

CHAPTER I

INTRODUCTION

1.1. The Background of the Study

People naturally communicate with one another through language, which is why it is important in daily life. Languages have signs and meanings that they use to communicate ideas and arguments. These symbols are linked in predictable ways and can be used and understood independently of their immediate environment. An instrument for communicating ideas, feelings, and thoughts to another is language. When we discuss language, we also discuss agreement. A person must adhere to the established language rules in order to comprehend and be understood by others. Language does not just appear in its use; rather, it goes through morphological processes to take on different forms like words, phrases, clauses, and sentences.

English is a language that is very significant in human life since it allows us to communicate and interact with other people. As a result, numerous nations in Asia and Europe, including Indonesia, have adopted English as their official international language. To learn and communicate with people from various nations, you must know English. English is not just taught in the nation; it is also a language used in every field of study and is taught in businesses and schools.

Indonesian students nowadays face numerous challenges when learning English. This is because English is not used as an everyday language in the learners' context, such as at home or in society. According to Yule (2000), some obvious causes for the challenges in L2 acquisition are related to the fact that most people attempt to learn a second language during their adolescent or adult year, in a few hours of classroom time each week (instead of through the constant interaction experienced by a child), with a lot of other occupations (the child has little else to do), and with an already-known language readily available for the majority of their daily communicative requirements.

Listening, speaking, reading, and writing are the four main abilities that must be learned when studying English. Students must be fluent in English. There are numerous reasons why students must be fluent in English. Firstly, speaking English is required in today's competitive employment market. So learning English will increase our chances of landing a higher-paying job. Secondly, learning English will help us communicate with our friends from different nations. For example, if we have friends from the United Kingdom, we can talk in English. Because English is a worldwide language, it will also be useful if we relocate to another country.

Writing skills have been included in the national curriculum over the previous 20 years in the context of teaching English in Indonesia, despite the fact that the Indonesia curriculum has been revised multiple times. The inclusion of writing skills in the curriculum is intended to meet a number of requirements. According to Rozimela (as described in Ananda Rizki, 2014), "It was hoped in the 1994 curriculum that students would be able to master four language skills (listening, speaking, reading, and writing) to enable students to convey their ideas through speech and in writing."

Writing is a crucial ability to have when studying English. Writing is defined as the ability to express thoughts through writing. Each person has a distinct way of presenting an idea. Someone can speak it, while another feels more at ease writing it. Writing has always been considered difficult in any language, but writing in a foreign language becomes even more complex and colossal; it is the "most difficult of the language abilities and skills to acquire (Allen & Corder: 1974), but the level of perception and complexity varies between native and non-native speakers."

Writing is one of the productive abilities that should be learned when learning to use a language. It is because writing ability is important in enhancing communicative skills when learning a language. Allah SWT reveals about writing in Al-Qur'an. Surah Al-'Alaq

الَّذِي عَلَّمَ بِالْقَلَمِ

Meaning: “*Who taught (to write) with the pen*”. (QS. Al-‘Alaq: 4) (Dr. Mustafa Khattab, <https://quran.com/96?startingVerse=1>)

In this case, The Almighty Allah was saying that humans must keep track of various forms of new knowledge with a pen. Pens can be used by humans to express thoughts, views, and other sorts of knowledge. This pen is a tool, and whoever uses it correctly will find it more useful to everyone. It is dependent on the individual. Everything she has done will be valuable if she is a nice person.

Writing entails more than just putting words on paper; it also entails providing cohesiveness and coherence to a phrase. If your writing is cohesive, it is. To be easily understood, your paragraph must be coherent. Students must carefully arrange the words or sentences to ensure that readers understand.

Writing is a constant activity of thinking and organizing, according to Boardman (2002). Writing requires knowledge of vocabulary, spelling, grammar, punctuation, proper content, and word selection according to the audience, topic, and occasion.

Senior high school students should be able to write a text. Many different types of texts are covered in English class. Senior high school students should be able to write in the following text genres: narrative, recount, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review text. The hortatory exposition text is one of the most challenging texts. Hortatory exposition text is an argument text taught in senior high school in the eleventh grade. A hortatory exposition text is a piece of English written to explain a problem. Hortatory exposition language serves a goal by persuading or influencing readers to do or not do something. The goal of hortatory exposition, according to Bima and Yuliani (quoted by Johari, Y R 2013), is to persuade individuals to do something. A hortatory exposition text, according to Siahaan and Shinoda (2008), is one that persuades readers to do something for the good of others. It requires students to work extra hard to give accurate information and additional skill in order to persuade their readers that their ideas are important. Hortatory Exposition

Text has a broad structure and language elements that students can understand.

In preliminary study on March 27, 2023 at SMAS Budisatrya Medan, the researcher discovered a variety of issues in teaching English writing. First, students have difficulties to remember and master vocabulary. Second, when studying English writing, students have trouble focusing. The last, students struggle to begin their writing with proper grammar. In reality, students frequently made grammatical errors. It is impossible to separate errors from learning a new language, especially while writing. Error analysis is a method for observing, classifying, and analyzing the errors that students make when learning a foreign language.

Considering some issues above, the researcher wants to analyze the grammatical error in writing hortatory exposition text made by eleventh grade students at SMAS Budisatrya Medan. The researcher apply grammatical error proposed by Burt, Dulay, and Krashen (1982) is called Surface Structure Taxonomy, namely omission, addition, misformation, misordering errors. It will allow the correction to analyze the students' writing for English grammatical competence and identify the cause of their errors. The aim of the research is to instruct students on how to write more carefully and avoid making the same mistakes again. So the researcher wants to conduct a study on the title: **"An Error Analysis of Students' Language Use in Writing Hortatory Exposition Text"**.

1.2. The Identification of the Study

Based on the background of the study, the problem in this research could be formulated as follows:

1. Despite learning about hortatory, the students find it challenging to write hortatory exposition text.
2. Despite their knowledge of grammar, the students still produced some errors in their writing.
3. The students' language skills are lacking, and they frequently made errors.

1.3. The Limitation of the Study

The Eleventh Grade students of SMAS Budisatrya Medan were the primary focus of the researcher's analysis. This research is limited to the study of the surface strategy taxonomy-based grammatical errors—omission, addition, misformation, and misordering errors—proposed by Burt, Dulay, and Krashen in the hortatory exposition text created by eleventh grade students at SMAS Budisatrya Medan.

1.4. The Formulation of the Study

Based on the background of the study and identification of the problem of study, the formulation of the study could be formulated as follow:

1. What kinds of grammatical error are done by students in writing hortatory exposition text?
2. Why are the grammatical errors found in writing hortatory exposition text?

1.5. The Purpose of the Study

The objectives of this research are as follows:

1. To analyze what kinds of grammatical errors which done by students in writing hortatory exposition text.
2. To find out why students made grammatical error in writing hortatory.

1.6. The Significance of the Study

From this research, the researcher expects that this study will give significances for:

1. Students
 - a. Students are expected to contribute to the English Department and other researcher
 - b. To make students more carefully in writing text

- c. Be more motivated to learn more about writing as they can improve by being aware of their errors

2. English teachers

- a. It helps the teacher in finding a more effective method of teaching English. It might be given to the teacher as a different approach to teaching English.
- b. To offer a different strategy when teaching English so that their students will understand it better.

3. Future researchers

The future researchers, who will carry out and develop research in the same field, consider using this research as a reference to conduct their further research. Also, they will complete the similar research more comprehend than this research.



UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN