CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is one of the most important things in communication and it is used as a tool of communication among the nations all over the world. Knapp Watkins (2005:15) states that language is processed and understood in the form of texts. Language, a system a conventional speak, manuals, or written symbols by means of which human beings, as members of a social group and participant in its culture, express themselves. Language is taken an important role in the world's communication. Without language, people cannot communicate with the others.The world always changes from time to time. There are some languages that used in the world, one of them is English.

English has become more famous among people from children to adult, although English is just as a foreigh language. People feel if they want to follow the changes, one of the ways is by mastering English. Among many language that are available in the world, English has been used as the language of the global communication. It is used as an international language which is spoken by many countries around the world. It is absolutely as a language it has its system of communication. The system of communication consists of sounds,words and grammar. Any language with no exeption of English has a system of sound and meaning. In Indonesia, English is a foreign language. English is taught from kindergarten school until university level. In the study of language, there are four skills that should be well mastered by those who are interested in learning English is becoming more and more important nowadays. English is an international language in the world because it is used as means of communication among countries in the

world of politics, informations, technologies, business, and educations.The four skills are listening, reading, speaking, and writing.

Writing is one of the four language skills besides speaking listening and reading, which is considered to be a fundamental skill so that student need to learn it. Jo Ray & Anthony, (1987: 10) said that writing is a creative process an intellectual exercise that result in a symbolic product, be it a book, story, play, report, essay, memo, letter, or paragraph. But it is not a simple process as learning to ride a bicycle with a definite point which mastery is visibly and finally achieved for all time. However, writing is not simply a matter of expressing the ideas in good language and using a good grammar on a piece of paper. Writing will not be easy to understand if the relation among parts is not tightly relates. Therefore, writing is not just a matter of using good language, but also a matter of using ability to create unity in a text. It can be concluded that to create a good writing, students have to combine their skill of using a well pattern language and their ability to relate sentences and paragraphs to become a united text.In the text there are some types of text in writing namely narrative, spoof, recount,procedure, hortatory exposition, description, report,explanation, discussion, news, and analytical exposition.

Analytical exposition text is a kind of writings that elaborates the writer's ideas about phenomenon surrounding which function to argue that something is the case, with thesis, arguments and reiteration as its structural organization. Therefore, by learning how to write the analytical exposition, people are expected to be able to convey their ideas and arguments logically. They also will be capable to convey them orderly so that the readers can believe and accept the reasons. However, to write an analytical exposition, there are some grammatical features required and using of simple present tense is the main features found for it is concerned with generalized phenomenon.

Based on observation in SMK SWASTA JAMBI MEDAN, the writer found that many students are unable to write well. In student's writing most of common problem found by the writer were like wrong organizations, and combination of words. The student just understand the basic meaning of the word but did not know which word that correct one. And the writer also found their writing still category bad writing because still there so many error in their chosing the word and arrange the word, and also the grammar example "it has some benefits" some of them write it have some benefit. That must be the first sentence because it is singular and benefit must add s because there is word some that means plural.

TABLE 1.1 Score of SMK Swasta Jambi Medan

NO	Student's Initial	Score
1.	AZZN	50
2.	AT	60
3.	AFS	40
4.	CN	30
5.	DL	40
6.	DS	50
7.	EE	70
8.	IW	60
9.	LA	50
10.	MAW	50
11.	NS	40
12.	NJJ	70
13.	NH	40
14.	RA	70
15.	RPI	50
16.	SM	60
17.	SF	50
18.	SS	40
19.	SR	60
20.	SN	30

Total Score = 1.010

Total data = 20

Mean = 1.010/20 = 50,5

From the analysis of the student's writing test, they still lack in writing skill. And the observation above the writer found that 70% of the students got 30-50 score and 30% the students got 60-70 score. From the explanation above the writer is interested to take the title is **Error Analysis In Writing Analytical Exposition Text Made By Students of Second Grade Of SMK SWASTA JAMBI MEDAN.**

1.2 The Problem of the Study

Based on the background of the study, the problems formulated as follows:

1. What types of errors found in writing analytical exposition text are made by students of second grade of SMK SWASTA JAMBI MEDAN?
2. What was the source of error in writing analytical exposition text by students of second grade of SMK SWASTA JAMBI MEDAN?

1.3 The Objective of the Study

Based on the problem above the objectives of the study as follows:

1. To identify the types of error in writing analytical exposition text made by students ofsecond grade SMK SWASTA JAMBI MEDAN.
2. To find out the source of error in writing analytical exposition text by students of second grade of SMK SWASTA JAMBI MEDAN.

1.4 The Scope of the Study

There was many kinds of genre in writing namely narrative, exposition, argumentative, descriptive, exposition, recount, procedure, etc. This study limited on Analytical exposition, the writer focus on the error analysis in writing Analytical exposition made by the students Second Grade SMK SWASTA JAMBI MEDAN. In this study the writer focus on the theory of Dulay (1982: 146) namely error in omission, addition, misformation, misordering and for source of error the writer focus on theory of Brown (2000: 224) namely interlingual transfer, intralingual transfer. This study conducted for the second grade of SMK SWASTA JAMBI MEDAN.

1.5 The Significant of the Study

The result of the study expected to give theoretical and practical significant as follows:

1.5.1 Theoretically

1) The result of the research can become a new perspective in analyze error in writing analytical exposition.

2) The result of the research can become a new model of research in writing analytical exposition.

1.5.2 Practically

1) For the Student of SMK SWASTA JAMBI Medan, the result of the study will help their problems and their weakness in their studying analytical exposition text.

2) For English teachers, to get clearly information about the types of error that the students made in writing analytical exposition text.

3) For the other writer, this study add their references for who want to conduct a research error in writing analytical exposition.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting the research, a basic from some theories are needed to avoid misunderstanding between writer and reader. To strengthen the study, the following terms are necessary to discuss so the writer and readers can have the same perception of the topic.

2.2 Error

Brown, (1994, 205), explained errors are deviances caused by a lack of competence and "a noticeable deviation from the adult grammar of a native speaker.Errors can be differentiated from mistakes in the way that errors are systematic in nature being "errors of competence" which occur in the continue of the learning process. They are the result of learners' transitional competence and are not self-correctable. And the other expert namely Richard (1997:25), explains that a learner's errors provides evidence of the system of the language that he is using (i.e. has learned) at a particular point in the course (and it must be repeated that he using some systems, although it is not yet the right system). James (1998,1) said that a language error as an unsuccessful bit of language. He adds that language learners cannot correct their errors until they have additional knowledge on the topic. These errors occur in the course of the learner's study because they haven't acquired enough knowledge. Once they acquire additional knowledge, they will be able to correct their errors and the more errors the learners correct, the more conscious of language they will become. Moreover, it was pointed out that error is unique to humans, and error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.and the other expert namely Dulay (1982:138) said that errors are the flawed side of learner of speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. And the writer conclude that the error is that meaning about something incorrect or innaccurate and often the human that the English as foreign language faced the error, it can be in writing, their speaking.

2.2.1 The Differences Between Error and Mistake

Brown (2007:257) distinguishes between error and mistake. He explains that a mistake refers to a performance error that is either a random guess or a slip in that it is a failure to utilize a known system correctly. And an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the competence of the learner. It means that error reveals the learner's knowledge of the target language, while mistake is the learner's temporary impediment or imperfection in process of utilizing the language. Error is different with mistake. Ellis (2003:17) express the error reflect gaps in learner knowledge, they occur because the learner does not know what is correct. Mistakes reflect occasional lapses in performance, they occur because in particular instance, the learner is unable to perform what he/she knows. And the other expert Tarigan (1995:74) said that mistakes are usually caused by the factor of performance. Usually students have already know the systematic rule of the language being used, but because of something they forget about the system. Error is caused by the factor of competence. It means that the students have not know the linguistic system of the language being used. It can be illustrated by example of sentence, if the students write "my sister was came last night" it has been known that the correct one is "came" not "was came". When the student said "he came at 07.00 pm" in the next sentence, it can be assumed that it is a kind of mistakes. It is because the students has known that "came" means " datang" and the students revise the mistakes it the next sentence. If the students said "he is came at 07.00 pm" and the student repeat it consistenly, it indicates that, it is a kind of error.

2.2.2 The Types of Error

Dulay (1982: 146) explains there are four to classify type of errors such as: linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect

taxonomy. In this research the writer focus on surface strategy taxonomy this is the second type of descriptive taxonomy

1. Error of Omission

Errors are still classified on a superficial basic as error of omission where some element is omitted which should be present. Omission error characterized by absence of an item that must appear in a well formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others. Examples:

1) Carly eats apple Should be: *John eats an apple* because this sentence the determiner "an" is omitted

2) She writes letter Should be: She writes a letter because the sentence above the determiner "a" is omitted

2. Error of Addition

Error of addition where some element are present, which should not be there. The error of addition happens because the students add letter or word in sentence where should not be added there. There are three types of addition errors, nammely:

1) Double Marking

Many addition errors are more accurately described as the failur to delete certain items which are required in some linguistic constructions, but not in others. Examples: "He doesn't know my town".

2) Regularization

A rule typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns. In most languages, however, some members of a class are exeptions to the rule. For example, the verb "eat" does not become "eated" but "ate"; the noun "sheep" is also "sheep" in the plural not "sheeps"

3) Simple Addition

Errors are the "grab bag" subcategory of additions. If an addition error is not a double marking nor a regularization, it is called simple addition.

4) Misformation

Misformation erors are characterized by the use of the wrong from of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect. For example, "the dog eated the chicken" should be "the dog ate the chicken"

5) Misordering

Errors of misordering where the elements presented are correct but wrongly sequenced. Misordering errors are characterized by the incorrect placement of a morpheme or group of morpheme in an utterance. Examples:

1) They are the friends good

Should be: They are the good friends. Because the sentence above, the rule of structure is not suitable.

2) She is all the time ontime

Should be: She is ontime all the time. Because the sentence above the sequenced of placement is wrong.

2.2.3 The Source of Error

Brown (2000:224) there are two major sources of learner's error, they are:

1. Interlingual Transfer

The beginning stages of learninng a second are characterized by a good deal of interlingual transfer (from the native language). In these early stages, before the system of second language is familiar, the native language is the only linguisstic system in previous experience upon which the learners can draw. In the other words, interlingual transfer is when the learners or students make error by transfer their native language system into the target language system. The students are not aware of the differences between the two languages. This case belong to internal problem.

2. Intralingual Transfer

Intralingual transfer is the negative transfer of items within the targetlaanguage or put another way, the incorrect generalization of rules within the target language. In intralingual transfer the learners have begun acquire parts of the new system. As the learners progress in the second language, learners previous experiences begin to include structures within the target language itsself. For example, the learners say "can do you sing?" instead of "can you sing". Intralingual transfer is a cause of error from target language itself dueto its complicate system. The learners have been saved from the interference transfer of their first language, but when

students learn target language, the students find it more complicate. Example, this case belong to students misunderstanding.

2.3 Error Analysis

Brown (2000:218) said error analysis is the fact that learners do the errors and that these errors can be observed, analyze, and classified to reveal something of the system operating within the learner, led to a surge of the study of learner's errors. Richards et al (1985:96) states that error analysis is the study of errors made by the second and foreign language learners. Crystal (1987:112) ad that error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of principles and procedures provided by linguistics. Error Analysis is the identification, description and explanation of errors that occur both in spoken and written form.

Error analysis is used to show students problem. Moreover, it gives information to teacher about the process of acquiring a foreign language made by students. Corder (1981:25) explained that learner's errors are significant in these different ways. Firstly, error can tell the teacher about the progress of the learner and how far the learner can apply the teacher's method. Secondly, they tell the writer how actually the language is learned, therefore writer through errors discover strategies applied in acquiring a language. The last, error can serve as good feedback to learners for adjustment, hence they will not make the same errors again. From the definition above, it can be concluded that errors occur when the learners speak or write. An occurring of those areas are caused by the learners still developing acquisition of the L2 (target language) rules system. By classifying errors that learners made, the writer could learn a great deal about the second language acquisition process by inferring the strategies that the learners

were adopting. Furthermore, the result of error analysis will inform teacher some problems faced by students.

2.3.1 The Purpose of Error Analysis

Norrish (1983:80) explains an error analysis can give a picture of the type of difficulty learners are experiencing. He futher explains that by using error analysis as a monitoring device, the teacher can asses more objectively how teaching is helping his students.During the process of learning second language, error are unavoidable. These errors for a long time had been seen as a faulty in learning the language. However,this error actually has its own function. The errors can be appeared can be analyzed and classified into groups based on the similarity they have within them. The classification, later, will show the proficiency level of learners that create the errors.

Heidi Dulay (1982) serve two major purposes in studying learners errors; they are:

1) It provides data from which we can make interferences about the nature of language learning process
2) It indicates to language teachers and curriculm developers are required to conduct the research correcly.

2.4 Writing

Sanggam Siahaan (2008:215) express writing is psychological activity of the language user to put the written text. In the other expert Akhaidah (1994: 1) states that there are some functions of writing for students. Through writing students will recognize themselves more and their potential. Writing also helps students to develop their idea and information, trains the

students to organize the ideas systematical and express it consciously and helps students to think and speak orderly.

On the other hand, writing is not merely process of thinking of something and selecting the words needed to express it. It is a kind of technique in arranging ideas or information into condensed form of writing. The ideas and thoughts are informed into paragraphs and have a meaning of the content. Meanwhile, writing is a process to put thoughts into words in a meaningful form and it is used to express and explain ideas. Learning English writing is the same as learning other skill like reading, speaking, and listening. The students should practice and do a lot of exercise, continually and seriously studying language for students. Writing is the representation of language in a textual medium using a set of meaningful signs or symbols. Writing is a tool for communication and learning that allows us to document, collect, and widely circulate detailed information. Writing also provides a means of expressing oneself and persuading others. In order to make a good writing a writer should have clear purposes. The writing also should consist of specific information connected and arranged orderly using appropriate word or sentence.

2.4.1 Writing Process

The composing processes of individual writers vary greatly, and difficult to draw a uniform picture of how successful writers. Many experts have classified some stages in the process of writing . one of them is Calderonello (1986:5), said that there are five common components of the writing process: inventing, planning, drafting, revising, and editing. All five components are crucial to effective writing, regardless of the sequence in which they occur in your writing process. Elements in writing process are:

1) Inventing

Inventing is any activity that involves the writer in discovering and generating what he wants to say. It can take place at any even during drafting. Reading, talking, thinking, brainstorming, doodling, going over notes, and using a specific inventing method (such as a set of question) to examine a topic are some examples of inventing activities.

2) Planning

Planning is the activity by which are a writer tries do the determine how to say what he want to say. It involves answering such question as:

1. What is my thesis and intention in this text?

2. Who is my audience for this text?

3. How much information is relevant to the task? How will it be presented, in what forms and it what order?

4. What tone (humorous, serious, ironic) is best?

Individual writers do plan differently. Some plans are as invent: some plans largely after they invent; some plans as they draft and revise.

3) Drafting

In order to produce first draft, all writers, whether skilled or not, require certain implements: pencil and paper, a typewriter and paper, or a word processor and printer. Imagine two writers at roughly the same stage of the writing process. They both have done enough preliminary inventing and planning to have a fairly detailed conception of what they want to say

and how they think they want to say it. They both writing first drafts that will, eventually, become finished texts. While drafting these two writers will go back and forth between inventing and planning, drafting, and even editing that is, they revise as the write, when and if it is necessary to do so. There the similarity.

4) Revising

Revising is not the same as proofreading or editing. It involves rethinking and changing the text possibly changing the introduction, or a paragraph, or several paragraphs, or part of a paragraph, or a major argument. Revising involves adding new writing or cutting out writing, or rearranging what is written, or substituting another way of saying something. It is something a skilled writer is willing and able to do, but skilled writers do not always revise extensively every time they write.

5) Editing

Editing means polishing a piece of writing by word level changes: in spelling ("I've misspelled apparent again"), mechanics (I need to use a comma here"), usage ("I'd better check the past tense of 'lie' "), word choice ("I've used 'justify' three times in two sentences, maybe I can substitute another word"), and so on. Most often, writers edit a piece of writing process, after the pieces is finished in all other respect. This gives them one last opportunity to inspect the piece and to determine whether it meets their standards.

It can be stated that the purpose of writing is communicating the relation of sentence in a writing should be coherent one another, so that the information that will be delivered by the writer can be understood by the reader and the process of writing is the writer should make an

outline of what they want to write. It is done to make the process of writing controllable. The outline will help the writer elaborate the idea in the writing process.

In conclusion, writing is a mental process of inventing the ideas, expressing them into written forms, and organizing them into meaningful statement or paragraph.

2.4.2 Types of Writing

Eric, Robert and William (1989:18) said that writing is a creative act, the act of writing is creative because its requires to interpret or make sense of something: a experience, a text, an event. The types of writing system which exists in the native language is an important factor in determining to easy of speech with which students learn to write. There are two types of writing.

1) Practical Writing

This type deals with the fact and functional writing. It is purposed to special goal that we can find it in letters, papers, summaries, outlines, essays, etc.

2) Creative or Imaginary Writing

This types usually exists in literature. Such as novel, romance, poem, short, story, science, fiction, etc.

2.4.3 The Purpose of Writing

As a basic skills in learning English writing also has some purpose. According to McMahan, et al. in Sarinten (2010:63) tha same purposes of writing as follows:

1) To Entertain

Writing to entertain generally takes the form of imaginary or creative writing. It means that the writer needs to use his/her creativity. It must not make the raders laugh, but engage their feeling in some ways.

2) To Inform

Writing to inform has purpose to tell the reader about something. This kind of informative writing can focus on objects, places,procedures and events. It can be seen in newspaper and article scientific or business reports, instructions or procedures and essays for school and university.

3) To Persuade

The writer tries to convice the reader of something that a point of view is valid by presenting the fact of data so that readers follow writer's opinions and act upon it.

 In conclusion, the purpose of writing is not only to express the ideas,feeling or thought in written symbol but it has also specific purposes such as to entertain, to inform, and to persuade the readers.

2.5 The Types of Genre

Sanggam Siahaan (2008) said that types of text (genre) in English, they are Narrative, Spoof,Procedure, Hortatory Exposition, Anecdote, Description, Report, Analytical Exposition, Explanation,Discussion and News. Will be explained as follow:

1. Narrative

Narrative is any written in which the writer wants to amuse, entertain people, and to deal with actual or various experience in different ways. The detail explanation will be presented on the next pages.

2. Spoof

Spoof is known as narration text. It is a text of writing which use a series of event in certain process.

3. Recount

Recount is also a narrative text too. Basically, it is written out to make a report about experience of a series of related event. Theoretically, the technique to write recount is similar to the way a narration written.

4. Procedure

Procedure is any written English text in which the writer describes how something is accomplished through a sequence of actions or steps.

5. Hortatory Exposition

Hortatory Exposition is written English text in which the writer persuades people that something should or should not be the case.

6. Anecdote.

Anecdote is any written English text in which the writer shares with the others an account of an unusual or amusing incident.

7. Description

Description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object.

8. Report

Report is a text which can be written out with a descriptive technique. It describes an object to the readers. The length of the text depends on the specific detail of the object being described.

9. Analytical Exposition

Analytical Exposition is an expository text. It is written to expose the truth of the fact of the object to the reader.

10. Explanation

Explanation is a written English text in which the writer explains the processes involved in the information or workings of natural phenomena.

11. Discussion

Discussion is a written English text in which the writer presents some points of view about an issue.

12. News

News Item is neither a paragraph nor an essay. Stead this conforms to any written English text containing one or more than one paragraph in which the writer to inform people about events of the day which are considered newsworthy or important.

2.6 Analytical Exposition

Sanggam Siahaan (2008:51), explains analysis is expository text. It means about the turth of a certain object. It is written to expose the turth of the fact of the object to the reader. Analytical exposition text has three components. The first is the thesis of the text. The second components contain some arguments. On the other hand, analytical exposition is a piece of the text that presents one side of an issue. It is intended to persuade the readers that something is the important case Pardiyono (2007:215). Based on Martin explanation n Putri &Isyam (2013), the function of analytical exposition text is to explain some aspects of the world and bring the address to share the writer's point of view. Furthermore, Collin in Putri&Isyam (2013) state that analytical exposition is the text which is need to put forward a point of view or an argument. Analytical Exposition is a text that elaborate the writer's idea about the phenomenon surrounding.

2.6.1 The Purpose of Analytical Exposition

Sanggam and Khisno (2008: 51) explains analytical exposition has social purpose to persuade the reader or listener that something is the case. It means that to persuade a reader or listener by presenting one side of an argument. Another purpose of analytical exposition text is to persuade the reader or listener bypresenting one side of an argument that is the case or the case against.

2.6.2 Structure of Analytical Exposition Text

Sanggam Siahaan (2008:52), explains the generic structure of analytical exposition text is:

1) Thesis

    Position: introduces topic and indicates writer's position

    Preview: outline the main arguments to be presented

2) Arguments

    Point : Restates main argument outlined in preview

    Elaboration: Develops and supports each point/ argument

3) Reiteration : Restates writer's position

2.6.3 Language Features of Analytical Exposition

Pardiyono (2007) express there are some language features that in writing an analytical exposition text, namely:

1)Simple present Tense

2) Using Relational Process

3) Using Internal Conjuction

4) Using Words that express writer's idea or feeling

2.6.4 Example of Analytical Exposition

"The importance of Having Breakfast"

(Thesis)

In a buzy morning, people tend to skip their breakfast. Actually, there are many benefits of having breakfast. Here there are two reasons why its important.

(Arguments)

Firstly, having breakfast helps us feel more focused for the coming day. When we study at school and didnot have breakfast before,we will more likely to not focus during the leasson. There is noting worse than being constantly aware that you are hungry and counting the minutes until lunctime. Having breakfast in the morning not only fuelsus until lunctime but actualy give sour brains the essential energy tofunction and focus better on the tasks, so we can concentrate more.

(Arguments)

Having breakfast also will control our appetite. If we dont eat brakfast, we are more likely to end up snacking throughout the morning. Which could pile up the unhealthy calories. Stay away from overly-refined snack with added sugar. So if you fell like snacking, have some slice of fruits.

(Reiteration)

The reasons above, to help us fell more focus to control our healthy because we have known the important the having breakfast.

2.7 Previous Research

In doing this thesis, the writer also write that also related to this topic. The first taken from Poibe Valentina Sirait (2016) entitle An Analysis of Gramatical Error in Writing Recount Text of the Second Grade Students at SMA Negeri 5 Medan. The similarity is that the research focus on second grade of senior high school and error in writing skill. The difference is this research focus on an analytical exposition text while her research focus on recount text and this

research focus on error by theory of Dulay namely error in omission, addition, misformation, misordering while her research focus on gramatical error. The contribute is this research focus on error in general but her research focus on spesific error. The second is from Cristine Tia Indriani (2016) entitle An Error Analysis of Subject- Verb Concord in Writing Descriptive text at the tenth Grade on SMA HKBP Sidorame Medan. The similarity is that the research focus on error in writing .The diferences are this reseach use theory of dulay namely error in omission, addition, misformation, misordering while she just focus on subject- verb concord. The contribute is the researcher focus on general types of error namely by theory of dulay while her research focus on specific one namely subject- verb concord. And the third researcher from Liza Devi Yanti Pane (2015) entitle An Analysis of Writing Recount Text Based on Surface Strategy Taxonomy. The similarity of this research about the types of error namely error in omission, addition, ordering while the difference is the kind of writing text the writer will focus on an analytical exposition text but she focus on recount text. The contribute is her research can be a contribution to this research about theory of Dulay because both of research conduct the theory of Dulay.
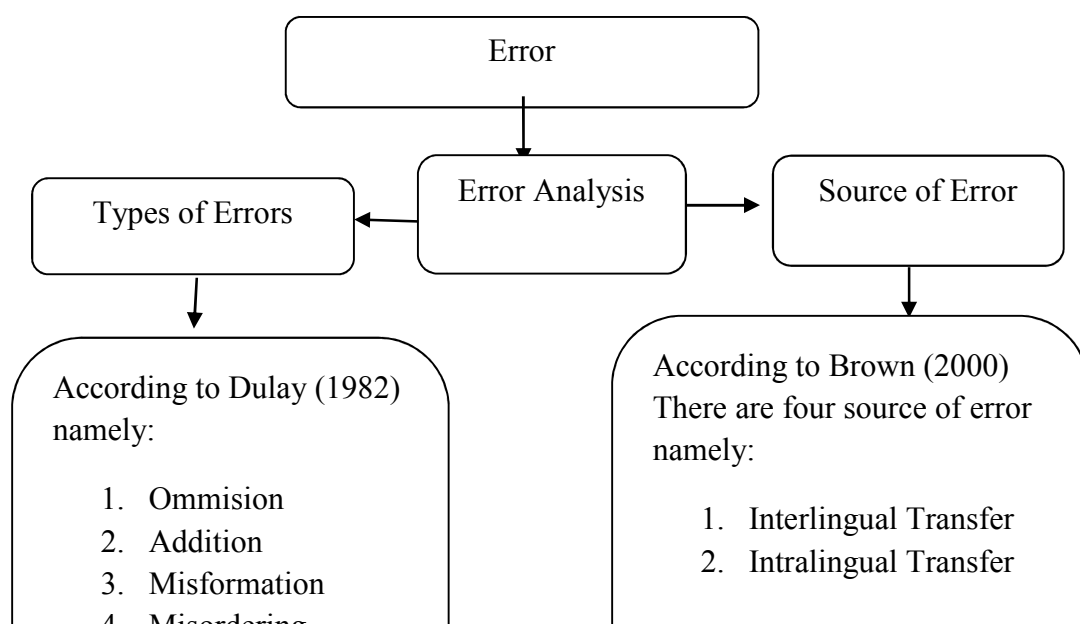
2.8 Conceptual Framework

Writing is generally a process to communicate between the writer and reader through the text. In writing, the writer gathers the information and ideas that will be told to readers by doing steps such as selecting, combining,arranging and developing ideas in order to make good sentencesand paragraphs. In making a good paragraph we call it as process writing. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polish an comprehensible to reader.

Error means something done wrong by the learners because they do not know or cannot use the correct system. Errors arises only when there was no intention to commit one. Actually making one or mistake when they write or speal although the language is their mother tongue therefore it is their second language. Learners commonly makes error in writing skill. They are unable to write by using connect grammatical rules.

Source of error according to Brown (2000: 224) states in learning English as a second or foreign language, there are two sourcess of error, namely: Interlingual transfer namely the beginning stages of learning a second are characterized by a good deal of interlingual transfer (from the native language). And the second Intralingual transferis the negative transfer of items within the target language or put another way, the incorrect generalization of rules within the target language. In intralingual transfer the learners have begun acquire parts of the new system.

Analytical Exposition is a text that elaborate the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter.

Error

Error Analysis

Types of Errors

Source of Error

According to Dulay (1982) namely:

1. Ommision
2. Addition
3. Misformation
4. Misordering

According to Brown (2000) There are four source of error namely:

1. Interlingual Transfer
2. Intralingual Transfer

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|                                    |
|_____|
                    |
                    ↓
        ┌─────────────────────┐
        │       Writing       │
        └─────────────────────┘
                    |
                    ↓
        ┌─────────────────────┐
        │ Analytical Exposition │
        └─────────────────────┘
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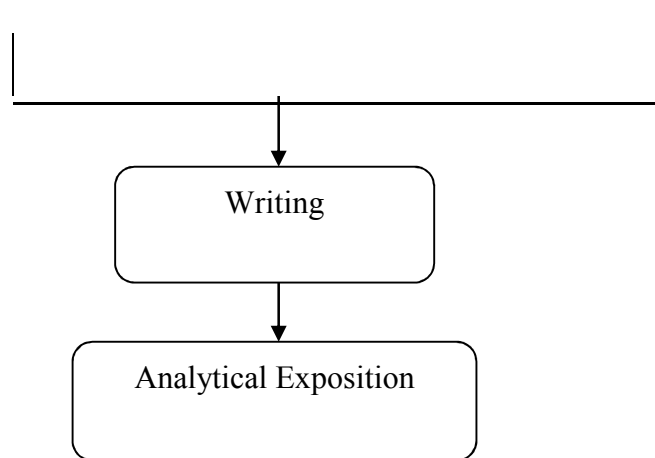
Figure 2.8 The Conceptual Framework of Error Analysis in Writing Analytical exposition text (

Hotmaulika Sitinjak: 2019)

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The writer used descriptive qualitative designwhich was a method of research that attempt

to describe and iterpret the object in accordance with reality in order to describe the student's

error in writing analytical exposition text. Wina Sanjaya (2013:47) explains descriptive qualitative is a research method the aims to describe in full and in dept about social reality and various phenomena that occure in the community that are the subject of research so that the characteristics and models of phenomenon are described. Descriptive research is a research method that is aimed to describe the present or past phenomenon.

3.2 The Subject and Place

Subject and place are needed in this study. Subject means group of people that what to find out about by doing this study. Meanwhile the place is the location of doing the study. The subject of this research was second grade students of SMK SWASTA JAMBI MEDAN. The writer selected one class from four parallel classes namely XI Accounting, XI Administration, XI Marketing and XI Technique of Computer and Network. The writer will chose the XI Administration as the subject of this research that consist of two classes and the writer focus on one class namely XI Administration-1 and consist of 20 students. The place of this study was on SMK SWASTA JAMBI MEDAN.

3.3 Instrument of Collecting Data

In this study, the instrument was writing test. The test was the students wrote ananalytical exposition text at least 3 paragraphs and done during 45 minutes. And the writer given them some topics about analytical exposition. To help their writing, the students allowed to use dictionary so that they can express their idea.

3.4 Technique of Collecting Data

To collect the data of the first problem, the writer collected the data by asking the students to write an analytical exposition text. Here, the writer used a writing test as the instrument of collecting the data to know the students error in writingan analytical exposition text.

In this study, there was some techniques which used by the writer in collecting the data for the first problem they are:

1) Teacher gavesome topics about analytical exposition text to the students and then the students chose the topic by themselve that what they want to write.

2) Asked the students to write an analytical exposition text.

3) Collected the student's paper

4) Underlined the error of writing the analytical exposition text.

And for second problem the writer used the technique:

Foundthe source of error in writing analytical exposition text made by students according to theory of Brown.

3.5 Technique of Analyzing Data.

After collected the data, the writer analyzed by the collecting data to achieve the objectives. Based on the descriptive qualitative research applies in the study, the writer analyzed the data of the study with the following steps.

1) Data collection

In this step, the writer collected the result of the student'spaper in writing analytical exposition text as the data of this study

2) Identification

After collected the data, the writer identified the student's error

3) Classification

The writer classified the data based on the category of errors. This study the writer chose category of error based on Surface strategy taxonomy.

3.6 The Triangulation

In this study, the writer used triangulation technique. Cohen (2000:112) explained triangulation may be defined as the use of two or more methods of data collection in the study of some aspects of human behavior. Thus triangulation technique means the writer used two or more data collectionsto get validity. Denzil (2009) express there are four techniques in triangulation namely: source triangulation, investigator triangulation, methodological triangulation, theoritical triangulation. The purpose of triangulation was to increase the credibility and validity of the findings.

The writer used methodological triangulation to get validity of data. Methodological triangulation refers to writer used more than one methods in the study. Cohen (2000:113) express methodological triangulation is using the same method on different occassions or different methods on the same object of the study. Thus, methodological triangulation is making different method to get validity of data.Besides, the writer collected the data by using observation which is supported by documentation which can give evidence if the participants are people that is proper to use as subject of writer.