



**THE ERROR ANALYSIS OF STUDENTS WRITING
ANALYTICAL EXPOSITION TEXT
AT GRADE XI SMA NEGERI 8
PADANGSIDIMPUAN**

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the requirement for the Graduate Degree of
Education (S.Pd) in English

Written by

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STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2020



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Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Riska Hidayanti Harahap**, entitled "**Error Analysis on Students' Writing of Analytical Exposition Text at Grade XI of SMA Negeri 8 Padangsidimpuan** " we approved that the thesis has been acceptable to complete therequirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E.Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr.Wb.

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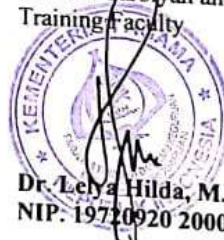
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ANALYTICAL EXPOSITION TEXT AT GRADE XI
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ABSTRACT

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Title : Error Analysis on Students' Writing of Analytical Exposition Text at Grade XI of SMA Negeri 8 Padangsidempuan

This research discusses about error analysis on students' writing of analytical exposition text. The objectives of this research are to find out the types of error and the dominant error made by students at grade XI SMA Negeri 8 Padangsidempuan in writing analytical exposition text.

This is a qualitative research. The data are obtained by analysing 20 students' writing in the form of analytical exposition text. There are omission, addition, misformation, misordering, and blending type that analysed by using error analysis. The data of the dominant error type is presented in percentage and bar chart.

Based on the finding, it is shown that the students committed error into five types: omission, addition, misformation, misordering and blending. From the frequency of each error types, omission is the dominant students' error in writing analytical exposition text. It took 44.69% of the total of errors. Then, it was followed by misformation with the total percentage 23.40% errors. Moreover, 17.02% errors fell into addition and 10.64% errors fell into misordering. However, for blending, it only took 4.25%.

Keywords: *Error, Error Analysis, Writing, Analytical Exposition Text.*

ABSTRACT

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Judul Skripsi : Error Analysis on Students' Writing Analytical Exposition Text at Grade XI of SMA Negeri 8 Padangsidempuan

Penelitian ini membahas tentang analisis kesalahan pada teks eksposisi analitis tulisan siswa. Tujuan penelitian ini adalah untuk mengetahui jenis kesalahan dan kesalahan dominan yang dilakukan siswa kelas XI SMA Negeri 8 Padangsidempuan dalam menulis teks eksposisi analitis.

Ini adalah penelitian kualitatif. Data diperoleh dengan menganalisis 20 tulisan siswa yang berupa teks eksposisi analitis. Jenis *omission*, *addition*, *misformtaion*, *misordering* and *blending* yang dianalisis menggunakan analisis error. Data jenis kesalahan yang dominan disajikan dalam bentuk persentase dan diagram batang.

Berdasarkan temuan tersebut, terlihat bahwa siswa melakukan kesalahan menjadi lima jenis yaitu *omission*, *addition*, *misformation*, *misordering* and *blending*. Dari frekuensi masing-masing jenis kesalahan, *omission* merupakan kesalahan yang dominan dalam menulis teks eksposisi analitis. Sekitar 44,69% dari total keseluruhan kesalahan. Kemudian disusul *misformation* dengan total persentase kesalahan 23,40%. Selanjutnya, 17,02% kesalahan *addition* dan 10,64% kesalahan *misordering*. Namun, untuk *blending* hanya 4,25%.

Keywords: *Error, Error Analysis, Writing, Analytical Exposition Text.*

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Beneficent and the Merciful

Firstly, I would like to convey my grateful to Allah SWT, the most Creator and Merciful that has given health, time and chance for finishing this thesis which entitled “Error Analysis on Students’ Writing of Analytical Exposition Text at Grade XI of SMA Negeri 8 Padangsidempuan”. Secondly, peace and greeting be upon to the Prophet Muhammad SAW that has brought the human being from the darkness into the brightness.

In finishing this thesis, I exactly get a lot of difficulties and troubles. It is a pleasure to acknowledge the help and contribution from following people who have contributed in different ways hence this thesis is processed until it becomes a complete writing. Therefore, in this chance I would like to express my deepest gratitude to the following people:

1. Mrs. Rayendriani Fahmei Lubis, M. Ag., as the first advisor and Mrs. Yusni Sinaga, M. Hum., as the second advisor who have guided, supported and suggested me with great patience to finish this thesis as well.
2. Mr. Prof. Dr. H. Ibrahim Siregar, MCL., as the Rector of State Institute for Islamic Studies Padangsidempuan.
3. Mrs. Lelya Hilda, M. Si., as the Dean of Tarbiyah and Teacher Training Faculty.
Mrs. Fitri Rayani Siregar, M. Hum., as the Chief of English Education Department.

4. Mrs. Shokira Linda Vinde Rambe, M. Pd., Mrs. Eka Sustris Harida, M. Pd., Mrs. Sri Ramadhani, M. Pd., Mr. Zainuddin, S.S., M. Hum., Dr. Fitriadi Lubis., all lecturers and all academic civities of IAIN Padangsidimpuan.
5. Headmaster of SMA Negeri 8 Padangsidimpuan who has given me permission to carry out the research.
6. My beloved parents (Mr. Munir Harahap and Mrs. Paujiahannum Siregar) and my beloved brothers and sisters who always give me praying, a lot of love, attention, supporting, materials and who always remind me to pray to Allah to make all of business easy and always give me motivation to achieve my dream and also who have been my inspiration.
7. My beloved Murobbiyah and my beloved best friends in ALSA, KAMMI, and Ribathul Ukhuwah, who always accompany me in my every conditions.
8. My beloved friends in Kurencet and also my buddies in Kos, and all of my friends in IAIN Padangsidimpuan especially for TBI-, and all of people that I can't mention one by one who has given me a lot of laugh, love and help.

I realize that this thesis is still far from perfection. Therefore, it is such a pleasure for me to get critiques and suggestions to make it better and useful for all of us.

Padangsidimpuan,
Researcher

Riska Hidayanti Harahap
Reg. No. 16 203 00024

TABLE OF CONTENTS

	Page
COVER	
LETTER OF AGREEMENT	
DECLARATION OF SELF THESIS COMPLETION	
PUBLICATION AGREEMENT OF FINAL TASK FOR	
ACADEMIC CAVITY	
EXAMINERS OF SCHOLAR MUNAQOSYAH EXAMINATION	
LEGALIZATION	
LEGALIZATION VICE DEAN OF TARBIYAH AND TEACHER	
TRAINING FACULTY	
ABSTRACT	i
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS	v
LIST OF TABLES	vii
LIST OF APPENDICES	viii
CHAPTER I INTRODUCTION	
A. Background of the Research.....	1
B. Focus of the Problem.....	4
C. Formulation of the Problem.....	4
D. The Purpose of the Research.....	4
E. The Significances of the Research.....	5
F. The Definition of Terminologies.....	5
G. Outline of the Thesis.....	6
CHAPTER II LITERATURE REVIEW	
A. Theoretical Description.....	7
1. Definition of error.....	7
2. Definition of error analysis.....	8
3. Error categories.....	9
B. Writing Analytical Exposition Text.....	15
1. Writing.....	15
2. Analytical exposition text.....	18
C. Review of Related Findings.....	23
CHAPTER III RESEARCH METHODOLOGY	
A. Place and Time of Research.....	26
B. Method of Research.....	26
C. Source of the Data.....	27
D. Instrument of Collecting Data.....	27

E. Technique of Collecting Data.....	28
F. Technique of Data Analysis	29
G. Technique of Checking Data Trustworthiness	30

CHAPTER IV RESULT OF RESEARCH

A. Finding.....	32
1. Types of students’ errors in writing analytical exposition text.....	32
a. Omission.....	33
b. Addition.....	40
c. Misformation.....	44
d. Misordering	49
e. Blending	51
2. The students’ dominant error in writing analytical exposition text.....	52
a. Omission.....	52
b. Addition.....	52
c. Misformation.....	53
d. Misordering	53
e. Blending	53
B. Discussion.....	56

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	59
B. Suggestion	60

REFERENCES

APPENDICES

LIST OF TABLES

Table	Page
1. Wildlife Conservation.....	20
2. Indicator of error	28
3. Students' error sentences categorized in omission	33
4. Students' error sentences categorized in addition.....	40
5. The percentage of the subtypes of addition error.....	43
6. Students' error sentences categorized in misinformation	44
7. The percentage of the subtypes of misinformation error	49
8. Students' error sentences categorized in misordering.....	50
9. Students' error sentences categorized in blending.....	51
10. The percentage of the types of error	53

LIST OF APPENDICES

- Appendix I The Instrument of Test
- Appendix II Students' Name and Initial Name
- Appendix III Students' Error Analysis
- Appendix IV The Recapitulation of Data
- Appendix V The Recapitulation of Error Types, Frequency and its Percentage
- Appendix VI The Students' Answersheets
- Appendix VII The Documentation of the Research

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the several subjects that required to be learnt by students of senior high school (SMA). This subject has four skills which is very important to be mastered. They are listening, speaking, reading and writing. Listening and reading skills are classified into representative skills. While, speaking and writing skills are classified into productive skills.

In writing students need an understanding of how words, sentences, and structures can express the meaning that they want to convey. Writing for English language learners is not only the activity of writing, but also the way to communicate with the readers for particular purposes and context, because it is like in a direct conversation with the reader. However, learning to write correctly is one of the most difficult of the four skills for all language users regardless whether the language is a first, second, or foreign language.

Based on Curriculum (K13) for English subject, there are several genres of texts that should be learnt by Senior and vocational High School students. They are procedure, recount, narrative, descriptive, report, analytical, news item, spoof, discussion, and review text. Each text has the different social functions, generic structures and language features. One of the several texts above, that must be taught to the eleventh grade students is analytical exposition text.

Analytical exposition text is a type of spoken or written text that elaborates the writer's idea about the phenomenon surrounding. In other words, this text can be called as argumentation. This text can be found in scientific books, journals, articles, newspapers, magazines, research reports and etc.

In analytical exposition text, the students learn how to share their arguments, ideas or opinions in form of writing or speaking. The students must have enough knowledge to make easier for sharing their ideas about the given topic. This matter requires the students to be able in developing their arguments in order to strengthen their explanation during share their ideas. It also encourages the students to think critically about the issue was being the topic. The students also need to learn the analytical exposition text considering the rise of this type of text in various learning/education media.

However, there are some grammatical features required and the use of simple present tense is the main features for it is concern with generalizing phenomena in writing an analytical exposition text. It can be deserved its function if the writer or students put the correct grammatical features and use simple present tense in explaining the phenomenon.

SMA Negeri 8 Padangsidimpun is one of schools in Padangsidimpun that has the problem, which students still get low score in writing analytical exposition text.

Based on interview with the English teacher, she said that students at eleventh grade of SMA Negeri 8 Padangsidimpun is low in English

subject. The students have some errors in writing text even short fungsional text, moreover in writing analytical exposition text.¹

There are many factors which make the students in SMA Negeri 8 Padangsidempuan still get low score and make some errors in writing, especially writing analytical exposition text.

As their teacher English said that the students are difficult to write English texts, this is because they find many elements that they do not find in the language elements that exist in their mother tongue. In which that their mother tongue has settled in their minds. Such as, tenses that allow a lot of mistakes when they write English text. Moreover, poor English vocabulary also gives difficulties when trying to create a sentence.²

Error analysis is a method used to document the errors that appear in learner language, determine whether those errors are systematic and (if possible) explain what caused them.³ It helps the teachers to minimize the students' error during learning process. The teacher must pay attention to their students' error that can help them to avoid their students from making the same errors by analyzing the students' error itself. From the reasons above, the researcher is interested in analyzing the students' errors in writing analytical exposition text.

For this research, the researcher is interested in conducting this research in order to analyze the students' errors in writing analytical exposition text. The main reason for choosing this topic is to know the most common errors made by students in Senior High School in analytical exposition text writing. Therefore, the researcher is interested in conducting the research about **“Error Analysis on**

¹English Teacher, “*Private Interview*,” on March 03rd 2020.

²English Teacher.

³Carla, “Overview of Error Analysis,” Academic, 2019, p. 10, <https://www.carla.umn.edu>.

Students' Writing of Analytical Exposition Text at Grade XI of SMA Negeri 8 Padangsidempuan”.

B. Focus of the Problem

It is important to make limitation in order to clarify the problem. The researcher focused on analyzing students' error in writing analytical exposition text at grade XI of SMA Negeri 8 Padangsidempuan. Researcher concentrates on analyzing types of error based on Surface Strategy Taxonomy by Carl James' categories; ommision, addition, miss-information, miss-ordering and blending.

C. Formulation of the Problem

The researcherformulates the problem as follows:

1. What types of error are made by students at grade XI SMA Negeri 8 Padangsidempuan in writing analytical exposition text?
2. What is the dominant error type made by students at grade XI SMA Negeri 8 Padangsidempuan in writing analytical exposition text?
3. How the teacher overcome the errors in writing analytical exposition text?

D. Purpose of the Research

Based on the formulation of the problem, the main goal of this research are:

1. To find out the types of error made by students at grade XI SMA Negeri 8 Padangsidempuan in writing analytical exposition text.
2. To find out the dominant error type made by students at grade XI SMA Negeri 8 Padangsidempuan in writing analytical exposition text.

3. To find out the teacher overcome the error in writing analytical exposition text.

E. Significances of the Research

The result of the research will be benefit for:

1. Headmaster, to encourage the English's teacher in teaching English, especially in writing analytical exposition text.
2. Teacher, to know how to analyze students' error in writing in order to give good feedback for the students.
3. Researcher, who want to conduct a research as the references for further other research.

F. Definition of Terminologies

1. Error analysis

Error analysis is method of studying or determining inaccurate meaning or unacceptable forms used by competent speakers of the target language.

2. Writing

Writing is process of transferring ideas into written form with the grammatically and orderly text.

3. Analytical exposition text

Analytical exposition text is a type of spoken or written text that elaborates the write's idea about the phenomenon surrounding. In other words, this text can be called as argumentation.

So, from the short explanation about those categories above, the researcher make conclusion to choose the title of this research is error analysis on students' writing of analytical exposition text at grade XI of SMA Negeri 8 Padangsidempuan.

G. Outline of Thesis

The systematically of this research is divided into five chapters. Each chapters consists of many sub chapters with detail as follows:

1. Chapter one is introduction. It is consists of the background of the problem, the focus of the problem, the formulation of the problem, the purpose of the research, the significances of the research, the definition of terminologies and outline of thesis.
2. Chapter two is the theoretical description. This chapter will discuss about the theories that the researcher uses to construct the understanding about the topic discussed in this study. The theories are related to definition of error, error analysis, types of error, causes of error, definition of analytical exposition text, and review of related findings.
3. Chapter three is research methodology. It deals with the place and time of the research, the method of research, the source of the data, instrument of collecting data, technique of collecting data, technique of data analysis and technique of checking data trustworthiness.
4. Chapter four is the research result.
5. Chapter five is conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Error analysis

a. Definition of language error

Errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. Teachers and mothers who have waged long and patient battles against their students' or childrens' language errors have come to realize that making errors is an inevitable part of learning. People cannot learn language without first systematically committing errors.⁴

That is why the errors can called part of learning, especially during learning writing.

An error is a form in learner language that is inaccurate meaning, it is different from the forms used by compotent speakers of the target language. Analysis is the process as a method of studying the nature of something or of determining its essential features and their relations. Error analysis is a method used to document the errors that appear in learner language, determine wether those errors are systematic and (if possible) explain what caused them.⁵ From the definition above, it may say that error analysis is method of studying or determining inaccurate meaning or

⁴Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982), p. 138.

⁵Carla, "Overview of Error Analysis," Academic, 2019, p. 10, [https://:www.carla.umn.edu](https://www.carla.umn.edu).

unacceptable forms used by competent speakers or writers of the target language.

In dictionary, error is something done in wrong way, misprinted, and wrong in writing.⁶The error is something that is done through an awareness where the doer of the error him or herself knows where the error lies.⁷ So, The error appear because of students do not know the language system.

So, researcher concludes that error in this study is the flawed side of learner's grammar that reflect the interlanguage of the learners. Students done something wrong in writing. It occurs because of the students do not know the language system.

b. Definition of error analysis

There are some experts's opinion about error analysis. Brown in Irawansyah mentioned "the fact that learners' errors can be observed, analyzed, and classified to reveal something or the system operating within the learner, led to the surge of the study of learner's error, called error analysis".⁸ Then, James as quoted in Rentauli stated that error analysis as "the study of linguistic ignorance, the investigation of what people do not

⁶AS Hornby, *Oxford Advanced Learner's Dictionary of Current English* (Oxford: Oxford University Press, 1987), p. 290.

⁷Irawansyah, "Why Study Error?," *Indonesian Journal of English Departmen* 4 (2017), p. 121, <http://journaluinjkt.ac.id>.

⁸Irawansyah, p. 122.

know and how they attempt to cope with their ignorance.”⁹Moreover, Dulay, Burt and Krashen strongly emphasized the definition of error analysis as “flawed side of learner speech or writing that deviates from selected norm of mature language performance”.¹⁰ Thus, in this study error analysis is a way of studying, observing, and classifying flawed side of learner writing.

Error analysis in this study is process of several activities to know the errors made of students. The first is activity to identify the errors. The second is activity to classify the errors. The third and becomes the last is interpreted or describe the students’ errors.

2. Error categories

Dulay, Burt and Krashen categorize errors into 4, namely¹¹ (1) linguistic category; (2) surface strategy; (3) comparative analysis; and (4) communicative effect. Discussion of these taxonomies is guided by two major purposes; to present error categories which rely solely on observable (rather than inferred) characteristics for their definition; and to report the findings of research conducted to date with respect to error types observed.

⁹Rentauli Mariah Silalahi, “Error Analysis on Information and Technology Students’ Sentence Writing Assignments,” *Indonesian Journal of English Departmen* 1 (2014), p. 153, <http://journal.uinjkt.ac.id>.

¹⁰Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982), p. 139.

¹¹Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982), p. 146.

a. Linguistic category taxonomy

Burt and Kiparsky as quoted in Vika developed another linguistic category taxonomy into which they classified several thousand English errors made by students learning English in foreign as well as host environments.¹² The classifications are as follows:

- 1) The Skeleton of English Clauses
- 2) The auxiliary system
- 3) Passive sentences
- 4) Temporal conjunctions
- 5) Sentential complements
- 6) Psychological predicates

b. Surface strategy taxonomy

A surface strategy taxonomy highlights the ways surface structures are altered. Students may omit necessary items or add unnecessary ones, they may misform items or misorder them. Errors can be classified into four types: omission, addition, misformation and misordering.¹³ Then, James adds blend error as the category of surface strategy taxonomy.¹⁴ Furthermore, they are described as follows:

¹²Vika Agustina and Junining Esti, "Error Analysis in the Travel Writing Made by the Students of English Study Program," *Jurnal Ilmiah Mahasiswa Fakultas Ilmu Budaya Universitas Brawijaya*, 2014, p. 7, <http://neliti.com>.

¹³Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982), p. 150.

¹⁴Carl James, *Errors in Language Learning and Use: Exploring Error Analysis* (New York: Routledge, 2013), p. 106.

1) Omission

Dulay et al. stated that “omission errors are characterized by the absence of an item that must appear in a well-formed utterance.”¹⁵

When the students leave off the necessary element or item (morpheme or word) that must be existed in a well-performed utterance, it means student is doing omission error.

As an example that morpheme or words can be distinguished into two classes: content word (e.g. noun, verb, adjective, and adverb) and grammatical word such as noun and verb inflection (-s, -ed, -ing), the article (a, an, the), verb auxiliaries (is, am, are, will, can, must etc), preposition (in, on, at, etc).¹⁶

Language learners generally omit grammatical morpheme much more frequently than content word. For example, utterance *you lucky girl!* has two missing elements. The missing words are verb auxiliaries *are* and the article *a*.

2) Addition

Addition errors are the opposite of omission. They are characterized by the presence which are the contrary of omission, are characterized by the presence of items that should otherwise not appear in a well-performed utterance. Generally, it occurs in second language acquisition of the learner. Regularizations, double markings, and simple addition are kind of addition error which have been examined in the speech of both first language and second language learner.¹⁷

¹⁵Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982), p. 154.

¹⁶Suhono, “Surface Strategy Taxonomy on the EFL Students’ Composition a Study of Error Analysis,” *Iqra’*, no.2, August 2017 (2016): 11, <https://doi.org/10.25217/ji.v1i2.128>.

¹⁷Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982), 156.

3) Misformation

According to Carl James, “Misformation errors are the error that characterized by the use of the incorrect form of a morpheme or structure.”¹⁸ There are three types of misformationnamely,¹⁹ the first, “regularization error (are errors in which regular marker are used place of irregular ones, for example, the noun *sheeps*is also *sheep* in plural, not *sheeps*).”

The second,archi-forms (is selection of marker of one member of a class of form to represent other on the classis an often characteristic of all stages of second language acquisition, for example, the use of demonstrative adjectivethat in phrase *that books*, so the correct one is *that book* and *those books* and it depends on the context.²⁰

The third is “alternating form (is described learner’s vocabulary and grammar grow, the use of archi-form often gives away to the apparently free alternative of various member of class with each other,”²¹ for example, *I see you two days ago* and *i would have saw you*, both of them are incorrect use of verbs *saw* and *seen*.

4) Misordering

¹⁸Carl James, *Errors in Language Learning and Use: Exploring Error Analysis* (New York: Routledge, 2013), p. 108.

¹⁹Dulay, Burt, and Krashen, *Language Two*, 160.

²⁰Dulay, Burt, and Krashen, *Language Two*, 160.

²¹Dulay, Burt, and Krashen, 161.

“Dulay et.al stated that misordering errors are characterized by the wrong placement of a morpheme in an utterance. They come about systematically for both first and second language learning in construction that already been acquired.”²² For instance: *What you are thinking about?.You* and *are* is misordered.The correct one is *What are you thinking about?*.

5) Blending

James assertsblend error is sometimes called thecontamination or cross-association or hybridization error. It is also called as combining or mixing (a substance) with another so that the component parts undistinguishable from one to the other. Thecharacteristic of blending is when two alternative grammatical forms combine each other to produce ungrammatical blend.²³

For example, this is the standard blend

(a) *This task is easy to do*

(b) *This task is easily done*

and the correct one is (c) *This task is easy to be done.*

This research uses this category to analyze types of errors. Which, Dulay state.

Analyzing error from this category has much promise for the researchers to concern with identifying cognitive processes that underlie the

²²Dulay, Burt, and Krashen, 162.

²³James, *Errors in Language Learning and Use: Exploring Error Analysis*, 112.

learner's or student's reconstruction of the new language. It also makes us aware that learners' error result from their active ways of using the interim principles to produce the target language.²⁴

From the statement above, this research concentrates with this category that is surface strategy taxonomy from James' opinion who added blending as an error category in the taxonomy surface strategy to use on analyzing types of errors are made by the eleventh grade of SMA Negeri 8 Padangsidempuan.

c. Comparative taxonomy

The classification of errors in a comparative taxonomy is based on comparison between the structure of second language acquisition errors and certain other types of constructions. These comparisons have yielded the two major error categories in this taxonomy: developmental errors and interlingual errors. Two other categories that have been used in comparative analysis taxonomies are derived from the first two: ambiguous errors and other errors.²⁵ Here they are:

- 1) Developmental Errors
- 2) Interlingual Errors
- 3) Ambiguous Errors
- 4) Other Errors

d. Communicative effect taxonomy

²⁴Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982), p. 150.

²⁵Vika Agustina and Junining Esti, "Error Analysis in the Travel Writing Made by the Students of English Study Program," *Jurnal Ilmiah Mahasiswa Fakultas Ilmu Budaya Universitas Brawijaya*, 2014, p. 10., neliti.com.

This communicative effect taxonomy deals with the error from their effect's perspective of their effect on the listener or reader. The focuses are on distinguishing errors that seem to cause miscommunication from those that do not. There are two parts of error based on communicative affect taxonomy,²⁶ they are global error and local error.

Dulay et.al.states that “global error is the error that overall sentence organization significantly hinder communication.” They also give the argument that “local error is error that effect single elements (constituents) in a sentence do not usually hinder communication significantly.”²⁷This types of error includes in noun and verb inflection, article, auxiliaries and the formation of quantifiers.

So, communicative effect taxonomy is one of the kinds of error categories in which consists of two types. The first is global error and the second is local error. It includes in noun and verb inflection, article, auxiliaries and the formation of quantifiers.

B. Writing analytical exposition text

1. Writing

a. The understanding of writing

²⁶Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982), 189.

²⁷Dulay, Burt, and Krashen, 191.

Writing is a productive process done through some stages. Firstly, exploring and transmitting ideas, thought and feeling into written form. Secondly, conducting a number of revising process to carry out a grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing.²⁸ In short, writing is process of transferring ideas into written form with the grammatically and orderly text.

Writing is one of the elements of skill in language. The main goals in writing activity are able to write ideas, information in a good logical order, expressing their thought clearly, and improve that they have in mind so that the reader easier to know what that read.²⁹ So, a good writing must be easy to comprehend by the reader.

There are two arguments about writing. The first is Martin in Wayan states that “writing is viewed as a product of teaching and learning can be produced and made through a number of phases to follow in.” He proposes three main phases of genre writing process namely, a) modeling, b) deconstruction, c) language understanding.³⁰ The second is Nunan defines that “writing is the mental work of inventing ideas, thinking about how to

²⁸Florian Coulmas, *What Is Writing?* (Cambridge University Press, 2000), p. 7, www.cambridge.org.

²⁹Elisa Dora, Rayendriani Fahmei Lubis, and Eka Sustris Harida, “Students’ Seventh Semester of English Education (TBI) STAIN Padangsidimpuan Ability in Academic Writing,” *English Education* 1, no. 2 (2013), p. 163, <http://jurnal.iain-padangsidimpuan.ac.id>.

³⁰Wayan Dirgeyasa, *College Academic Writing a Genre Based Perspective*, ed. Indra Hartoyo (Medan, 2014), p. 17.

express them, and organizing them into statements and paragraphs that will be clear to a reader.”³¹ So, writing as an activity of delivering messages from the writer to reader by using written language.

According to Gerot and Wignell in Dona, “There are thirteen genres of text. They are report, narrative, spoof, exposition (analytical exposition and hortatory exposition), discussion, explanation, procedure, review, description, recount, news item, and anecdote.”³² This research will focus on genre exposition, it is analytical exposition text.

From the several definitions that stated by some experts above, the researcher concludes that writing is process of transferring ideas into written text with the grammatically and orderly text.

b. The purpose of writing

According to Hugo Hartig in H. R. Tarigan’s book, the purposes of writing are:

1) Assignment purpose

This purpose is there is no aim at all the writer writes something because as just a duty, it is not her self-will.

2) Altruistic purpose

This purpose is to place the readers to bring the reader’s sadness.

3) Persuasive purpose

This purpose is to make sure the readers of the truth of idealis shared.

³¹David Nunan, *Practical English Language Teaching* (Singapore: Mc Graw Hill Companies, 2003), p. 88.

³²Dona Dian Putri, Khairul Harha, and Welya Roza, “An Analysis of the Students’ Difficulties in Writing Hortatory Exposition Text by the Second Year Students of SMA N 7 Padang,” *Public Knowledge Project 2* (2013), p. 1, <http://www.ejurnal.bunghatta.ac.id>.

4) Informational purpose

This purpose is to give information or explanation to the readers.

5) Self-expressive purpose

This purpose is to introduce or define author to the readers.

6) Creative purpose

It has deep relation with self-expressive purpose, but it has “creative will”. It is more than self-expressive and involving herself with the will to reach artistic norm ideal art, so its purpose is to reach artistic value, and art value.

7) Problem solving purpose

The writer wants to solve the problem is found, the writer wants to explain, to clear, and to search the thoughts and ideas carefully to be understood and received by the reader.³³

Based on the statement above, there are three purposes of writing.

They are; assignment, persuasive, informational, self-expressive, creative and problem solving purpose.

2. Analytical exposition text

a. Definition of analytical exposition text

Analytical exposition text is a text which discusses about something that happens in society. The writers give their opinions about the phenomena that will be discussed.³⁴ In other words, the writer presents the issues to persuade the reader.

Analytical Exposition text is a text that elaborates the writer's idea about the phenomenon surrounding it. It can be said that while having text, the

³³Rayendriani Fahmei Lubis, “Writing Narrative Text,” *English Education* 2, no. 1 (2014), p. 62–63, <http://jurnal.iain-padangsidempuan.ac.id>.

³⁴Annisa Fitri Irwan, An Fauzia Rozani Syafei, and Leni Marlina, “Students' Ability in Writing an Analytical Exposition Text at English Department of Universitas Negeri Padang,” *Journal of English Language Teaching* 7, No.1, (2018), p. 170, ejournal.unp.ac.id.

writer's opinion is involved.³⁵ Analytical exposition text is a text that elaborates the idea about phenomenon surrounding. It is to convince the readers that it is important matter to get attention, thus it gives some arguments and evidences to support the idea. Some experts think that this kind of text belongs to argumentation text. It is in line with the meaning of writing that writing is to express thoughts, ideas or feelings, moreover, about the phenomenon surrounding.

b. The language feature of analytical exposition text

The language features of analytical exposition text tell about language part of speech that use in analytical exposition text, they are:

- 1) Using relational process
- 2) Using internal conjunction
- 3) Using simple present tense
- 4) Using compound and complex sentence
- 5) Use word that link argument, such as firstly, secondly, and reason through causal conjunction, such as in addition, furthermore, however, therefore.

c. Generic structure

The generic structure of the analytical exposition text basically consists of three main parts.

³⁵Dewi Kurniawati and Tiza Okta Kurniawan, "Using Highlighted Journal Strategy in Teaching Analytical Exposition Text," *Jurnal Tadris Bahasa Inggris* 10, no. 2 (2017), p. 200, <https://ejournal.radenintan.ac.id>.

- 1) Thesis (usually includes a preview argument. It introduces topics and indicates the writer's position).
- 2) Arguments (consists of a point and elaboration sequence. The number of points may vary, but each must be supported by discussion and evidence).
- 3) Reiteration (restates the position more forcefully in the light of the arguments presented).³⁶

Those three parts above have to be arranged in order, to make the reader understand the text well.

d. Example of analytical exposition text

Table 1
“Wildlife Conservation”

Generic Structure	Text
Thesis	<p>The destruction of the rainforest is the most urgent problem, partly because at least half the world's species live there. In recent decades humans have felle more and more forest, both for timber and to clear the land beneath for agriculture.</p> <p>As a result, only half of the worl's rainforest remains, and the rest is disappearing fast. An area twice the size of Austria is cleared every year, which is equivalent to a football pitch every three seconds.</p>
Argument	<p>As the forest destroyed, so all the plants and animals of the forest will disappear with it. Yet the tragedy of the destruction of the rainforest is not</p>

³⁶Wayan Dirgeyasa, *College Academic Writing a Genre Based Perspective*, ed. Indra Hartoyo (Medan, 2014), p. 162.

just the wildlife that is being destroyed, but the valuable resource that humans are losing. And the same is true for all other habitats that also being destroyed.

Felling the rainforest causes many problems for people. The forest trees used to act like sponges, soaking up water during storms and releasing it more slowly into the atmosphere through their leaves. With the forest gone, the rain now pours down rivers, causing devastating floods. Without trees to release water back into the air, the floods are followed by equally serious droughts. In the combination, floods and droughts have killed thousands of people in tropical countries in recent years as direct result of forest clearance.

Yet the soil left after the trees are cleared is much too poor to support farm crops or grazing animals for long. Furthermore, without the trees, the soil is soon washed away by the rains, leaving behind a "wet desert" of little use to man or beast.

With the loss of the forest, we also lost the potential benefits that could come from rainforest plants. Scientists estimate that 2000 of these plants might have value in treating cancer, for example, and other might be useful against AIDS. To date, less than a hundredth of them could be extinct within 20 years unless the forest can be saved.

So human will suffer in the future if we let the rainforest, the richest habitat in Earth, be destroyed for short term greed. And the same is true for the other entire wild place that we are destroying.

Early this century, a few people became alarmed at what was happening to the wildlife and the first societies were set up to protect, or conserve, wildlife. Many other conservation organizations followed, including the most famous of all, the World Wildlife Fund, now called the World Wide Fund for Nature (WWF).

Through their efforts and those of many people who supported them, governments were

	<p>persuaded to do more to conserve wildlife. International laws and agreements were set up to stop wildlife and wild places being destroyed, and many projects were begun to conserve endangered species. There were several conservation successes, including the Arabian Oryx and Californian sea otter, but other attempts were much less successful.</p> <p>Until recently, project Tiger was thought to be a great success story. Millions of pounds were spent setting up reserves for the tiger in India and elsewhere. These reserves certainly helped, but today the tiger is more at risk than ever, with only about 4700 left and numbers falling fast. Poachers can get up to \$10,000 for a tiger's skin or its bones, which are powdered and sold in China as "medicine" to protect people against everything from malaria to evil spirits.</p> <p>Despite worldwide effort, giant pandas, mountain gorillas, African elephants, and rhinos continue to be in great danger. Laws to protect them are not strong enough when there are starving people desperate to make money from hunting them.</p>
Reiteration	<p>Increasingly, the efforts of conservation organizations are being targeted at protecting wild places, since these are the essential habitats and are beginning to realize that these wild habitats are life-support systems for our planet, helping to protect the air, soil, and water supplies. They also might offer benefits to people in the future, providing food and medicines, the opportunity for scientific study and the pleasure of just watching and enjoying them but only if they still survive.³⁷</p>

³⁷Dirgeyasa, *College Academic Writing a Genre Based Perspective*, 164.

C. Review of Related Findings

Actually, the researcher has found some reserachers have done by the other person. It will be needed to make a discussion in order to complete this study.

First, Abdul Khorari in *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* (Sebelas Maret University Surakarta, 2016), the result shows that there are 101 errors out of 22 analytical exposition texts. The highest frequency of errors is omission error with the percentage of 49.50% of total errors or 50 errors of 101 total errors. The sources of error are interlingual transfer and intralingual transfer.³⁸ He said, thus the teacher should minimize the causes of errors by considering those causes and trying to overcome students' problems in writing.

Second, Siti Fatimah in *An Error Analysis of Using Article in Writing Analytical Exposition Text to the Eleventh Grade Students of SMAN 5 Kediri in Academic Year 2015/2016*, the type of this research is content analysis. Qualitative approach was used to analyse the data. The research found errors in seven categories from 18 categories of article usage. Students made error in ommision, addition, and confusion type. The result is addition 63.158%. Then, the percentage of

³⁸Abdul Khorari, "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" (Sebelas Maret University Surakarta, 2016), 1, <https://digilib.uns.ac.id>.

confusion is 23,684% and omission is 13,158%.³⁹ So, the most frequent error by the the students is addition.

The third, Imam Subari in An Analysis of Students' Grammatical Errors in Using Tenses in Writing Analytical Exposition Text," *Jurnal Ilmiah Kependidikan* 1 (2013),. In his research, he found 476 sentences; there were 95 incorrect sentences or 19.95 %. The incorrect sentences consist of omission error was 32 sentences or 6.72%, addition error was 25 sentences or 5.25%, misformation error was 32 sentences or 6.72% and misordering error was 6 sentences or 1.26%.⁴⁰ It can be seen that the highest error is omission and misordering done by the students.

Eventhough those three researchs above concentrated on students' errors in writing analytical exposition text, but they still have some differences. As kristiandi took the first year students of english education department of teacher training and education faculty as his population of the research. While, Siti Fatimah took the eleventh grade of SMA and Imam Subari chose the students of class IVD at English department.

The differences also can be seen from their research fundings. Each their researchs found the most frequency of error in different types. Such as, Kristiandi found ommision, Siti Fatimah's is addition, while Imam Subari found ommision and misordering.

³⁹Siti Fatimah, "An Error Analysis of Using Article in Writing Analytical Exposition Text to the Eleventh Grade Students of SMAN 5 Kediri in Academic Year 2015/2016," *FKIP- Bahasa Inggris* 1 (2005), p. 9., <http://simki.unpkediri.ac.id>.

⁴⁰Imam Subari, "An Analysis of Students' Grammatical Errors in Using Tenses in Writing Analytical Exposition Text," *Jurnal Ilmiah Kependidikan* 1 (2013), p. 7, <http://jurnal.stkipgribl.ac.id>.

However, this research also will be different with those three researchs above, in which, this research will conduct James' addition about categorize of error, that is blend.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and time of the research

1. Place of the research

This research has been done in SMA Negeri 8 Padangsidempuan. This is located at JL. Perkebunan Pijorkoling KM 8, southeast of Padangsidempuan, Padang Sidempuan city, North Sumatera.

2. Time of the research

This research has been carried out from June 2020 until finish.

B. Method of the research

This research is qualitative research. Related to this, John W. Craswell said that “qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.”⁴¹ Sugiono also stated that:

Qualitative research is a research that is based on philosophize post positivism, and used to research on natural situation, where the researcher is the key of instrument, technique of collecting the data is done by triangulation, and the result of the result more emphasizes meaning than generalization.⁴²

⁴¹John W Craswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. (Nebraska: SAGE Publications, 2014), p. 32.

⁴²Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2013), p. 9.

So, this research is categorized as qualitative research.

To analyze the students' errors, the writer used a descriptive method based on the surface strategy taxonomy. This research concentrated on analyzing types of error that stated by Carl James' categories; ommision, addition, miss-information, miss-ordering and blending.

C. Source of the data

The data of this research consist of analysis quantitative data. The data of this research was writing anlytical exposition the text. Meanwhile, the data are taken from the sources as follows:

1. Respondent : All students at the eleventh grade MIA-3 which consist of 22 students.
2. Informants : English teacher at eleventh grade SMA Negeri 8 Padangsidimpuan.
3. Document : All written by students as resources that are needed in this research.

D. Instrument of collecting data

To get an accurate data, researcher collected the data by doing test. Test is a series of exercises used to measure skill, knowledge, intelligence, ability or talent possessed by an individual or group.⁴³The test was in the form of written essay test of analytical exposition text. The students were asked to write their own

⁴³Yatim Riyanto, *Metodologi Penelitian Pendidikan* (Surabaya: SIC, 2010), p. 83.

essay. The test should be composed at least in third paragraph (thesis, argument and reiteration).

Table 2
Indicator of Error

No.	Respondents	Types of error					Total
		Omi	Add	Mf	Mo	Bd	
1.							
2.							
3.							
4.							
↓							
↓							
22.							
Total							
Error percentage							

Note: Omi = Omission

Add = Addition

Mf = Misformation

Mo = Misordering

Bd = Blending

E. Technique of collecting data

To collect the data, the researcher asked the English teacher's help to give the written tests to the students which had been provided by the researcher. After students completed the test, all the answersheets are collected by researcher to analyze.

F. Technique of data analysis

After data had been collected, the researcher analyzed the data by using some following procedures as suggested by Coder⁴⁴, they are:

1. Collecting the data.
2. Identifying errors from the students' work.
3. Describing and classifying the errors based on the errors types.

Then, the researcher also continued analyzing the data with using this following steps⁴⁵, they were:

4. Tabulation of the data, the researcher put the data that has been classified on the table of error classification which consist of the frequency of each types of error and the percentage.

To calculate the percentage, the researcher used the formula below:

$$P = \frac{f}{N} \times 100$$

Where: P : Percentage

f : Frequency of type error

N : Sum of all types error

5. Description of data, it was done to describe or to interpret data that have been collected systematically.
6. Taking conclusion, it was done to conclude the discussion solidly and briefly.

⁴⁴Abdul Khorari, "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" (Sebelas Maret University Surakarta, 2016), p. 5., <https://digilib.uns.ac.id>.

⁴⁵Anas Sudjono, *Pengantar Statistik Pendidikan* (Jakarta: Rajawali Pers, 2014), p. 43.

G. Technique of data trustworthiness

There are nine techniques to determine the data trustworthiness stated by Lexy J. Moleong⁴⁶ as:

- a. The extension of participation is the extension not only do at the short time, but need the long time.
- b. The application of the researcher must do the research with careful, detail and continuous to the object of the research.
- c. Triangulation is the technique of the checking data trustworthiness that using something besides the data to verification or as a comparison data.
- d. Checking with friends through discussion is do with expos the interm result that gotten in the discussion with friends.
- e. Analyze the negative the negative causes is the research collects example and inappropriate cases with the model and inclination of information that will be collected used as a substance of comparison.
- f. The adequate and referential are tools of them, which using the free time to compare the result of the research with critics and collect.
- g. Checking the member is the most important in checking ability.
- h. The detail description is a technique to demand the researcher to report of his/her research result, so description is do carefully and occurately to draw the context of the research.

⁴⁶Lexy j Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Rosdakarya, 1995), p. 175.

- i. Editing is used to check the truth and certainty of data, this point is done well to the process or result and extent.

From the all techniques to determine the data trustworthiness, the researcher used the point *d*. it is checking with friends.

CHAPTER IV

RESULT OF RESEARCH

A. Finding

The researcher has mentioned before that the learning material in this research is focused on analyzing errors in writing analytical exposition text. The researcher asked the students to write an analytical exposition text about “Global Warming (is it an end to our world?)”. The students did the test on a paper which has been provided by the researcher. After the students completed the test, the researcher collected the students’ answersheets. Then, the students’ answersheets were analyzed by the researcher. The researcher conducted writing test and analyzed the students’ writing analytical exposition text based on Surface Strategy Taxonomy.

1. Types of students’ errors in writing analytical exposition text

This section answers the first issue dealing with types of errors made by the students in their writing analytical exposition text based on surface strategy taxonomy. The researcher described each students’ error in their writing and classified them into five aspects. The first is omission. The second is addition, which has three subtypes, they are: regularization, double marking, and simple addition. The third is misformation, which also has three subtypes, they are: regularization, archi form, and alternating forms. The fourth is misordering and the last is blending.

a. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance or writing. After the researcher analyzed the students' writing, the researcher found there are 12 students made error that categorized in omission. They committed the error of omission 21 times on their writing.

The students' error sentences categorized in omission can be seen in the table 3 below.

Table 3
Students' Error Sentences Categorized in Omission

No	Initial Name	Student sentences
1	A	<i>..in the last 800.000 year.</i>
2	AW	<i>Global warming put coral reefs in....</i> <i>..and all human.</i>
3	DP	<i>There _ some dangers from it.</i>
4	HR	<i>..over _ past century.</i>
5	RH	<i>..the earth has increase by ...</i> <i>..that causes global warming such _ air conditioners,...</i>
6	FW	<i>Global warming is _ real danger that..</i> <i>There are some danger from it.</i> <i>..global sea levels have rise...</i> <i>The fact above prove it.</i>
7	EL	<i>..a process _ rising the average temperature...</i> <i>..toplantingvarious tree and plants.</i>
8	AR	<i>..global warming have _ very damaging effect...</i>
9	UA	<i>Global warming happenand become worse...</i> <i>..as a result _ several human activities.</i>
10	R	<i>..the various trees and plant.</i>
11	TK	<i>..byplant tresson the free lots of your house,...</i>
12	S	<i>..by doing several way toslow down...</i>

No	Initial Name	Student sentences
		..the process _ global warming. ⁴⁷

The first, there is an item of omission error found in the A writing. “..in the last 800.000 year_.”⁴⁸ In the sentence, there is plural form. In general, plural noun are formed by adding *-s* or *-esto* the singular noun, with a few exceptions. Thus, the students should use suffix *-s* to the singular noun “*year*”. So, the sentence should be *in the last 800.000 years*.

The second, in AW writing, there are two items of omission error. They were “*Global warming put_ coral reefs..*” and “*..for earth and all human_*”.⁴⁹ The first sentence, the subject is the third person single. If the subject is in the third person singular (*she, he, it*), in which the word *global warming = it*, then the verb (infinitive) changes. In general, the basic form of the verb (infinitive) is added *-s*. Thus, the students should use suffix *-s* to the verb. So, the sentence should be “*global warming puts coral reefs..*”. Then the second sentence, there is also plural form. In general, plural noun are formed by adding *-s* or *-esto* the singular noun, with a few exceptions. Thus, the students should add suffix *-s* to the noun “*human*”. So, the correct one is, “*..for earth and all humans*”.

⁴⁷Students Answersheet, “Result Task of Writing Analytical Exposition Text at the Eleventh Grade SMA Negeri 8 Padangsidempuan,” 2020.

⁴⁸Answersheet.

⁴⁹Answersheet.

The third, there is an item of omission error found in the DP writing. “*There _ some dangers from it.*”⁵⁰ *There is* use in a singular sentence and *there are* use in a plural sentence. The sentence belongs to a plural sentence. The student should use *there are*. To be *are* should appear after word *there*. So, the sentence should be “*There **are** some dangers from it*”.

The forth, there is an item of omission error found in the HR writing “*..over _ past century.*”⁵¹ The words “a”, “an” and “the” are types of article words which are divided into two categories, namely definite and indefinite. The word “the” is a definite, which means certain. The article “the” is used when want to express something certain. The article *the* was missing in that sentence. So, the correct one is “*..over**the** past century.*”

The fifth, in RH writing, there are two items of omission error. They were “*..the earth has **increase** by ...*” and “*..that causes global warming such _ air conditioners,...*”.⁵² The first sentence belongs to present perfect tense. The present perfect tense used to express an activity that was carried out in the past and it is still related to the present. According to the formula of this sentence, after the subject must followed by have/has and then the verb in form of past participle. So, the sentence should be “*..the earth has **increased** by ...*”. Then the second sentence, there is adverb of degree *such*

⁵⁰Answersheet.

⁵¹Answersheet.

⁵²Answersheet.

and must followed by *-as*. So, the correct one is, “*..that causes global warming such as air conditioners,...*”.

The sixth, there were four items of omission error found in FW’s writing. The first is “*Global warming is _real danger that...*”.⁵³ The words “a”, “an” and “the” are types of article words which are divided into two categories, namely definite and indefinite. The article “a” is an indefinite, which means uncertain or general. The article *a* was missing in that sentence. So, the correct one is “*Global warming is a real danger that..*”. The second is “*There are some danger from it.*”⁵⁴ In the sentence, there is plural form. In general, plural noun are formed by adding *-s* or *-esto* to the singular noun, with a few exceptions. Thus, the students should use suffix *-s* to the singular noun “*danger*”. The third error is “*..global sea levels haverise...*”.⁵⁵ The sentence belongs to present perfect tense. The present perfect tense used to express an activity that was carried out in the past and it is still related to the present. According to the formula of this sentence, after the subject must followed by *have/has* and then the verb in form of past participle. So, the sentence should be “*..global sea levels haverisen...*”. The last is “*The fact above prove it*”.⁵⁶ In the sentence, the subject is the third person single. If the subject is in the third person

⁵³Answersheet.

⁵⁴Answersheet.

⁵⁵Answersheet.

⁵⁶Answersheet.

singular (*she, he, it*), in which the word *the fact*= *it*, then the verb (infinitive) changes. In general, the basic form of the verb (infinitive) is added *-s*. Thus, the students should use suffix *-s* to the verb. The correct one is “*The fact above **proves** it*”.

The seventh, there was an item of omission error found in the EL writing. “*..a process _ rising the average temperature...*”.⁵⁷ In the sentence, there is a missing preposition *of* that must appear after the phrase *a process*. The preposition *of* has several functions in English, the first is to denote ownership, the second is to denote a reference, and the last is to indicate a number or a total. This preposition belongs to the first function of preposition. So, the sentence should be “*..a process **of** rising the average temperature...*”.

The eighth, there was an item of omission error found in the AR writing. “*..global warming have _ very damaging effect...*”.⁵⁸ The words “*a*”, “*an*” and “*the*” are types of article words which are divided into two categories, namely definite and indefinite. The article “*a*” is an indefinite, which means uncertain or general. The article *a* was missing in that sentence. The article *a* must appear after the word *have*. So, the sentence should be “*..global warming have **a** very damaging effect...*”.

⁵⁷Answersheet.

⁵⁸Answersheet.

The ninth, in UA writing, there were two items of omission error. They were “*Global warming **happen** and **become** worse...*” and “*..as a result _ several human activities..*”.⁵⁹ In the sentence, the subject is the third person single. If the subject is in the third person singular (*she, he, it*), in which the word *global warming*= *it*, then the verb (infinitive) changes. In general, the basic form of the verb (infinitive) is added *-s*. Thus, the students should use suffix *-s* to the verb. So, the sentence should be “*Global warming **happens** and **becomes** worse...*”. Then the second sentence, there is a missing preposition *of* that must appear after the phrase *a result*. The preposition *of* has several functions in English, the first is to denote ownership, the second is to denote a reference, and the last is to indicate a number or a total. This preposition belongs to the third function of preposition. So, the correct one is, “*..as a result **of** several human activities..*”.

The tenth, there was an item of error found in the R writing. “*..the various trees and **plant**.*”⁶⁰ In the sentence, there is plural form. In general, plural nouns are formed by adding *-s* or *-es* to the singular noun, with a few exceptions. Thus, the students should use suffix *-s* to the singular noun “*plant*”. So, the sentence should be “*..the various trees and **plants**.*”

⁵⁹Answersheet.

⁶⁰Answersheet.

The eleventh is TK's writing. "*..byplant tresson the free lots of your house,..*".⁶¹ One of the purposes of using the preposition "by" is to denote an objective of the action to be or is being performed. The sentence was wrong, because of when *by* were followed by the verb, the verb must be *v-ing*. So, the correct one is "*..byplanting tresson the free lots of your house,..*".

The last one is S' writing, there were two items of error. They were "*..by doing several way toslow down...*" and "*..the process _ global warming.*".⁶² The first sentence, there is plural form. In general, plural noun are formed by adding *-s* or *-esto* the singular noun, with a few exceptions. Thus, the students should use suffix *-s* to the singular noun "*way*". So, the sentence should be "*..by doing several ways toslow down...*". Then the second sentence, Then the second sentence, there is a missing preposition *of* that must appear after the phrase *a result*. The preposition *of* has several functions in English, the first is to denote ownership, the second is to denote a reference, and the last is to indicate a number or a total. This preposition belongs to the first function of preposition. So, the correct one is, "*..the process of global warming*".

⁶¹Answersheet.

⁶²Answersheet.

b. Addition

Addition errors are the opposite of omission. They are characterized by the presence of items that should otherwise not appear in a well-performed utterance or writing. There are three types of addition errors. They are regularization, double marking, and simple addition.

The students error sentences categorized addition can be seen in the table 4 below.

Table 4
Students' Error Sentences Categorized in Addition

No	Initial Name	Types of addition error	Student sentences
1	HR	Double marking	<i>..inunpredictable precipitation patterns,..</i>
2	SW	Double marking	<i>..as we all knows global warming is very...</i>
3	YA	Double marking	<i>The plants dies.</i>
4	FB	Double marking	<i>..we can creates new things...</i>
5	EL	Simple addition	<i>..to solve this problems by doing...</i>
6	TN	Simple addition	<i>..we can prevent it withhattention to..</i>
7	UA	Double marking	<i>..human must prevents and slow down...</i>
8	WY	Double marking	<i>Global warming will increases the temperature...⁶³</i>

1) Regularization

⁶³Answersheet.

There was only an item no errors of regularization type that found on the students writing.

2) Double Marking

There was 6 errors in double marking.

The first is HR's writing, "*..inunpredictable precipitation patterns,..*".⁶⁴ The sentence was incorrect because of there are two markers in the sentence in forming the word *predictable*. There are two prefixes *,in-* and *-un*. The word *predictable* in negative form is *unpredictable*.

The second is SW's writing, "*..as we all knows global warming is very...*".⁶⁵ In the sentence, the subject is the first person (plural). If the subject is in the the first person plural (*we*), then the verb (infinitive) doesn't change. Thus, the students shouldn't use suffix *-s* to the verb.so, the correct one is "*..as we all know global warming is very...*".

The third, YA's writing, "*The plants dies.*".⁶⁶ In the sentence, the subject is the third person (plural). If the subject is in the the third person plural (*they*), then the verb (infinitive) doesn't change. Thus, the students shouldn't use suffix *-s* to the verb.so, the correct one is "*The plants die*".

⁶⁴Answersheet.

⁶⁵Answersheet.

⁶⁶Answersheet.

Then, the fourth, there was an item of addition error found in FB writing. “..we can **creates** new things...”.⁶⁷The word “can” belongs to modal helping verb. The modal helping verb expresses a need or possibility and changes the meaning of the main verb. The sentence was incorrect because of the verb that appeared after the helping verb didn’t need suffix –s more. So, the correct one is “..we can create new things..”.

The fifth, in UA’s writing “..human must **prevents** and slow down...”.⁶⁸The word “must” belongs to modal helping verb. The modal helping verb expresses a need or possibility and changes the meaning of the main verb. The sentence was incorrect because of the verb that appeared after the helping verb didn’t need suffix –s more. Thus, the correct sentence is “..human must prevent and low down..”.

The last is WY’s writing “Global warming will **increases** the temperature...”.⁶⁹The word “can” belongs to modal helping verb. The modal helping verb expresses a need or possibility and changes the meaning of the main verb. The sentence was incorrect because of the verb that appeared after the helping verb didn’t need suffix –s more. So, the correct sentence is “Global warming will increase the temperature..”.

⁶⁷ Answersheet.

⁶⁸ Answersheet.

⁶⁹ Answersheet.

3) Simple Addition

There were two students made error in simple addition. The first, EL's writing "*..to solve this **problems** by doing...*".⁷⁰The student added *-s* for the noun *problem* which should be in singular form. Actually, students didn't need to add *-s* more. So the correct sentence is "*..to solve this problem by doing..*".The second, TN's writing "*..we can prevent it **withh**attention to.*".The student wried wrong spelling of a word *with*. The correct one is "*..we can prevent it with attention to.*"

In this research, the number of addition error was 8 of total number of errors. The detail can be seen in the table 5 below.

Table 5
The Percentage of the Subtypes of Addition Error

No.	Types of Error	Total of Error	Percentage
1	Regularization	-	-
2	Double Marking	6	12.76%
3	Simple addition	2	4.26%
Total		8	17.02%

From the table above, it can be seen that there was no items of error are made by students categorized regularization. Then, there were six errors that made by the students. The last categorize was simple addition which had two errors that made by the students.

⁷⁰Answersheet.

c. Misformation

Misformation errors are the error that characterized by the use of the incorrect form of a morpheme or structure. There are three types of misformation error. The researcher found 11 errors of 46 total errors. They are classified into three subtypes. They are regularization, archi-forms, and alternating form.

The students' error sentences categorized in misfomation can be seen in the table 6 below.

Table 6
Students' Error Sentences Categorized in Misformation

No	Initial Name	Types of misformation error	Student sentences
1	A	Alternating forms	<i>..global sea levels haved risen...</i>
2	FS	Regularization	<i>..the impact of global warming is not small, but many.</i>
3	HR	Archi-forms	<i>..but people these days is more concerned...</i>
4	SH	Alternating form	<i>..which causes oxygen levels to decreasing.</i>
5	EL	Alternating form	<i>..toplanting various tree and plants.</i>
		Regularization	<i>Global warming is our responsible, ...</i>
6	AR	Archi-form	<i>..global warming have very damaging effect...</i>
7	R	Alternating form	<i>..so we must protecting our world.</i>
8	WY	Regularization	<i>Global warming is aincreasing condition...</i>
		Regularization	<i>Thus, global warming have a very...</i>

9	S	Alternating form	<i>Don't cutting the trees.</i> ⁷¹
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1) Regularization

There were three students made error of misformation-regularization.

The first is FS' writing, "*..the impact of global warming is not small, but **many***".⁷² The word *many* is inappropriate word order. The appropriate one is *huge*. Properly, students should write "*..the impact of global warming is not small, but huge*".

The second is EL's writing, "*..**toplanting** various tree and plants.*".⁷³ The use of "to" as a preposition also has several functions, namely as a pointer to an object whether it is a place, a person or something that is moving, to show a limit or end point, and to show a relationship between clause one and the clause after it. This sentence belongs to the third function. So, the verb after the preposition *to* must followed by infinitive form. So, the correct one is "*..**toplant** various tree and plants.*"

The third, the researcher found two errors of misformation-regularization in WY's writing. The first "*Global warming is **aincreasing** condition...*".⁷⁴ The student wrote the wrong form of the

⁷¹ Answersheet.

⁷² Answersheet.

⁷³ Answersheet.

⁷⁴ Answersheet.

article which should be article *an*. Actually, the article “an” is used for vowel nouns, also known as the beginning with a vowel. Thus, the correct one is “*Global warming is **an** increasing condition..*”. The second, “*Thus, global warming **have** a very...*”. In the sentence, the subject is the third person singular. If the subject is in the third person singular (*she, he, it*), in which the word *global warming*= *it*, then the verb (infinitive) changes. In general, the basic form of the verb (infinitive) is added *-s*. Thus, the students should use suffix *-s* to the verb. so, the sentence was incorrect, because of after the subject should be *has* not *have*. Thus, the correct sentence is “*Thus, global warming **has** a very..*”.

2) Archi-forms

There were two students made error in archi-forms.

The first in HR’s writing, “*..but people these days is more concerned...*”.⁷⁵ The word *these* in that sentence belongs to demonstrative pronoun. Demonstrative pronoun is a pronoun with a position instead of a noun that is clearly replaced. “these” functions to show people, things or animals that are in close located to the speaker and are plural in number. Thus, to be *is* present in the sentence which

⁷⁵Answersheet.

should be to be *are* (plural). So, the correct one is “*..but people these days **are** more concerned..*”.

The second, there was an item error in AR’s writing. “*..global warming **havea** very damaging effect..*”⁷⁶ The sentence were wrong, because of the verb *have* must be *has*, because of the subject is singular form. The students writed the verb in common characteristic. So, the correct one is “*..global warming **has** a very damaging effect..*”.

3) Alternating form

There were five students made error of misformation-alternating forms.

The first is A’s writing, “*..global sea levels **haved** risen..*”.⁷⁷The word *haved* was wrong, it must be *have*. It caused by the students grammar development. So, the sentence should be “*..global sea levels **haved** risen..*”.

The second is SH’s writing, “*..which causes oxygen levels to **decreasing**.*”⁷⁸The word *decreasing* was wrong, it must be *decrease*. The use of “to” as a preposition also has several functions, namely as a pointer to an object wether it is a place, a person or something that is moving, to show a limit or end point, and to show a relationship between clause one and the clause after it. This sentence belongs to the

⁷⁶Answersheet.

⁷⁷Answersheet.

⁷⁸Answersheet.

third function. So, the verb after the preposition *to* must followed by infinitive form. This error caused by the students grammar development. So, the correct one is “*..which causes oxygen levels to decrease.*”

The third is “*..toplanting various tree and plants.*”⁷⁹ in EL writing. The word *planting* was wrong, it must be *plant*. The use of “to” as a preposition also has several functions, namely as a pointer to an object wether it is a place, a person or something that is moving, to show a limit or end point, and to show a relationship between clause one and the clause after it. This sentence belongs to the third function. So, the verb after the preposition *to* must followed by infinitive form. This error caused by the students grammar development. So, the correct one is “*..toplantvarious tree and plants.*”

The forth is “*..so we must protecting our world.*”⁸⁰ in R’s writing. The word *protecting* was wrong, it must be *protect*. It caused by the students grammar development. The fifth is in S’ writing, “*Don’t cutting the trees.*”. The word *cutting* was wrong, it must be *cut*. The use of “don’t” is followed by an infinitive. This error caused by the students grammar development.

⁷⁹Answersheet.

In this research, the number of misformation error was 11 of total number of errors. The detail can be seen in the table 7 below.

Table 7
The Percentage of the Subtypes of Misformation Error

No.	Types of Error	Total of Error	Percentage
1	Regularization	4	8.51%
2	Archi-forms	2	4.25%
3	Alternating form	5	10.64%
Total		11	23.40%

From the table above, it can be seen that there were 4 items or 8.31% of error are made by students categorized regularization. Then, there were 2 errors or 4.25% that made by the students categorized archi-forms. The last categorize was alternating form which had 5 errors or 10.64% that made by the students.

d. Misordering

Misordering errors are characterized by the wrong placement of a morpheme in an utterance. There were 4 students made error in misordering. They committed the error 5 times or 10.64%.

The students error sentences categorized misordering can be seen in the table 8 below.

Table 8
Students' Error Sentences Categorized in Misordering

No	Initial Name	Student sentences
1	AW	<i>..to adapt enough quickly to the resulting..</i>
2	DP	<i>..to adapt enough quickly to the resulting..</i>
3	SR	<i>Global warming is a condition dangerous...</i>
		<i>..it is a problem serious.</i>
4	R	<i>..thatmust we pay attention to.⁸¹</i>

The first was in AW's and also in DP's writing, "*..to adapt **enough quickly** to the resulting..*".⁸² There is error in ordering the word. It is related to the use of *enough*. When "enough" is used to modify an adjective or adverb, "enough" comes after adjective or adverb. *Enough* should be placed after the adverb *quickly* in the sentence to make the correct order. Thus, the correct one is "*..to adapt **quickly enough** to the resulting..*".

The third was in SR's writing. There were two items of error in this writing. "*Global warming is a **condition dangerous**...*" and "*..it is a **problem serious**.*"⁸³ There is misordering error in the sentence which is in ordering *condition dangerous*. The correct order is *dangerous condition*. And also in the second sentence must be *serious problem*.

The fourth is in R's writing, "*..that**must we** pay attention to.*".⁸⁴ There is misordering error in the sentence which is in ordering *must we*. The correct

⁸¹ Answersheet.

⁸² Answersheet.

⁸³ Answersheet.

⁸⁴ Answersheet.

order is *we must*. The students should write subject “we” first and then followed by the modal (helping verb) “must”. Also, because of the sentence is positive sentence. So, the correct sentence is “..*that we must pay attention to.*”

e. Blending

The characteristic of blending is when two alternative grammatical forms combine each other to produce ungrammatical blend.

The students error sentences categorized blending can be seen in the table 9 below.

Table 9
Students’ Error Sentences Categorized in Blending

No	Initial Name	Student sentences
1	HR	<i>To that, we must prevent increase from warming glides by planting pihor or reforestation.</i>
2	SR	<i>Therefore, we must prevent the increasing from warming glides plant pihor or reforestation.</i> ⁸⁵

From the table 9 above, there were two of students’ errors can be categorized as a blend.

The first was HR writing, “*To that, we must prevent increase from warming glides by planting pihor or reforestation.*”⁸⁶ Then the second was SR writing. “*Therefore, we must prevent the increasing from warming*

⁸⁵Answersheet.

⁸⁶Answersheet.

glides plant pihor or reforestation.”⁸⁷ Both of two sentences were combining to produce the correct one. “*To that (Therefore), we must prevent the increasing from warming glides by planting pihor or reforestation.*”

2. The students’ dominant error in writing analytical exposition text

This section answer the second issue dealing with finding of the students’ dominant error in writing analytical exposition text. After Analyzed the students’ errors by the table recapitulation of students’ error in writing analytical exposition text.

a. Omission

After analyzed the data the researcher found that the total of error committed by students were 21 errors in omission with the total percentage were 44.69%. This case occurred because of the students omitted an item that must appear in a well-formed utterance or writing.

b. Addition

This case occurred because the students add morpheme that should not appear in the well form utterance or writing. In addition the researcher found the total of error committed by students were 8 errors with the total percentage were 17.02%.

⁸⁷Answersheet.

c. Misformation

This case occurred because the students using of the wrong form of the morpheme or structure. In misformation the researcher found the total of error committed by students were 11 errors with the total percentage were 23.40%.

d. Misordering

Then, in misordering the researcher found the total of error committed by students were 5 errors with the total percentage were 10.64%. This case occurred because students made incorrect placement in their writing.

e. Blending

The last, in blending the researcher found the total of error committed by students were 2 errors with the total percentage were 4.25%. This case occurred because there are two alternative grammatical forms combine each other to produce ungrammatical blend.

So, omission error was the dominant error in writing analytical exposition text by the students at grade XI SMA Negeri 8 Padangsidempuan.

Table 10
The Percentage of the Types of Errors

No.	Types of Error	Total of Error	Percentage
1	Omission	21	44.69%
2	Addition	8	17.02%
3	Misformation	11	23.40%
4	Misordering	5	10.64%
5	Blending	2	4.25%
Total		47	100%

The table above showed the total of the students' error in omission was 21 or 44.69% items, while addition was 8 or 17.02%. Misformation errors was 11 or 23.40% and in misordering was 5 or 10.64%, with the total of each types of error were 47 or 100%. The researcher counted the data with the formula:

$$P = F/N \times 100$$

Where: P = Percentage

F = Frequency

N = Total of Frequency

$$\text{Omission} = 21/47 \times 100 = 44.69\%$$

$$\text{Addition} = 8/47 \times 100 = 17.02\%$$

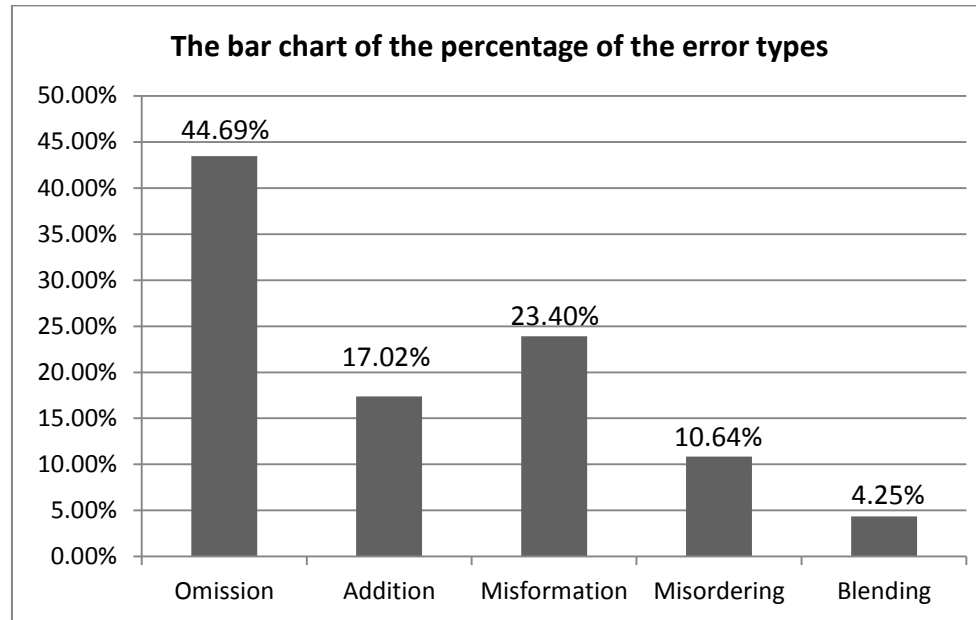
$$\text{Misformation} = 11/47 \times 100 = 23.40\%$$

$$\text{Misordering} = 5/47 \times 100 = 10.64\%$$

$$\text{Blending} = 2/47 \times 100 = 4.25\%$$

$$\text{Total of Errors} = 47/47 \times 100 = 100\%$$

After Analyzed the students' errors by the following table recapitulation of students' error in writing analytical exposition text, the researcher put it into the bar chart. The detail could be seen in the bar chart below.



From the bar chart above, it could be seen that the most students' error in writing analytical exposition text was omission (44.69%).

3. Teacher's overcome error in writing analytical exposition text

The interview result with the English teacher of the eleventh grade SMA Negeri 8 Padangsidimpuan, she said:

To solve the errors are made by the students in writing analytical exposition text, I apply some strategies. First, I do the error correction. In this part I correct the writing of students, so I know the errors to give command to students. Second, I give feedback to students by showing their errors of writing, so they know the error and learning from the error and hope the students do better then before. Third, I do the corrective feedback. In this part, I explain the error more specific. For example, when the students do many errors in grammar, then I explain the student such as tenses, verb and etc. the next, I do the vocabulary learning by adding the vocabulary to students. The last is motivating students. By giving motivation, it can make student become more enthusiastic in learning writing process.⁸⁸

⁸⁸English Teacher, "Private Interview," on November 18th 2020.

From the result of research, omission is the most students' error in writing analytical exposition text. To solve this term, the teacher do the third strategies. It is corrective feedback. Teacher explain the error more specific in term of omission and teach students to understand how to apply grammar completely in writing analytical exposition text. So that there is no error which generally such as omit the elements of structure of grammar, letter, word and so on.

B. Discussion

The result of this research, with entitle showed that there were fourty six items of error. There were twenty items by omission. The next, seven items were categorized addition error. Then, eleven itemswere categorized misformation error. Then, five items were categorized misordering and the last, it was two items of error of blending. The researcher had written the findings of other studies or researches come from Kristiandi, Siti Fatimah, and Imam Subari.

In Abdul Khorari's research, it was found that there were 50 or 49.50% items of error by omission. Then, error of addition was 18 or 17.82%. Then, error of misformation was 29 errors or 28.71%, while error of misordering was 4 errors or 3.96%. So, On the other hand, the researcher analyzed only 4 types of error. In contrast, this research was conducted using 5 types of error. Then, the

Kristiandi's found that omission error was the highest percentage.⁸⁹ It has the same result with this research that omission error was the highest percentage.

In Siti Fatimah's research, she found 38 errors of seven kinds of article usage from 18 kinds. The number and the percentage of omission was 5 or 13.158%; the number and the percentage of addition was 24 or 63.158%; and the percentage of confusion was 9 or 23.684%. Thus, the most frequent error was addition type with total percentage 63,158%.⁹⁰ Different with the previous finding of this research found omission error as the most frequent error. The researcher analyzed only 3 types of error. It was different with this research which analyzed the error with 5 types of error.

Then, in Imam Subaris' research, there were 32 sentences of omission error from 95 errors sentences. It means that the students' omission error was 6.72%. There were 25 sentences of addition errors from 95 errors sentences. It means that the students' addition error was 5.25%. Then, there were 6 sentences of misordering error or 1.26%. The last, misformation error was 32 items or 6.72%. So, the highest number was 32 for omission and 32 for

⁸⁹Abdul Khorari, "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" (Sebelas Maret University Surakarta, 2016), <https://digilib.uns.ac.id>, p. 6, <https://digilib.uns.ac.id>.

⁹⁰Siti Fatimah, "An Error Analysis of Using Article in Writing Analytical Exposition Text to the Eleventh Grade Students of SMAN 5 Kediri in Academic Year 2015/2016," *FKIP- Bahasa Inggris* 1 (2005): , p. 7, <http://simki.unpkediri.ac.id>.

misformation.⁹¹ While the other type of errors were 25 for addition errors and 6 for misordering errors. This result was in contrast with the findings of this study, that only found the number of omission as the highest percentage.

The researcher mentioned that this research used checking with friends technique to check the data trustworthiness. This technique allowed the researcher to seek for the truth and to ensure that the data obtained in the research was convenient to what the researcher intended. Checking with friends through discussion technique was to expose the interim result that gotten in the discussion with friends.

The researcher exposed the interim result or students' answersheets to discuss with friends. It made the data could be representative and be away from wrong interpretation.

⁹¹Imam Subari, "An Analysis of Students' Grammatical Errors in Using Tenses in Writing Analytical Exposition Text," *Jurnal Ilmiah Kependidikan* 1 (2013), p. 12, <http://jurnal.stkipgribl.ac.id>.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the test that done by the researcher about Students' Error in Writing Analytical Exposition Text at Grade XI SMA Negeri 8 Padangsidempuan, the researcher takes the conclusions as follow:

1. The students' error analysis in writing analytical exposition text had the total of error were 47 errors. First, the students have 21 items of error in omission. Next, the students have 8 items of error in addition. Then, the students have 11 items of error in misformation. The next, students have 5 items of error in misordering and 2 of students were categorized blending.
2. The most students' error in writing analytical exosition text is omission. The students have the biggest percentage in omission with the total of percentage is 44.69%. Then, it was followed by misformation with the total percentage is 23.40%. Addition become in the third position with the total percentage is 17.02%. The next is misordering with the total percentage is 10.64%. However, blending become the lowest percentage with the total percentage is 4.25%.

B. Suggestion

After finishing the conclusion, researcher would like to give some suggestions as follows:

1. For the headmaster, it was to motivate his English teachers to increase their ability in teaching English, especially in writing analytical exposition text.
2. For the English teacher, it was to motivate the students to be seriously in learning English, to apply the suitable strategies, methods, or etc, which can improve or help the students understand in learning English especially in writing analytical exposition text.
3. For the other researcher, this research can be used as references about types errors based on other expert eventhough in different text and also to make deepest research with the topic of this research.

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APPENDIX 1

The Instrument of Test

A. Introduction

This test is used by the researcher as the instrument of the research. This is to find out students' error in writing analytical exposition text by analyzing the errors in the text. The researcher will ask the English teacher's help for giving this test and ordering the students to do it under the instruction.

B. Instruction

Write down an analytical exposition text about "The Importance of an Education". The text should consist of the generic structure of analytical exposition text; thesis, argument and reiteration.

Name	:
Class	:

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Validator

Shokira Linda Vinde Rambe, M. Pd.
NIP. 19851010 201903 2 007

Padangsidimpuan, 2020
Researcher

Riska Hidayanti Harahap
NIM. 16 203 00024

APPENDIX II

Students' Name and Initial Name

No.	Students' Name	Initial Name
1.	Aldiansyah	A
2.	Ahdan Wildani	AW
3.	Fima Shifa Diniyah	FS
4.	Dahlia Pasaribu	DP
5.	Hasnah Rizky Khadijah Siregar	HR
6.	Sahri Ramadhani	SR
7.	Risma Haryanti Daulay	RH
8.	Sulkan Harahap	SH
9.	Fitri Wahida Siregar	FW
10.	Sri Wahyuni	SW
11.	Yusuf Afandi	YA
12.	Fajar Bagus Satrio	FB
13.	Esti Lestari	EL
14.	Anggi Ramadhani	AR
15.	Tiya Nabila Harahap	TN
16.	Umar Al-Faruq	UA
17.	Rudiansyah	R
18.	Tetty Khairani	TK
19.	Wisuda Yanti	WY
20.	Sorimanda	S

APPENDIX III

Students' Error Analysis

No	Initial Name	Types of error	Student sentences	Reconstruction			
1	A	Omission	<i>..in the last 800.000 year.</i>	<i>..in the last 800.000 years.</i>			
		Misformation; Alternating forms	<i>..global sea levels haved risen...</i>	<i>..global sea levels have risen...</i>			
	Category of error						
	Omission	Addition			Misformation	Misordering	Blending
	1	Reg.	Doub l	Simpl	Re g.	Arc hi	Alte r
2	AW	Omission	<i>Global warming put coral reefs in....</i>	<i>Global warming puts coral reefs in....</i>			
		Misordering	<i>..to adapt enough quickly to the resulting..</i>	<i>..to adapt quickly enaough to the resulting..</i>			
		Omission	<i>..and all human.</i>	<i>..and all humans.</i>			
	Category of error						
	Omission	Addition			Misformation	Misordering	Blending
2	Reg.	Doub l	Simpl	Re g.	Arc hi	Alte r	1
3	FS	Misformation; Regularization	<i>..the impact of global warming is not small, but many.</i>	<i>..the impact of global warming is not small, but huge.</i>			
		Category of error					
	Omission	Addition			Misformation	Misordering	Blending
		Reg.	Doub l	Simpl	Re g.	Arc hi	Alte r
4	DP	Omission	<i>There _ some dangers from it.</i>	<i>There are some dangers from it.</i>			
		Misordering	<i>..to adapt enough quickly</i>	<i>..to adapt quickly enaough to the</i>			

							<i>to the resulting..</i>	<i>resulting..</i>
Category of error								
Omission	Addition			Misformation			Misordering	Blending
	Reg.	Double	Simple	Re g.	Arc hi	Alter		
1							1	
5	HR	Omission			<i>..over _ past century.</i>			<i>..over the past century.</i>
		Misformation; Archi-forms			<i>..but people these days is more concerned...</i>			<i>..but people these days are more concerned...</i>
		Addition; Double marking			<i>..inunpredictable precipitation patterns,..</i>			<i>..unpredictable precipitation patterns,..</i>
		Blending			<i>To that, we must prevent increase from warming glides by planting pihor or reforestation.</i>			<i>To that, we must prevent the increasing from warming glides by planting pihor or reforestation.</i>
Category of error								
Omission	Addition			Misformation			Misordering	Blending
	Reg.	Double	Simple	Re g.	Arc hi	Alter		
1		1			1			1
6	SR	Misordering			<i>Global warming is a condition dangerous...</i>			<i>Global warming is a dangerous condition...</i>
		Misordering			<i>..it is a problem serious.</i>			<i>..it is a serious problem.</i>
		Blending			<i>Therefore, we must prevent the increasing from warming glides plant pihor or reforestation.</i>			<i>Therefore, we must prevent the increasing from warming glides by planting pihor or reforestation.</i>
Category of error								
Omission	Addition			Misformation			Misordering	Blending
	Reg.	Double	Simple	Re g.	Arc hi	Alter		
							2	1
7	RH	Omission			<i>..the earth has</i>			<i>..the earth has</i>

			<i>increase by ...</i>			<i>increased by ...</i>				
		Omission			<i>..that causes global warming such _ air conditioners,...</i>			<i>..that causes global warming such as air conditioners,...</i>		
Category of error										
	Omission	Addition			Misformation			Misordering	Blending	
		Reg.	Doub l	Simp l	Re g.	Arc hi	Alte r			
	2									
8	SH	Misformation; alternating form			<i>..which causes oxygen levels to decreasing.</i>			<i>..which causes oxygen levels to decrease.</i>		
Category of error										
	Omission	Addition			Misformation			Misordering	Blending	
		Reg.	Doub l	Simp l	Re g.	Arc hi	Alte r			
							l			
9	FW	Omission			<i>Global warming is _ real danger that..</i>			<i>Global warming is a real danger that..</i>		
		Omission			<i>There are some danger from it.</i>			<i>There are some dangers from it.</i>		
		Omission			<i>..global sea levels have rise...</i>			<i>..global sea levels have risen...</i>		
		Omission			<i>The fact above prove it.</i>			<i>The fact above proves it.</i>		
Category of error										
	Omission	Addition			Misformation			Misordering	Blending	
		Reg.	Doub l	Simp l	Re g.	Arc hi	Alte r			
	4									
10	SW	Addition; double marking			<i>..as we all knows global warming is very...</i>			<i>..as we all knows global warming is very...</i>		
Category of error										
	Omission	Addition			Misformation			Misordering	Blending	
		Reg.	Doub l	Simp l	Re g.	Arc hi	Alte r			
			l							
11	YA	Addition; Double			<i>The plants dies.</i>			<i>The plants die.</i>		

		marking									
Category of error											
Omission	Addition			Misformation			Misordering	Blending			
	Reg.	Doub l	Simp l	Re g.	Arc hi	Alte r					
		1									
12	FB	Addition; Double marking			<i>..we can creates new things...</i>			<i>..we can create new things...</i>			
Category of error											
Omission	Addition			Misformation			Misordering	Blending			
	Reg.	Doub l	Simp l	Re g.	Arc hi	Alte r					
		1									
13	EL	Omission			<i>..a process _ rising the average temperature...</i>			<i>..a process of rising the average temperature...</i>			
		Misformation; alternating form and Omission			<i>..to planting various tree and plants.</i>			<i>..to plant various trees and plants.</i>			
		Misformation; regularization			<i>Global warming is our responsible, ...</i>			<i>Global warming is our responsibility, ...</i>			
		Addition; simple addition			<i>..to solve this problems by doing...</i>			<i>..to solve this problem by doing...</i>			
Category of error											
Omission	Addition			Misformation			Misordering	Blending			
	Reg.	Doub l	Simp l	Re g.	Arc hi	Alte r					
2	1			1		1					
14	AR	Misformation; archi-form and Omission			<i>..global warming have _ very damaging effect...</i>			<i>..global warming has a very damaging effect...</i>			
		Category of error									
		Omission	Addition			Misformation			Misordering	Blending	
	Reg.	Doub l	Simp l	Re g.	Arc hi	Alte r					
1					1						
15	TN	Addition; simple			<i>..we can prevent</i>			<i>..we can prevent it</i>			

19	WY	Misformation; regularization	<i>Global warming is a increasing condition...</i>			<i>Global warming is an increasing condition...</i>		
		Addition; double marking	<i>Global warming will increases the temperature...</i>			<i>Global warming will increase the temperature...</i>		
		Misformation; Regularization	<i>Thus, global warming have a very...</i>			<i>Thus, global warming has a very...</i>		
	Category of error							
	Omission	Addition			Misformation			Misordering
	Reg.	Doub l	Simp l	Re g.	Arc hi	Alte r		
		1		2				
20	S	Misformation; alternating form	<i>Don't cutting the trees.</i>			<i>Don't cut the trees.</i>		
		Omission	<i>..by doing several way to slow down...</i>			<i>..by doing several ways to slow down...</i>		
		Omission	<i>..the process _ global warming.</i>			<i>..the process of global warming.</i>		
	Category of error							
	Omission	Addition			Misformation			Misordering
	Reg.	Doub l	Simp l	Re g.	Arc hi	Alte r		
2						1		

Appendix IV

The Recapitulation of Data

No	Initial Name	Types of error								Total	
		Omission	Addition			Misformation			Misordering		Blending
			Regu lariza tion	Double markin g	Simple addition	Regu lariza tion	Archi - forms	Alternat -ing			
1	A	1						1			2
2	AW	2							1		3
3	FS					1					1
4	DP	1							1		2
5	HR	1		1			1			1	4
6	SR								2	1	3
7	RH	2									2
8	SH							1			1
9	FW	4									4
10	SW			1							1
11	YA			1							1
12	FB			1							1
13	EL	2			1	1		1			5
14	AR	1					1				2
15	TN				1						1
16	UA	3		1							4
17	R	1						1	1		3
18	TK	1									1
19	WY			1		2					3
20	S	2						1			3
Total		21		6	2	4	2	5	5	2	
				8		11					
Grand Total		47									47

Appendix V

The Recapitulation of Error Types, Frequency and its Percentage

No	Initial Name	Types of error									Total
		Omission	Addition			Misformation			Misordering	Blending	
			Regu- lariza- tion	Double marking	Simple addition	Regu- lariza- tion	Archi- forms	Altern at-ing			
1	A	50.00						50.00			4.25
2	AW	66.66							33.33		6.38
3	FS					100					2.13
4	DP	50.00							50.00		4.26
5	HR	25.00		25.00			25.00			25.00	8.51
6	SR								66.66	33.33	6.38
7	RH	100									4.26
8	SH							100			2.13
9	FW	100									8.51
10	SW			100							2.13
11	YA			100							2.13
12	FB			100							2.13
13	EL	33.33				33.33		33.33			6.38
14	AR	50.00					50.00				4.26
15	TN				100						2.13
16	UA	75.00		25.00							8.51
17	R	33.33						33.33	33.33		6.38
18	TK	100									2.13
19	WY			33.33		66.66					6.38
20	S	66.66						33.33			6.38
Total		44.69		12.76	4.25	8.51	4.25	10.64			
				17.39		23.40			10.64	4.25	
Grand Total		100									100

The Documentation of the research









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dan
tanggal

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Kepada Yth:

1. Rayendriani Fahmei Lubis, M.Ag.
2. Yusni Sinaga, M.Hum.

(Pembimbing I)
(Pembimbing II)

di -Padangsidimpuan

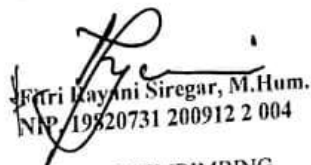
Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

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Judul Skripsi	: Error Analysis on Students' Writing Analytical Exposition Text at Grade XI of SMA Negeri 8 Padangsidimpuan

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

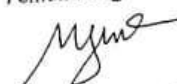

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24 Agustus 2020

Yth. Kepala Cabang Dinas Pendidikan Sidimpuan,
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Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Riska Hidayanti Harahap
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adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "Error Analysis on Students' Writing Analytical Exposition Text at Grade XI of SMA Negeri 8 Padangsidimpuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.



Bidang Akademik

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PEMERINTAH PROVINSI SUMATERA UTARA
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SEKOLAH MENENGAH ATAS (SMA) NEGERI 8 PADANGSIDIMPUAN
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Yang bertanda tangan dibawah ini Kepala SMA Negeri 8 Kota Padangsidempuan Provinsi Sumatera Utara menerangkan bahwa :

Nama : Riska Hidayanti Harahap
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Perguruan Tinggi : Tarbiyah dan Ilmu Keguruan IAIN

Benar telah melaksanakan penelitian di SMA Negeri 8 Padangsidempuan untuk keperluan menyelesaikan skripsi dengan judul " *Error Analysis On Students' Writing Analytical Exposition Text at Grade XI of SMA Negeri 8 Padangsidempuan*." sesuai dengan surat Kepala Lembaga Penelitian dari Institut Agama Islam Negeri Padangsidempuan nomor : B - 743/ln.14/E.1/TL.00/08/2020 pada hari Selasa tanggal 25 Agustus 2020.
Demikian surat keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Padangsidempuan, 4 September 2020
Kepala Sekolah

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