

An Analysis of Students' Errors in Writing Analytical Exposition Text by Using Surface Strategy Taxonomy

Galih Fahrizal Ilham¹, Nur Azmi Rohimajaya², Ari Fajria Novari³, Welliam Hamer⁴

{galihfaheizal@gmail.com¹, nurazmirohijaya@unmabanten.ac.id², ari.fajria@gmail.com³, welliamhamer@untirta.ac.id⁴}

Universitas Mathla'ul Anwar, Indonesia¹, Universitas Mathla'ul Anwar, Indonesia², Universitas Mathla'ul Anwar, Indonesia³, Universitas Sultan Ageng Tirtayasa, Indonesia⁴

Abstract. Writing as a complex process that students must go through in order to communicate what is on their minds and then represent it in the form of text when studying English. The purpose of this research article was to analyze students' errors in writing analytical exposition texts for Indonesian senior high school students. The article employed a qualitative research design with descriptive research characteristics. Methods of data collection included observation, interviews, and documentation. Observation, interviews, and documentation were used as instruments. The information was gathered during three meetings. The interview with the teacher took place before the observation, and the interview with the students took place after the analysis of the student's worksheets. From the findings of the article, it can be informed that the errors made by students fall into the categories of omission error, addition error, misformation error, and misordering error. There were 67 total errors, including 54 omission errors with an omission error percentage of 80.59 percent, seven addition errors with a percentage of 10.44 percent, six misordering errors with an omission error percentage of 8.95 percent, and no error in misformation. The most common error made by students was omission error, followed by addition, misordering, and misformation errors. This was due to students' lack of vocabulary mastery, as well as their incorrect use of grammar and structure. This article suggests that teachers should be more innovative in their use of various teaching strategies, as well as should be more interactive and communicative with their students. The students, should be serious and pay attention to the teacher's explanation during the teaching and learning process, they should explore more vocabulary, do many exercises, and reduce their chances of making errors.

Keywords: error analysis, surface strategy taxonomy, analytical exposition text.

1 Introduction

As we know that English has outperformed all other languages as the most important language in the world. Many people utilize it as a means of communication, and it makes it easier for

people from different nations to interact and communicate with others. Furthermore, in this era of globalization, English is essential for a wide, including economics, politics, culture, communication, and education. Writing and oral skill are integrated into the classroom, and written language becomes increasingly complex because students learning English must combine two English skills, writing, and oral competence, which appears to make learning challenging for students, particularly young learners [1].

In general, the teacher recognizes four skills in learning English that can assist students to learn English well. Students have to master four components of English skills. The first is listening, the second is speaking, the third is reading, and the last is writing [2]. Students require writing abilities to write text, letters, and other documents. Students can enhance their speaking skills in addition to their writing skills because these two skills are critical in learning English. Writing is a complex process in which the writer must think hard to convey his thoughts and then represent them in the form of text. For example, when speaking, speakers can describe and repeat themselves to ensure that the listener understands what they mean. In this context, it is a process in which the author expresses his thoughts in a text. As a result, the reader can gain insight into the author's thoughts.

Many studies also wrote related to the topic. Some studies focus on the analyzed error in similar texts and different grades [3]. Other studies are concerned with other texts such as recount texts and theories [4] [5]. In this study, the author would like to fill the gap through analyze other texts with different types of errors that are often made by students in writing a text. The types of error were proposed by Dulay's theory. There are omission, addition, misformation, and misordering. The authors of this research article are interested in investigating the analytical exposition text. Exposition texts are persuasive materials that come in two types: analytical exposition texts and hortatory exposition texts. To strengthen the persuasion, the speaker or writer presents some arguments as the primary explanation for why something is the way it is [6]. The author's ideas regarding the things that happen around him, whether objects, events, or places, are contained in an analytical exposition text. This paragraph is included in the

¹ Garintama, D. Y. P.: Analysis on analytical exposition text written by eleventh graders of SMA Hang Tuah 4 Surabaya. Universitas Negeri Surabaya. *Retain*, 6, 09-16 (2018).

² Wulandari, R.: Improving students' speaking ability through communicative language games at SMPN 1 Prambanan grade VIII A in the academic year of 2013/2014 (Doctoral dissertation). Indonesia: Universitas Negeri Yogyakarta (2014).

³ Khohari, A.: An Error analysis on analytical exposition texts written by the first year students of english education department of teacher training and education faculty, Sebelas Maret University in the academic year 2015/2016. (2016).

⁴⁴ Sari, T.J.: An analysis of grammatical error in writing recount texts at the eleventh grade of students at SMK negeri 1 Abung Selatan Kota Bumi in the academic year 2018/2019. A thesis. (2019).

⁵ Nezami, A.: Common error types of Iranian learners of English. *English Language Teaching Journal*, Vol. 5 No.3, doi:10.5539/elt.v5n3p160. (2012).

argumentative text because it expresses a point of view (argument) against something. The goal of analytical exposition is to persuade readers that something is true.

An error is defined as a divergence from the norms of the target language [77]. However, this definition presents numerous questions. First, there is the issue of determining which variety of the target language should be considered the norm. The typical practice, particularly among classroom learners, is to use the standard written dialect as the norm. This is, of course, incorrect if the purpose is to describe the learner's oral production. Students are not exposed to dialects of the language that differ from the standard dialect. For example, compare the speech to the norm of British and American standard written English.

Errors are classified into four types: linguistic category, surface strategy taxonomy, comparison analysis, and communicative effect [8]. The authors of this research concentrate on surface strategy taxonomy. To classify errors, authors can attempt to detect student utterances that deviate from the goal words that have been compiled. Omission, addition, misformation, and misordering are all examples of this strategy. There are several surface strategy taxonomies [9]:

1. Omission differs from ellipsis (E) and zero (Z), which are allowed by the grammar (and are significant grammatical resources), whereas omission is ungrammatical.
2. In addition to the representation of error, the outcome of the all-too-faithful application of specific principles and that there are subtypes. There are three types of adding errors; Failure to eliminate some things that are essential in some linguistic constructs but not in others, regularization entails ignoring exceptions, and applying rules to domains where they do not belong. A simple addition that handles all adds that are not classified as double markings or regularizations.
3. Misformation is the third category identified by Dulay, Burt, and Krashen, and it has three subtypes. Misformation is defined as the usage of the incorrect form of a structure or morpheme.
4. Misordering is not a contentious issue. A part of linguistic competence involves arranging the correct forms in the proper sequence, in addition to selecting the right forms to employ in the right context. Some languages have more stringent word-order rules than others.

Based on the explanation above, the authors focus on the surface strategy taxonomy, which has four sorts of errors. The first is an omission, the second is an addition, the third is a misformation, and the fourth is an incorrect order. Students' error analysis in creating analytical exposition text

⁷⁷ Li, L. J., Ying, Z. H. A. N., & Deng, P. H.: The application of error analysis theory in translation module teaching to non-English majors. *DEStech Transactions on Social Science, Education, and Human Science*, (emse) (2017).

⁸ James, C.: *Error in language learning and use: exploring error analysis*, London: Routledge (2013).

⁹ Dulay, Heidi.; Marina Burt and Stephen Krashen. *Language two*. New York: Oxford University Press (1982).

is focused on these four categories of errors. There are common sources of error among ESL and EFL students [¹⁰10]. They are as follows:

1. Interlingual Transfer is a key source of error for all students. The early phases of learning a second language are extremely susceptible to Interlingua transfer from the native language, or interference. In these early stages, before the second language's system is familiar, the learner's native language is the only preceding linguistic system from which to draw. Interlingual transfer errors are impacted by the learner's mother tongue.
2. Intralingual Transfer is one of the sources of error that must be identified, but it is now obvious that the transfer is within the target language (intralingual). Intralingual transfer (transfer within the target language itself) is an important aspect of second language learning. Writers discovered that the early phases of language learning are characterized by a predominance of interference (interlingual transfer), but once learners have begun to absorb part of the new system, more and more intralingual transfer generalization within the target language can be seen.

It is reasonable to believe that intralingual transfer errors are influenced by the destination language's complex system. This is correct due to the influence of previously mastered language, language users' lack of knowledge of the language they use, and less than flawless language training. The importance of language error analysis can be classified according to linguistic level, language activities, facilities, teaching and interference, and error frequency.

2 Research Methodology

The authors used descriptive qualitative research methodology in this research article and would carry out the process of data collecting, data reduction, data display, and drawing conclusions and verification using a qualitative approach. Qualitative research is an investigation aiming at explaining and clarifying human experience as it manifests itself in people's lives [¹¹11]. It is an umbrella word for a variety of interpretive methodologies that strive to describe, decode, translate, and otherwise come to terms with the meaning, rather than the frequency, of certain more or less naturally occurring events in the social environment [¹²12]. The subject of this study is nine students out of thirty-three, they are of three active students, three moderate students, and three less active students.

¹⁰10 Nabawiyah, T.: The implementation of English foreign language teaching activities in kindergarten school (Doctoral Dissertation, Universitas Muhammadiyah Gresik). Unpublished (2014).

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¹¹ Kharmilah, P., & Narius, D.: Error analysis in writing discussion text made by students at the English department of Universitas Negeri Padang. *Journal of English Language Teaching*, 8(3), 327-335. (2019).

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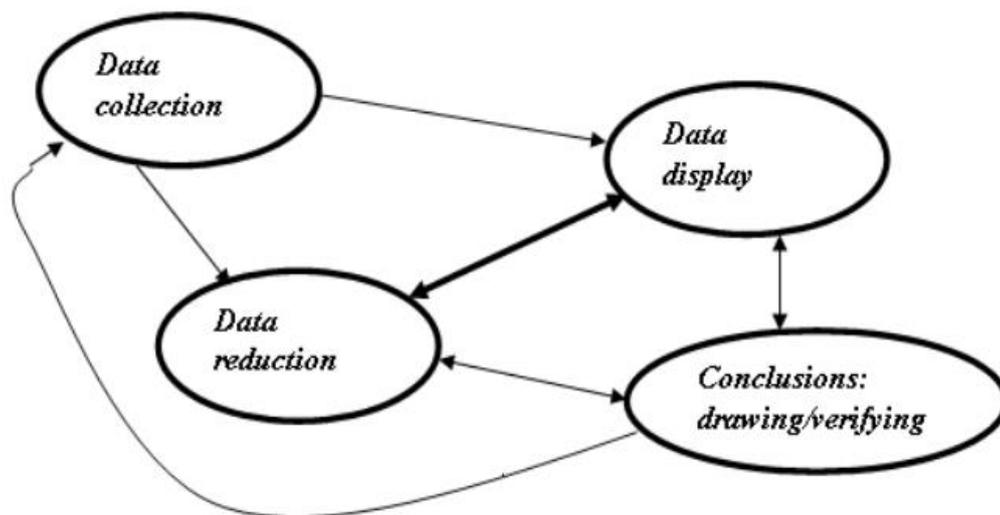
¹² Merriam, S. B., & Tisdell, E. J.: *Qualitative research: A guide to design and implementation*. John Wiley & Sons. (2015).

2.1 Data Collecting Technique

In gathering the data, the authors employ the passive observation method, in which authors visit the location of the observed person's activities but do not participate in them. The interview technique employed in this study is interview in-depth, which implies that the researcher asks multiple in-depth questions on the subject to be examined. These questions were then distributed to key informants and data sources for authors. The authors utilized the interview instrument as a guide to learn as much as they could about the subject at hand. This guide provides a list of research questions that should be asked of study subjects. This study applied unstructured interviews as the interview method. The authors' documentation to strengthen research is available here.

2.2 Data Analysis

In data analysis in this research, the authors conduct three steps to analyze the data which consist of data reduction, data display, and drawing a conclusion. The data analysis consists of three concurrent follow activities: data reduction, data display, and drawing conclusions or verification [1313]. This research activity was carried out in four stages, namely: the data collection stage, the data reduction stage, the data display stage, and the conclusion and verification stage.



¹³¹³ Miles, M. B., Huberman, A. M., and Saldana, J.: Qualitative data analysis. A methods sourcebook. Edition 3. SAGE Publications, Inc. (2014).

Table 1. Result of Student Errors in Writing Analytical Exposition Text.

No	Name of the Subject	Type of Errors					
		Omission	Addition			Misformation	Misordering
			Double Marking	Regularization	Simple Addition		
1	A1	✓					
2	A2	✓					
3	A3	✓			✓		
4	A4	✓				✓	
5	A5	✓			✓		
6	A6	✓				✓	
7	A7	✓			✓	✓	
8	A8	✓			✓	✓	
9	A9	✓				✓	

Note:

= Student Errors

Based on the results of research that has been carried out by the authors based in Table 1, it can be seen A1 as subject 1 made an error in the omission, A2 as subject 2 made an error in the omission, A3 as a subject 3 made an error in the omission and simple addition, A4 as a Subject 4 made an error in the omission and misordering, A5 as a subject 5 made an error in omission and simple addition, A6 as a subject 6 made an error in omission and misordering, A7 as a subject 7 made an error in omission, simple addition and misordering, A8 as a subject 8 made an error in omission, simple addition and misordering, A9 as a subject 9 made an error in omission and misordering.

Based on table 2, subject A1 made a total of 10 errors, subject A2 made a total of five errors, subject A3 made a total of four errors, subject A4 made a total of five errors, subject A5 made a total of seven errors, subject A6 made a total of five errors, subject A7 made a total of 10 errors, subject A8 made a total of eight errors, and subject A9 made a total of 12 errors. Based on the data above, there were 67 total errors made by the subject with details of 54 errors in omission, seven errors in omission, six errors in misordering, and no errors were found in misformation. Omission error is the most frequent error made by the students with a total of 54 omission errors with a percentage of 80,59 %. The second is added, the third is misordered, and the fourth is a misformation error.

Table 2. Result of Student Errors in Writing Analytical Exposition Text above the tables

No	Name of Subject	Type of Errors																				Total				
		Omission	Addition												Misformatio n	Misordering										
			Double Marking				Regularization				Simple Addition															
		Paragraph																								
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1	A1	2	4	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10		
2	A2	-	4	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5		
3	A3	-	-	3	1	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	4		
4	A4	-	-	2	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	5		
5	A5	1	2	-	1	-	-	-	-	-	-	-	2	-	1	-	-	-	-	-	-	-	-	7		
6	A6	1	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	5		
7	A7	-	-	-	8	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1	10		
8	A8	-	-	-	5	-	-	-	-	-	-	-	1	-	-	1	-	-	-	-	-	-	1	8		
9	A9	3	3	1	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	12		
Total		54				7												0				6				67

The result of the research shows that the errors made by the students based on surface strategy taxonomy fall into the category of omission error, addition error, misformatio error, and misordering error. The authors found 67 total errors consisting of 54 omission errors with a percentage of 80,59%, seven addition errors with a percentage of 10,44%, six misordering errors with a percentage of 8,95%, and no error found in misformatio. Omission error is the most frequent error made by the students with a total of 54 omission errors with a percentage of 80,59%. The second is added, the third is misordering, and the fourth is a misformatio error.

3 Conclusion

Based on the results of data analysis and discussion of student errors in writing analytical exposition text, it can be concluded as follows: the errors made by the students based on surface strategy taxonomy fall into the category of omission error, addition error, misformatio error, and misordering error. This article suggests that teachers be more innovative in their use of various teaching strategies, as well as more interactive and communicative with their students. For students to be serious and pay attention to the teacher’s explanation during the teaching and learning process, they should explore more vocabulary, do many exercises, and reduce their chances of making errors.

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