



**THE STUDENTS' ERRORS IN WRITING EXPOSITORY TEXT AT THE
ELEVENTH GRADE OF MAS DARUL FALAH LANGGAPAYUNG IN
ACADEMIC YEAR 2019/2020**

A SKRIPSI

***Submitted to Faculty of Tarbiya and Teachers Training State Islamic University
of North Sumatera Medan as a Partial Fullfillment of the Requirements for the
Degree of Sarjana Pendidikan***

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FACULTY OF TARBIYA AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA**

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Assalamualaikum Wr. Wb

Setelah membaca, meneliti, mengoreksi dan memberi saran perbaikan seperlunya terhadap skripsi saudara.

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Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

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Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan in benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah dijelaskan sumbernya. Apabila kemudian hari terbukti skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan batal saya terima.

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ABSTRACT

Nurul Aulia Amin, 0304162107 : The Students' Errors in Writing Expository Text at the Eleventh Grade of MAS Darul Falah, Langga Payung. A Thesis, English Education Department, Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera Medan, 2020

This research aimed to analyze the students' errors in writing expository text at the eleventh grade of MAS Darul Falah, Langga Payung, Labuhan Batu Selatan. In this research, the researcher used a qualitative method. The participant of this research were eleventh grade students of MAS Darul Falah. This research were conducted by snowball sampling and the researcher only took 10 students to write expository text based on the topic they choose in sixty minutes. The data were collected by giving test to the students. The data were analyzed by using documentary technique of Miles and Huberman. It was consisted of three steps were data reduction, and data display and conclusion drawing or verification. The result of the study indicating that there are some errors that made by students such as 6 errors of auxiliary verb (13%), 3 errors subject of Ommision (7%), 4 errors of conjunction (9%), 4 errors of article (9%), 3 errors of misformation (7%), 3 errors of misordering (7%), 5 errors of preposition(11%), 4 errors of singular and plural (9%), 2 errors of possessive adjective (4%), 6 errors of lexical (13%), 5 errors of capitalization (11%). From the frequency of each error types, errors of auxiliary verb and lexical errors was the errors which most frequently produced by the students. The students made errors because of their first language (Indonesian logical thinking), or we should say the students mother tongue interference (interlingual source), some students tried to translate the words one by one from Indonesian language into English without paying attention to the English structure rules, and intralingual errors that is caused of errors resulting from complicated system of the target language itself. Besides that the students still confused to arranging the sentences correctly, it is because of the lack of knowledge, grammar, pronoun or poor vocabularies and its use.

Keyword : Errors, Writing Expository Text

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This thesis which entitled *The Students' Errors in Writing Expository Text at the Eleventh Grade of MAS Darul, Falah Langga Payung*. It was made by me, to fulfill the assignment and completed the requirement for S-1 Program at Department of English Education of Tarbiyah Science and Teacher Training Faculty, State Islamic University of North Sumatera Medan.

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The researcher realizes that this thesis is far from perfect. Therefore, suggestions and criticisms from the advisors and the readers are expected to make this thesis be better. The researcher hopes, this thesis can be useful for the writers, the readers and also for the advancement of education in the future.

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APPENDICES

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

The objective of teaching writing expository text is that the students can understand the meaning in writing expository text about hot topic in general. The students can analyze social function, structure text (thesis, argument, reiteration) and linguistic elements in expository text.¹Expository text is used to explain or give information about an issue. It develops the topic using information and various examples.²Purose of exposition text is to persuade others to think about an issue from a particular point of view. It usually presents only one side of an argument and give evidence to support that viewpoint. There are two kinds of exposition namely analytical exposition and hortatory exposition. Different from analytical exposition which only describes the reason about what to do or not to do; hortatory exposition is more suggestive because it usually uses sentences that clearly invite people.

However, the objective above is not achieve yet. This can be proven by fact that the students writing expository text is still low. The students still can't write a thesis of the expository. Besides weaknesses in writing thesis the students also find error in writing argument text. Many students make an error in writing expository text, especially in grammar. In their paragraph, the students wrote the

¹Kesidamayanti. 2020. *RPP Analytical Exposition* (<https://kesidamayanti.blogspot.com/2015/06/rpp-xi-analytical-exposition.html?m=1>) p.1

²Gangal, J.K. 2008. *Competitive English for Professional Course*. New Delhi : S. Chand & company LTD. p. 333.

thesis statement correctly but they did not complete it with the preview of the arguments. In writing argument they neither arranged the arguments in point and elaborate sequences nor discussed all of the points of arguments. Most of them put all the points of arguments first and wrote the elaborate after all. Moreover, the elaborate they wrote referred to only one or two of the three point of arguments they had. Reiteration became something left behind. It was the last stage the students had to write and most of them did not include this stage, there was no conclusion and suggestion in most of their paragraph.³

Errors is the students' sign who does not understand in the English rules. Harmer defines that errors are mistakes which they cannot correct themselves and which, therefore, need explanation. The students will not understand the English rules without making errors first.⁴ Moreover, Dulay. al. classifies the types of errors into four types, they are: omission, addition, misformation and misordering. Making error is fundamentally human in process. Therefore, it is possible for students to make errors unconsciously when they were writing. By analyzing the students' error in writing expository text, it can give the important role in giving the feedback to evaluate and develop the material in learning expository text.

Therefore, the researcher is interested in conducting a study about **“The Students' Errors in Writing Exposition Text at the Eleventh Grade”**.

³IikNurhikamh. 2013. *Improving Students Analytical Exposition Text Writing Skill Through Guided Promp-Response Active*. Pontianak.

⁴Jeremy Harmer,(2007), *How to Teach English*. England: Pearson Education Limited,p. 96

B. The Identification of the Problem

Based on the background above many problems that can be identified: (1) the students writing thesis is not completely correct. (2) the students writing argument is not appropriate. (3) The material in teaching expository text is still not accurate. (4) etc. There are many problems in this research. Thus, the researcher would like to limit them.

C. The Limitation of the Problem

Based on the identification of study above, internally there are some focuses that can be researched about writing expository text : ability, comprehension, difficulty including error. Error is important to be research because it can give feedback for the students so that the students are aware their error and they can correct their error. So thus their writing about expository text is getting better. And also for teacher and researcher it is important because in order to evaluate and develop the material in teaching writing expository text.

D. The Research Question

Based on the description of study background above, the problem of study can be identified as follows : (1) What errors do the students make in writing expository text ? (2) How do the errors occur in writing expository text? (3) Why do the errors occur in writing expository text?

E. The Objective of the Study

Based on the background, the objective of the study are ; (1) To analyze what errors that do by the students in writing expository text (2) To find out how the errors occurred in writing expository text. (3) To find out why the errors occurred in writing expository text.

F. The Significances of the Study

Theoretically, this study is to enrich the theory of writing, especially in writing expository text.

Practically, the significance of this study are as follow : (1) For students, the results of this study is useful for students to know writing expository text. By knowing condition of potential students, they can measure how well is their capability. (2) For English teachers, the result of this study is expected to add insight and creativity also helps the teacher to find the better way to teach English (3) For Principal, to encourage head master in order that the teachers use media and modern technique in teaching writing. (4) For researcher, the result of this study can be used as additional information for further research.

CHAPTER II

THEORETICAL ORIENTATION

A. Error in Writing Ekspository Text

1. Definition of Errors

According to Norrish, Error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong. It means that the phrase, systematic deviation in this definition is a key word which can be interpreted as the deviation which happens repeatedly.⁵

Hasyim stated that errors in foreign teaching especially in English are the cases which difficult enough to avoid. Weireesh in Eslami findings learners' errors to be special value because making errors is a device the learners use to understand.⁶

Brown claims that errors as noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. Errors are ruled-governed, they are systematic and show the lack of knowledge of learners. It means that the students make language deviations when they get incorrect or fail. It represents differences in the understanding of the learner; it exists because the learner does not know what is right.⁷

⁵Sunardi Hasyim. 2007. *Error Analysis in the Teaching English*. Volume 4, number 1. P. 43

⁶Ibid P.42.

⁷Douglas H. Brown. 2007. *Principles of Language Learning and Teaching*. Fifth Edition, New York: Pearson Edition

According to James in Brown, he said that the error could not be self-corrected while the error could be self-corrected if the deviance was pointed out to the speaker. If the error refers to an output error that is either a random guess or a "slip," it is a failure to properly use the known system. Although the mistake is a visible divergence from the adult grammar of the native speaker, it represents the skill of the learner.⁸

It can be inferred from the description above that errors can be detected, evaluated, and graded to expose anything of the mechanism operating inside the learner, leading to an increase in the analysis the students errors.

2. Writing

Writing is one of four language skills which has the important role in conveying thoughts, ideas or opinions in writing form. Writing is the mental work of the ideas of inventions thinking about how to express them in a sentence and paragraph that a reader would be clear about.⁹

According to Trimmer, writing is defined as a process of formulating and organizing the ideas and finding the right words to present them on a piece of paper. Writing allows the writer to express, explore and explains ideas, thought and feelings.¹⁰

⁸Ibid p. 257-258

⁹Carroll, J.A and E.E Wilson et.al. 2009. *Writing and Grammar. Communication in Action-Diamond Level*. New Jersey : Prantice Hall.

¹⁰Trimmer, J.F. 2011. *The New Writing With A Purpose*. New York : Ball State University

Dewi states that writing is the expression of language in the form of letter, symbols, or word.¹¹ On the other hand, writing is the mental work of inventing ideas, thinking about how express them, and organizing them into statements and paragraph that will be clear to a reader.¹²

Deporter and Hierarcki clarify that writing is an entire operation of the brain, using the bright side of the brain (emotion) and the left side of the brain (logic). Although the right and left brain sides are used in writing, there is a significant role on the right brain side since it is a location where new ideas and emotions appear.¹³

Writing is the most important language skills. Writing requires the encoding of certain kinds of message, which is thought into language by translated authors. In order to write well, we should need excellent writing knowledge and writing skills. The writer must be able to organize the meaning of sentence structure, using punctuation, vocabulary and spelling.¹⁴ It implies that the writer converts their thoughts into written, the writer converts their thinking into written by following those rules according to the type of text writer he wants to make.

According to Ruby, Writing is one of the most powerful communication tools that we will use today and for the rest of our life, we will use it to share our thoughts and ideas with others and even to communicate with ourselves.¹⁵

¹¹Utami Dewi. 2013. *How to Write*. Medan : Latansa Presss. P.2

¹²David Nunan. 2008. *Practical English Language Teaching*. New York: Mc Craw Hill. P.88

¹³Deporter, B and Hierarcki, M. 2002. *Quantum Learning*. Bandung: Penerbit Kaifa.

¹⁴Byrn. 2009. *Cooperative learning theory (Research and practice)*, Bandung : NusaMedia, p. 1

¹⁵Ruby. 2001. *Writing and Grammar*. USA : Prectice-Hall.

Writing is one of the main qualities that students need to learn. As a medium of thoughts and emotional expression, they use it to connect with each other so they communicate on paper in their very best manner and intent when they write their ideas and feelings creatively. The value of learning how to write the God mentioned as follows in the Quran:

وَلَمَّا سَكَتَ عَنْ مُوسَى الْغَضَبُ أَخَذَ الْأَلْوَابِحَ وَفِي نُسُخَتِهَا هُدًى وَرَحْمَةٌ
لِّلَّذِينَ هُمْ لِرَبِّهِمْ يَزْهَبُونَ (154)

It means :

“Then, when the anger of Moses abated, he took up the Taurat, and in their writing there was guidance and mercy for all those who fear their Lord”. (Q.S Al-A’raf : 154).

وَكُلُّ صَغِيرٍ وَكَبِيرٍ مُّسْتَطَرٌّ (53)

It means :

“And every small and great thing is recorded”. (Q.S Al Qamar : 53).

حَدَّثَنَا مُؤَمَّلٌ قَالَ: أَخْبَرَنَا الْوَلِيدُ ح. وَحَدَّثَنَا الْعَبَّاسُ بْنُ الْوَلِيدِ بْنِ مَزِيدٍ قَالَ: أَخْبَرَنِي أَبِي، عَنْ الْأَوْزَاعِيِّ، عَنْ يَحْيَى بْنِ أَبِي كَثِيرٍ قَالَ: أَخْبَرَنَا أَبُو سَلَمَةَ. يَعْنِي ابْنَ عَبْدِ الرَّحْمَنِ- قَالَ حَدَّثَنِي أَبُو هُرَيْرَةَ قَالَ: "لَمَّا فَتَعَتْ مَكَّةَ قَامَ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ فَذَكَرَ الْخُطْبَةَ، خُطْبَةَ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ: فَقَامَ رَجُلٌ مِنْ أَهْلِ الْيَمَنِ يُقَالُ لَهُ أَبُو شَاهٍ فَقَالَ: يَا رَسُولَ اللَّهِ اكْتُبُوا لِي، فَقَالَ: اكْتُبُوا لِأَبِي شَاهٍ" (رواه ابو داود)

Mu'ammal told us from Walid and Abbas bin Walid bin Yazid: it was told to me about Auza'y, from Yahya bin Abi Kathir said: Abu Salamah told us about

Abdurrahman - From Abi Hurairah ra said: "When Fathul Makkah the Prophet SAW stood up, then he mentioned the Prophet's sermon, then he said: then stood a Yemeni man named Abu Syah. Said the people: "O Messenger of Allah, write for me, then he said: write for Abi Syah." (H.R. Abu Daud).

Among the four language skills learned in classrooms, the most challenging skill to master is writing. The ability to convey the views or opinions of the writer clearly and effectively requires specialized skills. These skills can only be accomplished if a student masters those writing strategies, such as how to get ideas on what she's going to write about how to articulate them in a sequence of words, how to arrange them chronologically and coherently, and how to review and then review the composition until the writing is well-built.¹⁶

In writing process, there are several models of the process in the writing sentences. The writing method is a structured writing technique that involves prewriting, drafting, revising, editing and publishing.

1) Pre-writing¹⁷

Prewriting is what you do before you write your draft paper. It includes thinking, writing notes, talking to others, brainstorming, describing and gathering evidence (e.g. interviewing people, researching in the library, assessing data). Prewriting the exploration of free subjects, selection of topics, and the beginning of collecting and organizing data before printing. Although prewriting is the first activity where ideas are produced, it is an activity that takes place during the writing process.

¹⁶Ratnasari. 2010. *Improving Students writing skills by using peer editing strategy in the writing process at the 4th semester of UMM*, Unpublished Thesis, Postgraduate program of Islamic University of Malang

¹⁷Utami Dewi. 2013. *How to Write*. Medan: La Tansa Press. P. 11-23

2) Drafting

Drafting occurs when you write your ideas into sentence and paragraphs. Here you concentrate upon explaining and supporting your ideas fully. Here you also begin to connect your ideas. In this stage, don't pay attention to such things as spelling at this stage. In a first draft, you are attempting to capture your essay's meaning and get it down on paper. In this way, you are attempting to draw out the essay's concept. A first draft is often the skeleton of the paper, it contains the overall structure, but may lack a clear theme, language, and paragraphs development. Drafting also getting writer's ideas down on paper in roughly the format a writer intend.

3) Revising

Revising is the key to effective documents. Documents are central to reading. At this point you are in the process, making each sentence as short and accurate as possible. Make connections between ideas explicit and clear. Revise, correct major mistakes and improve the form and content of writing.

4) Editing and proofreading

There are broad proofreading categories: (1) search for items like grammar, spelling (2) check the details include the data accurately (3) validate readability. Make sure that each word is legible after you have written your final draft. Polishing the prose, correcting and proofreading, addressing syntax, spelling and mechanical mistakes.

5) Publishing

Publishing is the last step of the writing process. Depending on the piece you are working on this means various items such as bloggers need to import, format and publish their finished work or compose sharing writers.

According to Georget and Wigell, Genre of writing is an approach to teach writing which focuses on creating authentic writing in school. There are nine genres of writing, namely : Narrative Text, Recount Text, Report Text, Procedure Text, Discussion Text, Explanation Text, Exposition Text, Anecdote Text, Descriptive Text.¹⁸

According to Hughey (1983) In order to assess how well the writing is as an evaluator, the instructor must have the correct concept in writing to measure the writing job properly. There are five components to writing assessment as follows: (a) Material; the content score relies on the students capability to write their ideas and knowledge in the form of logical sentences. (b) Organization; the organization relates to the capacity of students to write their thoughts and knowledge in such a strong logical order on the subject, and the supporting sentences are clearly defined. (c) Vocabulary; Vocabulary depends on the students ability in using words or idioms in writing to logically express ideas. (d) Use of the language; use of the language refers to the ability to write sentences either simple. Complex or compound sentences are correct and logical. It refers to the ability to use the phrase arrangement and some other words, such as the noun, the adjective, and the signal. (e) Mechanism ; The score for mechanism depends on the

¹⁸Georget and Wigell, 2008. *Making Sense of Funtional Grammar*, Sydney: Gerd Stabler,p. 102

students' competence to write spelling, punctuation, capitalization and hard writing whether or can not be

So, from the explanation above, it can be concluded that writing is process to transferring ideas and thoughts into written form which needs some steps to be done. writing is a way to express the idea or opinion through simple sentences.

3. Expository Text

Exposition means a type of oral or written discourse that is used to explain, describe, give information or inform. Purose of exposition text is to persuade others to think about an issue from a particular point of view. It usually presents only one side of an argument and give evidence to support that viewpoint. Forms of expositions include advertisements, letters to the editor, debates, arguments, pamphlets and posters.

Gangal states that expository writing is used to explain or give information about a topic. It develops the topic using information and various examples .¹⁹According to Gangal, it is important to know how to write. In writing an expository writing, it is needed to make sure that the topic should be developed with suitable example, the paragraph should be written in one point, supplied with the maximum possible information and various examples, begun with some appropriate anecdote and ens it in an interesting manner.

Tuchman (2005) states that in writing an expository composition it is needed to identifies and stays on the topic; develops the topic with simple facts, details,

¹⁹Gangal, J.K. 2008. *Competitive English for Professional Course*. New Delhi : S. Chand & company LTD. P. 333.

examples, and explanation; excludes extraneous and inappropriate information; uses structure such as cause and effect, acronology, similarities and differences; uses several sources of information and provides a concluding statement.²⁰

Oshima and Hogue (1988:55) point out that expository is used to explain the things. Expository is explanation or instruction, it is the term for the kinds of writing which is used to explain facts or ideas and it brings about an understanding of something.

There are two kinds of exposition text, namely ; analytical exposition and hortatory exposition:

- 1) Analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. To make the persuasion stronger, the speaker or writer give some arguments as the fundamental reasons why something is the case. This type of can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. Anlytical expositions are popolar among science,academic community and educated people.According to Siahaan (2008:51) states definition of analytical exposition (analysis text) is about the truth of a fact of a certain object, it is written to expose the truth of the fact. In this case, it is just to persuade them to believe it.²¹
- 2) Hortatory expositionis a type of written text or spoken that has social function and it is intended to explain the listener or the reader that something

²⁰Tuchman, Kathy. 2009. *Curriculum Design for Writing Instruction*. California : Corwin Press. P. 10

²¹Sanggam, Siahaan. 2008. *Generic Text Structure*. Yogyakarta : Graha Ilmu.

should or should not happen or be done. To strengthen the explanation, the writer needs some arguments as the fundamental reasons of the given idea. Hortatory exposition text can be found in scientific books, journal, magazines, newspaper, articles, academic speech, research, report, etc. Furthermore, hortatory exposition ends with recommendation and it is usually called a suggestive arguments. A hortatory exposition is intended as persuasive communication and it is a powerful tool that is useful throughout life in all types of situations. Hortatory exposition text is a type of text which made to persuade people (readers) that something should or should not be that case. Hortatory exposition can be practically be said as suggestive arguments.²² This text belongs to argumentations, which is a process that involves reasoning , evaluation, and persuasion. The most important part of this text is the arguments, because tha writer has to describe and explain the case by giving evidences, factual data, and example to make the reader believe what they read.²³

In expository text there is a standard writing stucture so that the readers can distinguish from other types of text. The generic structure of expository text as follow :²⁴

- 1) Thesis.

²²Pardiyono. 2007. *Pasti Bisa! Teaching Genre-Based Writing : Metode Mengajar Writing Berbasis Genre Secara Efektif*. Yogyakarta : Andi Press. P. 215

²³Knapp, P., Watkins, M. 2010. *Genre, Text, Grammar-Technology for Teaching and Assesing Writing*. Sydney: Universitas of New South Wales. P. 187

²⁴Maxmenroe.2020. *Text Eksposisi* (<https://www.maxmanroe.com/vid/umum/text-eksposisi.html>)

Thesis is a introduce a statement of opinion from the author about the topic or problem discussed.

2) Arguments.

Argument is Reasons that support or strengthen the opinion in thesis.

3) Reiteration/recommendation.

Reiteration/recommendation is restates the opinion and suggestion from author in the thesis so that the reader can understand the text. Usually reiteration is part of the conclusion of a text.

In expository text there are several language features, they are²⁵ : (1) modals. (2) action verb. (3) thinking verb. (4) adverb. (5) adjective. (6) simple present tense.

Exposition text has different characteristics from other types of text. The characteristics of expository text as follows :²⁶ (1) Submission of information is done in a concise, accurate and easily understood by readers. (2) The writing style used in this text is persuasive, informative, or inviting others. (3) Explanation of information in this text is presented in a straightforward manner using standard language. (4) Submission of information in writing is objectives, impartial and based on concrete evidence. (5) The factual information provided is used as a means of concrete and contribution.

From the definition above, it can be concluded that expository text is a text that discusses about hot issues around us from the author's point of view.

²⁵Georget and Wigell. 2008. *Making sense of functional Grammar*. Sydney : Gerd Stabler. p. 102

²⁶Maxmenroe.2020. *Text Eksposisi* (<https://www.maxmanroe.com/vid/umum/text-eksposisi.html>)

Expository text used to explain information and knowledge or express ideas in a concise, accurate manner, and easily understood by everyone who reads it.

B. Types of Error in Writing Expository Text

To know the types of errors, an analysis process is needed. There are four types of errors based on linguist's views. Other types of mistake based on error taxonomy were suggested by Dulay et al. They are: error of omission, error of inclusion, error of misformation, error of misordering.²⁷

1) Error of Omission

Error of omission is the absence of an item to appear. "Errors of omission where some element is omitted which should be present." The learner omits the item which should appear in the correct wording. "Omission has two types of morphs that are more omitted than others. They are content morphs and grammatical morphs." Content morphs are morphs that have meanings such as nouns, verbs, adjectives, adverbs. Example: Nagita is an actress

From the explanation and example above the word Nagita and the actress are content morphs because Nagita and the actress are noun and have a major meaning. Words *is* and *are* grammatical morphs, because they are auxiliaries verb and article, and they also have a minor meaning in that sentence.

2) Error of Addition

²⁷Dulay Burt and Krashen. 2011. *Language two*. New York : Oxford University Press. p.154-163

Addition is the opposite of the omission. Addition error is the existence of an object that does not exist in well-formed expressions.²⁸ In addition, learners add a word that is not required in a sentence, or learners add any needless aspect.

For example: She doesn't studied yesterday

From the example above, the learner wants to tell that "she doesn't study yesterday". She needs to use the past verb, but she puts two items for the same features; she doesn't and studied.

3) Error of Misformation

Misformation errors were characterized through the use of the incorrect morpheme or structure. In other words, although it is incorrect, the mistake of using one grammatical form in place of another grammatical form or the learner supplies something. For examples:

- It is an book.

This sentence should be "It is a book"

- I doesn't know him

It should be: "I don't know him"

- She has hard working

It should be: "She is hard working"

²⁸Rod Ellis. 2015. *The Study of Second Language Acquisition*, 2nd Edition, New York: Oxford University Press, p. 52

From the examples above, it can be concluded that the students still do not understand of the simple present tense rules. They only write the word without notice on the context. Therefore, they sometimes use wrong word.

4) Error of Misordering

This type of error is characterized by the incorrect placement of a morpheme or group of morpheme in a well-formed writing. For example :

- My sister have face oval. It should be : My sister has an oval face.
- She is name Putri. It should be : Her name is Putri.

Based on the examples above, it shows that this type of error is characterized by putting the word in incorrect placement in a sentence.

C. Process of Making Error in Writing Expository Text

The teacher can grasp how the learner made the mistakes by identifying the causes of error. Four causes of error occur, according to Brown; interlingual transmission, intralingual transfer, learning meaning, and communication techniques:²⁹

(1) Interlingual transfer also known as the shift of the native language since the mistakes are caused by the first language of the learner. As Brown noted, "The early stages of learning a second language are particularly vulnerable to or interference with interlingual transfer from the native language." The second language is common with the learner, the native language is the only language

²⁹Sunardi Hasyim. 2010. *Error Analysis in the Teaching English*. Volume 4, number 1. P. 45

structure learned by the learner. Because of this fact, it is easier for the teacher to interpret the students errors if the teacher is familiar with the first language of the learner. For examples, yesterday, I had breakfast and then I went to the zoo. The sentence supposed to write, I had breakfast and then I went to the zoo yesterday. In order to detect an interlingual mistake, the researcher can translate the grammatical form of the word or sentence of the students into the first language of the students to see the resemblance. From the sentence above, it can be known that the student didn't put had and didn't change go to went because there's not rules in students first language.

(2) Intralingual Transfer: the key component in second language learning. In this step, rather than the transition itself the errors come from partial learning. Intralingual errors occurs as a result of the effort by learners to acquire the principles and hypotheses of the target language from their limited familiarity with it. Because of this, learners can make errors in many ways. On the other hand, the errors is the result of the learner's concept of defects and hypotheses in learning the second language. Example: "She is going on the market"

From the case above, negative intralingual conversion or overgeneralization is performed by the learner. The learner learns about the rules of the simple past tense itself after learning the simple past tense above; he/she knows that the rules of the simple past tense use verb two by adding -ed, but she/he make wrong concept and hypotheses because the partial learning. The verb go doesn't become good, but went the learner doesn't know that there are irregular and regular verb. In short, the example above proves that overgeneralization or negative

intralingual transfer is done by the learner because the learner overgenerates the rules in wrong concept.

(3) Context of learning is the source of error that comes from the teacher, the situation in the class, and also from the textbook. “Context refers, for example, to the classroom with its teacher and its material in the case of school learning or the social situation in the case of untutored second language learning.” The teacher or a textbook can be one of the sources of errors that made by the learners in the classroom. It is caused by the learner make faulty hypothesis about the language. The learners often make error because of misleading explanation from the teacher, the faulty presentation of the structure in textbooks, or the concept of item that is memorized by drilling but its not proper with the other context.

(4) Communication Strategies :Learners must have their own strategies in language learning to enhance their message across, but these techniques can be the source of errors. “A communication strategy is the conscious employment of verbal or nonverbal mechanisms for communicating an idea when precise linguistic forms are for some reason not readily available to the learner at a point in communication.” Communication strategies caused by the learners learning techniques. To sum up, there are some sources that may lead errors in learning target language. Those sources may come from the interference of native language to the target language, the lack of competence of the target language, the learning environment and personal learning strategies.

D. Reasons of Making Error in Writing Expository Text

Based on Hourani's statement (2008:42) there are three reasons that influence students making errors in their writing, they are such as : (1) Language transfer ; is a process transfer information about language from source language to target language. According to Hourani "These errors could systematically be found at the beginning of second language learning. Since the learner is a beginner, he tends to rely on a great deal of transfer from his mother language". It means that when the beginner began their practice in using language, they would be make a error in their practice. Moreover, their teacher using mother tounge to explain the material. If the teacher did not changes their method, their students could not practice English well and they still mix their language. (2) Teaching method; is very important and influence the development for students because the method influence students to get the material especially in English class. Moreover, if the teacher can create interesting media and make fun condition. The students would be enjoy in the class but if the teacher can not manage their class the students would be confuse and make error in their duty. (3) Lack of teaching practices; is a one of factors of that made by students because if students did not have habit to write essay in their home possibility they unusual with new words, the structural of language, and the organize the sentences. Then, students just practice to write essay when the teacher gave them homework or duty but the result of their duty still far from teacher's expected. This statements was supposed by Hourani's research he said "Lack of writing activities may lead to weakness in the writing skill as a result a lot of errors in students essays will occur". This statement has been tested by several language experts. Therefore, we can conclude if students seldom to practice write essay, the error problem of students would be occur.

E. Related Study

Sari,³⁰ conducted a research about *An Analysis Of Past Tense Errors Students' In Writing Narrative Texts Of Eleventh Grade Students At Mas Pab 2 Helvetia*. The purpose of this research is to decide whether students make errors and to recognize the types of errors in made by MAS PAB 2 Helvetia students in learning Simple Past Tense in writing narative text. The description of this study's error forms was based on Dulay. The researcher used the qualitative analysis approach in this report to explain the errors of students and analyze the data. The eleventh grade students of MAS PAB 2 Helvetia, 2017/2018 Academic Year are a sample of this research. IPA Class XI was consisted of 31 students.

Noviyanti,³¹ conducted a research about *An Analysis On Students' Grammatical Errors In Writing Descriptive Paragraph*. This analysis was done in a detailed paragraph to examine and describe the forms and causes of grammatical errors of the student. Based on Corder's principle, the mistake was graded. In addition, the aim of this analysis was to figure out the frequency of descriptive paragraphs in prose. In this analysis, the approach used was qualitative. A case study was the qualitative design incorporated in this study. In addition, second year students of 8.8 were the subject of this report. 30 students were taken by the writer as a reference. The knowledge was obtained by research.

³⁰Indah Purnama Sari. 2018. *An Analisis Of Past Tense Errors Students' In Writing Narrative Texts Of Eleventh Grade Students At Mas Pab 2 Helvetia*. Medan.

³¹SantiNoviyanti. 2013. *An Analysis On Students' Grammatical Errors In Writing Descriptive Paragraph*. State Islamic University SyarifHidayatullah. Jakarta.

Effendy,³² *analyzed the error made by students in writing descriptive text*. In his research, he analyzed the erroneous of the sentences which are taken from the composition of the writing descriptive text made by the student. The researcher divides the finding into six stages. These are the types of lexical errors, the syntactic errors, the discourse errors, the magnitude of each errors, the dominant errors, and the source of errors. In the types of lexical errors, he analyzed incorrect spelling, false friend (similar in form) and code switching (use Indonesian word). In the form of syntactical errors, the pronoun was examined, be, plural, using the verb tense. In this research, he does not concentrate on one subject. As a result, 137 errors were reported, divided into three major groups, namely lexical errors, syntax errors and speech errors.

Lestiani,³³ *focus on analyzing the grammatical errors made by the students in writing descriptive text*. The aim of her study was to describe the types of errors using simple present tense in writing descriptive text and to find out the percentage of error types using simple present tense. Some techniques have been used to analyze the data, identify the error, classify, describe, correct and calculate the percentage of the error. In which, she was found that the highest percentage of error was misinformation.

³²Effendy, (2014). *An Error Analysis in Writing Descriptive Text Made by 8th Grade Students of SMP Al-Islam Kartasura in 2013/2014 Academic Year*. Surakarta: Universitas Muhammadiyah

³³Lestiani, (2014), *An Error Analysis of Using Simple Present Tense in Descriptive Writing of The Tenth Grade Students of SMA 1 Gebog Kudus in Academic Year 2013/2014*, Kudus: Universitas Muria

CHAPTER III

RESEARCH METHODOLOGY

A. Research Setting

This research will be use qualitative research because the purposes is to describe the students errors in writing expository text. This research will be conducted at the researcher's house, Langga Payung, Labuhanbatu Selatan. The subjects in this research are the students at the eleventh grade of Senior High School at MAS Darul Falah, Langga Payung, Labuhanbatu Selatan. The location at Langga Payung, Labuhanbatu Selatan. The researcher chose this location because the students can not do the learning process at the school because of Covid-19, so learning process doing by online learning from home.

B. Data and Data Source

The data of this research are sentences that found out from the students at eleventh grade. This research will be conducted by snowball sampling. Snowball sampling is a sampling process for data sources that originally ranged from small to large. This has been done because many data sources have not been able to provide complete data. The researcher chose the students at the eleventh grade because some reasons : (1) The researcher found the students problems in writing expository text, especially in writing structure of expository text. (2) The same problems of researcher has never been conducted.

While the data sources will take from the students and document because the students is the important subject as a source of data and document is a result of the students in written form.

C. Research Method

This research will use qualitative research. As Bogdan and Biklen state that qualitative is descriptive that data collected take the form of words or pictures rather than a numbers.³⁴So that the writer presented the data collected in words rather than numbers.Descriptive qualitative analysis that refers to the problems of errors frequently found in the writing of students. This research may be referred to as a descriptive study since the data is presented using terms that suggest its state.³⁵

Qualitative analysis is defined as knowledge by verbal explanation. This suggests that by explaining, defining and interpreting the text, the analysis data has been processed. Descriptive analysis indicates that the material from the report has been identified or clarified. Qualitative analysis is a study that explains and analyzes behaviors, events, social practices, belief, attitude, expectations and individuals that think either independently or as a group.³⁶

Qualitative is technique of analysis data. According to Strauss and Cobin, qualitative research is intended as a type of research where results are not obtained through statistical procedures or other forms of arithmetic.In this case, the aim of

³⁴Robert C. Bogdan and Sari Knopp Biklen. 2007. *Qualitative Research for Education an Introduction to Theories and Methods*. Boston: Pearson. p. 5

³⁵Suharsimi Arikunto. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, p.1

³⁶Umar, (2016), *An Analysis of Errors on The Using Simple Past in Writing A Narrative Text*, Vol. 10 No.1 Maret 2016, p.22

this study is to identify the errors most commonly found in student exhibition writing and performed under the natural conditions of the classroom learning process.³⁷

According to Salim and Syahrums, the qualitative analysis approach is a form of research that does not use mathematical or quantitative methods in its discovery processes. Qualitative analysis is a method of research that does not analyze data using statistical procedures. The researcher tends to provide precise explanations in a qualitative analysis to examine and present what has been discovered.³⁸

D. Technique of Collecting Data

In getting the data, the researcher use writing test, to construct the writing test the researcher follow the following procedures : 1) conceptual definition, 2) operational definition, 3) writing specification, and 4) making calibration.³⁹

1) Conceptual definition

Writing expository text is a process to discusses about hot issues around us from the author's point of view. Expository text used to explain information and knowledge or express ideas in a concise, accurate manner , and easily understood.

2) Operational definition

Writing expository text isthe result of the students in putting his ideas into written form.

³⁷Strauss and Corbin. 2015. *Basic of Qualitative Research Fourth Edition*. London: SAGE Publications, Inc

³⁸Salim and Syahrums.2016. *Metodologi Penelitian Kualitatif*. Bandung: Cipta pustaka Media, p.41

³⁹Heri Retnawati. 2016. *Analisis Kualitatif Instrument Penelitian*. Yogyakarta : Parama Publishing. p. 6-7

3) Writing specification

In this case, the students writing expository text based on generic structure that consist of thesis, argument, and reiteration.

Table 3.1 Specification of Writing Test⁴⁰

Indicator	Language Skill and component	Types of Test	Description Items of Test
The students are competent in writing expository text correctly based on generic structure, consist of thesis, argument, and reiteration.	Writing	Essay	Writing expository text based on generic structure

4) Making calibration

In this case, the researcher use face validity and content validity. The researcher asks the students to write an expoitory text. In the first paragraph is thesis, the students introduce a statement of opinion about the topic. Second paragraph is argument, the students write the reasons that support the opinion in thesis. And third is reiteration, consist of suggestion and conclusion. The

⁴⁰Chase,C.I. 2014. *Contemporary Assessment for Educators*. New York : Longman

researcher will give 60 minutes to write an expository text and they can write an expository text based on topic that they choose. When the students finished their writing, the papers collected and then the writer checked in the incorrect words.

E. Technique of Analysis Data

In this research, the researcher used written text from the students to find out the students errors in writing expository text. This data will be analyze by use technique from Miles and Huberman.⁴¹ Qualitative data analysis consists of three components that constitute concurrent flows and activity : data reduction, data display, and conclusion drawing and verification.

- 1) Reduction ; Data reduction is a process for selecting, focusing on simplifying, abstracting and transforming data that appears in the written fields of notes or transcripts. This means that researchers have to reducing the data, summarize and pick the main data by concentrating on what counts. First the researcher selects and summarizes the appropriate documents and then encodes the data. This was done through the coding process, the labelling process and segmenting units of meaning into descriptive inferential information collected during the study. The purpose was to help the researcher in organizing and classifying the data. The process of coding as follow: The data were carefully read and the data that related to the objectives of the study were identified and selected.
- 2) Data Display ; The second, researcher analyze the data display. In this research the data are presented in the form of table and descriptions. The

⁴¹Miles and Huberman. 1994. *Qualitative Data Analysis*. London New Delhi : Sage Publications. p.10-11.

researcher classify and display the data about the students' errors in writing expository text.

- 3) Conclusion Drawing and Verification ; The last step of the study will lead to the conclusion and verification. In this step, the author takes the meaning from the data in the show. The first conclusion inference is only temporary and it will change until there is strong evidence to justify the next step of data collection. The author has tested the validation of the data using a triangulation technique. According to Miles and Huberman, triangulation is a technique for checking the confirmation of the usage of multiple sources and modes of proof. Finally, in this phase the researcher will obtain the results and conclusions of the study..

F. Technique of Establishing Trustworthiness

To fulfill trustworthiness, the researcher used triangulation. Triangulation is used in this research as a protocol or procedure to seek stronger accuracy, employ cross-referencing or demonstrate verification of data. Triangulation can be divided into four types, data source triangulation, investigator triangulation, theory triangulation and methodological triangulation. In this case, the researcher used data source triangulation. Data source is the subject of the research from where the data can be obtained. Data source is the important thing in conducting research. Thus, data source is the substance where the researcher will get information that is required. In source triangulation, the researcher uses many source or participants to get the accuracy of data.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the the findings of the research and the discussion of the research. The research findings show the data obtained from the test result in order to see the errors made by the eleventh grade students of MAS Darul Falah in writing exposition text. The discussion contains of the description and interpretation of the research findings. It based on the analysis of data collected.

A. Research Findings

After collecting the data from the test , the researcher found some errors made by the students in writing expository text. There were eleven errors found in the students writing expository text, including errors of auxiliary verb, errors of subject, errors of conjunction, errors of article, errors of misformation, errors of misordering, errors of preposition, errors of singular and plural, errors of possessive adjective, errors of lexical, errors of capitalization. As follows :

1. Types of Errors

a) Errors of Auxiliary Verb

Auxiliary verb is help the main verb to describe an action on sentence. Auxiliary verb occur before main verb and quality the main of the verb. Based on the data, the researcher found that there was some students omit auxiliary verb and made mis-formation auxiliary (*tobe*) on the sentence. There was 6 students made an errors of auxiliary verb. Errors of auxiliary verb occurs when the students omitted *to be* on sentence and They are mis-information of auxiliary

verb because of using the incorrect auxiliary verb (*to be*). This findings can be seen from the following data :

“Social media are a medium for socializing with each other”. This means that the student used incorrect auxiliary verb, students made mis-formation *tobe* “are” on sentence. The students made errors because she thought that social media is plural, so that’s why she put *tobe* “are” on the sentence. An errors occurred because she was influend by Indonesian language (mother tongue), in indonesian language there is no term that discusses about plural or singular. So it should be replaced to *“Social media is a medium for socializing with each other”*. (S1/GE/Tobe/Present/ PL)

“It not only for interaction with other people”. This means that the student ommited *to be* on sentence. On the sentence there must be subject and verb or to be. On this sentence *“It”* was the singular subject, so it needed auxiliary *“is”*. The students made errors because she does not realize that in particular form, *to be* must be presence in the sentence. An errors occurred because she does not known that in present tense if the subject is singular so, it use *to be* *“is”* and in indonesian language there is no *to be* on singular subject, so that’s why the student does not put auxiliary verb (to be) on the sentence. It should be replaced to *“It is not only for interaction with other people”*. (S6/GE/Tobe/Present/Aux)

“he have to master English”. This means that the student used incorrect auxiliary verb, students made mis-formation auxiliary (*tobe*) “have” on sentence. On present perfect tense, there are two auxiliary namely have and has and also past participle (V3). If the subject I, you they we, it use to be *“have”*. But if the subject is singular she, he, it, so it should use *tobe* *“has”*. The student made

errors because she does not know the use of auxiliary have and has on the sentence and errors occurred because the student does not know about present perfect tense and structure in English. So, it should be replaced to “*he has to mastered English*”. (S4/GE/Tobe/PPT/Aux)

So, it can be inferred from the data explanations above that the students have a problem in this types because auxiliary verb errors induced by user mother-tongue interference (interlingual errors) because Indonesian is distinct from English and grammatical rules do not apply. The students prefer, however to apply their native grammatical rules. And there are six students who made an auxiliary errors, but researchers only placed the data of three students on the above description.

b) Error Subject of Ommision

Subject is a part of a sentence that contains the person or thing performing the action (or verb) or being described in a sentence. A sentence must have subject and verb that agree in number. Every sentence have one subject and one verb. Subject of the sentence is the noun that is doing or being something, verb is carrying out the action or linking the subject to futher information. If the subject is singular, the verb must be singular. If the subject is plural, the verb must be plural as well.

Error of omission is the absence of an item that should appear. “Errors of omission where some element is omitted which should be present.” The learner omits the item that should appear in the good utterance. “Omission has two types of morphemes that are omitted more than others. They are content morphemes

and grammatical morphemes.” Omission error occurs when the students omitted a necessary element of word.

Based on the data, the researcher found that there was some students omitted subject and made two verb on one sentence. There are three students made an errors of subject. Every students made different errors on writing subject. The findings can be seen from the following the data :

“...and is done online which allows human to interact with each other”. This means that after connector the student did not make subject but directly make verb. Actually, in the sentence should have subject and verb, but the student does not make the subject. After connector it should put subject “it” and following the verb. The student made errors because she think that after connector is needed subject again because subject there was in the first sentence “social media”. The errors occurred because she does not where the subject will be used, so it is make her writing errors and also she does not know to arrange the correct sentence. So, it should be replaced to “...and it is done online that allows people to interact with each other”.(S1/PN/Subject)

“so, knowing and studying English will benefit our lives”. This means that the student omitted the subject, she did not write subject on the sentence. She think that “knowing and studying” was subject, but actually is not subject. The student should made subject and after that following auxiliary verb, that is “will”. So, the students should made subject “it” on the sentence. Errors occurred because she does not put subject and she think that in the beginning of sentence was subject . So, it should be replaced to “so, knowing and studying English it will benefit our lives”.(S10/PN/Subject).

“English is one of them is an international language”. This means that the student wrote two verb in one sentence. But as we know that sentence consist of one subject and one verb, that’s why the sentence is incorrect, it should made one subject and one verb. The student also made pronoun after verb, while subject is already at the beginning of the sentence. So, it is not needed anymore. The student made errors because she did not know the the rules of making sentence. She was influend by Indonesian language (mother tongue), she was translate the sentence from indonesian to English. The errors occurred because the student does not understand that the rules of making sentence should have one subject and one verb. So, it should be replaced to *“English is one of an international language”*.(S7/PN/Subject)

c) Errors of Connectors

A connector is a little word used to join together two or more clause, phrase or single word. When there are two clauses in an English sentence, it must be connected the most appropriate connector in order to write a good sentence. Types of connectors is devided into three, coordinate connectror, subordinate connector, and correlation connector. Therefore the connector is very important because the function of connectors are make connection between ideas so the reader can be easy to understand what the writer express in their writing.

Based on the data, the researcher found that there was some students ommited connector and mis-formation connector on sentence. There are four students made an errors of connectors. Every students made different errors on writing connectors. The findings can be seen from the following the data :

“...,, can improve the economy by private tutoring or teachers and working in large companies”. This means that the student omitted connector that must be appear to connect one sentence to other. In this sentence there are three items but student does not put connector to connect the sentence before. It should made connector after comma. The appropriate connector that must be used in this sentence is “and” to add other ideas. The errors occurred because the sentence with too much comma splice, so it made student confuse where the connector conjunction will be put down. So it should be replaced to “...,, and can improve the economy by private tutoring or teachers and working in large companies”. (S7/Conn/CC)

“so, knowing and studying English will benefits our lives”. This means that the student omitted connector that must be appear to connect the sentence but student does not make connector. The sentence must be connected by connector to make it correct. The appropriate connector that must be used in this sentence is “for” because the function of connector “for” is to explain the reasons or purpose (just like ‘because’). The errors occurred because the student does not know where the connector will be put down. So it should be replaced to “so, knowing and studying English will benefits for our lives”. (S10/Conn/CC)

“plus, learning English will make travelling easier”. This means that the student use mis-formation errors (the wrong form) in writing connector. The students made errors because she does not know what kinds of conjunction, one of them are conjunction adverb which means addition. This conjunction is used to connect the second independent sentence which is the addition of information to the first independent sentence. Conjunctive adverb consists of also, beside,

furthermore, moreover etc. The sentence must be connected by correct of connector. The appropriate connector that must be used in this sentence is “*furthermore*”. The errors occurred because the student translate the sentence in Indonesian form into English. So, the student was influenced by Indonesian language (her mother tongue). It should be replaced to “*Furthermore, learning English will make travelling easier*”. (S10/Conn/CA)

d) Errors of Article

Articles are the word ‘a’, ‘an’, and ‘the’. They define whether something is specific or un specific. There are two types of article namely: Definite article (the) it define its noun as something specific and indefinite article (a, an) they define their noun as something unspecific. Based on the data, the researcher found that there was some students made errors in writing definite article but in fact it is not definite but indefinite . There are three students made an errors of definite article and indefinite article. Every students made different errors on writing article. The findings can be seen from the following the data :

“*English is the International language*”. This means that the student made error in writing article, the student should omitted the article definite than replaced to article indefinite ‘an’ because article ‘an’ is used for singular noun that start with a vowel and article should not be followed by uncountable nouns. The students made errors because she does not know the use of article that appropriate on the sentence. Article ‘the’ is only used with singular or countable nouns while ‘an’ it just followed by uncountable nouns. Errors occurred because she does not know the differences in using article definite ‘the’ and indefinite ‘a, an’ on

sentence. Article 'an' is used for singular noun that start with a vowel. So it should be replaced to "*English is an International language*".(S2/Art/Definite)

"*it is an unik between countries*". This means that the student made error in writing article, the student should ommitted the article indefinite 'an' than replaced to article 'a' because article 'a' is used for singular noun that starts with consonant sound (although it was written as a vowel). The students made errors because she does not know the use of article that appropriate on the sentence. Article 'an' is used for singular noun that start with a vowel. While article 'a' is used with consonant sound (pronunciation), for example 'a unique' it is read *yu-nik*, so it is starts with a consonant 'y'. Errors occurred because she does not know the differences in using article indefinite 'a and an' on sentence. Article 'an' is only used for singular noun that start with a vowel. So it should be replaced to "*it is a unique between countries*". (S3/Art/Indefinite)

"*So, study the english language earnestly and happily*". This means that the student made error in writing article, the error takes place when articles should not present on the sentence. The student should ommitted the article definite 'the', it should not appear on the sentence. The student made errors because she does not know the use of article that appropriate on the sentence. Article 'the' is only used with singular or countable nouns while 'an' it just followed by uncountable nouns. Errors occurred because she does not know the differences in using article definite 'the' and indefinite 'a, an' on sentence. So it should be replaced to "*So, study english easily and happily*". (S2/ Art/Definite)

e) Misformation of noun

Error misformation uses the wrong form of a morpheme in a structure. Misformation errors are characterized by the use of the morpheme or structure of unacceptable forms. In other words, although it is incorrect, the mistake of using one grammatical form instead of another grammatical form or the learner supplies something. There are three categories of errors in misformation, namely: errors in regularization, archi-forms, alternating form. There are 2 students who have made an error in misformation. In this case, some of the students who made this errors because they did not know how to make a good sentences. This findings can be seen from the data below:

“If we want and mean it”. This means that the students chose the wrong words whose meaning did not appropriate with the sentence. Students have made errors to choose an inappropriate word to interpret their individual meaning and they did not use an appropriate word to express their meaning. This sentences is misformation of vocabulary use. This errors occurred because the students do not know the use of to infinitive. So, It should be replaced to *“If we want to do it”*. (S2/ MF/Phrase)

“Almost all the best university in the world will make English as the main requirement for applying”. This means that the students chose the wrong verb whose meaning did not appropriate with the sentence. Students have made errors to choose an inappropriate verb to interpret their individual meaning and they did not use an appropriate word to express their meaning. This errors occurred because lack of vocabulary use, wrong verb occur when the student used the wrong verb tense in a certain sentence. So, It should be replaced to *“Almost all the*

best university in the world will use English as the main requirement for applying". (S9/ MF / Phrase)

From the data above, it can be concluded that the highest frequency of misformation errors were placed on the using of sentence structure, it was showed that the students used the wrong structure or grammatical in their sentences. In addition, the student often made the wrong of choosing the word on their sentences

f) Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. Error of ordering is the error where the items presented are correct but wrongly sequences. As a matter of fact, misordering happened since the learners placed or ordered a few words incorrectly in their sentence. Based on the data, this error occurs when a sentence loses a part of word or more. There are 2 students made an error of misordering, the total error of misordering were 3 errors. In this case, some of students who made error in this type because they did not know make a good sentences. This findings can be seen from the following data :

"Media social.. ". This sentence means that In misordering the head noun, the students appeared to make errors because they did not understand the structure of the head and the noun word modifier. It should be mentioned that error construction happens on the incorrect noun phrase of the form. Since the quantifiers were in the wrong position, the student made errors. The student

positioned the quantifier in the wrong place. Errors occurred because she was influenced by Indonesian language (mother tongue). So, it should be replaced to “*Social media..* “. (S1/ MO/ Phrase)

“... *talk private with friends*”. This means that the student misordered the word “*talk*” and “*private*”. It seems that the student cannot perform the right formation process. She might want to say ‘*bicara pribadi*’ which is ‘*private talk*’. The error construction occurs on incorrect form noun phrase. The students tended to make errors in misordering of head noun because they did not understand the structure of the head and modifier of noun phrase. Errors occurred because she was influenced by Indonesian language (mother tongue). So, it should be replaced to “... *private talk with friends*”. (S5/ MO/ Phrase)

g) Errors of Preposition

Preposition is a word used to link nouns, pronouns, or phrases to other words within a sentence. They act to connect the people, objects, time, and locations of a sentence. Prepositions are usually short words, and they are normally placed directly in front of nouns. In some cases, you will find preposition in front of gerund verb. One type of errors frequently made by student are grammatical errors, including the use of prepositions such as ‘*in*’, ‘*on*’, and ‘*at*’, ‘*to*’ describe adverb of time and place. Preposition shows the relationship between noun or pronoun and verb, an adjective, or another noun or pronoun. As English language learners, student need to know how to construct a correct sentence, including how to apply preposition in it. There are 5 students made an error of preposition, the total of error were 3 errors. This findings can be seen from the following data :

“... the official language in nearly go countries as around the world”. This means that the students used the wrong preposition of the sentence structure. The student made errors by putting unnecessary preposition “in” on the first preposition. Whereas it should not be appeared in a sentence. And the second preposition ‘as’ actually is incorrect preposition to precede the noun phrase, it should be replaced to preposition ‘in’ because it used to show a place so it should be used preposition ‘in’ on the sentence. The errors occurred because of ignorance of rule restriction. It is closely related to generalization, which student fail to apply rules to where she does not apply and the she does not know structure in English. So, it should be replace to *“... the official language countries in around the world”*.(S3/MF/Prep)

“Social media has also brough about important effect like we can communication with other people”. This means that the students used the wrong preposition of the sentence structure. Preposition ‘about’ it should not be appeared on the sentence because it is not needed, so the student should omitted the preposition on the sentence. And in the same sentence she was make preposition ‘like’ but actually it is not preposition because preposition always following by noun or pronoun, so it is conjunction between clause. It means that the dependent clause consists of a subject and verb. Errors occurred because the student applying preposition without paying attention towards the rules. So, it should be replaced to *“Social media has also brough an important effect as we can communication with other people”*. (S6/MF/Prep)

“*So, knowing and studying English will benefits*”. This means that the sentence is used to describe how to do something that provides information on how achieve a result. But the student omitted preposition that must be appear on the sentence. The appropriate preposition that must be used in this sentence is “*by*” because preposition ‘by’ following verb-ing is used to describe how to do something that provides an information. The student made an errors because the student does not know where the preposition will be used in the sentence. The errors occurred because of ignorance of rule restriction. It is closely related to generalization, which student fail to apply rules to where she does not apply. So, it should be replace to “*So, by knowing and studying English will benefits*”.
(S10/MF/Prep)

h) Plural and singular errors

A noun is the name of a person, place or thing. A singular noun refers to one only. A plural noun refers to two or more. When a noun means one only, it is called singular (example; boy, girl, book) and when a noun means more than one it is called plural (example; boys, girls, books). Based on the data, the researcher found that there was some students omitted a form of plural on sentence. There are four students made an error in writing plural. The findings can be seen from the following the data :

“... *personal problem*”. This means that the student omitted suffix -s in the plural noun. In this case, errors involve countable nouns where suffix -s is left out. This is also refers to the different system of plurality between Indonesian and English where Indonesian has quantifiers before nouns without additional affixed

plural marker to noun. Errors occurred because In *BahasaIndonesia* the students do not need to add *-s/-es* in the end of nouns to show that the nouns are plural. They only need to add the word *Banyak* that precedes the nouns. So it should be replaced to “.... *personal problems*”.(S5/suffix *-s/ Plural*)

“... *write their feeling*”. This means that the student omitted suffix *-s* in the plural noun. Plural noun are used in the form of sentence, so the verb must be in the form of plural verb, that is without add the letters “*-s/es/ies*”. The errors occurred because In *BahasaIndonesia* the students do not need to add *-s/-es* in the end of nouns to show that the nouns are plural. They only need to add the word *Banyak* that precedes the nouns. So it should be replaced to “... *write their feeling*”. (S5/suffix *-s/Plural*)

“*He like to great the global era*”. This means that the students omit suffix *-s* on the verb. In English, for simple present tense with third person singular, suffix *-s* or *-es* are use as third person singular marker. it can be stated that the error construction occurs on incorrect form of subject and verb tense. There are no equivalences on the simple present tense used. In *Bahasa Indonesia*, the subject did not agree with the verb that follows. Singular noun is used in the form of a sentence, so the verb that used is a singular verb by add the letters “*-s/es/ies*”. The errors occurred because In *BahasaIndonesia* the students do not need to add *-s/-es* in the end of nouns to show that the nouns are plural. They only need to add the word *Banyak* that precedes the nouns. So it should be replaced “*He like to great the global era*”. (S4/suffix *-s/singular*)

From the data above, it can be concluded that plural and singular occurred because the students don't have singular and plural rule in their first language and

it differs from the target language which has the rule of singular-plural noun. Moreover, the nouns in the target language divided into countable and uncountable noun and plural nouns divided into regular and irregular patterns. Sometimes, it is made the learner confused.

i) Errors of Possessive Adjective

Possessive adjective are the words used to show a form of possession/ indicates the possession of the noun to a person/ a few people. The possessive adjectives are my, our, your, their, his, her, and its. A possessive adjective are a modifier. Possessive adjective modify nouns, and the way they modify nouns is by showing ownership over them. A possessive adjective sits before a noun or pronoun to show who or what owns it. Based on the data, the researcher found that there was some students omitted a possessive adjective on sentence. There are two students made an error in writing possessive adjective. The findings can be seen from the following the data :

“They don’t have to spend a lot of money to promote product”. This means that the possessive adjective are modifying the noun ‘product’ by showing ownership of them. The student omitted possessive adjective on sentence. The appropriate possessive adjective that must be used in this sentence is *“their”* because it is used if the owner is in plural form. The student did not use possessive adjective on the particular object. Possessive adjectives are used to show belonging to particular object as substitutes for noun. The student made an errors because the student does not know where the preposition will be used in the sentence. The errors occurred because of ignorance of rule restriction. It is closely related to generalization, which student fail to apply rules to where she

does not apply. So, it should be replaced to “*They don’t have to spend a lot of money to promote products*”. (S6/MC/PA)

“*And if we want to continue the education abroad*”. This means that the student omitted possessive adjective on sentence. The possessive adjectives are modifying the noun ‘education’ by showing ownership of them. The appropriate possessive adjective that must be used in this sentence is “*our*” because it is used if the owner is in plural form. ‘*Our*’ is a type of possessive adjective that is used to show ownership or belonging to the subject ‘*We*’. The student did not use possessive adjective on the particular object. Possessive adjectives are used to show belonging to particular object as substitutes for noun. The student made an error because the student does not know where the preposition will be used in the sentence. The error occurred because of ignorance of rule restriction. It is closely related to generalization, which student fails to apply rules to where they do not apply. So, it should be replaced to “*And if we want to continue our education abroad*”. (S9/MC/PA)

j) Lexical Errors

Lexical error is a deviation in form or meaning of a word in target language. In contrast, lexical error is an issue that is rarely investigated; it remains as a crucial issue in English as Foreign Language Learning. Lexical errors are a particular type of error which has received little attention. Lexical errors in well-ordered lists based on two major types of errors; 1. Formal error is a particular error in lexical error which affects the form of word. 2. Semantic error is a particular error in lexical error which affects the meaning of the intended word.

Based on the data, the researcher found that there was some students made lexical error on sentence. There are 6 students made an error in writing. The findings can be seen from the following the data :

“not only English pople”. This means that the sentence is lexical noun in distortion, lexical error in distortion is caused by incomplete application of rules. The student ommitted the item that should exist in the correct lexis. Generally, the student ommitted the vowel item ‘e’ which is ‘people’. The errors occurred because the student lack of mastering English lexical item, especially in writing the syllables. So, it should be replace to *“not only English people”*. (S2/Word/Lex)

“... communication with order people”. This means that the student can not choose the appropriate word when construction a well-formed sentence. Mis-election error occurred because the she has confused with the English word which has similar spelling or meaning. She wrote English words which has similar spelling, same initial consonant between the error word and the English targer word in their writing. The errors occurred because the student lack of mastering English lexical item. So, it should be replace to *“... communication with other people”*. (S10/Word/Lex)

“... people thik is influenced by social media”. This means that the sentence is lexical of verb in distortion, lexical error in distortion is caused by incomplete application of rules. The student ommitted the item that should exist in the correct lexis. Generally, the student ommitted the consonant item ‘n’ which is ‘think’. The errors occurred because the student lack of mastering English lexical item,

especially in writing the syllables. So, it should be replaced to “... *people think is influenced by social media*”. (S6/Word/Lex)

k) Capitalization Errors

Capitalization is writing of word with the first letter that is uppercase and the rest letters in lowercase. Capitalization is use of capital letters as a type of punctuation. When we say that something is ‘capitalized’ it means that the first letter of the word is a capital. Capitalization’s goal is to point out and separate specific, individual things from which helps us identify them in a sentence. So, capitalization is used to mark the beginning of a sentence and identify all types of proper nouns, names, and title. In English there are many rules for using capital letters. Based on the data, the researcher found that there was some students made capitalization errors on sentence. There are 5 students made an error in writing. The findings can be seen from the following the data :

“*English Is not difficult to learn*”. This means that capital letters are in the second word of sentence. In the rules of capital letters it is incorrect because capitalization occurs when the first letter in the first word is an uppercase letter, so the first letters in this sentence contain a capital ‘E’ not ‘I’. The errors occurred because the student did not know the rules for using capital letters. So, it should be replaced to “*English is not difficult to learn*”. (S2/ word/CL)

“*inmy opinion...*” This means that the student did not make an uppercase letter in the first letter of the word. In the rules of capitalization is the first letters of specific nouns and the first letter on sentence must be capitalized ‘I’. The errors

occurred because the student did not know the rules for using capital letters. So, it should be replaced to “*inmy opinion....*”(S1/ word/CL)

“... *about English, arabic, and mandarin*”. This means that In the rules of capitalization, capital letters are used as the first letter of the name of language, but the student did not make capital letters in the name of language ‘arabic and mandarin’. It should used capital letter in the first letter of the name of language ‘Arabic, Mandarin’. The errors occurred because the student did not know the rules for using capital letters. So, it should be replaced to “... *about English, arabic, and mandarin*”.(S4/ word/CL)

The researcher can infer from the above data that the explanation why the students made mistakes is because the students have difficulties in writing expository, they are low in vocabulary, and it makes them confused in organizing the sentences. Many students have trouble using grammar as well. They didn't know how to use the proper structureso it is make their writing still error.

2. The Causing Factor of Errors of the Students' Writing

In this section, the researcher found the sources of errors. The researcher classified the sources of errors into two errors. Those errors were interlingual and intralingual that explain and discuss below:

a) Interlingual Errors

The researcher found that the students' errors were caused by the process of transfer from students' first language. They still construct English sentences by using Indonesian rules. It is difficult for him/her to abandon his/her mother tongue when someone learns a new language because language is a habit forming where

he/she still carries the source language habit to the target language that causes errors in language learning to occur. The causes of errors related on interlanguage also were found by the researcher from the interview that held after analyzing the paper written by the students as follows :

“saya rangkai dulu kata-katanya dalam bahasa indonesia baru saya translate ke dalam bahasa Inggris miss.”

Based on the student data above, it was assumed that after writing the text, the student translates the text. She translates everything she has written into the target language, namely English. The method of translating the text illustrates that the student already carries her first language habit to the target language. It is induced by a direct translation of the collocation of Bahasa Indonesia into English.

b) Intralingual Errors

The researcher found that the error was made by students who have begun to acquire parts of target language but they still lack of competence. The researcher only finds two types of error. They are *overgeneralization* and *ignorance of rule restrictions*. Some errors identified in this research could be traced to overgeneralization. *Overgeneralization* occurs when the student use their previous knowledge of English in situations where that knowledge does not apply. Some example of students sentence as follow :

“He have to master English” The errors dealt with production of *tobe*. The students generalized structure in sentence whereas it was not appropriate. In this sentences the student does not know to made a correct *tobe* after the

subject, it should be replaced to *He has to master English*. The students tend to make overgeneralization of rules that they learn. Meanwhile, there are many kinds of rules in English *language*.

“Why is learning English important?” This error occurs because the students are confused with the meaning of the words. They are influenced by the Indonesian sentences. It should be replaced to *“why learning English is important?”*.

The researcher found that the students ignored the appropriate structure. Some examples of students' sentence regarding ignorance of rule restriction were given as follow:

“If someone want to catch a global goal” The errors occurred because the students did not know grammatical rule in English of simple present tense. The students should add “-s” in the word “want” to be “wants”. So it should be replaced to *If someone wants to catch a global goal*.

“Write their felling in diary” the students ignored the appropriate structure by omitting plural mark in plural noun. It should be replaced by *“Write their fellings in diary”*

B. Discussions

There are eleven findings in this research namely errors of auxiliary verb, errors of subject, errors of conjunction, errors of article, errors of misformation,

errors of misordering, errors of preposition, errors of singular and plural, errors of possessive adjective, errors of lexical, errors of punctuation, errors of capitalization.

This findings are supported by the data that related to this research ; 1) Athi'urrodhiyah (2012) identified the types of grammatical errors in hortatory exposition text that made by the students of eleven grades of SMAN 1 Baureno Bojonegoro and to find the causes of errors in students' hortatory expositions text. The similarity between Athi' urodhiyah and this research were both of researcher analyzed students' errors in writing expository text, hortatory exposition text is types of exposition text and the result of the study showed that student still made errors in producing hortatory exposition text Athi'urrodhiyah's research found that the dominant errors found in students' text were sentence structure. In addition, the most frequently cause of errors was overgeneralizations while this research focused on grammatical errors based on surface strategy taxonomy and found that the most the dominant errors found in students' text were misinformation errors. 2)Hermini (2015) stated that the major causes of their errors were ignorance of the rule structure and interference. There was similarity between Hermini's research and this research that both of researcher analyzed the students' errors in writing. There were few differences between both groups in committing errors. Both groups had a difference in frequency of committing such as part of speech, irregular verbs, infinitive verb and other errors in verb (developmental errors). It could be caused by the difficulty level of the target language grammar as Indonesia and English have differences in syntactic features and interference. The difference of Hermini's research and this research was the kind of text. Hermini's research used analyzed students' grammatical errors in

recount text while the researcher analyzed students' errors in writing exposition text. 3) Yusnaeni (2014) identified the types of error made by Indonesian students and international students of UIN Alauddin Makassar in writing descriptive text are dealing with the grammatical area such as errors in production of verb, errors in the distribution of verb group, error in the use of preposition, article, errors in the use of question and miscellaneous errors and other errors which cover error verb, confusion of part of speech, singular and plural morpheme, pronoun, gerund, Indonesian language, adjective phrase, lexical word, omission/ addition of subject, diction and other preposition error. There was a similarity between Yusnaeni's research and this research that both of researchers wanted to analyze students' errors in writing. The difference of her research and this research was the result of the research. Yusnaeni's research dealing with the grammatical area such as errors in production of verb, errors in the distribution of verb group, error in the use of preposition, article, errors in the use of question and miscellaneous errors and other errors which cover error verb, confusion of part of speech, singular and plural morpheme, pronoun, gerund Indonesian language, adjective phrase, lexical word, omission/ addition of subject, diction and other preposition error while this research did not deal with the grammatical errors such as errors in the use of question and gerund.

After collecting the data from the students writing test, the researcher were identified types of errors made by students. From analyzing of 10 students' writing, researcher found errors in writing expository text, there were 11 types of errors which students has done.

There were 6 errors of auxiliary verb (13%) made by the students, errors in auxiliary made when essential elements such as *to be* omitted and misformation of auxiliary. This type of errors was made by the students who absence of an item that must appear in a well-formed utterance and wrong form of structure. It means that this error caused by interlingual errors. After that, there were 3 errors subject of Omission (7%), this type of errors was also caused by Interlingual errors. There were 4 errors of connector (9%), this type of errors was also caused by Intralingual errors. 4 Errors of article (9%) It means that this error caused by Interlingual errors. 3 Errors of misformation (7%) this types of errors was caused by intralingual errors. 3 errors of misordering (7%) this type of errors was also caused by Interlingual errors. 5 errors of preposition (11%) this type of errors was also caused by Intralingual errors. 4 errors of singular and plural (9%) this types of errors was caused by interlingual errors. 2 errors of possessive adjective (4%) this types of errors was caused by intralingual errors. 5 errors of lexical (13%) this types of errors was also caused by intralingual errors . And the last of types of error was capitalization with 5 errors (11%). So, the total of the students' errors in writing expository text at MAS Darul Falah Langga Payung were 45 errors.

There are other explanations why the errors was made by the students. first, they are not well educated in the development of English sentences. Second, they would not have known the usage of English sentences patterns where they are very distinct from the pattern of Indonesian. Another explanation are the students have difficulties in writing expository, they are low in vocabulary, and in

organizing the sentences they are confused. Most students also have difficulties in using pronouns, they didn't know when to use the kinds of pronoun themselves, so they still make mistakes in their writing.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the results that has been discussed in previous chapter and also suggestions for English teacher, students and other researchers.

A. Conclusions

1) Based on the findings and discussions in the chapter IV, the researcher concluded that the errors which most often occurs in the students writing expository were errors of auxiliary verb and lexical error. There were 6 errors of auxiliary verb (13%) It means that this error caused by interlingual errors. After that, there were 3 errors subject of Ommision (7%), this type of errors was also caused by Interlingual errors. There were 4 errors of connector (9%), this type of errors was also caused by Intralingual errors. 4 Errors of article (9%) It means that this error caused by Interlingual errors. 3 Errors of misformation (7%) this types of errors was caused by intralingual errors. 3 errors of misordering (7%) this type of errors was also caused by Interlingual errors. 5 errors of preposition (11%) this type of errors was also caused by Intralingual errors. 4 errors of singular and plural (9%) this types of errors was caused by interlingual errors. 2 errors of possessive adjective (4%) this types of errors was caused by intralingual errors. 5 errors of lexical (13%) this types of errors was also caused by intralingual errors . And the last of types of error was capitalization with 5 errors (11%). Meanwhile, the errors which rarely occur were error of possesive adjective.

- 2) The researcher also found some errors made by students, they are interlingual and intralingual transfer. Interlingual transfer is errors that are influenced by the interference of user mother tongue. The students still apply Indonesian pattern into English when they translate the sentences. Then intralingual transfer occurs when students get difficulty learn the second language. There are three causes of errors in intralingual transfer, namely; errors caused by overgeneralization, errors caused by ignorance of rule restriction, and errors caused by incomplete application of rules. Another factors, the students still confused to choose the right pronoun in a sentence because of the lack of knowledge or poor vocabularies and its use. Besides that, errors happened because of their first language (Indonesian logical thinking), or we should say the students mother tongue interference (interlingual source), some students tried to translate the words one by one from Indonesian language into English without paying attention to the English structure rules, and intralingual errors, that is caused of errors resulting from complicated system of the target language itself..
- 3) The researcher found that there are 5 types of errors caused by mother-tongue interference (Interlingual errors), the students still apply Indonesian pattern into English when they translate the sentence. Some students tried to translate the words one by one from Indonesian language into English without paying attention to the English structure rules. It is occurs because Indonesian is different from English and it does not apply grammatical rules that English has such as article, nominal sentence and singular and plural marker. Therefore, the students tend to apply their native grammatical rules.

Meanwhile, there was 6 types of errors caused by intralingual errors (learning strategy), the students get difficulty learn the second language, it caused of errors resulting from complicated system of the target language itself. The students did not apply the norms or rules of the target language (English) correctly and completely. Other reasons, due to the lack of knowledge or less of vocabulary and its use, the students still confused to choose the correct pronoun in a sentence.

B. Suggestions

Based on the finding, this research provides several recommendations for other researchers, the teachers, and also for students.

- 1) For the students, the researcher proposed that students, especially in writing, should learn more about English. To learn grammatical rules and the structure of English, students should also be encouraged. It is also important for them to realize their own mistakes, so they can not make similar mistakes by recognizing their own mistakes.
- 2) For English teachers, The researcher hopes that the teachers will assist the students to eliminate the errors that normally happens in the writing of the students. The teachers should concentrate more on describing the pronoun that often found on writing errors. Teachers should allow the learner more time to study English grammatical rules. In the classroom, teachers should pay attention to the media they use and to the material they provide to the students. Find an alternative way to keep students from making less mistakes in their writing

3) For the researcher, The researcher hoped that the other researcher could thoroughly examine and evaluate the errors of the students. Meanwhile, this study will be able to be a kind of guide for them to perform more studies on errors analysis with deeper analysis and shaperr esults. Researchers need to consider the value of mistake detection in the growth of knowledge and the development of both writing skills and grammar.

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APPENDIX I

SHEET OF WRITING TEST

Instruction :

1. Write an expository text consists of Thesis, arguments, and reiteration!
2. Choose one of the topic below :
 - a. Learning English is important
 - b. The use of social media

APPENDIX III :

STUDENTS WRITING

Students number	Students errors in writing	Correction of Error	Types of error
S.1	Social media <i>are</i> a medium for socializing with each other	It should be replaced to “Social media <i>is</i> a medium for socializing with each other”	Omission
	“ <i>and is</i> done online which allows human to intract with each other”	It should be replaced to “ <i>and it isdo</i> by online which allows human to intract with each other”	Omission
	“There are no regulation that prohibit someone <i>from</i> sharing on social media”	It should be replaced to “there are no regulation that prohibit someone <i>for</i> sharing on social media”	Addition
	“But you <i>also have to be able to</i> weigh to post on social media”	It should be replaced to “ <i>but you can also</i> weigh to post on social media”	Misformation
S.2	Why <i>is</i> learning English important?	It should be replaced to “why <i>learning English is</i> important?”	Misordering

	“English is <i>the international</i> language used when we meet people from other countries”	It should be replaced to “English is <i>international</i> language used when we meet people from other countries”	Addition
	We <i>have to</i> be good at speaking English	It should be replaced to “we <i>must be</i> good in speaking English”	Misformation
	“If we want <i>and mean it</i> ”	It should be replaced to “If we <i>want to do it</i> ”	Misformation
	“Study the English <i>language earnestly and happily</i> ”	It should be replaced to “Study English <i>seriously and happy</i> ”	Addition
S.3	“English is important because <i>it is a unik</i> between countries”	It should be replaced to “English is important because <i>it is an unique</i> between countries”	Misformation
	“English is a Germanic language that was first <i>spoken</i> in England”	It should be replaced to “English is a Germanic language that was first <i>spoke</i> in England”	Addition

S.4	“ <i>The above facts</i> prove that everybody needs to learn”	It should be replaced to “ <i>The facts above</i> prove that everybody needs to learn”	Misordering
	“He <i>have</i> to master English”	It should be replaced to “He <i>has</i> to master English”	Misformation
	“If <i>someone want</i> to catch a global goal”	It should be replaced to “If <i>someone wants</i> to catch a global goal”	Omission
S.5	“If we <i>have personal</i> problem it should not share in media social”	It should be replaced to “If we <i>have a personal</i> problems it should not share in media social”	Omission
	“ <i>Talk privat</i> with friends”	It should be replaced to “ <i>Private talk</i> with friends”	Misordering
	“Write their <i>felling</i> in diary”	It should be replaced to “Write their <i>fellings</i> in diary”	Omission
	“He <i>have</i> a miserable life”	It should be replaced to “He <i>has</i> a miserable life”	Misinformation
S.6	“ <i>It not</i> only for	It should be replaced to	Omission

	interaction with other”	“ <i>It is not</i> only for interaction with other”	
	Media social has also <i>brought about</i> <i>important effect</i>	It should be replaced to “Media social has also <i>bring the important</i> effect.”	Addition
	They don’t have to spend a lot of money to promote product	It should be replaced to “They don’t have to spend a lot of money to promote their product”	Omission
S.7	“ <i>English is one of</i> <i>them is an international</i> <i>language</i> ”	It should be replaced to “English is one of an International language”	Addition
	“ <i>Very useful for</i> <i>ourself</i> ”	It should be replaced to ” <i>Very useful for</i> <i>ourselves</i> ”	Omission
S.8	“ <i>One of which is</i> Instagram, youtube , facebook, Twitter and so on”	It should be replaced to “ <i>which is Instagram,</i> <i>Youtube, Facebook,</i> <i>Twitter, and so on</i> ”	Addition
	“ <i>so as not to be</i> influenced by social media”	It should be replaced to “ <i>So we are not easily</i> influenced by social	Omission

		media”	
	<i>“But, apart from that social media also has a bad impact”</i>	It should be replaced to <i>“Futhermore, social media also have bad impact”</i> .	Addition
S.9	<i>“So learning English makes it easier for us to adapt to the environtment and work”</i>	It should be replaced to <i>“So learning English make us easy to adapt to the environtment and work”</i>	Misformation
	<i>“Therefore, it is important to we to learn English”</i>	It should be replaced to <i>“Therefore, it is important for us to learn English”</i>	Misformation
S.10	<i>“But we still to have to learn it”</i>	It should be replaced to <i>“but we must to learn it”</i>	Addition
	<i>“We will be able to talk to people from all overthe world”</i>	It should be replaced to <i>“We will be able to talk to people from all the world</i>	Addition
	<i>“Plus, learning English will make traveling easier”</i>	It should be replaced to <i>“furthmore, learning English will make</i>	Misordering

		traveling easier”	
	“So, <i>knowing and studying English will benefit our lives</i> ”	It should be replaced to “So, <i>by knowing and learning English, it willbenefits for our lives</i> ” .	Omission

APPENDIX IV

A. DATA REDUCTION

NO	Description of Data	Side Notes	Coding
S1	<p>Name : NURUL AZMI RAMADHANI NASUTION Class : XI Date : 16 Agustus 2020</p> <p>The Use of Media Social</p> <p>Social media are a medium for socializing with each other and is done online which allows humans to interact with each other without being limited by space and time.</p> <p>In my opinion there are no regulations that prohibit someone from sharing on social media, but you also have to be able to weigh to post on social media. Many people think that buffering and sharing on social media is a good way to vent resentment, but that's actually not a wise way.</p> <p>Social media is not a suitable place for personal matters.</p>	<ol style="list-style-type: none"> 1. Are 2. Not subject "it" 3. For 4. Social media 5. Vant resentment 6. Capitalization (i) 7. Are no regulations 	<ol style="list-style-type: none"> 1. S1/PL/To-be 2. S1/PN/Subject 3. S1/Prep/CC 4. S1/Phrase/MO 5. S1/phrase/LE 6. S1/word/ Capital 7. S1/ Phrase/ mis-interpretation
S2	<p>Name : HESTY ANJANI Class : XI- IPA Date :</p> <p>Learning English is Important</p> <p>Why is learning English important? Because English is the international language used when we meet people from other countries.</p> <p>In my opinion we have to be good at speaking English because English is an international language and a language that we have to learn, not only English. People who have to be good at English but we also have to be smart.</p> <p>English is not difficult to learn if we want and mean it. So study the English language earnestly and happily.</p>	<ol style="list-style-type: none"> 1. The 2. And mean it 3. The 4. Earnestly and happily 5. Capitalization (i and l) 6. people 	<ol style="list-style-type: none"> 1. S2/Art/defiation 2. S2/MC/phrase 3. S2/Art/defiation 4. S2/MC/Adverb of Manner 5. S2/ Word/CL 6. S2/word/LE
S3	<p>Name : Azzahro HEP Class : XI IPA MAD Date : 16 August 2020</p> <p>Why learning English is important?</p> <p>English is a Germanic language that was first spoken in England in the early middle ages. This language has also become the official language in nearly 60 countries as around the world.</p> <p>In my opinion, English is important because English is an international language. So, if we want to go abroad we have to master English. That's why learning English is important.</p> <p>English is important because it is a link between countries.</p>	<ol style="list-style-type: none"> 1. A 2. In nearly go countries as around the world 3. That 4. Midle 5. Capitalization (t & i) 6. unik 	<ol style="list-style-type: none"> 1. S3/Art/Definite 2. S3/MC/Phrase/P reposition 3. S3/MC/ACC 4. S3/Word/LE 5. S3/Word/CL 6. S3/word/LE

S4	<p>Name: AS SOFYANUS SABIA SINGAR Class: XI IPA MA-D Date: 16 August 2020</p> <p>Why learning english is important? Language is the mean of communication mostly groups of society have their own languages some of them appear the top global languages most people in the world hear about English, arabic, and mandarin. However English is the most global spoken language. Then if a man wants to catch a global goal, he have to master English.</p> <p>In my opinion, everyone recognize that english is an international language. English is used in writing and speaking by many people all over the world. Furthermore, some countries have their own languages as a mother language but also use english mostly in daily communication.</p> <p>The above facts prove that everybody needs to learn english if he like to meet the global world.</p>	<ol style="list-style-type: none"> 1. Langue 2. Capitalization (s, a, i, t, e, m) 3. The above fact 4. He have 5. Man wants 6. He like 	<ol style="list-style-type: none"> 1. S4/word/LE 2. S4/word/CL 3. S4/MC/grammatical 4. S4/to-be/Aux 5. S4/Suffix-s/Subject/plural 6. S4/Suffix-s/singular
S5	<p>Name: Ade Fitria Khairani hrp Class: XI - IPA Date :</p> <p>"Media Social are not a place for Sharing Personal Problems"</p> <p>Nowadays people use the internet to communicate with others. Many of them share their feelings, ideas, opinions, and problems in social media. In fact, sharing problems on social media embarrases themselves and really annoys others.</p> <p>In my opinion, netizens should not share their problems on social networks. It is better for them to write their feeling in a diary or have a private talk with friends. Personal problems shared on the social media only show their negative side.</p> <p>So, if we has a personal problems it should not share in media social. Media social are not the place for sharing problems. Other people who read it will think that he have a miserable life. It is better for them to write their feeling in diary or talk private with friends.</p>	<ol style="list-style-type: none"> 1. If we has 2. Personal problem 3. Their feeling 4. Tak privat 5. He have 	<ol style="list-style-type: none"> 1. S5/to-be/Aux 2. S5/Suffix-s/Plural 3. S5/Suffix-s/plural 4. S5/MC/phasare 5. S5/to-be/aux

S6	<p>Name : Rada Permata Sari DLM Class : XI IPA Date :</p> <p style="text-align: center;"><u>The use of Media social</u></p> <p>Nowadays, the way people think is influenced by social media. It is not only for interaction with other people but also people can get different benefits. Media social is also useful for business. People who want to do business can promote their products on social media. They don't have to spend a lot of money to promote product.</p> <p>In my opinion, media social has also brought about important effects like we can communication with other people, sharing information, pictures, videos. so people can get to know each other.</p> <p>The conclusion, media social is not something that people should put aside. in fact, it has a lot of benefit for the other people.</p>	<ol style="list-style-type: none"> 1. Think 2. It not only 3. Brought about important effect 4. Promote product (not Possesive Adj) 	<ol style="list-style-type: none"> 1. S6/word/LE 2. S6/To-be/Present/Singular 3. S6/MC/preposition 4. S7/P.A
S7	<p>Name : Athya Aulia Dalimunthe Class : XI - IPA Date :</p> <p style="text-align: center;"><u>Why Learning English is important</u></p> <p>English is one of them is an International language, which is a language that connects one country to another. In addition, learning English that can not be English can be provision to study abroad and provide for overseas travel.</p> <p>There are many benefits that are very useful for ourselves, so we have to learn English. in addition to work as well, can make us associate with foreign people, can improve the economy by private tutoring or teachers and working in large companies.</p> <p>so learning to speak English can make us happy by having many benefits. That's why learning English is very important</p>	<ol style="list-style-type: none"> 1. English is one of them is 2. Not subject "it" 3. Not connector "and" 	<ol style="list-style-type: none"> 1. S7/to-be/sing 2. S7/PN/subject 3. S7 Prep/CC

S8	<p>Name : RIKI FERDIANSYAH MRP Class : XI-IPA Date :</p> <p style="text-align: center;"><u>THE USE OF MEDIA SOCIAL</u></p> <p>At this time, social media is very widely used by teenagers, until parents also have social media. The rapid development of technology and information is one of the causes of the vitality of social media.</p> <p>We currently use many types of social media, one of which is Instagram, Youtube, Facebook, Instagram, Twitter, and so on. And in my opinion, social media really helps us to be able to communicate over a long distance with other people, besides that we can look for various positive things to entertain ourselves, one of which is through Youtube. We can also upload information, photos & videos via FB or Instagram. But, apart from that social media also has a bad impact on excessive users.</p> <p>So we as users must remember the time so as not to be influenced by social media. and use social media properly and don't use it wrongly because it will have a bad impact on yourself. ♡</p>	<ol style="list-style-type: none"> 1. Until 2. Very widely 3. One of which is 4. But, apart 	<ol style="list-style-type: none"> 1. S8/MC/Preposition 2. S8/MC/conjunction
S9	<p>Name : Dinda Sakabila Class : XI-IPA Date :</p> <p style="text-align: center;"><u>Why Learning English is Important</u></p> <p>Learning English is very important, especially for education and the future, this is because English is one of the international languages used by many countries.</p> <p>In addition, I think through English we can communicate with people from different countries. If we are traveling abroad, at least we definitely need help or ask to be shown the way or advice from other local residents so that sufficient ability is needed to communicate with them. And if we want to continue our education abroad, almost all the best universities in the world will make English as the main requirement for applying.</p> <p>So learning English makes it easier for us to adapt to the environment and work. Therefore, it is important for us to learn English.</p>	<ol style="list-style-type: none"> 1. Makes it easier 2. To we 3. Will make 	<ol style="list-style-type: none"> 1. S9/MC/Phrase 2. S9/Prep/Subj/PA 3. S9/MC/Phrase

S10	<p>Name : Winda Sarmita HRP Class : XI IPA Date :</p> <p style="text-align: center;"><u>WHY LEARNING ENGLISH IS IMPORTANT</u></p> <p>Learning English is one of the best choices to be able to communicate with other people around the world, because by learning English we can improve the quality of life. Besides that, English is also an international language.</p> <p>Even though English is the second language after our mother tongue and learning English is difficult, but we still have to learn it, it won't be difficult if we really want to learn it. Why? Because we will be able to talk to people from all over the world by learning English. Plus, learning English will make travelling easier. Road signs, airplane announcements, train schedules and emergency information are all in English. You will be more likely to achieve your goal and communicate with people if you master English.</p> <p>So, knowing and studying English will benefit our lives in many ways both in education and work.</p>	<ol style="list-style-type: none"> 1. To 2. From all over 3. Plus 4. Not connector "by" 5. Not subject "it" 	<ol style="list-style-type: none"> 1. S10/Prep 2. S10/MC/phrase 3. S10/MC/AC 4. S10/MC/AC 5. S10/PN/Subj
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B. DATA DISPLAY

NO	Findings	Data	Coding
1	Errors of Auxiliary Verb	<ol style="list-style-type: none"> 1. Are 2. Is 3. Has 4. Have 5. Have 6. Is 	<p>(S1 / GE / Tobe / Present / PL)</p> <p>(S6 / GE / Tobe / Present / Sing)</p> <p>(S4 / GE / Tobe / PPT / Aux)</p> <p>(S5 / GE / Tobe / PPT / Aux)</p> <p>(S5 / GE / Tobe / PPT / Aux)</p> <p>(S6 / GE / Tobe / Present / Sing)</p>
2	Errors of Subject	<ol style="list-style-type: none"> 1. It 2. It 3. It 	<p>(S1 / PN / Subject)</p> <p>(S7 / PN / Subject)</p> <p>(S10 / PN / Subject)</p>
3	Errors of Connector	<ol style="list-style-type: none"> 1. For 2. And 3. Apart 4. Plus 	<p>(S10 / Conn / CC)</p> <p>(S7 / Conn / CC)</p> <p>(S8 / MC / CC)</p> <p>(S10 / MC / CC)</p>
4	Errors of Article	<ol style="list-style-type: none"> 1. The 2. A 3. The 4. The 	<p>(S2 / Art / Definite)</p> <p>(S3 / Art / Indefinite)</p> <p>(S2 / Art / Definite)</p> <p>(S9 / Art / Definite)</p>
5	Misformation	<ol style="list-style-type: none"> 1. And mean it 	<p>(S2 / MC / Phrase)</p>

		2. Will make 3. From all over	(S9 / MC / Phrase) (S10 / MC / Phrase)
6	Misordering	1. Media social 2. The above fact 3. Talk Privat	(S1 / MO / Phrase) (S4 /MO/ Phrase) (S5 /MO/ Phrase)
7	Errors of Preposition	1. In 2. About 3. One of 4. To 5. By	(S3 / MC / Phrase / Preposition) (S6 / MC / Preposition) (S8 / MC / Preposition) (S9 / MC / Preposition) (S10 / MC / Preposition)
8	Errors of Plural	1. Personal Problem 2. Their Feeling 3. He like 4. Men wants	(S5 / Suffix -s / Plural) (S5 / Suffix -s / Plural) (S4 / Suffix -s / Singular) (S4 / Ommit suffix -s / Plural)
9	Possesive Adjective Errors	1. Promote Product (not possesive adj) 2. The education	(S8 / MC / Possesive Adj) (S9 / MC / Possesive Adj)
10	Lexical Errors	1. Vant 2. Pople 3. Langue 4. Thik 5. Order people 6. goald	1. (S1/Phrase/Lex) 2. (S2/Phrase/Lex) 3. (S3/Phrase/Lex) 4. (S6/Phrase/Lex) 5. (S10/Phrase/Lex) 6. (S10/Phrase/Lex)
11	Capitalization Errors	1. in 2. is 3. language 4. arabic,mandarin 5. then	1. (S1/word/capital) 2. (S2/ word/capital) 3. (S2/ word/capital) 4. (S4/ word/capital) 5. (S4/ word/capital)

APPENDIX V

DOCUMENTATION

Student 1

Name : Nurul Azmi Ramadhani Nasution
Class : XI
Date : 16 Agustus 2020

The Use of Media social

Social media are a medium for socializing with each other and is done online which allows humans to interact with each other without being limited by space and time.

In my opinion there are no regulations that prohibit someone from sharing on social media, but you also have to be able to weigh to post on social media. Many people think that bluffing and sharing on social media is a good way to vent resentment, but that's actually not a wise way.

Social media is not a suitable place for personal matters.

STUDENT 2

Name : HESTY ANJANI
Class : XI-IPA
Date :

Learning English IS Important

Why is learning English important? Because English is the international language used when we meet people from other countries.

In my opinion we have to be good at speaking English because English is an international language and a language that we have to learn, not only English people who have to be good at English but we also have to be smart.

English is not difficult to learn if we want and mean it. So study the English language earnestly and happily.

Student 3

Name: Azzahro HRP
 Class: XI IPA MADF
 Date: 16 August 2020

Why learning English is important?

English is a Germanic language that was first spoken in England in the early middle ages. This language has also become the official language in nearly 60 countries as around the world.

In my opinion, English is important because English is an international language. So, if we want to go abroad we have to master English. That's why learning English is important.

English is important because it is a link between countries.

Student 4

Name: AS Sorayatus Sabia Siregar
 Class: XI IPA MA-DF
 Date: 16 ~~agust~~ August 2020

Why learning English is important?

Language is the mean of communication. Most of groups of society have their own languages. Some of them appear the top global languages. Most people in the world hear about English, Arabic, and Mandarin. However English is the most global spoken language. Then if a man wants to catch a global goal, he have to master English.

In my opinion, everyone recognize that English is an international language. English is used in writing and speaking by many people all over the world. Furthermore, some ~~are~~ countries have their own languages as a mother language but also use English mostly in daily communication.

The above facts prove that everybody needs to learn English if he like to great the global ~~amara~~.

Student 5

Name: Ade Fitria Khairani hrp
 Class : XI - IPA
 Date :

"Media Social are not a place For
 Sharing Personal Problems"

Nowadays People use the Internet to communicate with others. Many of them share their feelings, ideas, opinions, and problems in social media. In fact, sharing problems on social media embarrasses themselves and really annoys others.

In my opinion, netizens should not share their problems on social networks. It is better for them to write their feelings in a diary or have a private talk with friends. Personal problems shared on the social media only show their negative side.

So, if we have a personal problem it should not be shared in media social. Media social are not the place for sharing problems. Other people who read it will think that he has a miserable life. It is better for them to write their feelings in a diary or talk private with friends.

Student 6

Name: Rada Permata Sari DLM
 Class : XI IPA
 Date :

The use of Media social

Nowadays, the way people think is influenced by social media. It is not only for interaction with other people but also people can get different benefits. Media social is also useful for business. People who want to do business can promote their products on social media. They don't have to spend a lot of money to promote product.

In my opinion, media social has also brought about important effects like we can communicate with other people, sharing information, pictures, videos. So people can get to know each other.

The conclusion, media social is not something that people should put aside. In fact, it has a lot of benefit for the other people.

Student 7

Name : Atika Aulia Dalimunthe
 Class : XI - IPA
 Date :

Why Learning English is important

English is one of them is an International language, which is a language that connects one country to another. In addition, learning English that can not be English can be provision to study abroad and provide for overseas travel.

There are many benefits that are very useful for ourselves, so we have to learn English. In addition to work as well, can make us associate with foreign people, can improve the economy by private tutoring or teachers and working in large companies.

So learning to speak English can make us happy by having many benefits. That's why learning English is very important

Student 8

Name : RIKI FERDIANSYAH MRP
 Class : XI - IPA
 Date :

THE USE OF MEDIA SOCIAL

At this time, social media is very widely used by teenagers, until parents also have social media. The rapid development of technology and information is one of the causes of the virality of social media.

We currently use many types of social media, one of which is Instagram, Youtube, Facebook, Instagram, Twitter, and so on. And in my opinion, social media really helps us to be able to communicate over a long distance with other people, besides that we can look for various positive things to entertain ourselves, one of which is through Youtube. We can also upload information, photos & videos via FB or Instagram. But, apart from that social media also has a bad impact on excessive users.

So we as user must remember the time so as not to be influenced by social media and use social media properly and don't use it wrongly because it will have a bad impact on yourself. ♡

Student 9

Name : Dinda Salsabila
Class : XI - IPA
Date :

Why Learning English is Important

Learning English is very important, especially for education and the future. This is because English is one of the international languages used by many countries.

In addition, I think through English we can communicate with people from different countries. If we are traveling abroad, at least we definitely need help or ask to be shown the way or advice from other local residents so that sufficient ability is needed to communicate with them. And if we want to continue our education abroad, almost all the best universities in the world will make English as the main requirement for applying.

So learning English makes it easier for us to adapt to the environment and work. Therefore, it is important to us to learn English.

Student 10

Name : Winda Sarmita HRP
Class : XI IPA
Date :

WHY LEARNING ENGLISH IS IMPORTANT

Learning English is one of the best choices to be able to communicate with other people around the world, because by learning English we can improve the quality of life. Besides that, English is also an international language.

Even though English is the second language after our mother tongue and learning English is difficult, but we still have to learn it, it won't be difficult if we really want to learn it. Why? Because we will be able to talk to people from all over the world by learning English. Plus, learning English will make travelling easier. Road signs, airplane announcements, train schedules and emergency information are all in English. You will be more likely to achieve your goal and communicate with people if you master English.

So, knowing and studying English will benefit our lives in many ways both in education and work.



PESANTREN/PERGURUAN ISLAM "DARUL FALAH" MLANGGAPAYUNG

MADRASAH ALIYAH

NPSN: 1312122200, NSM: 69725464, Izin Operasional: No.1566 Tahun 2015
Alamat : Kampus Induk "Darul Falah" – Jln. Trans Sumatera Kampung Martopotan
Kel. Langgapayung, Kec. Sungai Kanan, Kab. Labuhanbatu Selatan, Propinsi
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SURAT KETERANGAN

Nomor : 120/DF/LP/XII/2020

Dengan hormat, berdasarkan surat dari Universitas Islam Negeri Sumatera Utara Medan Fakultas Ilmu Tarbiyah dan Keguruan nomor : B-10058/ITK/ITK.V.3/PP.00.9/08/202 tanggal 27 Agustus 2020 tentang izin riset, Kepala Madrasah Aliyah Swasta Darul Falah dengan ini menerangkan bahwa :

Nama	: Nurul Aulia Amin
NIM	: 0304162107
Tempat/Tanggal Lahir	: Kisaran, 25 April 1998
Program Studi	: S1/Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: Martopotan, Langgapayung, Labuhanbatu Selatan

Benar bahwa mahasiswa tersebut telah melaksanakan penelitian di Madrasah Aliyah Swasta Darul Falah, Langgapayung dengan judul : **"The Students' Errors in Writing Expository Text at the Eleventh Grade of Mas Darul Falah, Langgapayung"** untuk penyusunan skripsi dalam rangka memenuhi salah satu syarat memperoleh gelar Sarjana Pendidikan di Universitas Islam Negeri Sumatera Utara Medan Fakultas Ilmu Tarbiyah dan Keguruan.

Demikian surat keterangan ini kami perbuat untuk diketahui bersama dan dapat dipergunakan seperlunya.

Langgapayung, 02 September 2020

Mengetahui,

Kepala Sekolah MAS Darul Falah



WAHIDIN HASIBUAN, S.Pd



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-10058/ITK/ITK.V.3/PP.00.9/08/2020

27 Agustus 2020

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala MAS Darul Falah Langga Payung, Labuhan Batu Selatan

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : Nurul Aulia Amin
NIM : 0304162107
Tempat/Tanggal Lahir : Kisaran, 25 April 1998
Program Studi : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : LINGKUNGAN MARTOPOTAN-LANGGAPAYUNG Kelurahan Langgapayung Kecamatan Labuhan Batu Selatan

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Langga Payung, Labuhan Batu Selatan., guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The Students' Error in Writing Expository Text at The Elevent Grade of MAS Darul Falah, Langga Payung.

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 27 Agustus 2020
a.n. DEKAN
Ketua Program Studi Pendidikan
Bahasa Inggris



Digitally Signed

Dr. Sholihatul Hamidah Daulay, S.Ag.