionnaire. In this questionnaire, the researcher asked the students about the difficulty in writing hortatory exposition text. There were 19 students who answer they have difficulty in writing hortatory exposition text. Coffin cited in Harris et al (2014:2) stated that there are some aspects of English Grammar that become EFL difficulties. Moreover, the researcher asked the students do differences between hortatory exposition text and analytical exposition text. There were 24 students who understood in the differences between hortatory exposition text.

Context in Learning

Context in learning may occur when the teachers' explanations are not comprehended by the students and the students' comprehension of the topic is limited. In the students' questionnaire, the researcher asked the students whether the students understood about the material or not. There were 24 students understood about hortatory exposition text. Moreover, the researcher asked the students about tenses that is use in hortatory exposition text. There were 24 students who answered, "simple present tense and simple perfect tense". The researcher concluded that there were many students who understood about the materials. Besides, context of learning is not the cause of error that the students made.

Communication Strategies

The communication strategies for learning styles have been highlighted. Apparently, learners use manufacturing techniques to adjust the way their signals are interpreted, but these systems themselves can also be a source of error. It was proven when the students fill the questionnaire. The researcher put a wrong word in a sentence and ask the students to analyze it. The researcher found that there were 21 students were not correct in determining the word between “at the morning” and “in the morning”.

Moreover, the researcher put the wrong word in a sentence and ask the students to analyze it. The researcher found that there were 19 students were not correct in determining the word between “eated” and “ate”. Then, the researcher put the wrong word in a sentence and ask the students to analyze it. The researcher found that there were 22 students were not correct in determining the word between “runned” and “ran”. Then, the researcher put the wrong word in a sentence and ask the students to analyze it. The researcher found that there were 15 students were not correct in determining the word between “told, hisself” and “tells, himself”.

The last, the researcher ask the students to write a sentence using the connectors of sequence e.g firstly, secondly, thirdly, etc. The researcher found that there were 7 students were not correct in answer the questionnaire.

Result of Students' Interview

The researcher ask the students few questions and the researcher categorized the

questions into 5 categorize, such as students' interest in English, students difficulty in learning grammar, students' way to learn their difficulty in grammar, students difficulty in hortatory exposition text, and students' way to overcome their difficulty in hortatory exposition text.

1. Students' Interest in English

The researcher found that most of students likes English because they said English is international language, English is fun, English is important for us, etc.

2. Students Difficulty in Learning Grammar

The researcher found that most of the students has difficulties in tenses and verb

3. Students's Way to Learn Their Difficulty in Grammar.

The researcher found that most of the students overcome their difficulty in grammar through watching youtube, read articles, learn it at school, and watch movies.

4. Students Difficulty in Hortatory Exposition Text

The researcher found that the students has difficulty in structure of hortatory exposition text

5. Students Way to Overcome Their Difficulty in Hortatory Exposition Text

Since the researcher knew the structure of hortatory exposition text was ttheir difficulty in writing hortatory exposition text. To write hortatory exposition we must to pay attention to the structure of the text. And when the students wants to write the hortatory exposition, the students use google translate to translating the word

from English to Indonesian language and vice versa.

DISCUSSION

This part focuses on the interpretation of findings, and it delves further into the students' errors in writing hortatory exposition text. There were a lot of different types of errors based on Surface strategy taxonomy. As a result, errors were classified into four groups: omission, addition, misordering, and misinformation.

By reviewing the finding, it showed that the students' grammar was still inefficient because they made 178 errors. The most common errors in surface strategy taxonomy found in this research was misformation with 92 errors (52%). This type of errors was made by the students who used the wrong form of the morpheme or structure. It means that this error caused by communication strategies. The addition were the second most common errors made by the students with 42 errors (24%). This types of error was caused by communication strategies. Then omission with 37 errors (20%). Errors in omissions are made when essential elements such as primary verbs, articles, prepositions, punctuations are omitted. This type of errors was made by the students who absence of an item that must appear in a well-formed utterance. It means that this error caused by communication strategies. The last was misordering with 7 errors (4%). The students can be make disorder because of the students made wrong placement of morpheme or a group of morphemes in an utterance.

The research findings were comparable to those of Limengka, et al (2014), who discovered that the most common error is misformation, particularly of verbs and nouns. The claim that it is essential to brought students' attention to linguistic elements of the language is supported by students' frequent errors in relation to certain grammatical structures. Darus (2009) in Malaysia revealed that the six most common errors made by participants were singular/plural form, verb tense, word choice, preposition, subject-verb agreement, and word order, which was similar to the findings of this research.

These findings also revealed that Indonesian EFL students struggled with a variety of grammatical categories, including verb, pronoun, article, noun phrase, word order, conjunction, single and plural nouns. This research provided teachers with information on the linguistic difficulties that EFL students confront when learning to write. More specifically, the research found that grammar remained a difficulty for EFL students.

Based on the interview, the researcher found that there were several causes that the students made. The causes were students' interest in English, students' difficulty in learning grammar, students' way to learn their difficulty in learning grammar, students' difficulty in hortatory exposition text, and students' way to overcome their difficulty in hortatory exposition text. Brown (1980:41) stated in the process of language learning, learners will get more problem and some difficulties, for example their pronunciation,

vocabulary, grammar and other aspects of language. Moreover, Wilkins (1980: 197) pointed out that aspects of language will cause the errors and sometimes happens due to the interface from mother tongue.

CONCLUSION

After the researcher analyzed the data and elaborate the result of students' error in hortatory exposition text, The researcher found that the total of errors was 178 errors.

The most error that the students made were misformation with 92 errors (52%), addition with 42 errors (24%), omission with 37 errors (20%), and misordering with 7 errors (4%). Based on the explanation above, the highest error that the students made were misformation with 52%. And the lowest error that the students made were misordering with 4%.

From the result of students' questionnaire, in-term of analyzing the students' error. There were inter-lingual, intra-lingual, and communication strategies. Because most of students still have difficulties in writing hortatory exposition text, their vocabulary, and grammar. They will overcome their difficulties by learn and practice to write hortatory exposition again, they will increase their vocabulary and their grammar. Moreover, the students were not correct in determining the right word for a sentence. It can be conclude that interlingual, intra-lingual, and communication strategies became their factors students caused made errors.

Based on the students' interview, the researcher also found that many students have

difficulty in grammar and vocabulary when they write hortatory exposition text.

Based on the result, the researcher wants to give some suggestion. For the teacher, to increase students' interest in writing hortatory exposition text and develop their writing skill, the teacher could employ certain creative media. The teacher should evaluate the students' work and mark it if they make any errors, so that the students are aware of their own errors. For the further researcher who wants to conduct a research on error can look at various genre texts, and they must be more focused on what they want to look at, according to Dulay's theory of surface strategy taxonomy. To acquire a clear explanation, the researcher might use a closed-ended questionnaire and interview the students. Furthermore, the researcher can examine the writing of female and male students to see whether there are any variations in errors between them

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