

CHAPTER I INTRODUCTION

A. Background of the Study

Almost all of important information of academic discourses around the world take place in English. Indonesian is not English native speakers, but English is still used as foreign language in Indonesia. Based on Indonesia National Curriculum of K-13 today, English is taught to students start from the first year of junior high school until the last year of senior high school. It is also taught for some semesters at the university level. English as the academic purposes divided into 4 skills; 2 input skills and 2 output skills. Input skills consist of listening skill and reading skill. While output skills, consist of speaking skill and writing skill. By the four of those skills, Harmer(2004) regards writing as a vital skill for speaker of foreign language as important as their first language. The ability to write in English is very important especially for students who want to continue education to the next level. Writing ability also plays an important role to be added value when applying for a job. Therefore, the ability to write in English is as important as writing in the first language.

Writing skill as an output skill lately become the most complicated one among others. Writing has been found to be the most difficult for EFL learners to master where English is mainly taught as a compulsory subject, since writing in a second language requires both syntactic and semantic knowledge. Writing is a crucial component of language performances in both educational and professional need. Good writing skills are needed to convey an idea or information. So, the idea and information can be well delivered to the readers.

According to Weigle, S. C. (2002), “The process of text generation, or encoding internal representations (ideas) into written texts, may be disrupted by the need for lengthy searches for appropriate lexical and syntactical choices”. Good writing takes a long process to express writer's idea into a word. But, writing is not just about conveying ideas but it requires a process whereby the text must use appropriate word selection according to context. Every word used should be well constructed to form a sentence. Writing means represent ideas but this idea must be processed in order to become worthy and useful writing. Cook, G. (2003) points out that just being a native speaker does not guarantee proficiency in writing, rich vocabulary, range of styles, and ability of cross-cultural communication. This clearly understood that the insufficiency of linguistic knowledge or limited language competence has negative impact on writing proficiency as well as L2 writing quality. Being a native speaker is not the main factor to become great in writing. There are many component to be mastered in order to good in writing such as grammatical, comprehension, compositional skill, and domain knowledge.

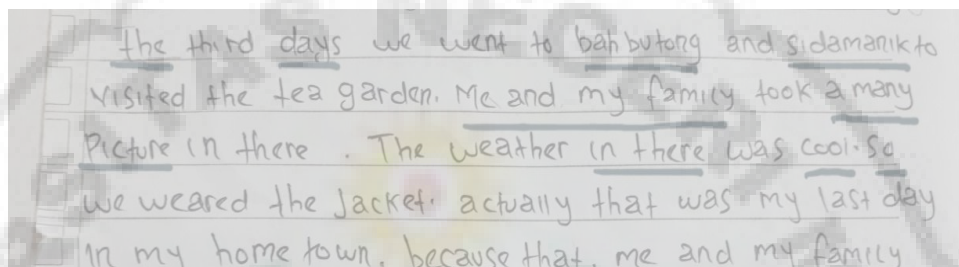
According to Hartono (2005), genre is used to refer particular text-types, not traditional varieties of literature. It is kind of text defined in terms of its social purpose also the level of context dealing with social purpose. There are thirteen types namely narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item.

Analytical exposition text is one of the very important text in our daily live where often confronted with many social and natural issues or cases. Some of them may be good and few of them may bring negative sense in our daily lives. It could be natural disasters or epidemic diseases such as earth quake, volcano, and malaria which have been caused a number of people die, etc. A good writing requires a text with complexity of syntax and morphology, a wide range of vocabulary, and a good command over conventional forms and over the means of signaling the relation of the texts. With all these details, the writer found that writing is difficult to the student. Because of the teachers found many errors in the text written by the students.

In fact, students skills in writing analytical exposition are still low. Writing is a vital skill for the foreign language learners like in Indonesia. English has rules which are different from Bahasa Indonesia. This condition lead the learner commonly makes several errors in write a text. Learner's errors show their current perspective and understanding on English as the target language. Many factors affect students' understanding of English such as the influence of the mother tongue used. The Indonesian language uses a different word order with English which this condition lead students' commonly make mistakes in writing.

Based on the writers' experience in teaching practice at SMK ERIA Medan, many students have problems in understanding and using grammar, lexical, and mechanics in writing analytical exposition text. This is proven by the teacher gives exercise to write an analytical exposition text, she found that there are still a lot of errors made by the grade eleventh accountancy students of SMK

ERIA Medan in writing. The example of students' error in writing analytical exposition text can be seen from the pictures below:



As it is shown from the picture above, students are still makes several errors in writing. It is found that students make 40% grammatical errors, 20% lexical errors, and 40% errors of mechanics in writing analytical exposition text out of 10 errors.

Most of SMK students' tend to commit error in writing regardless of long period of English study. Although students have been studying English for a long time but the errors still occur in writing. According Phimpisa R. and Normah (2015:99), Errors made by the students are considered as the important mark of the development in language learning process. Any errors made by students when writing indicate students' ability to write. The number of errors that students do in writing is very important because it is a reflection of students' understanding in writing. Gass, S. and Slinker, L. (2008), explains error as systematic and likely to occur repeatedly and is not recognized by the language learners as an error. Typing mistakes occur once or twice when writing can categorize as an accident. But if the same errors systematically repeat this is categorized as an error because students do not know if what they have done is a mistake.

Ideally, SMK students are different from SMA students, Where SMK students expected to be ready to work or create a job as soon as they graduate from the school. Especially for the students who are majoring in accounting or management, they have to prepare good knowledge to become a skilled worker. Writing skills are an important part they must have when working later. Because they will faced an obligation to be able to make reports or written data. But in fact there are still many SMK students with low writing skills.

Richards (1971) divides error into interlingual errors as the errors caused by the interference of the native language and intralingual errors refer to errors that occur because of the ineffective traits of learning as faulty application of rules and an awareness of the restrictions of rules. Coder, S. P (1982), highlights that language learner errors are important to study because it shows the state of the learner's knowledge. Analyze students error in writing is very helpful in finding student weakness. So, later it can be used as a guide to improve students 'skill in writing.

Based on those theories, analyzing the types of student's error on their analytical exposition written text will help the researcher to discover students weakness in writing. The student's weaknesses are seen from the frequent error of the grammatical, lexical, and writing mechanics they make. This study conducts to find out why students make errors in their writing product, which is later expected that the result of this study will help the teachers to find better ways in teaching writing and develop appropriate materials, media, and strategy in teaching writing to support the students learning process.

Therefore, the writer is interested to analyze this study related to the purpose of identifying the errors made by the students of SMK ERIA Medan in writing an Analytical exposition text. By having this, it is hoped that students will be able to improve their ability in writing Analytical exposition text by avoiding errors in writing this kind of genre. In conclusion, this study deals with the title of error analysis in writing analytical exposition text by eleventh grade student of SMK ERIA Medan.

B. The Problems of the Study

Based on the rationale mention above, the problems of the study are formulated as follows:

1. What types of errors are found in analytical exposition text written by eleventh grade students of SMK ERIA Medan?
2. Why do these errors occur as the way they do?

C. The Objectives of the Study

In line with the problems of the study above, the objectives of the study are formulated as follows:

1. To find out types of errors in analytical exposition text written by eleventh grade students of SMK ERIA Medan.
2. To explain the factor cause the errors occur as the way they do.

D. The Scope of the Study

The study deals with the error analysis. In order to give the best result of the research, this study focuses on identification, classification the types of errors and to find out the factors cause these errors. The main concern in this study is limited only on analyzing three types of error in writing those are grammatical errors, lexical errors, and errors in writing mechanics. The subject of the study is limited on the eleventh grade accountancy students of SMK ERIA Medan.

E. The Significance of the Study

The result of this study is expected not only to be merely data aggregation but something more advantageous theoretically and practically. It can be described as follows:

1. Theoretically

- a. The result of this study can provide knowledge of researchers and readers in analyzing error in writing.
- b. The result of this study can give contribution of science in education.
- c. It can also be used as a reference for the other researchers who are interested in doing.

2. Practically

- a. This study is expected to be useful to help the teachers to know the students common types of errors in writing analytical exposition text and help teachers to find better way of teaching in order help students understand writing analytical exposition text.

- b. This study is expected to be useful to make students understand their errors in writing through this study. By knowing their errors, students are expected that in the future they will learn more to improve their ability in writing skill.



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