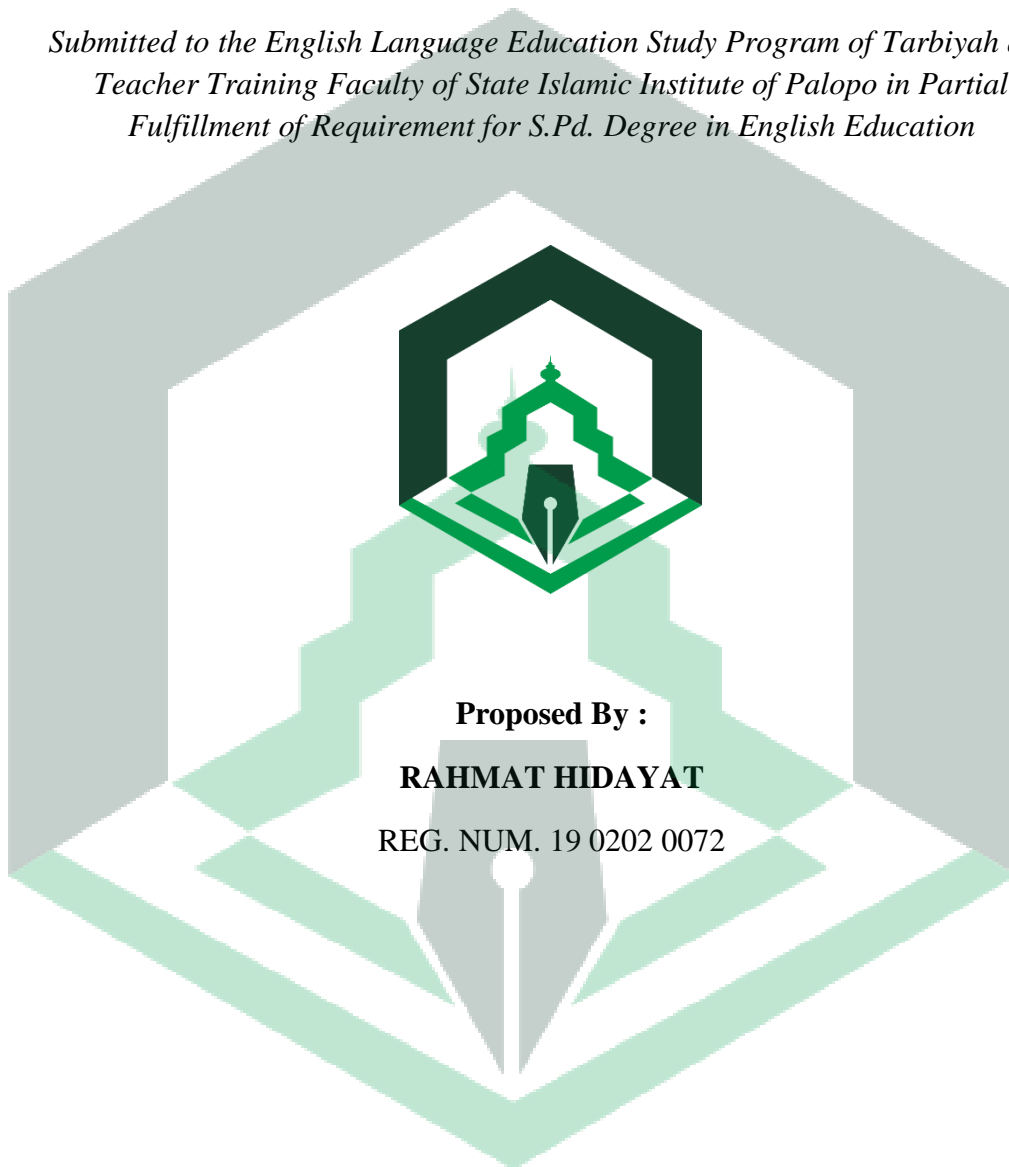


**AN ERROR ANALYSIS IN WRITING ANALYTICAL
EXPOSITION TEXT BY THE ELEVENTH GRADE
STUDENTS OF SMA NEGERI 2 PALOPO**

A Thesis

*Submitted to the English Language Education Study Program of Tarbiyah and
Teacher Training Faculty of State Islamic Institute of Palopo in Partial
Fulfillment of Requirement for S.Pd. Degree in English Education*



Proposed By :

RAHMAT HIDAYAT

REG. NUM. 19 0202 0072

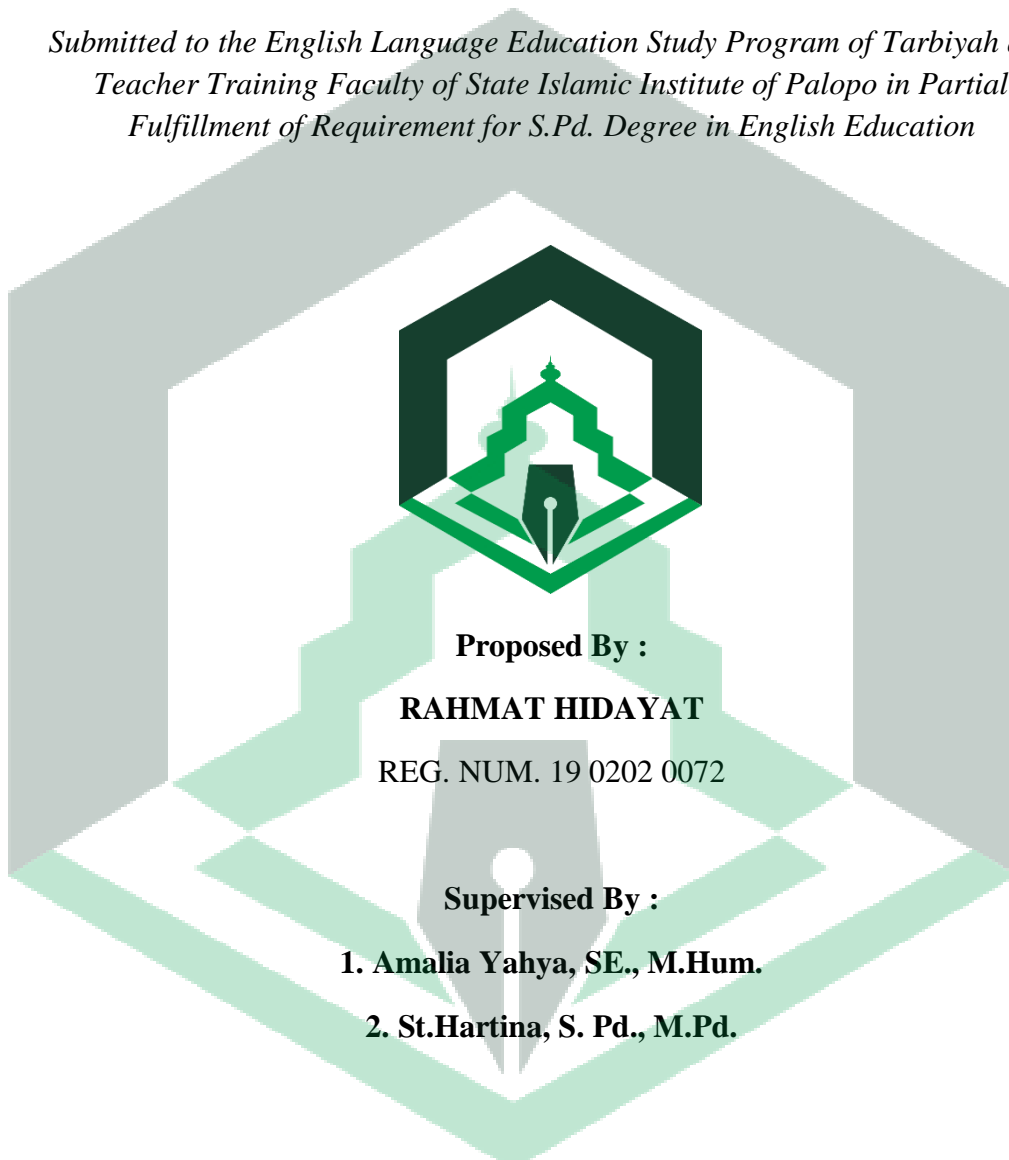
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EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2023

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With all awareness and consciousness, the researcher who signed below pronounces that this is a literary work of research herself. If it is proven that this thesis is duplicated, copied, or made by others as a whole or partially, it causes it to be invalid for law.

Palopo, 31 July 2023
The Researcher



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Alhamdulillah Rabbil Alamin, praise, and thanks to the Almighty God, Allah SWT, without blessing and mercy, the researcher would have never been able to start and finish this thesis as the requirement for the degree of S.Pd at the State Islamic Institute of Palopo entitled *An Error Analysis In Writing Analytical Exposition Text By The Eleventh Grade Students Of SMA Negeri 2 Palopo*. To our prophet, the chosen one Muhammad SAW, for safety and peace be upon him.

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The researcher hopes this thesis can give some value to the students of the English Department, English teachers, and readers. The researcher admits that this thesis could be better, so the researcher accepts suggestions from the readers to make it better. The researcher hopes that this thesis is beneficial to everyone. Finally, the researcher prays that Allah SWT may bless all the people who have helped the researcher, and the researcher hopes this thesis can be helpful and

positively contribute to the readers and others. The researcher dedicates this thesis.

Palopo, 3 Januari 2023



Rahmat Hidayat
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ABSTRACT

Rahmat Hidayat, 2022, “An Error Analysis In Writing Analytical Exposition Text By The Eleventh Grade Students Of SMA Negeri 2 Palopo”. Thesis English Language Educational Study Program in the State Islamic Institute of Palopo Supervised by Amalia Yahya and St Hartina.

This research aims to analyze the errors made by eleventh-grade students at SMA Negeri 2 Palopo in writing an analytical exposition text. The researcher used the descriptive qualitative method. For data collection, the researcher employed a writing test and an interview. The researcher analyzes the errors using surface strategy taxonomy which defines 4 varieties of errors: omission, addition, substitution and misordering. The result of the data reveals 4 types of student writing errors: 1) omission (38,10 %); 2) addition: double marking (0,27 %), regularization addition (5,67 %), simple addition (15,67 %); 3) Substitution: Regularization substitution (1,35 %), archi forms (0,81 %), alternating forms (33,78 %); and 4) misordering (4,32 %). The most frequent error in students' analytical exposition text was the omission of as many as 141 (38,10%), and the least is misordering 16 (4,32%). Result of the research, students have difficulty writing the writing test and translating the word; some lack vocabulary, structured text, and making an argument. It can be concluded that students need to understand analytical exposition and basic grammar. It is suggested that the students need more practical writing assignments and learn basic English grammar from English books, journals and articles to enhance their skills in English.

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

CHAPTER I

INTRODUCTION

A. Background

Writing is a skill that requires a combination of vocabulary knowledge, grammar expertise, correct spelling, punctuation, and capitalization, as well as the ability to use colorful transition signals to produce a cohesive result.¹ It is one of the four language skills considered challenging to master and simply the representation of speech in another physical medium.² This is because students must first be able to read, listen, and speak to write effectively. As a result, writing well requires a significant amount of practice. Relevant to the Al-Qur'an that teaches us always to read and write in the surah al-Qalam (68) verse 1:

يَسْطُرُونَ وَمَا وَالْقَلَمُ نَّ

Nun. By the pen and that which they write (therewith),

In writing, students must master many different types of texts, one of which is an analytical exposition text. An analytical exposition is a piece of writing that conveys the researcher's beliefs about events in the world and has a social role in convincing the reader that the idea is significant. Students need to be able to articulate meaning in the form of an analytical monologue text using both spoken and written language to reach the end goal of this lesson's content learning. Consequently, learners must fill in analytical exposition text correctly or

¹ Aprilista Dwi Permatasari, Testiana Deni Wijayatiningsih, and Dodi Mulyadi, "Error Analysis on EFL Learners' Analytical Exposition Writing," *Surakarta English and Literature Journal*, 1.1 (2018), 22

² Deborah B. Schaffer, John W. Perkins, *Language Files :Materials for an introduction to language & linguistic*, Seven Edition, (Department of Linguistic: The Ohio State University, 1998), 6.

appropriately communicate meaning to the reader for the text's social role to be completed. In contrast to ideas or topics that might affect the people who read what students have written, another aspect that needs to be considered is whether students have used correct grammar in their essays. When producing analytical exposition text, however, students' writing frequently contains grammatical errors throughout the process. ³When writing a text, the component to compose the proper writing text Learning proper grammar in English is one of the more challenging aspects of the language.

When students learn grammar, they know how the English language is combined. This helps them put together meaningful sentences and combine words in new ways. However, the students commonly make errors when learning a new language, whether a foreign language or a second language. When students make errors while researching a foreign language, it may be seen as an opportunity to improve their skills because they can see the consequences of their actions. It gives the impression that students can enhance their abilities by studying their errors and applying what they've learned. In addition, he observed that students can now do more than merely recognize errors; they can now also explain them and find solutions.⁴

In the preliminary observation in SMA Negeri 2 Palopo, when the researcher was teaching program (PLP 2) in the school especially 11th grade in

³ Aprilista Dwi Permatasari, Testiana Deni Wijayatiningsih, and Dodi Mulyadi, "Error Analysis on EFL Learners' Analytical Exposition Writing," *Surakarta English and Literature Journal*, 1.1 (2018), 22.

⁴ Caroline Mei Lin Ho, "Empowering English Teachers to Grapple with Errors in Grammar" (mlcho [at] nie.edu.sg) Nanyang Technological University (Singapore) 2003 *TESL journal* 9 (3).

particular, the researcher found in the odd semester English textbook, one of the materials they had studied was the analytical exposition text, and they had studied it and the researcher discussion with English teacher where are the students commonly makes grammar mistakes when writing English text; it is caused lack of words in a sentence, misspelling, inaccurate pronouns, false sentence structure, letters deficient in the words, many letters in words, and using prepositions the end of the sentences and many more.

Based on the preliminary above, the researcher has a statement to check the quality of the students writing by simply giving instructions and then collecting the student's writing. This is the uniqueness of this research, which is simple to execute cause it does not have to spend a few weeks to check and analyze the student's error.

"Error analysis" is a term that refers to the process of spotting mistakes in both speech and writing.⁵ Errors in English language usage are often the result of a complex interplay between many different factors. Interference can take many forms, including overgeneralization, communication and assimilation strategies, transitional competence markers, and teacher-induced errors, to name a few. Error analysis benefits students and teachers. In addition to the apparent advantages for students, error analysis is necessary to determine which aspects of grammar present challenges. They are simultaneously required to assess their effectiveness as educators. Therefore, error analysis should not be ignored but emphasized when teaching foreign languages. Errors in structure, vocabulary, and grammar

⁵ Sunardi Hasyim, "Error analysis in the Teaching of English" Volume 4, number 1 , June 2002 (2002):42-50 <http://puslit.petra.ac.id/journals/letters/>.

are typically unintentionally produced by native speakers of a language when they comprehend it.⁶

Based on the background above, the researcher is interested to analyze the students error in writing analytical exposition text. Thus the research conducted the research entitled " **An Error Analysis In Writing Analytical Exposition Text By The Eleventh Grade Students of SMA Negeri 2 Palopo**".

B. Research Questions

Based on the background above, the researcher formulates the research questions as follows:

1. What types of errors found in writing analytical exposition text are made by students of eleventh grade of SMA Negeri 2 Palopo?
2. What is the dominant type of error in writing analytical exposition text written by the eleventh grade students of SMA Negeri 2 Palopo?

C. Objectives of the Research

Based on the statement of the research, the objectives of the research are:

1. To analyze the types of errors in writing analytical exposition text made by students of eleventh grade students SMA Negeri 2 Palopo.
2. To find out the dominant type of error in writing analytical exposition by students of eleventh grade of SMA Negeri 2 Palopo.

⁶ Sunardi Hasyim, "Error analysis in the Teaching of English" Volume 4, number 1 , June 2002 (2002):42-50 <http://puslit.petra.ac.id/journals/letters/>.

D. Significance of the Research

The researcher hopes this research can contribute to English teaching and studying. It is divided into theoretical and practical significance:

1. Theoretical

This research can be used as a reference for someone who wants to research by writing Analytical Exposition and enrich the theory of existing method in error analysis.

2. Practical

- a. For the students, this research is resource them in figuring out which elements of type error they war with the most. After that, students can research and bring into the ideal language, specializing in Analytical Exposition.
- b. The teachers contribute to helping and improving the quality of teaching English by growing and strengthening students' writing capabilities.
- c. For future researchers, this research may also serve as a source of knowledge for future research for alternative research.

E. Scope of the Research

The scope of this research was about the error analysis in writing an Analytical Exposition text. The researcher used surface strategy taxonomy to analyze and categorize student writing errors in this research. The researcher focused on omission, addition, Substitution (misformation), and misordering. The students are requested to write an Analytical Exposition text which consists of five topics. Then students select one topic to write an argument of one hundred fifty words or around three paragraphs in one meeting.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Study

Several researchers in the past have carried out research that is comparable to this research as follows:

Syahrir, St.Hartina published an article titled " *The Analysis of Short Story Translation Errors (A case Study of Types and Causes)*. The result of this research found that there are five problems found in their translation works, i.e., lexical choices, grammatical errors, rhetorical errors, pragmatic errors, and cultural issues. Based on their research, the researcher found that the highest frequency in grammatical errors; the problem discovered are the use of auxiliary verbs, pronouns, plurality, Gerund, adverb, and tenses. The researcher concludes that the most common error that students make from the English education department of IAIN Palopo is grammatical errors.⁷ Syahrir, St. Hartina's research is analyzed on campus, particularly the English education, but this research did not specifically analyze verb, gerund, and preposition but in common about an error in omission, addition, substitution, and misordering.

Hotmaulika Sitinjak published a paper titled "*Error analysis in writing analytical exposition text made by students of second grade of SMK Swasta Jambi Medan*" The result of this research found that 70% of the students got 30-50 score and 30% the students got 60-70 score.; Based on these percentages, the researcher

⁷ Syahrir, St.Hartina "The Analysis of Short Story Translation Errors (A case Study of Types and Causes)" *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 9 (1)2021.

concludes that the most common problem that students like wrong organizations, and combination words. The students just understand the basic meaning of the word but did not know which word that correct one.⁸ The research that Hotmaulika sitinjak conducted utilized a qualitative method known as a case study, while this investigation is use an analytical exposition qualitative approach. In Hotmaulika sitinjak's analysis, the only instrument utilized are the written text; however, this study is utilize both the written text and the interview as instruments.

Ilmiah Hamid who published a thesis titled "*An Analysis Of Gramatical Error In Writing Recount Text Third Semester Of English Department In Makassar Muhammadiyah University*". The most errors occurred in grammatical error aspect was verb with the total of errors (82 or 68,33%), the second common errors are article (4 or 3,34%), pronoun with (6 or 5%), preposition with (6 errors or 5%) and conjunction with (22 or 18,33%) The research findings indicated in the orientation, it could be concluded that the students have not mastered the use of verb. The students are still confused in differentiating the definite or indefinite articles. The errors that are also made by students are in deciding which pronoun the following errors are in deciding preposition which preposition are. The last errors made by students are forming conjunction.⁹ Based on the literature above, Ilmiah Hamid's research was analyzed on campus, particularly in English

⁸ Hotmaulika Sitinjak, "An Error Analysis In Writing Analytical Exposition Text Made By The Students Second Grade of SMK Swasta Jambi Medan,"(2019), 16–27. <http://repository.uhn.ac.id/handle/123456789/3418>

⁹ Ilmiah Hamid, "An Analysis of Gramatical Error In Writing Recount Text Third Semester of English Department In Makassar Muhammadiyah University," *Elite: English and Literature Journal* 3 (1), 9-20, 2016.

education, and this research is analyzed in senior high school; however, this research looks at various objects. The purpose of both of those bodies of research is, broadly speaking, to investigate the type of errors.

Suhono in his research, titled. "*Surface Strategy Taxonomy On The Efl Students Composition : A Study Of Error Analysis*," Consequently, the researcher concluded that the students' use of all five types of errors; omission, addition, misformation, misordering, and blend errors. After analyzing data, the researcher found 131 (48,9%) omission errors, 43 (16 %) addition errors, 68 (25,4%) misformation errors, 11 (5,6%) misordering errors, and 15 (5,6%) blend errors. Based on these percentages, the researcher are able to conclude that the most common error made by students at different grade semesters written by EFL Students IAIM NU Metro.¹⁰ One similarity between this study and Suhono is that the researchers used the same categories of error analysis surface strategy taxonomy.

B. Theoretical Review

1. Concepts of Error Analysis

a. Description of Error Analysis

Error is a mistake that is difficult or impossible to correct on one's own. In this scenario, there needs to be a teacher who analyzes the students' work and guides them through the process of error correction. Therefore, the mistakes that

¹⁰ Suhono, "Surface Strategy Taxonomy On The Efl Students Composition : A Study Of Error Analysis, "*Jurnal iqra': Kajian Ilmu Pendidikan* 1 (2), 1-30 (2016).

are made by the students can be rectified and improved in order for them to get more out of their education.¹¹

It is mistakes that people make that they are unable to correct on their own and, as a result, require explanation.¹² According to Carl James, errors can only be self-corrected after additional relevant input, either explicit or implicit, has been provided to the learner and has been converted into intake by the learner. Errors can only be corrected by their agent if their deviance is pointed out to them, and errors cannot self-correct before this happens.¹³ To put it another way, in order for errors to be self-corrected, additional learning that is pertinent to the error needs to take place.

In the process of Teaching and learning, there are typically found to be a great number of errors. It is done in some cases by students while they are engaged in their studies. The student has made an error when they have made a mistake that they are unable to correct on their own. According to Terrell and Brown, a learner's mistakes are significant because they provide evidence to the researcher about how language is learned or acquired, as well as what strategies or producers or learners are utilizing in the process of discovering the language.¹⁴

¹¹ Carl James, *Errors in Language Learning and Use: Exploring Error Analysis*, published By Routledge 2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN 711 Third Avenue, New York, NY 10017, USA, 2013.

¹² Jeremy Harmer, How to Teach English, *ELT journal* 62 (3), 313-316, 2008.

¹³ Carl James, *Errors in Language Learning and Use: Exploring Error Analysis*, published By Routledge 2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN 711 Third Avenue, New York, NY 10017, USA, 2013.

¹⁴T. D. Terrell and H. Douglas Brown, *Principles of Language Learning and Teaching, Language*, Longman, 2000.

When a learner lacks the appropriate declarative knowledge, errors are likely to occur.¹⁵ The conclusion that can be drawn from this is that errors are brought about by students' misunderstandings or the fact that they lack specific linguistic knowledge, both of which contribute to the student's mistakes. On the other hand, a mistake is made when a learner is careless or makes an error in judgment. A student undoubtedly understands that they have made a mistake, but it is obvious that students, on occasion, use the incorrect form. Johnson made some typos in his writing because the problem is not with their knowledge but with their ability to appear competent when they are not.¹⁶

It is essential to differentiate between errors and mistakes in order to properly evaluate the errors made by learners. This is a point that should not be overlooked. A performance error is referred to as a mistake when it is either a random guess or a slip, which is defined as the failure to utilize a known system in the correct manner. To summarize, the key distinction between error and mistake is that the former refers to an oversight that can't be rectified by the latter. In most cases, it is made by someone in a number of instances. It is considered an error, whether or not it is done on purpose if someone makes the same mistake repeatedly. However, the error is something that they themselves are capable of rectifying on their own.

When we are young and learning our first language, we face the universe head-on and learn to cover it with speech. When we are older and learning a

¹⁵ Keith Johnson, *Language Teaching and Skill Learning and Teaching*. (New Jersey: Prentice hall, 1994), 122.

¹⁶ Keith Johnson, *Language Teaching and Skill Learning and Teaching*. (New Jersey: Prentice hall, 1994), 122.

second language, however, we tend to filter the universe through the language we already know.¹⁷ This indicates that the process of learning a student's second language are not be significantly simpler than the process of learning the student's first language.

It takes a lot of time and effort to become fluent in a second language. It is forcing all of us to struggle beyond the confines of our first language and attempt to reach a new language along with new ways of thinking, feeling, and behaving as a result of this struggle. Therefore, it is not uncommon for students to commit mistakes and errors while they are studying.

Learners make errors, in the book "Principles of Language Teaching and Learning," and these errors are frequently observed, analyzed, and categorized to reveal information about the learner's system. This has led to a boom in research called "error analysis." Brown thinks there is a risk that it is become overly focused on specific languages and lose sight of the characteristics shared by all languages.¹⁸

Error analysis is a method for investigating a problem that is related to the acquisition of a second or foreign language. This method allows the second or foreign language learner to determine where they are making mistakes in their language use. According to Susan, "error analysis is a type of linguistic analysis that focused on the error learners make."¹⁹ It indicates that only the mistake that the students made are discussed in detail in this research. In addition to that, it is

¹⁷ Paul Robert, *UnderStanding Grammar* (Harper & Brothers, Publishers, 1954).

¹⁸ Douglas, Brown., *'Principle of Language Learning and Teaching'*, New Jersey: Prentice Hall, Inc Englewood Clifts, 1980, 171.

¹⁹ Susan M. Gass. *Second Language Acquisition: An introductory Course*. (New York: Routledge. 2008), 102.

an essential component of the instructional methodology for language study. Error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language, according to Carl James. Error analysis is a type of work sample analysis that involves describing and categorizing correct responses given by students.²⁰

Based on the definitions of experts that are discussed earlier, the researcher has come to the conclusion that error analysis is a method that can be utilized to determine a student's level of competence as well as the errors that are committed by them. That can be accomplished in a variety of ways. Collecting, identifying, explaining, and categorizing the student's work are the steps involved in the process of determining the errors that are committed by students.

Educators can investigate students' issues while simultaneously acquiring a second language by incorporating error analysis into the learning process. According to Johansson, a teacher can gain insight into a student's potential in a foreign language by analyzing the student's errors in the target language.²¹

The field of applied linguistics includes a subfield known as the study of errors. In order to investigate different aspects of second language acquisition, it compiles, studies, and analyzes the mistakes that people who are learning a second language make. In conclusion, the use of error analysis in the classroom of a foreign language may be beneficial. The error provides feedback and

²⁰ Carl James. *A guide in language learning and use. Exploring error analysis*. (London and New York addition Wesley Longman inc, 1998), 1.

²¹ Johansson Mats; Manninen, Satu *'English Linguistics: Introduction To Morphology, Syntax, And Semantics* (Studentlitteratur Ab), 2012.165p.

demonstrates the effectiveness of the materials and instructional techniques used by the instructor.

Error analysis is distinct from contrastive analysis in that the former investigates errors brought on by any possible sources. At the same time, the latter focuses exclusively on errors brought on by negative language. The error analysis quickly became more popular than the comparative analysis. The learner's errors are brought on by the fact that they are speaking their mother tongue.²²

The researcher can conclude, based on some theories that have been presented above, that error evaluation investigates students' systematic errors when learning a language and translating it into the target language.

b. Source of Error Analysis

According to Brown, there are four categories of error sources: interlingual, intralingual, learning from context, and communication techniques.²³

In the following, the researcher will examine each of the four distinct categories of errors.

1) Transfer between different languages The process of acquiring a second language begins with this step, which is the first of its kind. The learners' natural speech are suffer directly from this effect. Students at this level rely on their prior experiences once they acquire the target language because they are unfamiliar with it.

²² Irnawati Israil, 'An Error Analysis on Students' Writing at the Fourth Semester Students of English Study Program of Tarbiyah Departement at STAIN Palopo,' (Unpublished Thesis) Palopo: STAIN Palopo, p. 10., 2013, 83.

²³ T. D. Terrell And H. Douglas Brown, *Principles Of Language Learning And Teaching, Language*, 1981.

- 2) Intra-lingual Transfer. It is the process by which objects are transferred negatively within the language that is being targeted as the target. During this time, students are studying a variety of target languages. Consequently, they exercise the structure in a form that is not the same as the target language and expand upon it in a manner that does not correspond to their mother tongue.
- 3) The Setting of Educational Activities It is that which encompasses all of the different modes of transmission. At this point in the process, context can refer to either the instructor or the textbook. Within the confines of the classroom, the instructor or the assigned reading can lead students astray and cause them to make mistakes. It is frequently referred to as a flawed concept in common parlance.
- 4) Strategies for Effective Communication It has something to do with different approaches to learning. During this stage, students are required to communicate their message using the production strategies they have learned. On the other hand, it is frequently the cause of mistakes. According to Littlewood, who also writes this, learners can use communication strategies to convey meanings beyond their level of acquired competence.²⁴

c. Categories of Error Analysis

Several of the students have identified errors that are made in writing. In some other references about the various types of errors evaluation, Heidi Dulay, Burt, and Krashen mention a total of four taxonomies that are essential to keep in mind, specifically as follows:

²⁴ William Littlewood, *Foreign And Second Language Learning,* New York: University Press, 1984. p 30.

1) Linguistic Classification

There are a significant number of errors. The linguistic item that contains an error has been supported by taxonomy despite the presence of the error. These linguistic taxonomies classify errors according to the language component and, consequently, the particular linguistic component that the error has on its effect. Components of language include phonology (which deals with pronunciation), syntax and morphology (which deal with grammar), semantics and lexicon (which deal with meaning and vocabulary), and discourse (style).²⁵

2) The Surface Strategy Taxonomy

The taxonomy of surface strategies emphasizes the myriad ways surface structures can be thought processes. Errors analysis is a pursuit that aims to deduce the cognitive strategies that guide the learner's reconstruction of the new language from the perspective of a surface strategy. Consequently, Dulay and colleagues classify the error as one of four distinct varieties, primarily based on the taxonomy of surface techniques.

1) Omission

An omission error occurs when a well-structured speech is missing a necessary component. At the same time, although each morpheme and phrase within a phrase has a chance of being eliminated, some morphemes are eliminated more frequently than others.²⁶ For instance, *This place is most important in the world.* It is supposed to be *This place is the most important in the world.*

²⁵ Heidi Dulay et al., "Language Two," (Oxford University Press, 200 Madison Ave., New York, NY 10016,), 1982 p 188.

²⁶ Heidi Dulay et al., "Language Two," (Oxford University Press, 200 Madison Ave., New York, NY 10016,), 1982 p 189.

2) Addition

Addition errors are the opposite of omission errors, which are mistakes in the absence of something. They can be recognized because an element that must be absent from an appropriately constructed utterance is present in their expressions.²⁷ There are three types of addition mistakes: simple addition, double marking, and regularization.

a) Double Marking

A significant number of additional errors can be more accurately described as the omission of particular components, which are essential in specific language formulations. As an example, *Andi doesn't understand my name*. It is necessary to correct the last line; *He doesn't know my name*.

b) Regularization

In the addition category, regularization errors increase when a marker typically added to a linguistic item is mistakenly delivered to exceptional objects of the specified class that do not receive a marker. This type of error can only occur when a marker is added to a linguistic item. According to this class, inexperienced individuals make a regularization error when adding a morpheme to fantastic phrases, for example, *Sheeps* → *Sheep*, *Putted*, → *put*.

c) Simple Addition

This is a replica marking or adding regularization, depending on the researcher appearance. There are no particular guidelines for any other types of errors that involve the employment of something that should no longer be

²⁷ Heidi Dulay et al., "*Language Two*," (Oxford University Press, 200 Madison Ave., New York, NY 10016,), 1982 p 189.

included in properly constructed statements. For example, *The fishes do live in the water*. The student has constructed a wrong sentence in this instance. He substitutes "does" for "fishes." The correct sentence is that *The fishes don't live in the water*.

3) Substitution (Misformation)

The incorrect application of a structure or morpheme is what's meant to be understood by the term "misformation." In contrast to omission errors, which lead to the learner not providing any items, misformation errors cause the learner to provide something, even if it is incorrect.²⁸ These three types of misformation are as follows:

a) Regularization errors

Each day, rather than using an abnormal marker, all of the numbers that fall under the category of misformation are indicated. As in *run* for *ran* or *gooses* for *geese*.

b) Archi forms

The ability to express one set of forms with another is a feature that is shared across all levels of second language acquisition. For example, a student might also pick one member of the class of personal pronouns to behave in the vicinity of many others inside the class, such as *me hungry, give me that!* The form selected by the students is known as an arch shape.

c) Alternating forms

²⁸ Heidi Dulay et al., *"Language Two,"* (Oxford University Press, 200 Madison Ave., New York, NY 10016,), 1982 p 189.

When a student's vocabulary and grammar expand, arch forms generally give way to a complimentary variation of class members. Consider those dogs. I saw her yesterday.

4) Misordering

When the order of morphemes in an utterance is incorrect, a morpheme or series of morphemes may be misplaced during the utterance. This mistake could occur due to a phrase-for-phrase translation of the surface shape of the local language.²⁹ For instance, *He is all the time lately*. It is supposed to be *He is late all the time*.

Omission, addition, substitution(misformation), and disorder are the four types of errors that can occur in a piece of writing.³⁰

3) The Comparative Analysis

The comparative taxonomy of errors is grounded in the structural similarities between errors made in second languages and other types of constructions. In the research literature, errors made by learners of a second language are frequently compared to errors made by students learning the target language in their native tongue and two phrases or sentences similar in their mother tongue.

4) Communicative Effect Taxonomy

The effect that communication has on the error is classified within the taxonomy system according to its effect on the reader or listener. It highlights the

²⁹ Heidi Dulay et al., "*Language Two*," (Oxford University Press, 200 Madison Ave., New York, NY 10016,), 1982 p 189.

³⁰ Heidi Dulay et al., "*Language Two*," (Oxford University Press, 200 Madison Ave., New York, NY 10016,), 1982 p 189.

difference between errors that appear to result in miscommunication and those that do not result in such errors.³¹

Within the scope of this investigation, the researcher is interested in the taxonomy of surface strategies.

d. Stage of Error Analysis

1) Pre-Systematic error. Pre-systematic errors are made when the learner has only a hazy idea of the systematic order that applies to a specific group of items. A level of partial consistency may conceal a pre-systematic error.

2) Systematic error. The systematic error happens when students have started to discern a system, become more consistent in patterning, and show off relatively consistent errors indicating internalization of regulations, albeit "incorrect" guidelines, using native-speaker standards.

3) Post-systematic. Post-systematic errors are identified when the learner's speech is highly regular and, even though he makes an error, he can explain and correct it. This occurs when the learner's speech is considered "systematic." Even though errors can happen at this level, they aren't prevalent.³²

e. Significance of Error Analysis

Evaluation of errors plays a crucial part in learning a language because the study of beginner's errors is a necessary component of the comprehensive investigation of learners' language that is necessary to understand the process of

³¹ Heidi Dulay et al., *Language Two*, (Oxford University Press, 200 Madison Ave., New York, NY 10016), 1982 p 189.

³² H. D. Brown, *Principle of Language Learning and Teaching*, White Plains, NY: Pearson Education, Inc. p.263, 2007.

acquiring a second language. There are three ways in which errors have significant implications:

- 1) To the teacher, errors are essential indicators of a student's development as a learner of the material.
- 2) To the researcher, regardless of the learner's strategies, making mistakes is an inevitable part of the language acquisition process.
- 3) The learner can gain something valuable from these errors. When a student makes an error, the only way to teach him the correct shape is to allow him to find it and test various hypotheses rather than giving it to him directly. This is the only method that is guaranteed to be effective.³³

f. Procedures of Error Analysis

The error analysis procedures absolutely must be followed. In the event that procedures are not adhered to, the error analysis are inaccurate and impossible to read. As a consequence of this, a student needs to understand how to perform error analysis. As a consequence of this, students are able to write appropriately. According to Rod Ellis, the following processes and steps are included in the category of error analysis research:³⁴

1) Collection of A Sample of Learner Language

It details the kinds of language samples that are analyzed as well as the procedures that are used to acquire those samples.

³³ Lukman Hakim, "Error Analysis on Students' Translation at the Fifth Semester Students of English Department IAIN Palopo." Palopo: IAIN Palopo, 2015), p.12.

³⁴ Rod Ellis, "Second Language Acquisition," (Oxford University Press, 2003). p. 15-19.

2) Identification of Error

After a corpus of the learner, language has been compiled, and the next step is to recognize it. As a consequence of this, it is also essential to provide an explanation of what constitutes an error and to expand on the recognition process.

3) Description of Error

It contrasts the learner's one-of-a-kind utterances with a reconstruction of those utterances in the target language. It is of the utmost importance to take note of the surface characteristics of the students' utterances.

4) Explanation of Error

It is concerned with determining the error's intended use, i.e., why it happens.

5) Evaluation of Error

Evaluating errors requires considering their impact on the person or people asked about them. In order to arrive at moral judgments regarding instructional practices, it is necessary to assess the gravity of each error. Error assessment is required because the goal is instructional.

2. Concepts of Writing

a. Definition of Writing

There are many different applications for language as a medium of communication that one can pursue. Writing is entering letters, phrases, or numbers into a computer by handwriting, typing, printing, image mentioning, photographing, magnetic impulse, mechanical or electronic recording, or any other method of records compilation. Writing can be done by handwriting, typing,

printing, image mentioning, photographing, or other methods. Writing, one of the oldest forms of technology on the planet, can be done with various implements, including but not limited to a pencil, a pen, software programs, and the ability to stream videos online.³⁵

According to Harmer, writing is typically used as a warm-up for a few other activities, the most important of which is when students compose sentences as a prologue to discussion activities in the classroom.³⁶ According to Brown, writing is fundamentally a practice for strengthening a language's grammatical and lexical characteristics. This is accomplished by documenting speech.³⁷

According to Barber, writing is essential to modern culture and activity.³⁸ According to Hawkins, writing commits thoughts and information to paper in the form of words.³⁹ The researcher are wish to scribble on anything for a variety of reasons, some of which include the following: (1) to provide information, (2) to obtain information, (3) to maintain contact, (4) to keep track of anything important, and (5) to assist you in remembering something that you need to remember.

³⁵ Andrea A. Lunsford, *The St. Martin's Handbook Sixth Edition with 2009 MLA/2010 APA Update* (New York: Bedford, 2009).

³⁶ Harmer J, *How to Teach Writing*, England, UK: Person Educational Limited., 2004.

³⁷ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, NY: Prentice Hall, Inc. (New Jersey, 2003).

³⁸ D. M. Barber, D. B., Barber, D. M., Karner, N. F., Laur, *Teaching Writing, Adult Basic Skills Professional Development Project And Appalachian State University*. National Commission On Writing, America's Schools And Colleges. Retrieved On August 2016 From: https://Abspd.Appstate.Edu/Sites/Abspd.Appstate.Edu/Files/Teaching_Writing.

³⁹ Hawkins S, *Putting Pen to Paper*, NALA: National Adult Literacy Agency. Retrieved on August 2016 from: http://www.nala.ie/Sites/Default/Files/Publications/Putting%20pen%20to%20paper%20-%20writing%20workbook_1.Pdf, 2005.

According to Kirby and Crovitz, the creative act of writing is what differentiates writing education from other types of instruction.⁴⁰ According to Peha, the process of writing combines two different activities. The first step in this exercise is to develop ideas for the researcher writing. The second step is to articulate those ideas in a way that is interesting to the researchers audience and crystal clear.⁴¹

According to Dewi, writing is language expression through letters, symbols, or words.⁴² It indicates that a person can communicate what is going on in their head through a letter, symbol, or word that the reader can recognize as a manifestation of the person's mind.

In essence, writing is an essential mode of communication that are help people process honest socialization and express their ideas, feelings, and opinions to have positive social interactions with other people. Writing is generally acknowledged to be the most challenging skill, both to teach and to learn.

b. Types of Writing

Students go through their academic careers participating in various writing activities. The list that follows provides additional examples of writing in a variety of styles, including:

- 1) The narrative is the form of writing that relates the story of acts or events.

Narrative writing aims to relate a story or experience from the researcher's life.

It typically includes a cast of characters, a setting, and a plot (for instance,

⁴⁰ Dawn Latta. Kirby and Darren. Crovitz, *Inside out : Strategies for Teaching Writing*, 2013.

⁴¹ Steve Peha, *The Writing Teacher's Strategy Guide*, Canada, US: Teaching That Makes Sense, Inc., 2003.

⁴² Utami Dewi, *How to Write*, Medan: La-Tansa Press, 2011.

short memories, journals, autobiographical essays, writing approximately someone).

- 2) Description reproduces how things look, smell, taste, feel, or sound; it may also evoke moods like happiness, loneliness, or fear. Description writing creates a visual image of people, places, and even units of time-days, times of day or season. Paints a vivid picture in the reader's mind by providing specific information about the subject of the writing (for instance: menu, tour, brochure, poster).
- 3) Expository is used in giving information, explaining, and interpreting meanings. Expository writing aims to educate, explain, clarify, or outline a topic (examples: research paper, essay, document).
- 4) Argumentation is used in persuading and convincing to make a case or to prove or disprove a statement or preposition.⁴³ Even though research is utilized to compile specialized records in technical writing, this does not imply that the writing should be dry and uninteresting (for example, a VCR manual, a driving force's manual, or a legal report).⁴⁴

c. Component of Writing

According to Heaton, the elements of writing can be broken down into the following five categories: content, enterprise, language use, vocabulary, and mechanics.⁴⁵

⁴³ George E. Wishon, *Let's Writing English*, (New York: Litton Educational Publishing, Inc 1980), p.377

⁴⁴ Arisah, *Improving Students Writing Skill Through Diary at the Eleventh Year Student of Pondok Pesantren As'diyah Kecamatan Malangke,* (Palopo: Thesis S1 STAIN Palopo).p.18., 2015.

⁴⁵ J. B Heaton, *Writing English Language Test*, (New York: Longman,), p.146, 2013.

1) Content

There are a few things to consider whenever are connect to a component. The composition ought to make sense on its own and work toward achieving one primary objective. It is going to be developed appropriately, and it needs to show cohesion and continuity. As a direct consequence, the content consists of a thesis statement and its justification, expansion, discussion, evaluation, and conclusion. It may refer to how a piece of writing is written or to the content of the writing itself. The substance of the writing must be clear for the audience to comprehend the message and obtain information from it. In light of this, it should be concise, accurate, and pertinent.

2) Organization

When we talk about writing organization, we're talking about how the researcher composed, structured, and ordered the ideas or messages within the work. Starting at the beginning and working our way through to the end, the researcher is move from the general to the specific to the general. One of the many reasons things should be arranged in writing is to ensure they are coherent.

3) Vocabulary

Researchers can't function properly without a dictionary at their disposal. Writing requires a substantial investment in one's vocabulary. In order to effectively communicate our perspectives, we are consistently revising our vocabulary. Someone with a limited vocabulary finds it challenging to select the appropriate words for what they are about to say, making it more challenging to construct what they are going to say. Words that are easily understood and readily

available are always produce superior technical and specific writing. It is easier for researchers to structure their work, which are, in turn, make it simpler for readers to comprehend.

4) Language use

Using language in writing descriptions and other types of writing necessitates the utilization of correct grammar and syntax. A good teacher of grammar needs to have the ability to generate grammar. In addition, students can improve their command of the formal language with the help of proper grammar instruction. Never under any circumstances should we be ready to carry out an entirely different function.

5) Mechanics

In any case, there are two aspects that make up the mechanics of writing, and those are function and capitalization. The function is necessary in order to make the meaning clear. In English, the use of a capital letter to start a participial phrase is required. They want to make a distinction between particular things as their first step. Second, it is the first word in many things, including appropriate phrases, adjectives, and quotations. This step is crucial because it enables readers to comprehend the researcher's intent or, to be more precise, identify that intent.

d. Process of Writing

According to Oshima and Hogue, there are four steps that need to be taken into consideration when writing a good text.⁴⁶ The researcher is provided with

⁴⁶ Alice Oshima and Ann Hogue, *Introduction to Academic Writing* (New York: Pearson Longman, 2007).

assistance in arranging their thoughts into a coherent structure through the processes of writing.

1) Prewriting

The first step of the process is called prewriting, consisting of writing before the actual writing. The method of prewriting allows for the generation of new ideas. At this point, choose a topic and engage in some free-form idea generation regarding how best to describe it.

2) Organizing

The next step in the process of writing is to create a brief outline as a means of organizing the researcher thoughts and ideas. The researcher provided an overview of the subject matter and articulated the central idea in a single phrase.

3) Writing

The next step is to create a rough draft of the researcher paper by following the outline created as a guide. The researcher rough draft as quickly as possible without paying attention to details like grammar, spelling, or punctuation. Put down on paper what the researcher thinking. There is a high probability that is preliminary manuscript where have a few typos. The researcher is correct the mistakes at a later time. This stage of behavior is very typical and fitting for the situation. After all, this is only a preliminary draft at this point.

4) Polishing, Revising, and Editing

At this point, the reseacrher should go back through work and polish it up. This concept also goes by the names revising and editing. There are two distinct procedures that yield the best results when it comes to polishing. To start, the

researcher should address the primary concerns regarding the content and the organization (revising). After that, the researcher should concentrate on addressing any minor mechanical, grammatical, or punctuation errors (editing).

e. Important of Writing

The researcher discovered several different references to the critical nature of writing activities, and there are several various reasons for this, some of which are listed below:

- 1) Writing helps us organize our thoughts by forcing us to put them down on paper. It is possible that the researcher are organize them logically.
- 2) Writing a topic and jotting ideas enables us to detach ourselves from our situation. Jotting down ideas for a topic allows us to separate ourselves from the circumstance we're writing about.
- 3) Writing is a method of discovery, and when we write, we stimulate our cognitive processes by inputting information and images that are already familiar to our subconscious minds.
- 4) The act of writing can be helpful in the process of coming up with new concepts because it encourages the development of connections and interactions.⁴⁷

3. Concepts of Analytical Exposition text

a. Definition of Analytical Exposition text

Analytical exposition text is one of the types of texts that students in the eleventh grade are required to write at a higher level. This is because students in

⁴⁷ Suriani Banna, *'Teaching Simple Past Tense At the Tenth Year Students of PMDS Putri Through Writing Personal Experience,'* (Unpublished Thesis S1: STAIN Palopo), 2011, 59.

this type of text attempt to analyze a topic rather than simply explain it or give examples of it. Students are prompted to engage in critical thinking by analytical exposition texts, which offer a variety of arguments supported by evidence. Analytical exposition texts, as Nurhikmah and April, explain, require students to demonstrate a command of the subject matter in order to provide arguments and evidence in support of their claims.⁴⁸ It indicates that the students ought to acquire some knowledge in order for them to be able to apply it when analyzing the subject matter.

A text is said to be analytically expository if it analyzes a topic by basing it on real events and using arguments as evidence for that topic. This text only addresses the subject at hand under one of two conditions: either it is arguing in favor of or against the proposition being discussed. It is impossible for it to satisfy both conditions at the same time because an analytical exposition text examines a particular subject by presenting only one viewpoint on the subject. It is supported by Priyana, Riandi, and Mumpuni, who state that the topic suggested in the analytical exposition text may only be in pro or contra, not both. This finding is supported by these three sources.⁴⁹ According to this assertion, providing the reasons for the topic can only consist of one perspective, and that perspective can be either pro or contra.

⁴⁸ A.F. Irwan, A.FR. Syafei, and L. Marlina, 'Students' Ability in Writing an Analytical Exposition Text at English Department of Universitas Negeri Padang, *Journal of English Language Teaching*, 7.1 (2018), 169–76.

⁴⁹ Priyana, J., Riandi, & Mumpuni A. P., *Interlanguage: English For Senior High School Students XI Science And Social Study Programme*. (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008). P.58.

In addition, the explanations offered in this piece of writing are factual, meaning that they are drawn from actual occurrences. It is consistent with Wahidi's statement in Rakhmi and Amri that an analytical exposition text is a text that shows researchers' perspective of the topic based on occurrence around. This understanding is supported by the evidence presented here.⁵⁰ It indicates that the researcher chose to base the ideas and viewpoints expressed in this text on the occurrences in the surrounding world.

The researcher draws the conclusion that an analytical exposition text is one of the types of texts that call for a higher level of writing ability and call for students to demonstrate that they have mastered the information associated with the topic based on its occurrence around. The information is necessary at this time because the arguments in favor of the issue are currently being discussed.

b. The Purpose of Analytical Exposition text

Analytical and expository has the goal of convincing the reader of the researcher's ideas regarding the subject matter that is being discussed. It is supported by Rhoby, Fitriana, and Yandri, who state that the communicative purpose of an analytical exposition text is to influence the reader about the ideas or something related to the topic.⁵¹ The fact that the reader is persuaded by the ideas presented in the text is demonstrated by this point. As a result, it is reasonable to anticipate that the reader are influenced by what the researcher places on the writing.

⁵⁰ Rahmi Eka Putri and Amri Isyam, 'Teaching Reading an Analytical Exposition Text through Herringbone Technique to Senior High School Students, *Journal of English Language Teaching*, 2.1 (2013), 1–6.

⁵¹ R Testi, F Harmaini, and Y Yandri, 'Teaching Writing an Analytical Exposition Text By Using Mind Mapping, *Jurnal fakultas keguruan dan ilmu pendidikan 3 (6)*, 2014.

In addition, it has been mentioned before that the subject of an analytical exposition text is only in one condition, which is either the pro or the contra side. As a result, the concepts that are presented to the reader in an effort to sway their opinion regarding the subject matter are only related to one side of the argument, either the pro or the contra condition. According to Dahler, the objective of an analytical exposition is to persuade the reader or listener to adopt the researcher's point of view by presenting them with arguments supporting only one side of the issue.⁵² As a result, there is only ever going to be one point of view presented in this text. Therefore, the purpose is also to persuade the reader with only one side of the argument, regardless of whether the perspective is pro or contra.

In addition, the objective of writing an analytical exposition text is to argue something by presenting the arguments in the form of a point of view. These arguments, of course, take the position that the subject matter exists in one condition. If it is on the pro side, then that indicates that it agrees with and supports the idea that are given. If, on the other hand, they are counterarguments, this indicates that the arguments are not in agreement with the subject matter. It is consistent in Rahmi and Amri, who state that the objective of an analytical exposition text is to argue and give arguments as a point of view on the topic.⁵³ This indicates that the reader is encouraged to engage in critical thinking rather

⁵² Dahler, Fitri, "The Effect of Using Content-Purpose-Audience (CPA) Strategy Toward Students' Writing of Analytical Exposition Text At The Eleventh Grade of SMA Nurul Falah Pekanbaru" *Jurnal Pendidikan*, Vol 8, No 1, Februari 2017

⁵³ Rahmi Eka Putri, Amri Isyam, *Teaching Reading An Analytical Exposition Text Through Herringbone Technique To Senior High School Students*, *Journal Of English Language Teaching* 2(1), 289-294, 2013 .

than information gathering as they read the text in question because the researcher presents some of their points in the form of arguments throughout the text.

It is possible to draw the conclusion that there are two overarching goals that an analytical exposition text should strive to achieve. The objective is to argue and to give arguments from the researcher's perspective on the reality of the subject matter. Second, the objective of this piece is to influence the reader's perspective on the matter by presenting them with ideas or arguments that are founded on actual occurrences in the world.

c. Generic Structure of Analytical Exposition text

The students need to have a firm grasp of the overarching structure of the text in order for them to be able to write an effective analytical exposition. The researcher presents the standard structures of analytical exposition text based on the opinions of various experts within this section, according to Hasbi, where he mentioned the generic structures of analytical exposition text. According to what he said, the three fundamental building blocks of an analytical exposition text are a thesis, arguments, and repetition. The researcher makes a claim in his or her thesis about where they stand on the subject or problem being discussed.⁵⁴ An argument is to provide support for the thesis statement. The purpose of the reiteration is to ensure that the statement is accurate, reasonable, and acceptable. This is accomplished by providing a concise conclusion regarding the explanations of the thesis that has been written.⁵⁵ This indicates that the generic

⁵⁴ Hasbi Muhammad Affan, Students' Ability in Writing Analytical Exposition Text: A Study at Eleventh Grade Students of SMA 4 Negeri Padang, *Jurnal Ilmiah Mahasiswa STKIP PGRI Sumbar*, 2014, p.2.

structures consist of a thesis, which contains a statement made by the researcher, arguments, which are the facts of the topic, and reiteration, which is the conclusion.

In the meantime, Mark and Kathy assert that the generic structures of analytical exposition text are distinct from those described by the expert who are presented earlier. They categorized the structures that are used to construct an exposition text into three distinct groups, which are the introduction, the series of arguments, and the conclusion. An attention-grabbing introduction have an introductory statement that provides a point of view on the topic and serves as a preview for the arguments. This type of introduction is called an attention-grabbing introduction. Contains a series of arguments related to the topic, which is used to persuade the reader that the researcher is correct in their position.

The conclusion includes a summary that draws a line under the arguments presented and serves to bolster the researcher's position in the process.⁵⁶ The generic structures discussed are, in essence, the same as those discussed by the previous expert; however, they are described using different terms. This indicates that the generic structures include three distinct components: an introduction or thesis statement, a series of arguments, and a restatement or conclusion of the text.

In addition, Priyana, Riandi, and Mumpuni discussed the generic structures of analytical exposition texts, which include the following three components:⁵⁷

⁵⁶ Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra, Vic: Macmillan, 2003) p.129.

⁵⁷ Priyana, J., Riandi, & Mumpuni A. P., *Interlanguage: English For Senior High School Students XI Science And Social Study Programme*. (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008). P.58.

1) Thesis

The term "thesis" refers to an opinion that is presented regarding something that is going to be written about as a topic. For instance, I believe that it is important for children to go to school. It is a place where they can learn new things, meet new people, and have a good time.

2) Argument

The factors that led to the problem with the thesis or the researcher's viewpoint on the matter. Take, for instance: (1) If children do not attend school, it is possible that they will never learn to read or write. This means that they run the risk of not getting a job at all, let alone a good job. (2) Children have the opportunity to acquire knowledge on a wide variety of topics while they are enrolled in formal education, including subjects such as mathematics, science, historical figures, and various nations. The researcher can also participate in sports and go on field trips to interesting nearby locations if the researcher go to school.

3) Reiteration

Repetition is a rewriting of the statement that is made in the thesis. Take, for instance, the reason why it's important for kids to go to school.⁵⁸

The researcher came to a conclusion, based on the previous explanations about the generic structures of analytical exposition text, that the generic structures of analytical exposition text are divided into three categories: the thesis or introductory section, which contains the researcher's statements as the point of view of the topic; the arguments section, which contains the explanation as the

⁵⁸ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing writing*, (Sydney: UNSW Press Book, 2005), p. 193.

reasons of the thesis statements and it is used to persuade the reader; and finally, the reiteration or conclusion section, which contains a brief resume of the main.

d. The Language Feature of Analytical Exposition Text

Every single type of text that can be written in English has its own unique set of linguistic characteristics. In this instance, the text of an analytical exposition has its very own language characteristics. The students are expected to comprehend, in addition to understanding the generic structures, the language features that are used in the writing of this text. In order to write this text effectively, the researcher are need to utilize certain aspects of language. According to Mark and Khaty, the following linguistic features are utilized when writing an analytical exposition text: modality, emotive words, and linking verbs:⁵⁹

1) Utilizing language in a way that conveys the researcher's point of view (modality). Modality, as outlined by Knapp and Watkins, is utilized in the demonstration of arguments. There are three different kinds of modality expressions: modal auxiliaries, mental verbs, and temporal auxiliaries. Modal auxiliaries are the most common. Following is a list of illustrative examples of modalities:⁶⁰

Modal auxiliaries: the researcher need to throw trash away in the appropriate container. Verbs in mind: I believe that children should attend

⁵⁹ Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra, Vic: Macmillan, 2003) p.129.

⁶⁰ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing writing*, (Sydney: UNSW Press Book, 2005), p. 189..

school. Auxiliaries temporals: It is gave the appearance of filthiness to the classroom.

- 2) Utilizing language in a way that conveys the researcher's emotions (emotive words).
- 3) Establishing a connection between the causes and the effects through the use of linking verbs. Knapp and Watkins both mentioned the connectives that should be used to link the points together. According to what they said, there are many different kinds of connectives, including temporal connectives (such as firstly, secondly, thirdly, and finally...), causal conditional connectives (such as because...), comparative connectives (such as however, in other words, even though, meanwhile...), and connectives that show an effect or a result (such as so, therefore, and consequently...).⁶¹

In addition to this, the publication Simon & Schuster, which is cited in Mahrukh Bashir, stated several linguistic characteristics of analytical exposition texts, which are as follows:

- 4) Increasing the level of persuasion achieved by the presentation of the viewpoint by incorporating emotive connotations. It is possible to convey the message by selecting the appropriate synonym for the word. (for example, the word good can be replaced with the words fantastic or incredible.)
- 5) Using present tense. (for example, I say that it gives, etc.)
- 6) Using mental verbs. (e.g., believe, prefer, doubt, agree, disagree, etc.)

⁶¹ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing writing*, (Sydney: UNSW Press Book, 2005), p. 193.

- 7) Using saying verbs. (for example, people have stated that it has been said, they have stated that, etc.)
- 8) Using words that connect ideas, e. (for example, additionally, furthermore, also, not only, additionally, firstly, and so on)
- 9) Making use of conjunctions of causality (for example, despite, due to, for that reason, because, even though, despite the fact that, etc.)
- 10) Confirmation through the use of words that express the researcher's attitude. (such as going to, being able to, is required to, typically, frequently, etc.).
- 11) Making use of methods of persuasion. It is possible to articulate it by providing generalizations, evidence, and exaggerations.⁶²

d. Writing Analytical Exposition Text

Writing is a difficult task that requires the researcher to think deeply and organize their thoughts into a string of sentences or paragraphs. This is just one of the many steps involved in the writing process. In order to produce well-developed written work, the researcher must first go through the processes of writing. These procedures are called prewriting, editing, revising (also known as proofreading), and the final version. In addition, in order to make a good piece of writing, the researcher needs to put emphasis on coherence, cohesion, and unity.

A text that is considered an analytical exposition text is one that contains arguments regarding a particular subject. The events that took place in the surrounding area inspired the researcher to base this text's topic on those events. In order to compose this piece of writing, the researcher must first conduct

⁶² Mahrukh Bashir, *Bahasa Inggris untuk SMA/MA/SMK/MAK*, (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017), pp. 48-49.

research on a subject and then present their case to the reader with supporting evidence and arguments. In addition, the researcher needs to be familiar with the general structures of analytical exposition texts in order to make it simpler for them to write these texts. Additionally, the thesis, arguments, and reiteration are the generic structures that make up an analytical exposition piece of text. Analytical expositions texts serve two purposes: the first is to persuade the reader or listener, and the second is to convince the reader that the opinion is correct and that it is supported by arguments.

Expository writing can also refer to the practice of writing analytical exposition texts. What this indicates is that the writing of analytical exposition texts requires factual argumentation. For the reader to know whether or not an idea is plausible or accurate, the researcher must provide specific details about those ideas and conduct an in-depth analysis of the subject matter by formulating arguments. In addition, the researcher should be concerned about the elements of writing, such as sticking each sentence together through grammatical and lexical cohesion and also making sure that the ideas are delivered in an orderly fashion. As a result, writing analytical exposition text is an activity in which the researcher expresses his or her viewpoint by analyzing the subject matter and providing the arguments in it, with the goal of ensuring that the reader are have a detailed understanding of the concept.

C. Conceptual Framework

The conceptual framework outlines the steps the researcher intended to take to carry out this research systematically. This study aims to identify errors in

writing an analytical exposition text. The preceding diagram demonstrates that the first component is the students make in their writing the analytical exposition text written by eleventh-grade students in SMA Negeri 2 Palopo. In the second and third components, the student's writing is collected by the researcher and identification for correction the student's writing. The fourth component is the classification of the errors that have been found. To classify the mistakes, a modified surface strategy taxonomy is used. The fifth component explains surface strategy taxonomy, including omission, addition, substitution and misordering. The final part focuses on the various conclusions that can be drawn. By utilizing percentages, performing calculations, and determining the rate in each category, the researcher can determine the type of error that is most common and the type of error that is the most severe due to errors that students make when writing analytical exposition texts. The conceptual framework that this research is built upon is represented in the diagram that can be found below:

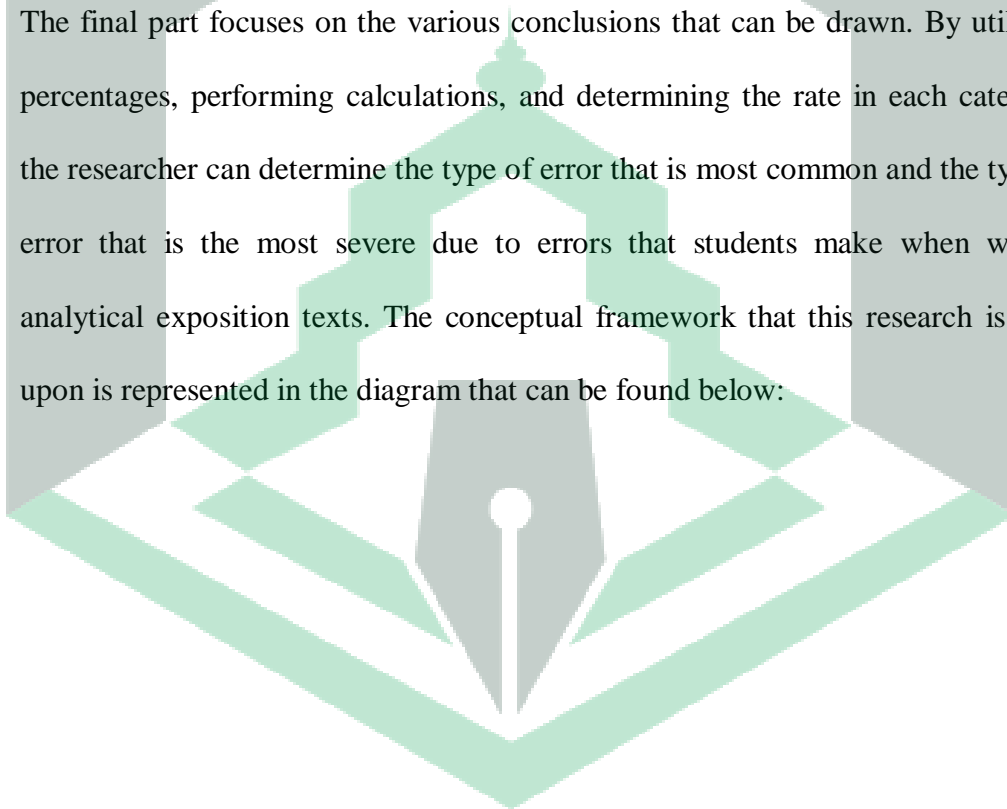
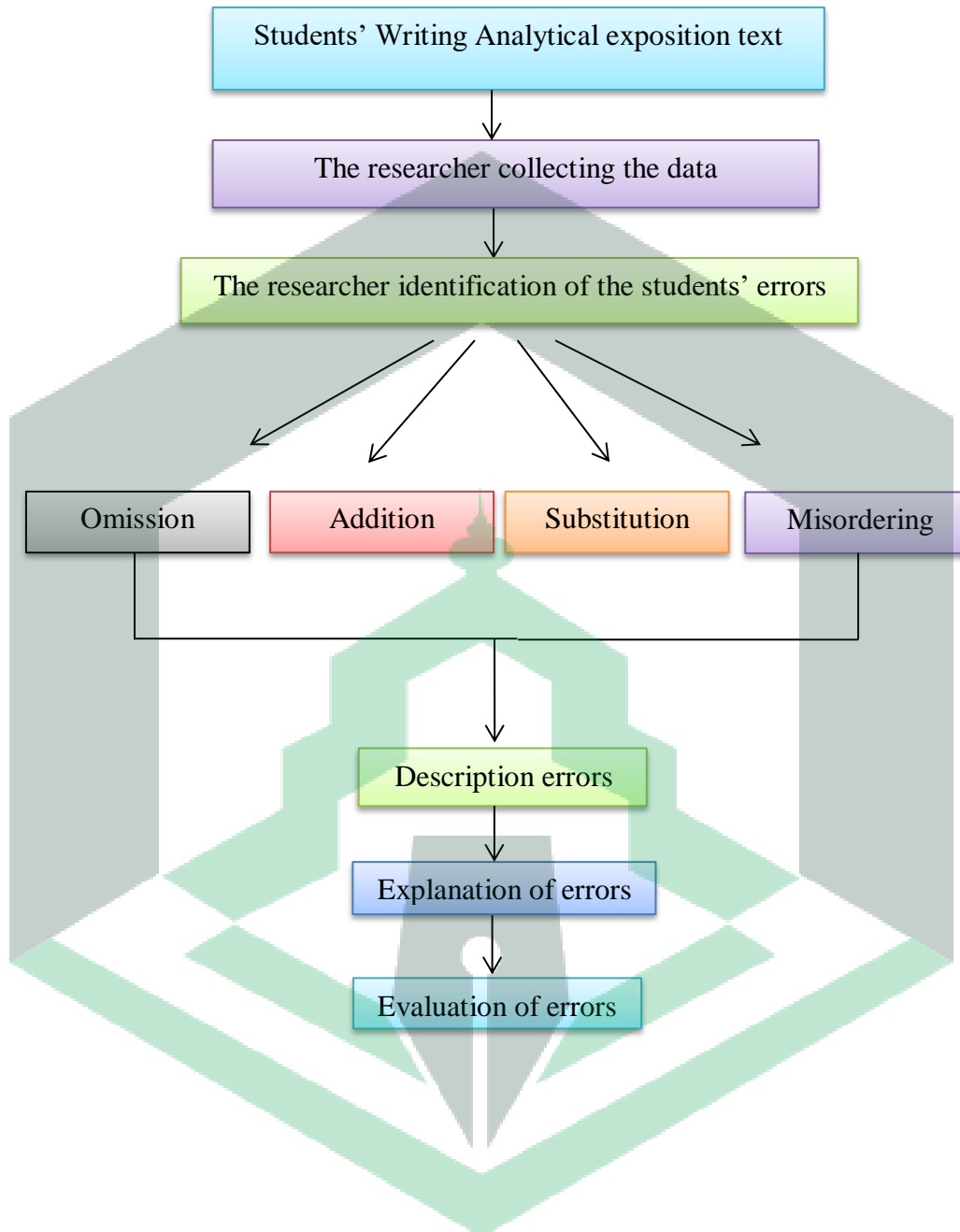


Table 2.1. Conceptual Framework

CHAPTER III

RESEARCH METHOD

A. Research Type and Approach

The descriptive qualitative method was used in this research. According to Sugiyono, qualitative research is research in which the researcher is placed as the key instrument, combined techniques for data collection are used, and inductive analysis is used on the data collected.⁶³ Kirk and Miller, writing in Moleong, define qualitative research as a method that involves making direct observations of individuals and developing relationships with them to obtain their data.⁶⁴ This line of inquiry is interested in knowing about existing phenomena under natural conditions, not controlled, laboratory, or experimental conditions; therefore, this methodology was selected for that reason. This type of qualitative research would also be more appropriate given that researchers are required to go directly to the field with the research object in order to conduct the study.

B. Research Focus

According to Moleong, the research focus serves as a guideline for taking relevant data and applying it to the research problem.⁶⁵ The essence of the research that needs to be done is going to be the primary focus of this investigation. In this study, the researcher focused in writing analytical exposition text written by the students eleventh grade of SMA Negeri 2 Palopo. The text of

⁶³ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2010).

⁶⁴ Moleong Lexy J, *Metodologi Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2002).

⁶⁵ Moleong Lexy J, *Metodologi Penelitian Kualitatif Edisi Revisi* (Bandung: PT. Remaja Rosdakarya, 2016).

the analytical exposition is the data that are analyzed for errors according to the grouping based on the Surface Strategy Taxonomy.

C. Definition of Terms

1. Error analysis is a method that uses linguistic theories or procedures in order to identify and interpret the systematic errors that are made by a learner while they are researching a foreign or second language.
2. Writing is the process of putting an idea, an opinion, or a feeling into written form. It is a complex endeavor that requires language control at the sentence level (grammar, structure, vocabulary, punctuation, spelling, and later information) and beyond the sentence rank (organizing and integrating information into cohesive and coherent paragraphs or texts). The thing we want to write ought to have some message it wants to convey.
3. An exposition text is a text that argues a case for or against a particular position or point of view, and it proposes a suggestion at the end of the argumentation process.

D. Research Design

Creswell explains that different inquiries can be conducted using qualitative, quantitative, or mixed research methods. These inquiries can provide specific direction for the procedures included in a research design.⁶⁶ On the other

⁶⁶ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4 edition (India: Pearson India, 2015 p.41.

hand, Kumar described research design as "a plan, structure, and strategy of investigation devised to obtain answers to research questions or problems."⁶⁷

The qualitative research methodology are used to design this study's research. Research classified as analytical exposition asks questions regarding variables' nature, incidence, or distribution. This type of research involves describing but does not involve manipulating the data. The researcher wanted a method that could provide a precise explanation for a phenomenon or problem that they had observed. Because the research findings are related to interpreting data in the field, qualitative method is sometimes called interpretive.⁶⁸

The researcher are investigate in writing students' analytical exposition text writing and identify grammatical errors based on Surface Strategy Taxonomy. In this way, the researcher gathered data from the analytical exposition text writing done by the students, and identified the errors using Surface Strategy Taxonomy.

E. Data and Data Source

1. Data

The information collected by the researcher in order to comprehend the phenomenon and provide a solution to the predetermined issue is known as data.

⁶⁷ Kumar R, *Research Methodology: A Step-By-Step Guide For Beginners*, London, Ma: Sage Publications Ltd, p. 95., 2011.

⁶⁸ Faisal Amir, *An Analysis Of Grammatical Errors In Writing Made By English Education Students At Iain Palopo,* 2020
<[Http://Repository.Iainpalopo.Ac.Id/Id/Eprint/2688/1/Fasal Amir.Pdf](http://Repository.Iainpalopo.Ac.Id/Id/Eprint/2688/1/Fasal%20Amir.Pdf)>..

The researcher used both primary and secondary data in this investigation. They are:

- a. Primary data is information obtained for the first time, typically for research, through personal experiences or evidence. Throughout this investigation, the primary data was collected in two ways: first, as the result of analyzing students' written analytical exposition texts, and second, through students' interviews.
- b. Secondary data are obtained from previous research, literature reviews, magazines, books, the internet, and other sources that support this research.

2. Data source

A data source is a person, thing, or location that serves as a research piece's information source. For this research, the data source comprised students from SMA Negeri 2 Palopo. The researcher looked at XI IPA 4 and XI IPA 5 classes. During the 2022–2023 school year, 35 students enrolled in the XI IPA 4 Class and 24 Students enrolled in the XI IPA 5 Class of a high school; 11 males and 24 females in class XI IPA 4 And 9 males and 25 males in class XI IPA 5. This research respondent was collected through a method called homogenous sampling.

According to Creswell, in inhomogeneous sampling, the researcher needs to identify the characteristics and locate individuals or sites that possess them.

Homogeneous sampling can be used to sample very similar populations.⁶⁹ The researcher focused on class selected by the institution's English teacher, especially class XI IPA 4 and XI IPA 5.

F. Research Instrument

For this study, the researcher gathered data by having students complete writing tests and conducting interviews.

1) Writing Test

The writing test are carried out in one meeting. The primary data point in this writing test, which focuses on finding out the errors in analytical exposition text. In the exposition text, which consists (ommission, addition, substitution, and misordering) of how students write an exposition text, then the researcher finds errors. The researcher gives five topics in one meeting and the students must chose one of them.

2) Interviews

The researcher interviewed each student to find out their ability in English, and analytical exposition texts. Through the use of interviews, as in a previous study, researchers are able to determine the level of students' knowledge of analytical expositions before administering the writing test. This is accomplished by asking a number of questions that are directly related to analytical exposition.

⁶⁹ Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. (Boston: Pearson, 2012).

G. The procedure of Data collected

a. Given test

The researcher gave a writing test to the students. The test was held in one meeting, and the researcher gave five topics in one meeting which must be chosen by students.

1) Writing Test Meeting.

a) The researcher gave instructions to control the students for writing analytical exposition.

b) The researcher asked the students to write the analytical exposition text based on the topic the researcher provides. The topics are :

- 1) College or work after graduation from SMA
- 2) Is a mobile phone necessary?
- 3) Is television educational for children?
- 4) The distinction between living in a village and living in a city.
- 5) Positive and negative aspects of playing games

c) Then, the students wrote analytical exposition for 60 minutes.

d) The last, the researcher collect the test to check the error.

b. Interview

a) The researcher called the names of students one by one to be interviewed.

b) The researcher asked four questions to each student about writing and analytical exposition.

c) The students answer was recorded by using audio recorder.

- d) Students answer according to their experience with the questions posed by the researcher.

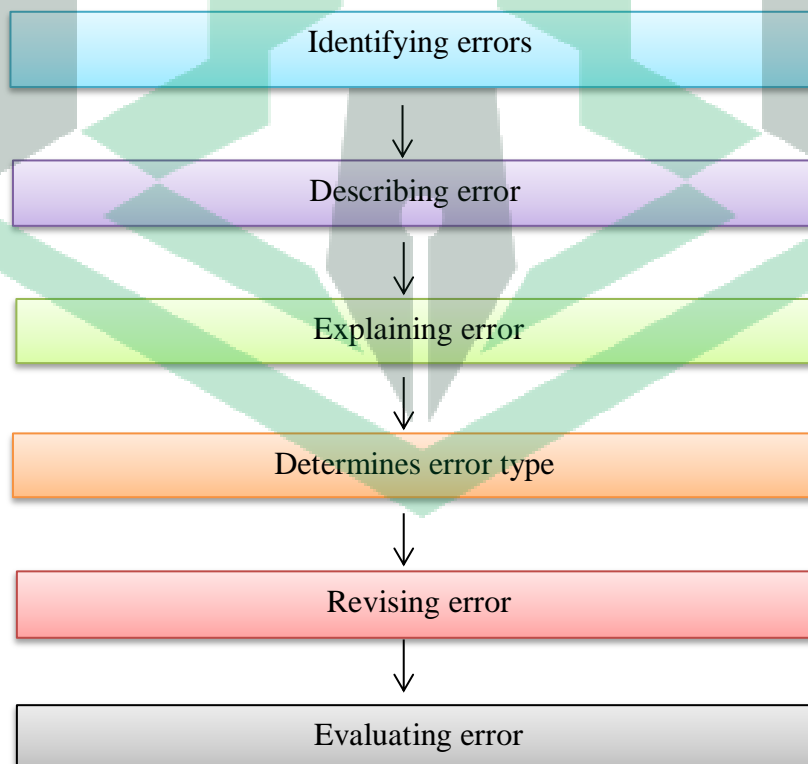
H. Data Validity Check

In instrument validation, the researcher also consulted about instrument tests and interviews with lecturers and teachers who are experts in writing and teaching English. Two validators have evaluated the validity of this research instrument: *English Teacher* and *English Lecturer*. The form of the validity instrument test and interview can be seen in appendix two.

I. Technique of Data Analysis

- a. The data analysis of the writing test

In analyzing the data, the researcher applies the following steps :



- 1) Identifying errors: The researcher cited Nababan that in this step, a teacher needs to be sensitive in identifying the types of errors and also the nonstructural factor, such as on fair and unfairness of forms, because target language learners are make errors on the language varieties.⁷⁰ The researcher looked over the data from this study and attempted to identify students' analytical exposition text writing errors by highlighting those errors.
- 2) Describing error: In general, an error can be clarified in various ways, including addition, reduction, element replacement, and word order. In addition to this step, the researcher are need to reconstruct the shape of the errors. Reconstructing the form of error involves rearranging the incorrect sentences on purpose. It then serves as the guidance to figure out what went wrong and how to fix it. In this study, the researchers described errors by first classifying the errors they found and then classifying them. The errors are classified using the Surface Strategy Taxonomy, which comprises four types of errors. The four are omission, addition (double marking, regularization, and simple addition, and substitution (regularization errors, archi forms, and alternating forms) and misordering.

Table 3.1. Error Classifications of Surface Strategy Taxonomy

No	Identified Sentences or Phrases	Classification of Errors
1	<i>This place is the most important in the world</i>	Ommision

⁷⁰ Nababan, P.W.J, *sosiolinguistik: Suatu Pengantar*, (Jakarta: Gramedia Pustaka Utama, 1993).

2	<i>...with friends and family, and any more</i>	Double Marking
3	<i>...maps navigation / GPS</i>	Regularization addition
4	<i>playing the game</i>	Simple Addition
5	<i>They run in the field yesterday</i>	Regularization Substitution
6	<i>Those Smartphones</i>	Archi forms
7	<i>Can teach children important values</i>	Alternating forms
8	<i>He is all the time lately</i>	Misordering

- 3) Explaining error; identifying the factors that led to the error by classifying it. In this study, the researcher tried to explain how and why a four types of errors is deemed incorrect at this stage.
- 4) The researcher determines the most common error type due to errors in writing students' analytical exposition text writing by evaluating errors using percentages, calculating the data, and calculating the percentage in each category. This allows the researcher to determine the most common and minor standard error types. Within the process of concluding this research, the researcher has incorporated an evaluation of the possible presence of errors. The researcher would find the most common to the least frequent errors caused by errors in students' analytical exposition text writing by using percentages, calculating the data, and calculating the percentage in each category.

- a) It compiles a comprehensive count of all the different types of errors. Divide each type of errors by the total number of all types of errors, and then multiply that number by one hundred to find the type of error that occurs the most frequently.

$$P = \frac{F}{N} \times 100\%$$

Notes:

P: Percentage

F: Frequency of errors

N: Number of classes (total frequency)⁷¹

- b) In the identification table, count the number of errors for each category.

Table 3.2. Frequency of Errors According to SST

No	Error Type	Quantity	Percentage
1	Omission		
2	Double Marking		
3	Regularization Addition		
4	Simple addition		
5	Regularization		

⁷¹ Suharsimi Arikunto, 'Dasar-Dasar Evaluasi Pendidikan', (edisi Revisi), Jakarta PT Bumi Aksara 2021, p. 263.

	substitution		
6	Archi forms		
7	Alternating forms		
8	Misordering		
	Total		

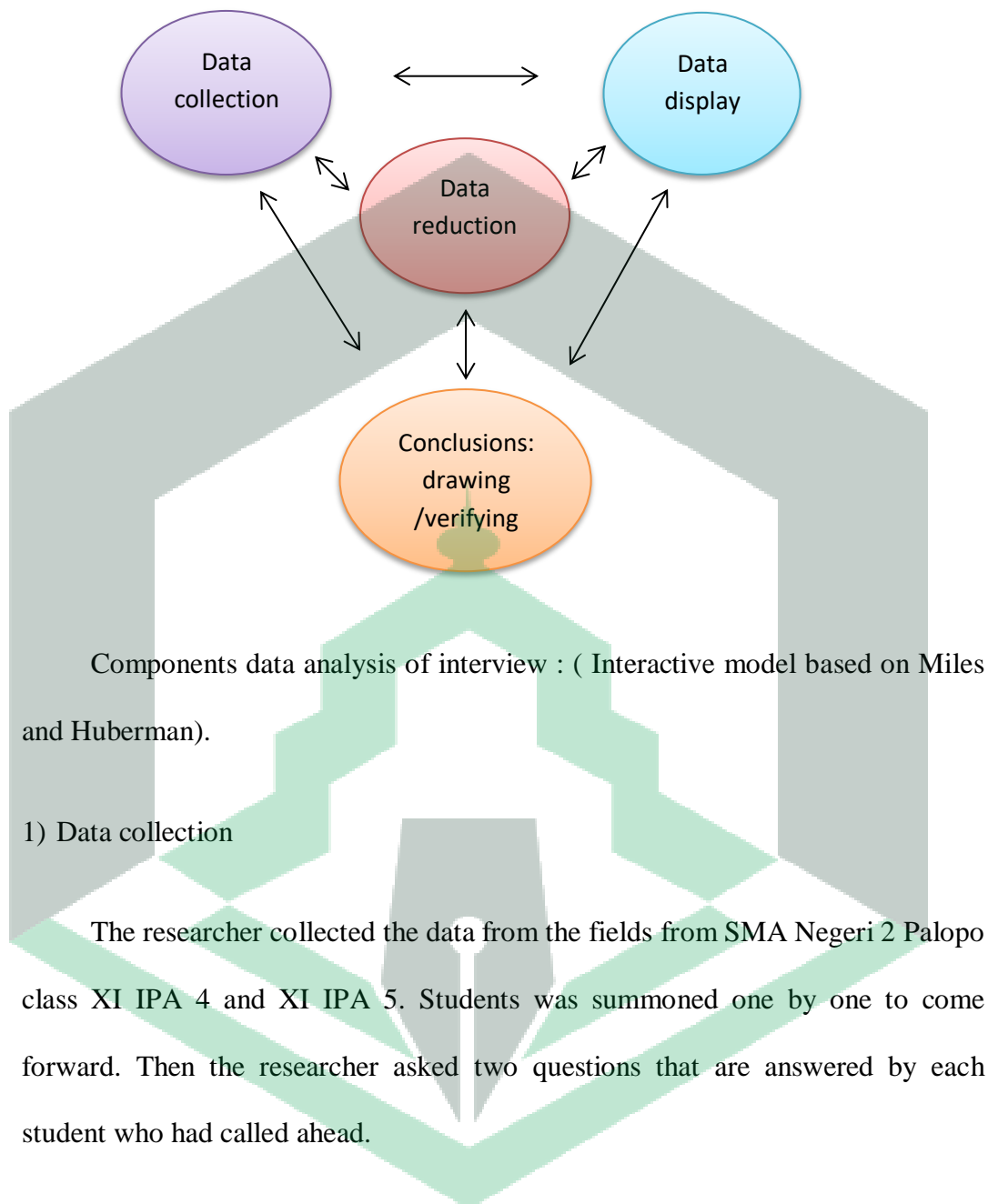
5) The researcher revised errors by providing remedial training and Teaching, emphasizing common errors in structural or unstructured elements.

6) Evaluating error; evaluating error either qualitatively.

b. The data analysis of the interview

In this research project, based on a case study, the data is using an interactive model developed by Miles and Huberman to interview. Those models are also addressed in Miles and Huberman's work. This involves data reduction, data display, and drawing or verifying conclusions (see picture): Components of data analysis (an interactive model based on Miles' work) along with Huberman.⁷²

⁷² Johnny Saldana Matthew B. Miles, A. Michael Huberman, *Qualitative Data Analysis*: Thousand Oaks, CA: Sage, 2014.



2) Data reduction

Due to the vast amount of data collected from the fields about students from SMA Negeri 2 Palopo class XI IPA 4 and XI IPA 5, undertaking data analysis required a technique that first decreased the volume of data. Reducing the

amount of data requires summarizing the information, picking the most significant components, focusing on those aspects, locating the topic, and determining the form. Therefore, the reduced data transmitted clearer information, and it was simpler for the researcher to collect the subsequent data set. There are numerous ways to minimize the volume of data, including selecting, concentrating, simplifying, abstracting, and converting field notes, observations, interviews, and document analysis. According to Miles and Huberman, this stage of the research process begins at the beginning of the investigation and continues until the report's conclusion. During this time, the researcher chooses the interview methods of data collection to employ.⁷³

3) Data Display

After the initial phase of data reduction, the data analysis process moves on to the next level, which is termed data display. The researcher summarises the ten data interviews gathered through the voice note from XI IPA 4 and XI IPA 5 in written form. According to Sugiyono, the display of data could be done in the form of summaries, charts, correlations between categories, or flowcharts.⁷⁴ This comment gave more proof that the data was categorized into summaries and formatted according to a pattern of association to make it simpler and easier to comprehend. In addition, Miles and Huberman suggested visually representing the data through charts, matrices, narrative text, and graphics. Additionally, they

⁷³ Johnny Saldana Matthew B. Miles, A. Michael Huberman, *Qualitative Data Analysis*: Thousand Oaks, CA: Sage, 2014.

⁷⁴ Prof.Dr.Sugiyono, *Metode penelitian kuantitatif, kualitatif dan R&D*, (Bandung: Alfabeta, 2013).

suggested using networks.⁷⁵ As a direct consequence of this, the researcher conducting this study used field notes and voice notes. The data collected from interview recordings was converted into verbatim form.

4) Drawing of the Conclusion and Verification

The fourth phase in interview data analysis is coming to conclusions and verifying those conclusions. The researcher then described and verified the student's summarised interviews from the voice note class XII IPA 4 and XII IPA 5. Then the researcher concluded that the written form of an interview. The researcher In qualitative research, the conclusion may or may not be able to solve the problem formulation that has been generated from the beginning of the study; nonetheless, it may be able to. According to Sugiyono, the succeeding stage of data gathering depends on evidence that is both dependable and consistent to offer backup for it. In this particular situation, it is dependent on evidence.⁷⁶ This suggests that the challenges associated with framing the problem in qualitative research are still temporary and have the potential to emerge after research has been carried out in the field. As a direct consequence, the interview results showed that the researcher could determine how well the students understood the material after giving the writing test. After giving the writing test, the researcher can also decide if the material being taught needs to be explained in more detail.

⁷⁵ Johnny Saldana Matthew B. Miles, A. Michael Huberman, *Qualitative Data Analysis*: Thousand Oaks, CA: Sage, 2014.

⁷⁶ Prof.Dr.Sugiyono, *Metode penelitian kuantitatif, kualitatif dan R&D*, (Bandung: Alfabeta, 2013).

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The researcher identified, classified, and calculated the percentage errors in analytical exposition texts written by the eleventh-grade students of SMA Negeri 2 Palopo. This research aimed to find errors in analytical exposition text written by the eleventh-grade students of SMA Negeri 2 Palopo. After collecting and analyzing the data, the researcher found many things that needed to be corrected. The students' analytical exposition text included the first meeting in class XI IPA 4 and the second meeting in class XI IPA 5, including 370 errors in sentences or phrases. The researcher submitted all sentences or phrases in Tables 4.1, 4.2, 4.3, and 4.4 below and the error category.

1. Identification and Classification of Errors

Errors analysis is a pursuit that aims to deduce the cognitive strategies that guide the learner's reconstruction of the new language from the perspective of a surface strategy. Consequently, Dulay and colleagues classify the error as one of four distinct varieties, primarily based on the taxonomy of surface techniques, which comprises four types of errors. The four are omission, addition (double

marking, regularization, simple addition), and substitution (regularization errors, archi forms, alternating forms), and misordering.⁷⁷

Table 4.1 Omission errors

Omission errors	Student's errors	Suggested Correction	Number of errors
<p>Omission The Omission is characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for the omission, some morphemes are omitted more than others.</p>	a) ...* not have a cellphone	a) ... do not have a cellphone	141
	b) ... he win* be considered	b) ... he wins to be considered	
	c) Handphone * very important	c) Handphone is very important.	
	d) ... among other* to communicate	d) ... among others , to communicate	
	e) ...mobile * has many benefits	e) ...mobile phone has many benefits	
	f) ... also have * negative aspect	f) ... also have a negative aspect	

Based on the table 4.1, there are 141 omission errors discovered. as evidenced by these errors. It should be noticed and reflected that most of the students wrote the errors in the sentence "...* not have a cellphone" instead of "

⁷⁷ Heidi Dulay et al., "Language Two," (Oxford University Press, 200 Madison Ave., New York, NY 10016,), 1982 p 188.

... **do** not have a cellphone" then "he win* be considered" instead of "he **wins** to be considered." In the other sentence, "* educ*tional for children" instead of "... **educational** for children". The number of omission errors found are 141 cases.

Table 4.2 Addition errors

Addition errors	Student's errors	Suggested Correction	Number of errors
<p>Double Marking</p> <p>Double marking happens when two items rather than one are marked for the same feature.</p>	<p>a) ...with friends and family, and anymore</p>	<p>a) ...with friends, family, and anymore</p>	1
<p>Regularization</p> <p>A rule typically applies to a class of linguistic items, such as the class of nouns. In addition, errors in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker are called regularization</p>	<p>a) ...maps navigation / GPS</p>	<p>a) ... map navigation / GPS</p>	21
	<p>b) ...communication relationships</p>	<p>b) ... communication relationships</p>	
	<p>c) ...hassle of wraiting letters</p>	<p>c) ... hassle of writing letters</p>	
	<p>d) ...is there fore</p>	<p>d) ... is there for</p>	
	<p>e) ...the cell phone has many uses</p>	<p>e) ...the cellphone has much use</p>	
	<p>f) ...that can ben played</p>	<p>f) ... that can be played</p>	
	<p>g) ...who plays games</p>	<p>g) ... who play games</p>	
	<p>h) ...time spents using any</p>	<p>h) ...time spent using any media</p>	

errors	media		
	i) ...tablets and smarthphones.	i) ...tablets and smartphones	
	j) ...sites to finnd the information	j) ...sites to find the information	
Simple addition Simple addition is a term to express an error in which an addition is not a double marking, not regularization.	a) ... so that is an most on...	a) ... so that is a most on...	58
	b) ...and they sold to all countries	b) ... sold to all countries	
	c) ... has negative aspects	c) ... negative aspects	
	d) ... I really want to graduate	d) ... I want to graduate	
	e) ...playing the game	e) ... playing game	
TOTAL			80

Based on the table 4.2, the researcher discovered 80 errors. Among all of the faults, It could be seen in a sentence regularization like "...communication **relationsships**" instead of "...communication **relationships**". In the other sentence, in a simple addition error, "... so that is **an** most on..." instead of " *so that is a most on* ". The number of addition errors found are 80 cases.

Table 4.3 Substitution errors

Substitution errors	Student's errors	Suggested Correction	Number of errors
Regularization errors Errors that belong to this category are those in which a regular marker is used in place of an irregular one, as in runned for run, hisself for himself, or gooses for geese.	a) Played game release our stress	a) Playing game release our stress	5
	b) We can used for talking	b) We can use it for talking	
	c) Listened to the music	c) Listen to the music	
	d) My planned is to become TNI	d) My plan is to become TNI	
	e) For hisself it is very interesting	e) For himself, it is very interesting	
Archi forms Archi forms are the errors in which the learners select the member of class form to represents others in that class of a certain function.	a) These Mine my knowledge book.	a) This mine my knowledge book.	3
	b) They are not have a cell phones to make his better	b) He doesn't have a cell phone to make him better	
	c) Those is often played	c) That is often played.	
Alternating forms Alternating	a) has many bad adverse effect	a) ...has many a negative effect...	125

forms are caused by the use of archi forms that often gives way to the apperiantly fairly free alternation of various members of class with each other.	b) ...to release their higher tension	b) ...to release their stress	
	c) Makes our moods to really need suitable	c) makes our moods good	
	d) Can teach the children to essential values	d) can teach children important values	
TOTAL			133

Based on the table 4.3, There are 133 sentences or phrases with substitution errors. The students are confused about which word should be used in the phrase. The students already knew what they would say but incorrectly inserted many words. For example, in error alternating forms, they wrote “...has many **bad adverse effect**” instead of “...has many a negative effect... ”. On the other hand, like in the sentence “...Can teach the children **some essential values**” instead of “can teach children important values ”. The number of substitution errors found are 133 cases.

Table 4.4 Misordering errors

Misordering errors	Student's errors	Suggested Correction	Number of errors
Misordering These errors are characterized by the incorrect placement of morphemes or groups of morphemes in an utterance.	a) ...can be the one of way to release	a) ...Can be one way to release	16
	b) ...various types of launching	b) Various launching types.	
	c) ...people used to only use letters since the existence of cell phones	c) People have used letters since the existence of cell phones.	
	d) ...people who have the same in interests	d) People have the same interests	

Based on the table 4.4, the researcher found is misordering, where are 16 errors. For example: "*people used to only use letters since the existence of cell phones*" instead of "*People used letters since the existence of cell phones.*" Then they wrote "... can be the one of way to release" instead of "*can be one way to release.*" The other sentence, "... various types of launching" instead of "... various types launching types." The number of substitution errors found are 16 cases.

2. Percentage of Each Number of Errors

Tables 4.1, 4.2, 4.3, and 4.4 shows that students' analytical exposition text contained **222 errors in class XI IPA 4 and 148 errors in XII IPA 5.** The

percentages of those errors in each error classification can be seen in the following explanation.

After the researcher identified the errors, the researcher used the following formula to calculate the percentage of errors:

$$P = \frac{F}{N} 100\%$$

Table 4.5. Frequency of Errors

No	Error Type	Quantity	Percentage
1	Omission	141	(38,10 %)
2	Double Marking	1	(0,27%)
3	Regularization Addition	21	(5,80%)
4	Simple addition	58	(15,67%)
5	Regularization substitution	5	(1,35 %)
6	Archi forms	3	(0,81 %)
7	Alternating forms	125	(33,78 %)
8	Misordering	16	(4,32%)
	Total	370	(100%)

The researcher found the overall percentage errors in omission 38,10 % in double marking, 0,27 % in regularization addition, 5,67% in simple addition, 15,67% in regularization substitution, 1,35 % in archi forms, 0,81 % in alternating

forms, 33,78 %, and misordering 4,32% in a total error of 370. In the chart below, the percentage of quantity-identified errors is shown In chart 4.4:

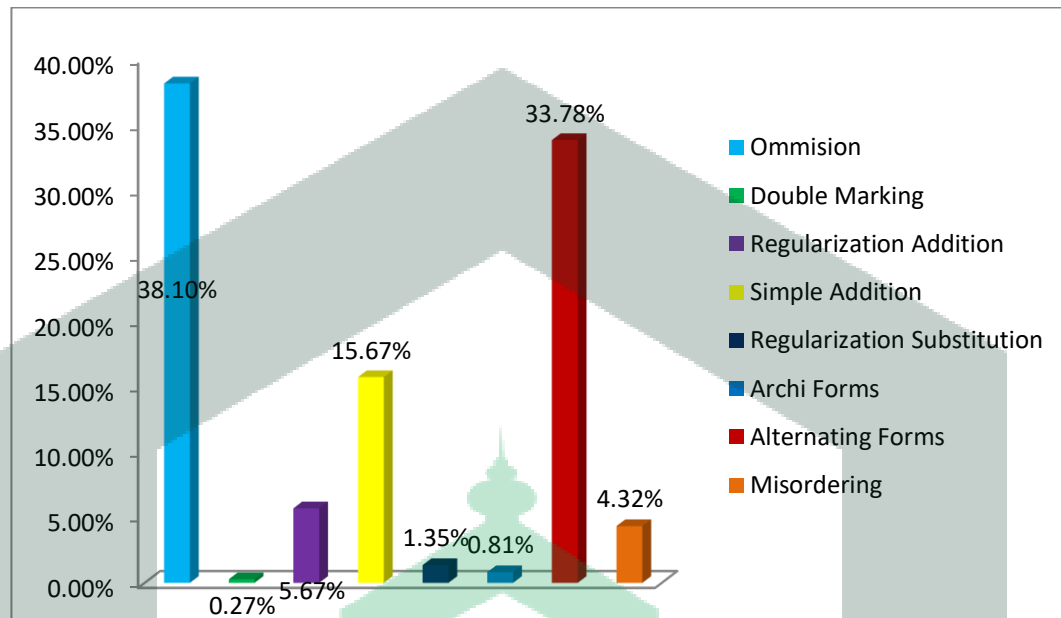


Chart 4.4. The Percentage of Surface Strategy Taxonomy

Based on the finding of the research, it could say that the writing analytical exposition text errors that occurred in students' writing are: in omission, 38,10 % in double marking, 0,27 % in regularization addition, 5,67% in simple addition, 15,67% in regularization substitution, 1,35 % in archi forms, 0,81 % in alternating forms, 33,78 % and misordering 4,32% in a total error of 370.

Furthermore, this research revealed that the most frequent category of errors contributed by the students was omission with frequency (**38,10%**). This result suggested that the students struggled with grammar and did not yet understand how to apply grammar completely in writing analytical exposition text. These errors indicated that they had not yet mastered writing in Analytical exposition text since they did not understand the basics.

3. The Result Of Interview Students

After conducting the writing test, the researcher conducted two interviews question with various students in the class.

Question 1

Researcher : What is writing a text in English, easy or difficult?

Respondent 1 : Surely it is easy and difficult at the same time, it is easy cause we can copy from google and difficulty with the pronunciation of the word or sentences.

Respondent 2 : Writing a text for me it is easy cause there are themes we can choose and of course give our opinion about work or education, and absolutely i choose the education theme.

Respondent 3 : Wriing a text it is easy and difficult at the same time for me, cause there are technology that helps us to did the writing test.

Respondent 4 : When I writing a text, i have some difficult cause the words I don't understand, especially about vocabulary in English.

Respondent 5 : writing a text it is easy to learn cause technology helps us that makes us know about vocabulary.

Based on the findings of interviews conducted by researchers with the respondent for question 1, some students have difficulty writing the writing test in English, especially translating the word, knowing the meaning, and some lack vocabulary. At the same time, some students feel that writing test is easy to work on because the technology helps them understand the type of text.

Question 2

Researcher : What is the difficulty of writing text, especially in analytical exposition ?

Respondent 1 : Actually, it is not hard, if we understand the structure of the text, the kind of repetition, and some conclusions. Why it is not hard to cause there are topics, and we just chose one of them.

Respondent 2 : When I writing the text, i don't have difficulty cause we are using English as our own word suitable with the theme where I choosE.

Respondent 3 : There are some difficulties for me, like how to make the first argument, I really don't understand and surely make the next argument too.

Respondent 4 : For me It is difficult when i translate the word. I did the test for the Indonesian language first and, after that, translate in English.

Respondent 5 : I don't think writing text it is difficult, because the answer lineal from my brain and easy for me to do the writing test.

Based on the findings of interviews conducted by researchers with the respondent for question 2, some students have difficulty writing the analytical exposition text in English, especially structuring the text, translating the word, and making an argument, but some students easy to learn the writing test because they answer from own self and the topic is all ready to work. Specifically their understanding of the analytical exposition text.

Based on the result of interviews conducted by researchers with the respondent for question 1 and 2, students problem there are :

- 1) Translating the word.
- 2) Knowing the meaning.
- 3) Some lack vocabulary.
- 4) Structuring the text.
- 5) Making an argument.
- 6) Some students feel that writing test is easy to work on because the technology helps them understand the type of text.

B. Discussion

Based on the data findings, the researcher make the discussion about the types of errors and dominant types of error found especially in writing analytical exposition text are made by students of eleventh grade of SMA Negeri 2 Palopo.

At Class XI IPA 4 and Class XI IPA 5, the researcher gives instructions on the writing test to be given and explains the details of each topic each student are select, then the students begin working quietly for **60 minutes**, but some students are still confused. Even some of them only wrote a few words.

After the researcher observed the writing test students, the researcher collected the data and gave a conclusion at Class XI IPA 4 and XI IPA 5 almost entirely made errors in their writing especially in writing analytical exposition text. This problem was found by the researcher based on the result of errors analyzed, and the errors can be classified into four types of error based on surface strategy taxonomy, they are **1)** Omission, **2)** addition (double marking, regularization addition, simple addition); **3)** substitution (regularization substitution, archi forms, alternating forms); and **4)** misordering). The research

objectives are to determine the errors and the dominant type of error in Analytical exposition text. The researcher did this research by using Analytical exposition Qualitative Research.

Based on the explanation above, the researcher analyzed the students' writing test results and found **370 errors** in the analytical exposition. It was found that the highest frequency of error is an omission, with total errors of **141 or 38,10 %** (followed by double marking with a total error of **1 or 0,27 %**; next in regularization addition **21 5,67%** in simple addition **58 or 15,67%**) (in regularization substitution **5 or 1,35 %** in archi forms **3 or 0,81 %** in alternating forms **125 or 33,78 %**). The lowest frequency of errors is misordering, with a total of **16 or 4,32%**. Based on the result above, the researcher concluded that omission error was the type that found the most common error. As many as **141 (38,10 %)** and the least **16 (4,32%)** are misordering. This error occurred because students still needed to understand proper grammatical use. The language which had been written was still many affected by the pattern of used Indonesian and their everyday language. This result is in line with Dulay, Burth, and Krashen, who mentioned that any morpheme or word in a sentence is a potential candidate for omission, some types of morpheme are omitted more than others.⁷⁸ However, to reduce the number of errors caused by learners' first languages, teachers must concentrate on these distinctions and pay more attention to them.

⁷⁸ Dulay H, Burt M, and Krashen S, *Language Two* (New York: NY: Oxford University Press, 1982).

Based on the interview questions from Class XI IPA 4 and Class XI IPA 5. 10 respondents gave their answers, and the researcher found that half of the students could not understand the exposition text even after studying it. The researcher concluded that they need to pay more attention when English teachers carefully explain the materials of analytical exposition text and basic English. That caused made some respondents to have difficulty writing the writing test, translating the word. Some lack vocabulary, not understand the structure of the text, translate the word, and make an argument. Still, at the same time, some students feel that writing test is easy to work with because the technology helps them understand the type of text.

As the result of this research, the researcher analyzed the student's error based on surface strategy taxonomy in writing analytical exposition text as the research focus and showed success. In contrast, the researcher had four error types: omission, addition, substitution, and misordering. The researcher found that the most common problem is omission, and the least is misordering. Based on the result above, the researcher concluded that omission error was the type that found the most common error. This error occurred because students still needed to understand proper grammatical use. The language which had been written was still many affected by the pattern of used Indonesian and their everyday language. This result is in line with Dulay, Burth, and Krashen, who mentioned that any morpheme or word in a sentence is a potential candidate for omission, some types

of morpheme are omitted more than others.⁷⁹ However, to reduce the number of errors caused by learners' first languages, teachers must concentrate on these distinctions and pay more attention to them. The researcher found it related to the statement by Johnson, where the students made some typos in his writing because the problem is not with their knowledge but with their ability to appear competent when they are not.⁸⁰ Consist with the thing that students had studied the analytical exposition material before did the writing test. The researcher concluded that students are unfocused and unseriously in the writing tests, which showed many errors in writing analytical exposition text.



⁷⁹ Dulay H, Burt M, and Krashen S, *Language Two* (New York: NY: Oxford University Press, 1982).

⁸⁰ Keith Johnson, *Language Teaching and Skill Learning and Teaching*. (New Jersey: Prentice hall, 1994), 122.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The previous chapter's data analysis illustrates some conclusions on errors in writing analytical exposition texts written by SMA Negeri 2 Palopo eleventh-grade students, especially Class XI IPA 4 and Class XI IPA 5.

The researcher observed the writing test students, the researcher collected the data at Class XI IPA 4 and XI IPA 5 almost entirely made errors in their writing especially in writing analytical exposition text. This problem was found by the researcher based on the result of errors analyzed, and the errors can be classified into four types of error based on surface strategy taxonomy, there are four types of errors that occurred in students' Analytical exposition text: **1) omission 141 (38,10 %); 2) addition (double marking 1 (0,27 %) regularization addition 21 (5,67%) simple addition 58 (15,67%)); 3) substitution (regularization substitution 5 (1,35 %) archi forms 3 (0,81 %) alternating forms 125 (33,78 %)); and the last 4) misordering 16 (4,32 %).** The most frequent error in students' analytical exposition text was the omission of as many as **141 (38,10%)**, and the least is misordering **16 (4,32%)**.

B. Suggestions

Based on the result of the research, some suggestions are addressed to students, teachers of English, and future researchers.

1. For Students

There are several research-related suggestions for the students. First, students should enhance their English grammar comprehension, particularly in articles published in English, to eliminate errors in their written work. Second, students are expected to take charge of their education and become conscious of their learning processes. Third, students should become more aware of the importance of English grammar to be motivated to master it. Finally, students must develop their writing skills by regularly practicing writing in class or at home to spot their errors.

2. For Teachers of English

It is suggested that English teachers pay close attention to students. Design some fun activities to help them develop their skills to reduce students' errors in writing analytical exposition text. Because the results of this study show that the most common errors is omission, it is critical that the teacher teaches the most common error in writing and explains how to learn about good grammar. Furthermore, error-correcting systems must be adaptable and practical. Teachers of English, for example, correct students' paperwork in class and explain their errors one by one. Finally, teachers should pay more attention to students' writing by giving more practical writing assignments to help them enhance their skills.

3. For Future Researcher

The previous research has some limitations. The researcher recommends that other researchers look into the following topics: first, interlanguage

interference. It's utilized to determine what elements contributed to the students' errors in analytical exposition. Second, other factors that may have contributed to an error in writing analytical exposition should be investigated. Third, future research could concentrate on an investigation of errors in analytical exposition texts.

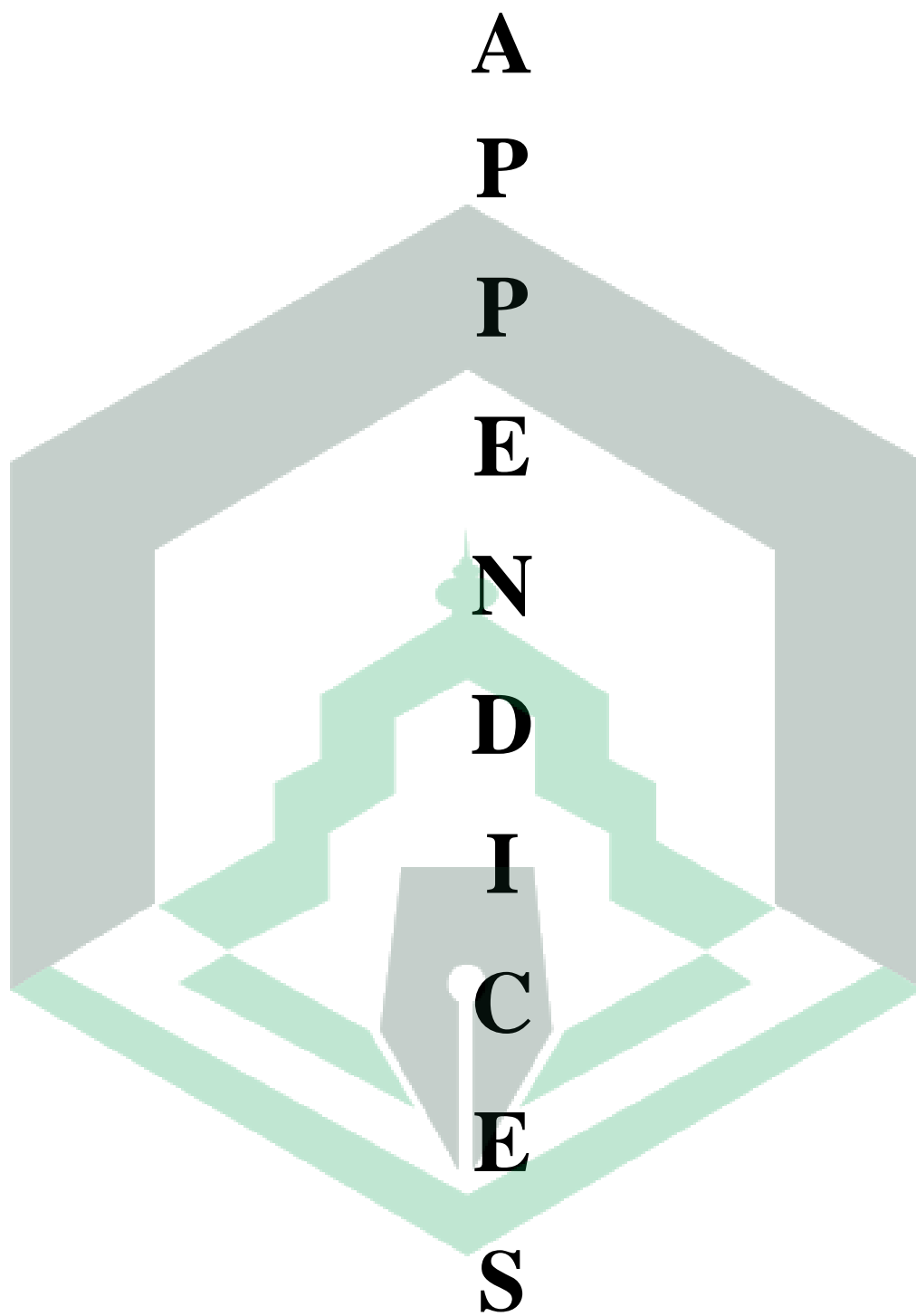


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APPENDIX 1

Researcher

Permits



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PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

ASLI

IZIN PENELITIAN

NOMOR : 1202/IP/DPMPTSP/IX/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 23 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : RAHMAT HIDAYAT
 Jenis Kelamin : Laki-Laki
 Alamat : Jl. Durian Kota Palopo
 Pekerjaan : Mahasiswa
 NIM : 1902020072

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

AN ERROR ANALYSIS IN WRITING ANALYTICAL EXPOSITION TEXT BY THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 2 PALOPO

Lokasi Penelitian : SMA NEGERI 2 PALOPO
 Lamanya Penelitian : 30 September 2022 s.d. 30 Oktober 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
 Pada tanggal : 30 September 2022

a.n. Kepala Dinas Penanaman Modal dan PTSP
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK K. SIGA, S.Sos
 Pangkat : Penata Tk.I
 NIP : 19830414 200701 1 005

Jembah :

- 1 Kepala Badan Kesbang Prov. Sul-Sel;
- 2 Walikota Palopo
- 3 Dandim 1403 SWG
- 4 Kapolres Palopo
- 5 Kepala Badan Penelitian dan Pengembangan Kota Palopo
- 6 Kepala Badan Kesbang Kota Palopo
- 7 Instansi terkait tempat dilaksanakan penelitian



PEMERINTAH PROVINSI SULAWESI SELATAN

DINAS PENDIDIKAN

UPT SMA NEGERI 2 PALOPO

Alamat : Jl. Garuda No. 18 Telp. (0471) 22244 Fax: 3311800 Kota Palopo Kode Pos 91914

KETERANGAN PENELITIAN

Nomor : 421.3/261 – UPT SMA.2/PLP/DISDIK

Yang bertanda tangan di bawah ini Kepala UPT SMA Negeri 2 Palopo, Provinsi Sulawesi Selatan menerangkan bahwa :

Nama : RAHMAT HIDAYAT
 NIM : 1902020072
 Tempat/Tgl.Lahir : Palopo, 29 Agustus 2001
 Jenis Kelamin : Laki – laki
 Program Studi : Pendidikan Bahasa Inggris
 Alamat : Jl. Durian Kota Palopo

Benar telah melaksanakan penelitian di UPT SMA Negeri 2 Palopo, dalam rangka penyusunan Skripsi dengan judul *"AN ERROR ANALYSIS IN WRITING ANALYTICAL EXPOSITION TEXT BY THE ELEVENTH GRADE STUDENT OF SMA NEGERI 2 PALOPO"*.

Demikian Keterangan ini diberikan kepada yang bersangkutan untuk digunakan seperlunya.

Palopo, 19 Oktober 2022

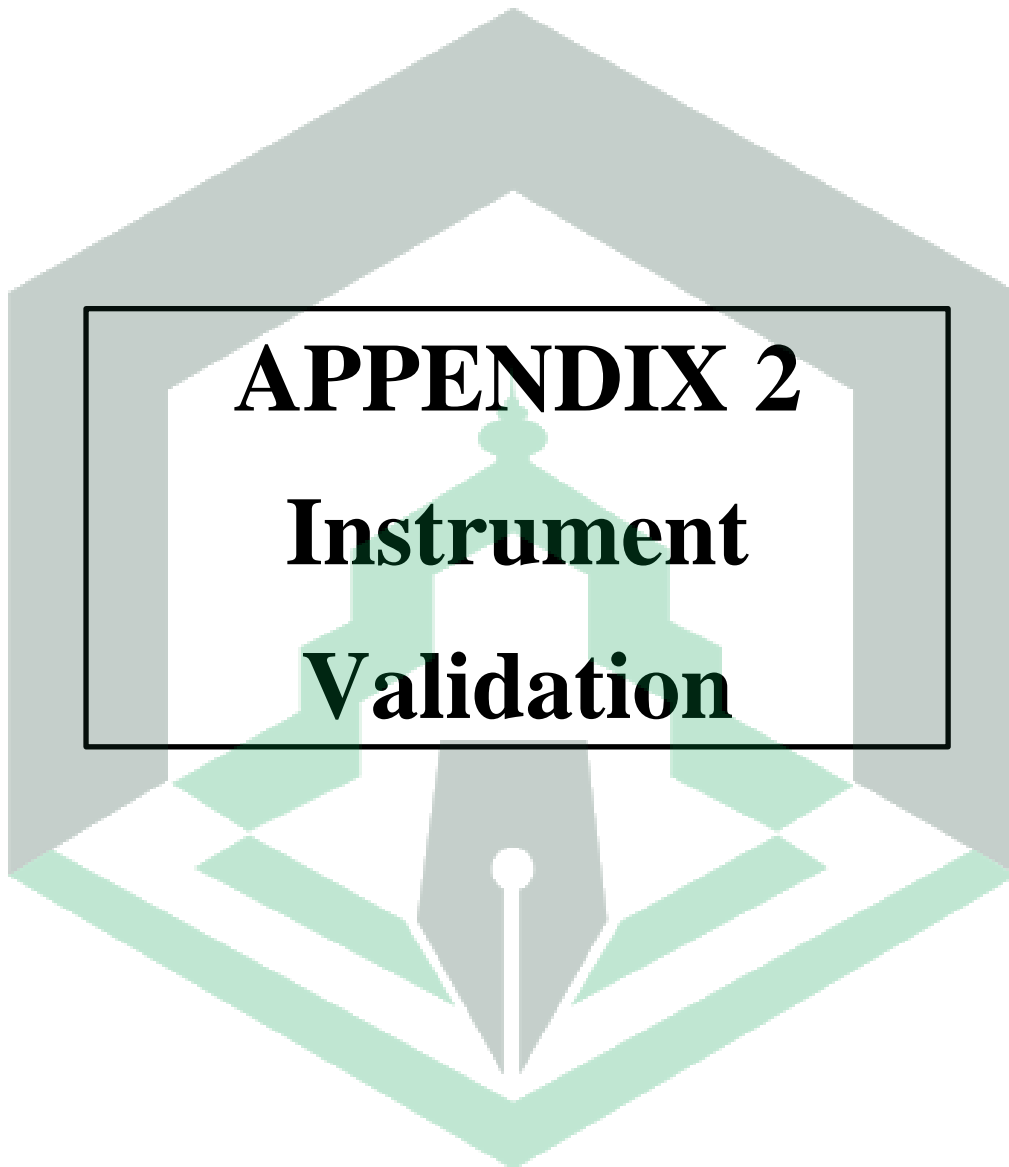


Dr. KAMARUDDIN S.Pd., M.Pd.
 NIP. 199203 2 014

BerAKHLAK # bangga
 mulyani bangsa

Sipakatau

Disdik



APPENDIX 2

Instrument

Validation

Lembar Validasi Instrumen Interview

LEMBAR VALIDASI

Petunjuk :

1. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan dan tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda (√) pada kolom yang tersedia atau dengan angka yang dipilih sesuai ketentuan sebagai berikut :
 - 1 = Tidak Sesuai
 - 2 = Kurang Sesuai
 - 3 = Sesuai
 - 4 = Sangat Sesuai
3. Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1.	Pertanyaan mudah di pahami			√	
2.	Pertanyaan berkaitan dengan penelitian			√	
3.	Pertanyaannya menggunakan bahasa yang baik dan benar			√	

Komentar dan Saran:

.....

.....

.....

.....

.....

Kesimpulan:

Berdasarkan penelitian diatas, lembar validasi instruemnt dinyatakan:

- a. Layak digunakan tanpa revisi
- b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

Palopo, 24 - 10 2022

Validator,



St. Marfuah M, S. Pd.
19700603 200701 2 018.

Lembar Validasi Instrumen Writing Analytical Exposition Text

LEMBAR VALIDASI

Petunjuk :

1. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan soal dan tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda (√) pada kolom yang tersedia atau dengan angka yang dipilih sesuai ketentuan sebagai berikut :
 - 1 = Tidak Sesuai
 - 2 = Kurang Sesuai
 - 3 = Sesuai
 - 4 = Sangat Sesuai
3. Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1.	Petunjuk instrument dinyatakan dengan jelas			✓	
2.	Kalimat instrument mudah dipahami dan tidak menimbulkan penafsiran ganda			✓	
3.	Kalimat instrument menggunakan bahasa yang baik dan benar			✓	

Komentar dan Saran:

.....
.....
.....
.....
.....

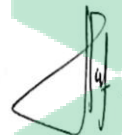
Kesimpulan:

Berdasarkan penelitian diatas, lembar validasi instrumnt dinyatakan:

- a. Layak digunakan tanpa revisi
- b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

Palopo, 24 - 10 - 2022

Validator,



St. Marfuah N, S.Pd.
19700603 200701 2 018

Lembar Validasi Instrumen Writing Analytical Exposition Text

LEMBAR VALIDASI

Petunjuk :

1. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan soal dan tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda (√) pada kolom yang tersedia atau dengan angka yang dipilih sesuai ketentuan sebagai berikut :
 - 1 = Tidak Sesuai
 - 2 = Kurang Sesuai
 - 3 = Sesuai
 - 4 = Sangat Sesuai
3. Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1.	Petunjuk instrument dinyatakan dengan jelas				✓
2.	Kalimat instrument mudah dipahami dan tidak menimbulkan penafsiran ganda				✓
3.	Kalimat instrument menggunakan bahasa yang baik dan benar				✓

Komentar dan Saran:

Sudah selesai dan dapat digunakan sebagai instrumen penelitian

Kesimpulan:

Berdasarkan penelitian di atas, lembar validasi instrumen dinyatakan:

- a. Layak digunakan tanpa revisi
- b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

Palopo, 10 - 10 - 2022

Validator,

Dewi Furwana, M.Pd.

Lembar Validasi Instrumen Interview

LEMBAR VALIDASI

Petunjuk :

1. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan dan tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda (√) pada kolom yang tersedia atau dengan angka yang dipilih sesuai ketentuan sebagai berikut :
 - 1 = Tidak Sesuai
 - 2 = Kurang Sesuai
 - 3 = Sesuai
 - 4 = Sangat Sesuai
3. Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1.	Pertanyaan mudah di pahami				✓
2.	Pertanyaan berkaitan dengan penelitian				✓
3.	Pertanyaannya menggunakan bahasa yang baik dan benar				✓

Komentar dan Saran:

Pertanyaannya lebih diperjelas agar tidak terjadi kesalah pahaman

.....

.....

.....

.....

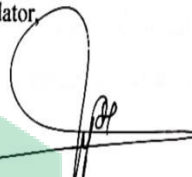
Kesimpulan:

Berdasarkan penelitian diatas, lembar validasi instruemnt dinyatakan:

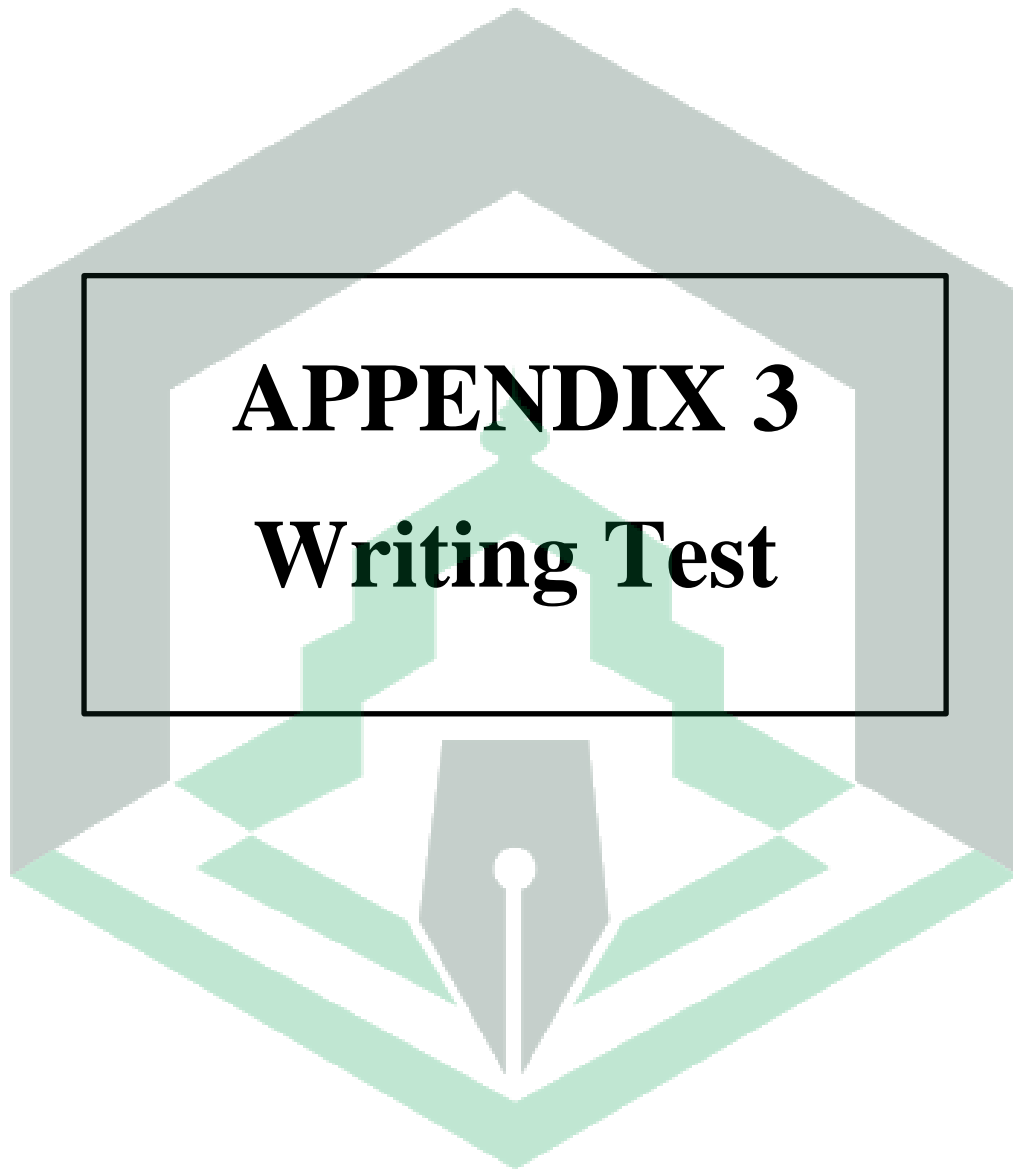
- a. Layak digunakan tanpa revisi
- b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

Palopo, 10 - 10 - 2022

Validator,



Dewi Furwana, M.Pd.



APPENDIX 3

Writing Test

WRITING TEST

Time: 60 Minutes

Name: MUH. FIQIH ALFURQAN

Class: XI IPA4

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
- ② Is a mobile phone necessary?
3. Does television educate the children?
- ④ The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

Is a mobile phone necessary?

nowadays almost all teenagers have cellphones or often abbreviated as HP because at this time cellphones are a must have item for teenagers to find information via the internet, communicate with friends, or exist in social media. if a teenager does not have a cellphone, then he will be considered old-fashioned by his friends so that almost all teenagers have a cellphone.

The positive impact of cellphones on the lives of teenagers, among other: to communicate with friend, seek information and any more. cellphones can have negative impact: disrupting learning concentration when studying, reducing direct interaction with friends and family and any more.

Mobile phones have positive and negative impact on the lives of teenagers, but the negative impact are more dominant than the positive impact when viewed in terms of financial, social and adolescent health.

WRITING TEST

Time: 60 Minutes

Name: Silvia

Class: XI IPA 9

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

The positive impact of playing games can help reduce pain. Sometimes when sick, such as not feeling well, wounds and others when the pain is not felt, and playing games can reduce stress, and can also make new friends.

The negative impact of playing games can create excessive addiction because it is an entertainment but playing games continuously makes us lose track of time, it makes us forget to eat, work, etc. let go of everything and make you not concentrate.

WRITING TEST

Time: 60 Minutes

Name: Laura Pongmangatha

Class: XI IPA 4

Reg.No: 1

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

After graduation I have planned my future. My first goal is to go to a good university and take a course that I like. I really want to graduate from high school with good grades. I hope with that score I will get a chance to choose the university that I want. I want to go to school with design department. If you can not get into design department. If you can not get into design department I will choose the administration department.

WRITING TEST

Time: 60 Minutes

Name: Nirwana Nindia S.

Class: XI. IPA 4

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

1. After graduating from SMA continue study or work

study. I want to study medicine because my dream is to become a doctor. I chose college because it improves my skills and knowledge more - as job opportunities and matures my mindset and matures myself.

WRITING TEST

Time: 60 Minutes

Name: Muh. Farhan Alastam

Class: X 1 PA 4

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

positive and negative aspects of playing games
 As we know the game is an application on mobile phone
 that are often played to fill spare time playing games
 has positive aspect but also has negative aspect

WRITING TEST

Time: 60 Minutes

Name: Almira Hitha R.

Class: XI IPA 4

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

- ① After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

1. After graduating from sma continue study or work

I will tell my story after graduating from high school will take care of the services of my teacher who has taught me to be a good educated person and I also continue to pray and can realize my dream I become a doctor or can go to work I am very grateful to both my parents have prayed for Ash well.

WRITING TEST

Time: 60 Minutes

Name: Dian Suci Ramadani

Class: XI IPA 4

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
- ② Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

Is a Mobile Phone Necessary

Call phones are a means of communication today. Some people used to only use letterance the existence of office work. Call phones people easily complete all work. Such information remotely, cell phones also have a negative impact on students. As for the positive impact of cellphones, namely making it easier for work such as office work.

WRITING TEST

Time: 60 Minutes

Name: TIARA NUPIANI

Class: XI IPA 1

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

Does television educate the children?

Watching television can have a negative and positive impact on children, therefore parents must supervise children when watching television. Television can teach children important values and life lessons. Educational shows can develop learning skills in children. News, current events, and history programs can make young people more aware of other cultures and people. So it can be concluded that watching television with a good spectacle can make early childhood growth and development which includes cognitive, language, social, emotion, motoric, moral, and religious values.

WRITING TEST

Time: 60 Minutes

Name: Dhea Arisya Putri

Class: XI IPA 4

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
1. ② Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen

① Is a mobile phone necessary?

- ② handphone it's a very important thing for everyone, -
 cause we can use it for everything. We can use for
 talking with someone who have a long distance from us
- ③ what handphone we also can use it for sending
 message, listening to the music, search any thing -
 get information in the google, playing games, take a self
 camera, record sound, and so on.
 It shape is not big, but it has so many function
- ④ handphone very important because it has much
 needed in it and necessary for everyone.

WRITING TEST

Time: 60 Minutes

Name: Aulya Putri Sahwa Ramadan

Class: XI IPA 4

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

Positive ~~Negative~~ Aspects of Playing Games

In this modern era, many people can get stress with easily because ~~of many~~ of many factor. And because of ~~that~~ that, many people are looking for ways to release their stress. Playing the game can be one of way to release ~~the~~ stress.

Although playing games has many negative effect, but playing game also have many positive side. As I just said, playing game can release stress. Other than that, playing game can increase our intelligence. This is evidenced by the ~~rest~~ results of research by University of Science and Electronic Technology ~~in~~ ^{summary} ~~that~~ China breast University and Macquarie Australia, and many more.

~~we can play~~ the game
Playing the game can be done as long as it is not overdue.

WRITING TEST

Time: 60 Minutes

Name: ERNIA SARI

Class: XI IPA 4

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

1. After graduating from SMA continue study or work?
After graduating from school, I decided to continue my studies because I wanted to see my family not be underestimated and I planned to study at the Makassar university. The major I wanted was law major

WRITING TEST

Time: 60 Minutes

Name: Sasobnah M. Tonapa

Class: XI IPA 4

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.

⑤ Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

Game is a game that is often played by children, young people, and adults.

because by playing games we can have many friends from the internet and also we can play online games with them, can also make our minds good. For game lovers like me, games are a fun thing to play when together with friends.

but the negative impact of this game can make us addicted, forget the time, and if over time playing the game can make us stressed

WRITING TEST

Time: 60 Minutes

Name: ~~W~~ Siti Nur Fadilla P.

Class: XI IPA 4

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

- ①. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

1. After graduating from sma continue study or work ?

2. After graduating from high school, it might be good if I choose to go to college so that I can improve the quality of my knowledge and skills so that when I graduate and ~~start~~ start working I can do a good job.

3. In my opinion college is not only able to continue my education to college level but also so that I can gain more knowledge than when I was in high school and also improve my knowledge, my ~~best~~ skills, and so that I can get a good job in the future.

4. My conclusion that I prefer college is because a bachelor's degree is still the standard for applying for jobs ~~and~~ college is the path to higher education, and college provides many options for the future.

WRITING TEST

Time: 60 Minutes

Name: Zuhwa Nurul H

Class: XI IPA 4

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

Is a mobile phone necessary?

Advances in information and communication technology are growing rapidly. This is marked by the emergence of various types of launched from the gadget side netgear (or a mobile phone) or what is also commonly called a cellphone is a communication tool that allows users to interact with other users without having to meet in person and can be done anywhere, anytime.

The positive impact of using mobile phones is that users will always get the latest information easily from all over the world because of internet access. While the negative impact is that it can damage the sense of sight if used excessively because of the radiation emitted by cellphones even this of the radiation emitted by cellphones even this radiation can cause cancer which is very dangerous.

WRITING TEST

Time: 60 Minutes

Name: Siti Zakyla

Class: XI IPA 9

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
- ② Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

Is a mobile phone necessary?

cell phones are a means of communication today. Some people used to only use letters. Since the existence of cell phones, people can easily complete all work, such as office work. Cell phones are also currently providing information remotely. Cell phones are needed today for work and other purposes, but some people use cell phones which have a negative impact.

The positive impact of using cell phones is to make it easier for people to work, especially office workers while the negative impact of cell phones is to interfere with health, especially to interfere with concentration in learning for teenagers.

The point is that cell phones are very necessary at this time today, especially in business matters.

WRITING TEST

Time: 60 Minutes

Name: Triwulan

Class: XI IPA A

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

- ① After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

① - continue study

~~because to find new relationships and open a wide network of friends. I will also study with people who have the same interests and talents as me.~~

▣ thesis / introduction

college is an advanced learning process in an formal field where lectures have many majors. In the selection of various considerations, one of which is the interest and talent to start a college. It does require time, money, energy, thoughts, and others but it will be useful forever.

▣ Arguments / body

because to find new relationships and open a wide network of friends I will also study with people who have the same in interests and talents as me.

▣ peitication / conclusion

so, in college, there is an important study that I think is important in our process to get to the success we want.

WRITING TEST

Time: 60 Minutes

Name: A. Aya Passalowanq

Class: XI IPA 4

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

- ① After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

1. Continue study

College is an advanced learning process in a formal field where lectures have many majors. Continuing education to college is certainly everyone's dream. In the view of the general public, higher education is of course seen more as a guarantee of life. Many people go to college to get a job even though the work they get is sometimes not in line with college and this is a common thing.

Why I chose to continue my studies, because I think college is important to find new relationship and open a wide network of friend. We will also study with people who have the same interests and talents as us.

WRITING TEST

Time: 60 Minutes

Name: IFTITA AMELIA PURBA

Class: XI IPA 4

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

1. I want to be kowad
2. I want to be a kowad because my dream from childhood
- because after all, I like challenging things and this is my goal, so I often do physical exercise from now on so I can get used to it, because later at the time of registration, so I have to get used from now on, my plan is to become TNI air force because for me it is very interesting and I want to register in Malang city because my parents told me to go there
3. The conclusion because the forward is very interesting for me

WRITING TEST

Time: 60 Minutes

Name: Muh. Rifqo A

Class: 1x.1pa A

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

1. I want to continue my student studies,
because I want to continue my education up
to masters degree and achieve my goals
and make my parents proud. Thank you

WRITING TEST

Time: 60 Minutes

Name: Aliyah

Class: XI-IPA 4

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

Are Mobile Phones Necessary?

I strongly believe that mobile phones are necessary. My reasons for this belief is that mobile phones are ~~so~~ convenient for business people who travel a lot, and they are handy to have in case of an emergency. To begin with mobile phones are necessary because they are convenient for business people. For example, if you are out of the state or even working overseas and you have to do some important work, it is useful to have one to use.

My other main reason is that mobile phones are necessary to have in case of an emergency.

~~So~~ In conclusion, I believe that mobile phones have now become a necessary part of our everyday life.

WRITING TEST

Time: 60 Minutes

Name: Pia Ramadhani Parubak

Class: XI IPA 4

Reg.No: -

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

Is a Mobile Phone Necessary?

Nowadays almost all teenagers have cellphones or often abbreviated as HP because at this time cellphones are a must-have item for teenagers to find information via the internet, communicate with friends, or exist on social media. If a teenager does not have a cellphone, then he will be considered old-fashioned by his friends so that almost all teenagers have a cellphone.

The positive impact of cellphones on the lives of teenagers, among other: to communicate with friends, seek information from and any more. Cellphones also have negative impacts: disrupting learning concentration when studying, reducing direct interaction with friends and family, and any more.

Mobile is a form of technology that was created to facilitate communicate with other people. Mobile phones have positive and negative impacts on the lives of teenagers, but the negative impacts of cellphones are more dominant than the positive impact when viewed in terms of financial, social and adolescent health.

WRITING TEST

Time: 60 Minutes

Name: Nur Ayla Sakhi Ibrahim
 Class: XI IPA 9
 Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

The different living in a village and living in a town

~~perbedaan kehidupan desa dan kota~~

Society can be interpreted as an urban community which emphasizes the characteristics of life. Meanwhile, rural communities are people whose lives are still largely controlled by customs.

There are many differences between living in the village and in the city. There are also positive and negative impacts. Positive impact when you live in a city like such as good access, not like in the village, and so many more.

So, there are many differences there are also many advantages to living in the village and in the city.

WRITING TEST

Time: 60 Minutes

Name: Nur Anni S

Class: XI IPA 4

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

- ① After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

After graduating from SMA continue study or work?

After graduating from high school I was able to continue my studies at school to broaden my horizons and mine my knowledge but I could also continue to work because if I continued to work I could earn money quickly and could help my parents. according to the question above about after high school I will continue to work because I want to help my parents by not being a burden on the family anymore and I prefer to work than having to continue my college because I don't want to go to college. the conclusion from my words above is that I prefer to work to help the needs of parents and to lighten the burden on parents.

WRITING TEST

Time: 60 Minutes

Name: Rasna Pasyal

Class: XI IPA 4

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

POSITIVE AND NEGATIVE ASPECTS OF
PLAYING GAMES.

Games are now not only an entertainment that is widely enjoyed by all people from various circles.

Online games are a type of computer game that utilizes the internet network. This type of game can be accessed by gamers directly from the company's system via the internet on a computer, laptop, tablet, or mobile phone.

One of the negative impacts resulting from online games are causing addiction effects, making people isolated from the life around them, etc.

In conclusion, online games have many impacts on our lives, both positive and negative impacts. Although it can all be said that it depends on the user. More or less playing online games will bring more ~~positive~~ positive impacts as long as it's done in a reasonable stage.

WRITING TEST

Time: 60 Minutes

Name: Habib Maulana Nawawi

Class: XI IPA 4

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

Positive and negative aspects of playing games

As we know the game is an application on mobile phones that are often played to fill spare time. playing games has positive aspect but also has negative aspect.

The positive impact of playing games is a sense of sportsmanship to respect each other. That is, respecting the opponent when he loses or wins. Every game result win or lose can make someone more ready to accept defeat without despair or victory humbly.

The negative is the habit of spending time playing games can make your child experience addiction which is characterized by feeling restless and irritable when not allowed to play. Having difficulty stopping playing games, not caring about people around him, until symptoms of illness appear, such as migraines or tired eyes.

The conclusion is don't play the game for too long, and you also have to divide your time.

WRITING TEST

Time: 60 Minutes

Name: NURELL HIKMA

Class: XI IPA 4

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

2. Is a Mobile Phone Necessary ?

Mobile phone is ~~the~~ two-way communication tool that is easy to carry everywhere and has the ability to send messages, both voice, pictures, and information. In today's daily life, of course, humans can't be separated from the name cellphone. Especially now that technology is developing have various benefits, not only for communication. Even now, the cellphone has change its name to a smartphone because it has various uses and functions.

What are the benefits of cell phones in everyday life? Communication, practical to use, create text and documents, express yourself, entertainment, Reminder, calendar schedule, Maps navigation / Gps, and others.

Cell phone use also has several negative impacts, including: triggering eye pain, increasing the risk of contracting infections, disrupting the sleep cycle, triggering neck pain and increasing the risk of cancer.

The point is that using a cellphone has advantages and disadvantages depending on how you use it and how you use it.

So, be wise in using the cellphone.

WRITING TEST

Time: 60 Minutes

Name: Muh. Fahril Ramadhan

Class: XI IPA 4

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

Positive and negative aspects of playing games

As we know the game is an application on mobile phones that are often played to fill spare time. Playing games has positive aspect but also has negative aspect.

The positive impact of playing games is a sense of sportsmanship to respect each other. That is respecting the opponent when he loses or wins. Every games result win or lose can make someone more ready to accept defeat without despair or victory humbly.

The negative is that habit of spending time playing games can make your child experience addiction which is characterized by feeling restless and irritable when not allowed to play. Having difficulty stopping playing games, not caring about people around him, until symptoms of illness appear, such as migraines or tired eyes.

The conclusion is don't play the game for too long, and you also have to divide your time.

WRITING TEST

Time: 60 Minutes

Name: WINDI WAHYUNI H.

Class: XI IPA 4.

Reg.No: 2

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

Is a mobile phone necessary

The development of information and communication technology today is very beneficial for the community. mobile is one of the products of this technology that has changed human communication behavior by penetrating space and time. people who are thousands of kilometers away can communicate with each other while looking at each other on and only by using cellphone media. communities in Piungun village district.

The result of the research, among others, it is known that the use of mobile phones does have a positive impact on rural communities, especially in order to maintain communication relationships with people especially relatives or friends who are far outside the area. However, in its capacity as a smartphone with various features, it has a source of information, it turns out that its use not widely known by the village community.

WRITING TEST

Time: 60 Minutes

Name: Nur Qhalbi Aliphia

Class: XI IPA 4

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

2. IS a mobile Phone necessary ?

↳ Mobile is a two-way communication tool that is easy to carry everywhere and has the ability to send messages, both voice, picture, and information.

In today's daily life, of course, humans cannot be separated from the name cellphone. Especially now that technology is developing so that it makes cellphones have various benefits, not only for communication.

Even now, the cellphone has changed its name to a smartphone because it has various uses and functions. What are the benefits of cellphones in everyday life? functions and benefits of smartphones in everyday life: communication, practical to use, create text and documents, express yourself, entertainment, reminder, calendar schedule, maps navigations/GPS, more.

Cellphone/cellphone use also has several negative impacts, including, triggering eye pain, increasing the risk of contracting infections.

WRITING TEST

Time: 60 Minutes

Name: FIRDA INAYAH SAHRA

Class: XI IPA 4

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

- ①. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

After Graduating From SMA Continue Study or work?

I want to continue my studies because I want to achieve my goals as a teacher because if I go straight to work, I might not get the convenience of reaching my goals because of the lack of a learning process.

If we go to college we can get more knowledge depending on what major we take

The conclusion is that what we want depends on our own will, don't listen to other people's opinions, but our own opinions, what do you think you can do

WRITING TEST

Time: 60 Minutes

Name: MUH. SYAHRUL RAMADHAN

Class: XI IPA 4

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

IS A Mobile Phone Necessary

Nowadays almost all teenagers have cell phones or often abbreviated as HP. Because at this time cell phones are a must-have item for teenagers to find information via the internet, communicate with friends, or exist on social media. If a teenager does not have a cellphone, then he will be considered out-of-fashion by his friends so that almost all teenagers have a cellphone.

The positive impact of cell phones on the lives of teenagers among others: to communicate with friends, seek information and anymore. Cell phones also have negative impact: distracting learning concentration when studying, reducing direct interaction with friends and family and anymore.

Mobile is a form of technology that was created to facilitate communicate with other people. Mobile phones have positive and negative impacts on the lives of teenagers, but the negative impacts of cell phones are more dominant than the positive impact when viewed in terms of physical, social and adolescent health.

WRITING TEST

Time: 60 Minutes

Name: Muh Faqih Maripadang

Class: XI IPA 4

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

Mobile Phone Necessary

Nowadays almost all teenagers have cell phones or often abbreviated as hp because at this time cell phones are a must have item for teenagers to find information via the internet communicate with friend or exist on social media

The ϕ
The positive impact of cell phones: To communicate with friend, seek information and any more. cell phones also have negative impact: disrupting learning concentration when studying, and any more.

Mobile phones have positive and negative impact on the lives of teenagers, but the negative impacts are more dominant than the positive impact when viewed in terms of financial, social and adolescent health.

WRITING TEST

Time: 60 Minutes

Name: Ernjela Nazairiya Ampuembong

Class: XI IPA 5

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

5. Positive and negative aspects of playing games

- * Introduction: Every game have positive and negative aspects, some have had an accident, There is also a good impact, namely as entertainment.
- * Argument 1: Some can experience eye damage, some are nearsighted, even blind from plying games because game can make someone addicted.
- * Argument 2: Games can help us increase creativity because the colour colors and graphics that are made attract attention.
- * Conclusion: Game have many effect, don't let the game control us, But we control the game, so we don't addicted.

WRITING TEST

Time: 60 Minutes

Name: Gracio Alfa Teguh Rima

Class: XI IPA 5

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
- ② Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

Is Mobile phone necessary

Mobile phones serve many important functions. Digital Literacy is a critical aspect of young people's schooling and research shows mobile phones can play a role in supporting such learning. It's important students learn with these devices so they can effectively participate in the workforce.

WRITING TEST

Time: 60 Minutes

Name: Denada

Class: XI IPS

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

Online games are computer games that can be played by multiplayer via the internet. for children and adolescents aged 5 to 18 years, experts recommend that parents limit the time spent using any media. this includes playing video games on consoles, tablets and smartphones.

There are still many problems associated with game such as the danger of strangers, addiction, and direct socialization. All these problems, however, can be avoided with parental supervision. With parental guidance, the world of online gaming is not only fun, but also educational for children. besides being a good guide, playing games with kids can be an exciting bonding experience. parents and children can solve problems, get excited over new stages or ascensions, celebrate victories, and grieve over defeats together.

Positive impact: playing games triggers increased brain activity, trains sportsmanship, adds new knowledge, trains problem solving skills the negative impact is that it interferes with concentration, wastes time and fail to focus or doesn't focus

WRITING TEST

Time: 60 Minutes

Name: MAHARANI AMBA GENO

Class: XI IPA 5

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

The difference living in a village and living in a town.

The city is overpopulated compared to the villages where small numbers of people live. The air and water in the village is less polluted and the village has a cleaner environment, less noise and fresh air compared busy than these in the big cities.

WRITING TEST

Time: 60 Minutes

Name: Vika perhwi parman

Class: XI. IPA 5

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
- ④ The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

Housing is a major need for living things on this earth, especially for humans. Two choices for housing, namely in the village or in the city. There are many factors that are considered for a person to determine where he will live. Factors that must be considered include environmental factors including air, soil then social life factors expressed by groups and friendships, no less important factors are economic factors.

WRITING TEST

Time: 60 Minutes

Name: Melani
Class: XI IPA 5
Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

3. Does television educate the children?

The real impact of television shows that are not packaged properly regardless of the education and mental development of children will affect children's growth and development such as imitating or imitating. watching television does not always have a bad impact on children television has enough shows can provide information.

WRITING TEST

Time: 60 Minutes

Name: ZWITZL AUROPA AANGIWA

Class: MIPA 5

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

2. Is a mobile phone necessary?

Many students order the phone because the phone can be used as a learning tool and can be used to work online. Our cellphones can find friends in various areas. We can also look for what we want.

but there are also bad effect if we play on the phone continuously we can get addicted and irritated the eyes and children now misuse their cellphone a lot so from ~~that~~ we their cellphones a lot so from there we have to use cellphones correctly and remember the time so that we don't get addicted.

Today the world has developed can see various types of mobile phone brands of various colors and quality.

We can buy with high price and low price.

The manufacture of cellphone is seen in various countries with the brand and quality of cellphones and the sold to all countries.

WRITING TEST

Time: 60 Minutes

Name: RODIA
 Class: XI IPA 5
 Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
- ② Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

Mobile phones serve many important functions
 digital literacy is a crucial aspect of young
 people's schooling and research shows mobile
 phones can play a role in sparking each
 these devices so that can effectively
 part of life in the workforce.

WRITING TEST

Time: 60 Minutes

Name: ASSAL
Class: KIS XI 5
Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

IS mobile Phone necessary

Mobile phones serve many important functions. Digital literacy is a critical aspect of being people for schooling and to catch up with mobile phones can play a role in supporting e-learning. It's important students learn with these devices so they can effectively participate in the workforce.

WRITING TEST

Time: 60 Minutes

Name: OPRAH NATASIA

Class: XI IPA 6

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

2. Is a mobile phone necessary?

- 1) yes, it is necessary because with mobile phones we can communicate with people who are out of town.
- 2) mobile phones can also make playing games to vent boredom

WRITING TEST

Time: 60 Minutes

Name: CHIRY P.

Class: XI IPA 5

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

2. The most advantageous thing of mobile phones when students use is getting connected. With cell phones in hand, students are encouraged to build collaborative learning. They are able to share notes and lesson with others. Additionally with mobile phones parents of the students will be less worried since they can easily contact their children.

WRITING TEST

Time: 60 Minutes

Name: Andini Ayu

Class: XI IPA 5

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
- ④ The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

Housing is a major need for living things on this earth, especially for humans. Two choices for housing, namely in the village or in the city. There are many factors that are considered for a person to determine where he will live. Factors that must be considered include environmental factors including air, air, soil, then social life factors expressed by groups and friendship, no less important factors are economic factors.

WRITING TEST

Time: 60 Minutes

Name: Khaerul Fahir

Class: XI IPA 5

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
- ② Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

②:
 Apart from being a medium that can facilitate daily communication, there are various kinds of cellphone functions that are no less important. In this case, the function of the cellphone can act as a means to operate various applications that help work to important class storage media.

WRITING TEST

Time: 60 Minutes

Name: ALIYAH A.

Class: XI IPA 5.

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

The different living in a village and living in a town.

The city is overpopulated compared to the villages where small numbers of people live. The air and water in the village is less polluted and the village has a cleaner environment, less noise, and fresh air compared to the cities. People in the villages are less busy than those in the big cities. They have significantly different ways of life, and each has its advantages and disadvantages. Village life is characterized by primary relationships between individuals, tightly knit communities, and common professions. Urban or city life is characterized by secondary and tertiary relationships and various businesses.

WRITING TEST

Time: 60 Minutes

Name: HEBRON

Class: XII^{AS}

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

IS mobile phone necessary

mobile phone serve many important
 fundations digital literacy is a critical
 aspect of young people's schooling
 and research shows mobile phones
 can play a role in supporting such
 learning its important students learn
 with these devices so they can
 effectively participate in the
 workforce

WRITING TEST

Time: 60 Minutes

Name: Jacqueline

Class: XI IPA 5

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

2. Is a mobile phone necessary?

In my opinion, mobile phone are very important because they can make it easier for us to get information ~~at~~ without watching television or reading newspapers. And easier to communicate with people who are far from us.

WRITING TEST

Time: 60 Minutes

Name: AYU ANASTASYA

Class: XI IPA 5

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
- ⑤. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

online game are as computer games that can be played by multiplayer via the internet for children and adolescents ages 5 to 18 years. experts recommend that parents limit the time spent using any media. this includes playing video games on consoles, tablets, and smartphones. there are still many problems associated with game such as the danger of strangers addiction and direct socialization. all these problems, however, can be avoided with parental supervision. with parental guidance, the world of online gaming is not only fun, but also educational. for world of online gaming is not only children. beside being a good guide, playing games with kids can be an exciting bonding experience. parents and children can solve problems, get excited over new stages or ascensions, celebrate victories, and grieve over defeats together. positive impact: playing games triggers increased brain activity, trains sportsmanship, adds new know ledge, trains problem solving skills. the negative impact is that is. interrupts with concentration, wastes time and fail to focus, or doesn't focus.

WRITING TEST

Time: 60 Minutes

Name: Halifa pasali
 Class: XI IPA 5
 Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

thesis:

S: positive and negative aspects of playing games.
 arguments: * positive

1. can make decisions quickly

for example, if gamers play strategi games, gamers must be able to decide quickly between attacking and defending

2. make new friends

sometimes we are invited to chat, even get acquainted we can add friendship through games.

* Negative

1. Damage the eyes

If too often our eyes can be minus or plus.

2. make lazy

we only focus on the games we play. we will be lazy to work or do the task

periteration:

video games can be used to help improve test scores, teach life and job skills, improve brain function, and encourage physical exercise.

WRITING TEST

Time: 60 Minutes

Name: BINTANG

Class: XI IPA 5

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

online game are as computer games that can be played by multiplayer via the internet for children and adolescents ages 5 to 18 years. experts recommend that parents limit the time spent using and media.

WRITING TEST

Time: 60 Minutes

Name: APRILIA ANGGUN LESTARI

Class: XI IPA 5

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

5. Positive and negative aspects of playing games

introduction → so the game has both positive and negative impacts on its users.

argumen 1 → playing games can also have a negative impact on users, playing games for too long can also result in blind eyes and other impacts.

argumen 2 → but there is also someone who plays games has a positive impact, when someone can be successful because of the game.

Conclusion → so the game does not only have a negative impact but also has a positive impact, don't assume that playing games only have a negative impact.

WRITING TEST

Time: 60 Minutes

Name: Bintang Ayudia

Class: XI-IPA 5

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

2. Yes, because cellphones can communicate with phone calls and sms, but can also be used to do various things, which are used for photos, video calls, and accessing the internet

WRITING TEST

Time: 60 Minutes

Name: M. SYAHFAN.F.A (Orcki)

Class: XI IPA.5

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

1. After Graduating From high School, we can work or go to college.

Argument 1: after graduating from high school and choosing to go to college to pursue higher education

Argument 2: after graduating from high school and choosing to work we can immediately get an income

Conclusion: if we go to college we still have to take more education and spend money while if we work we can immediately make money

WRITING TEST

Time: 60 Minutes

Name: Utan

Class: XI IPS

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

1. work, maybe some people prefer to work because of the inadequate family economy and lack of encouragement from the family to motivate someone who wants to go to college.

WRITING TEST

Time: 60 Minutes

Name: Wega Styanancy Bodi

Class: XI IPA 5

Reg.No:

*Please read the following instruction below:

Choose one of the topics which interest you

1. After graduating from SMA continue study or work?
2. Is a mobile phone necessary?
3. Does television educate the children?
4. The different living in a village and living in a town.
5. Positive and negative aspects of playing games

Write down an Analytical exposition text into paragraph based on the topic chosen.

Argument =>

Ⓐ Is a mobile phone necessary?

Yes, mobile phones can help students in doing school assignments with the facilities in the gadget. Student can easily find references or can even find information for the tasks they carry out easily so they can be completed quickly. In addition, mobile phones also make it easier over long distances without the hassle of writing letters like in the past, it can also be used as a refreshing medium or entertainment when feeling tired or bored, such as playing games, social media and others. Accessing information is therefore easier for them to open various sites to find the information they need.

Introduction. The cell phone has many uses, there are good and bad effects, the good and bad effects, the good effects such as being able to find friends from various regions and others, the bad effects are to watch prohibited movies.



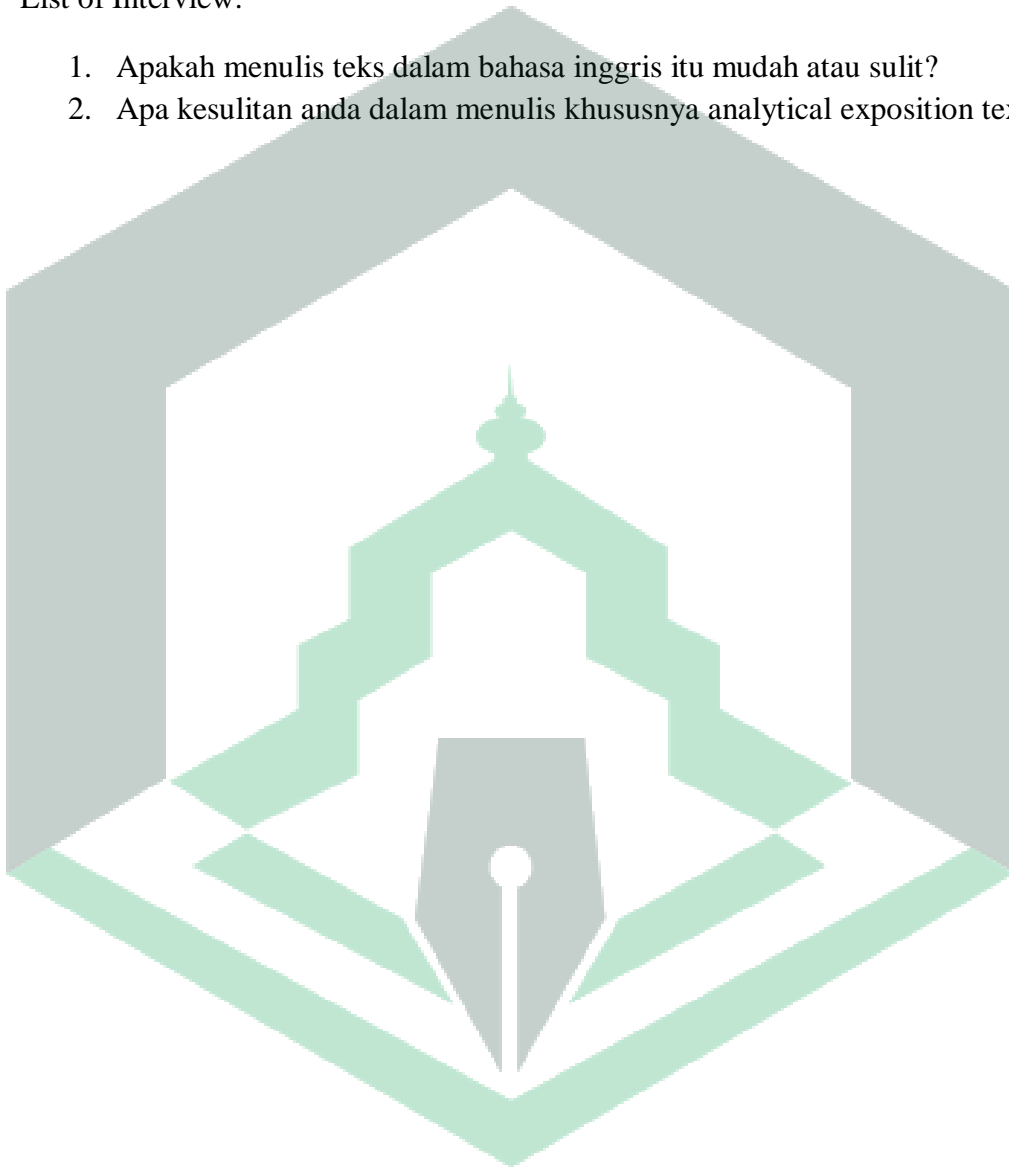
APPENDIX 4

Interview

Instrument of Interview
For Students in SMA Negeri 2 Palopo

List of Interview:

1. Apakah menulis teks dalam bahasa inggris itu mudah atau sulit?
2. Apa kesulitan anda dalam menulis khususnya analytical exposition text ?



TRANSCRIPT INTERVIEW STUDENTS CLASS XI IPA 4

1. Raskia rasyid

Researcher : Apakah menurutta menulis teks dalam bahasa inggris itu mudah atau sulit?

Raskia : Mudah dan disatu sisi sulit,karena bisa salin dari google dan sulitnya itu lebih kearah cara mengucapkan kata atau kalimatnya.

Researcher : Apa kesulitan ta dalam menulis khususnya analytical exposition text ini ?

Raskia : Sebenarnya cukup mudah kak asalkan kita paham struktur teksnya semacam ada penegasan ulang dan ada kesimpulannya dan tentu nya mudah ji juga karena sudah ada topic yang di tentukan

Researcher : Owh bgitu di yang penting ada tahapannya dan hampir samaji teks bahasa Indonesia dan bahasa inggris

Raskia : Iyee kak

Researcher : Oke dek sekian dan terima kasih

2. Iftita amelia putri

Researcher : Apakah menurutta menulis teks dalam bahasa inggris itu mudah atau sulit?

Iftita : Susah susah gampang

Researcher : Susah susah gampang dalam artian apa ini?

Iftita : Kan nda terlalu anu ka saya bahasa inggris kak apalagi masalah penyebutannya saja susah itu mi makanya moka bimbel

Researcher : Owh jadi masih kurang ki dalam hal kosakata le

Iftita : Iye kak

Researcher : Kemudian tadi yang kita kerjakan apakah ada kesulitan ta dalam menulis khususnya analytical exposition text ini ?

Iftita : Nda adaji kak karena memang pake bahasa sendiri ji tadi waktu dikerjakan sesuai dengan tema yang dipilih

Researcher : Owh iyee

3. Nur arini

Researcher : Jadi nur arini apakah menurutta menulis teks dalam bahasa inggris itu mudah atau sulit?

Nur arini : Sedikit mudah dan sedikit sulit kak, disatu sisi kak adaji alat bantu teknologi yang bisa permudah ki dalam kerjakan I kak

Researcher : Kemudian menurutta tadi pada saat kita bkin teks ini ada kesulitan ta dalam menulis?

Nur arini : Tidak adaji kak soalnya jawaban dari otakku langsung ji kak jadi nda susah menurutku kak

Researcher : Jadi nda ada kesulitan ta ini karena nda perlu pi lagi dicari cari le jawabannya krna dari otak sendiri

Nur arini : Iye kak

4. Muh Rifo A

Researcher : Apakah menurutta dalam menulis teks dalam bahasa inggris itu mudah atau sulit?

Muh Rifo A : Sedikit mudah ji kak ,karena sudah ada soalnya kita di berikan pendapat kek missal mau kuliah atau kerja,saya pilih kuliah untuk tempu pendidikan kak

Researcher : Apakah ada kesulitan ta dalam menulis teks eksposisi tadi ?

Muh Rifo A : Kurang pahamka kak soalnya kurang saya perhatikan tadi intruksi ta kak,tapi bisaji saya kerjakan kak krna tinggal diberikan pendapat ta

5. Ria ramadhani parubak

Researcher : Apakah menurutta dalam menulis teks dalam bahasa inggris itu mudah atau sulit?

Ria : Gampang gampang sulit kak,kadang dipaham ji tapi biasa salah penulisan ji

Researcher : Apa kesulitan ta dalam menulis khususnya analytical exposition text ini ?

Ria : Masalah translate ji kak dalam bahasa Indonesia ke bahasa inggris cukup sulit menurut ku kak

Researcher : Owh jadi susah ki dalam menerjemahkan di

Ria : Iye kak

TRANSCRIPT INTERVIEW STUDENTS CLASS XI IPA 5

6. Gracio Alfa

Researcher : Apakah menurutta dalam menulis teks dalam bahasa inggris itu mudah atau sulit?

Gracio : Susah dipahami kak kata katanya kak,kurang pahamka tentang kosakata bahasa inggris

Researcher : Apa kesulitan ta dalam menulis khususnya analytical exposition text ini ?

Gracio : Itu mi tadi kak susah ka dalam memahami kata kata atau pilihan katanya dalam buat teks bahasa inggriskak

7. Einjela nozaltrisya

Researcher : Apakah dalam menulis teks dalam bahasa inggris itu mudah atau sulit?

Einjela : Mudah kak,apalagi kayak dibantu ki skrng dengan teknologi sehingga mudah ki tau kosakata kak

Researcher : jadi istilahnya ini mudah karena ada bantuan google dan teknologi

Researcher : Apa kesulitan ta dalam menulis khususnya analytical exposition text ini ?

Einjela : Ada,kalau kek bikin kalimat itu,apa argument pertamanya apa keduanya yang bgiu bgiu kak

Researcher : Jadi kesulitan ta itu dalam bentuk struktur teksnya di' yang mana argument yang didahulukan cocoknya

Einjela : Iyekak

8. Zwitzl aurora

Researcher : Apakah dalam menulis teks dalam bahasa inggris itu mudah atau sulit?

zwitzl : Sulit kak,pilihan kosa katanya kak dalam menulis

Researcher : Apa kesulitan ta dalam menulis khususnya analytical exposition text ini ?

zwitzl : Disatu sisi susah kak tapi ada mudahnya kak karena pendapat ku sendiri dalam menulis teksnya

Researcher : Jadi sebenarnya mudah ji tadi dikerjakan tapi pilihan kosa kata di'
zwitzl : iyekak

9. Maharani amba seno

Researcher : Apakah dalam menulis teks dalam bahasa inggris itu mudah atau sulit?
maharani : Sulit kak dalam segi bahasanya kak
Researcher : Apa kesulitan ta dalam menulis khususnya analytical exposition text ini ?
Maharani : Nda kutau jelaskan kak,tapi betul betul sulit,karena mungkin kurang kosakata ka kak
Researcher : Jadi kurang bendahara kata ta sehingga sulit skali kita rasa le
Maharani : Begitu mi kak

10. Melani

Researcher : Apakah dalam menulis teks dalam bahasa inggris itu mudah atau sulit?
Melani : Agak sulit kak
Researcher : Dalam segi apa sulit dek
Melani : Dalam segi kosa kata nya kak masih kurang ka kak
Researcher : Apa kesulitan ta dalam menulis khususnya analytical exposition text ini ?
Melani : Sulit,dalam menerjemahkan kak soalnya ku kerja bahasa Indonesia dulu kak baru ku terjemahkan

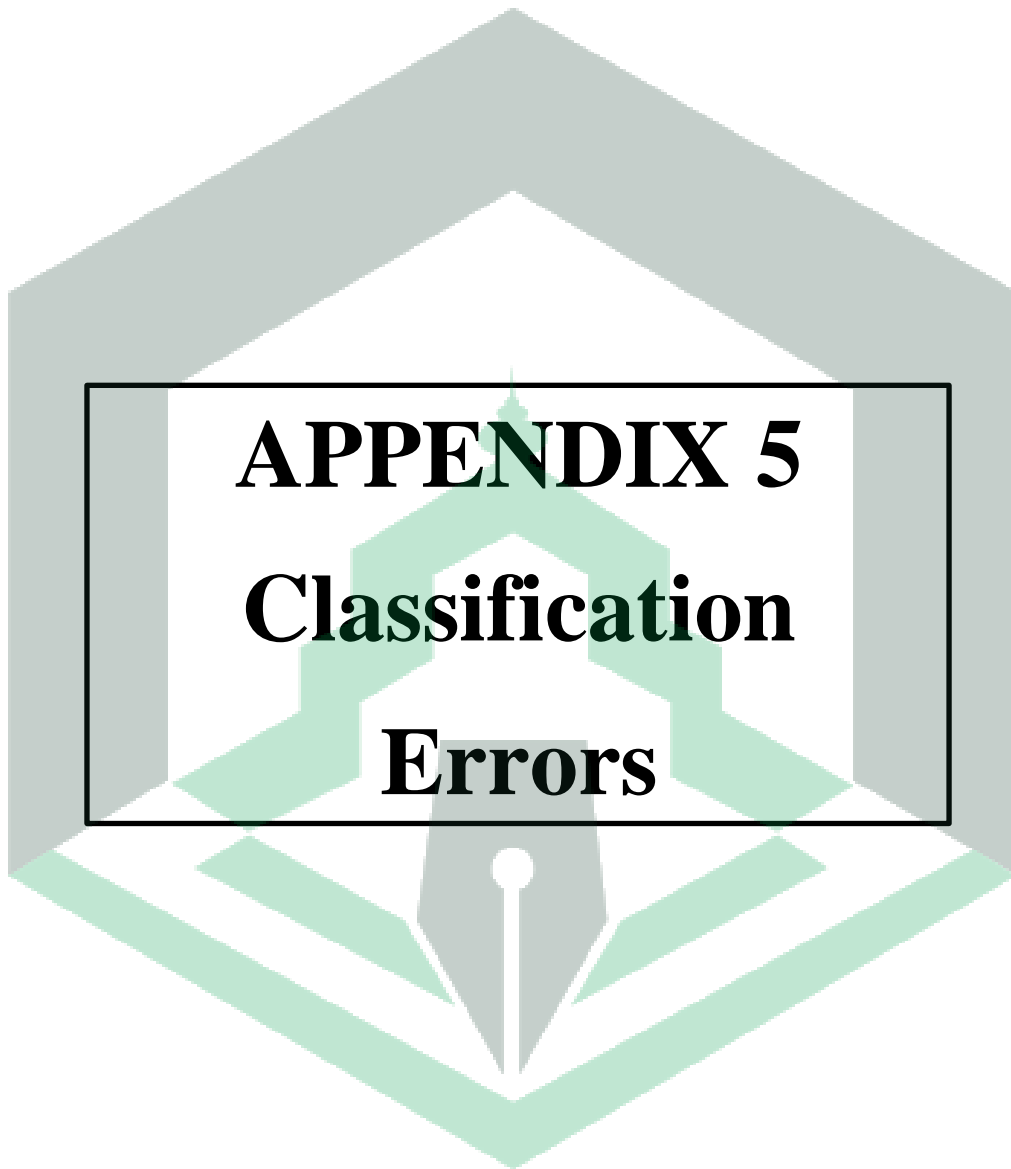


Table 4.1. Identification and Classification of Errors Class XI IPA 4 and XII IPA 5

No	Identified Sentences or Phrases	Classification of Errors						
		omission	addition			substitution		misordering
			DM	R	SA	RE	ARF	ALF
1.	...* not have a cellphone	√						
2.	... he win* be considered	√						
3.	... so that a most on...			√				
4.	... then he win*	√						
5.	... among other* to communicate	√						
6.	... * seek information and anymore	√						
7.	... also have * negative	√						
8.	...impact are more dominan						√	
9.	... games *can help reduce	√						

10.	... because it is an entertainment			√					
11.	... * let go everything	√							
12.	... is an application*	√							
13.	... on * mobile phone	√							
14.	... phone* that are often								
15.	... to fill space * time playing games	√							
16.	... has positive aspect* but also	√							
17.	... has negative aspects				√				
18.	... has * negative aspects	√							
19.	... negative aspect*	√							
20.	...* study	√							
21.	I chose * college	√							
22.	... I really want to graduate			√					

23.	I hope with that score I will get a chance				√				
24.	... With * design department	√							
25.	... the university that I want						√		
26.	... I will choose administration						√		
27.	... people used to only use letter once								√
28.	...cell phones people easily complete						√		
29.	... have a negative impact on students						√		
30.	...for the positive impact of cell phones						√		
31.	...such * information remotely	√							
32.	Call phones are a means						√		

33.	...stress with easily because of many							√	
34.	...because of many factor*	√							
35.	...to release their stress							√	
36.	...playing the game				√				
37.	...can be the one of way to release								√
38.	... the one of way				√				
39.	...one of way*	√							
40.	...has many negative effect							√	
41.	... but playing game also				√				
42.	... have many positive							√	
43.	...many positive side*	√							
44.	Playing game* can release stress	√							

45.	...research by * university of science	√							
46.	...can teach children important values							√	
47.	...can also make* our moods good	√							
48.	...makes our moods good							√	
49.	...games are a fun thing to play				√				
50.	...and if over time playing the game				√				
51.	Handphone it's a very important thing							√	
52.	...We can use * for talking	√							
53.	...with someone who have a long distance							√	
54.	...use it for sending message				√				

55.	...for sending message*								
56.	...listening to the music				√				
57.	...search* any information	√							
58.	... in mr google							√	
59.	..., take * a self camera	√							
60.	...record* sound	√							
61.	...it * shape is not big	√							
62.	...handphone * very important	√							
63.	...and * necessary for everyone	√							
64.	...my education to * college level	√							
65.	...but also so that I can gain more				√				
66.	... that when I was in high							√	
67.	...i can get a good							√	

	job								
68.	...many option* for the future	√							
69.	...technology are growing rapidly						√		
70.	...various types of launching								√
71.	... easily from all over						√		
72.	...impact is that is can						√		
73.	...people used to only use letters since the existence of cell phones								√
74.	...people can easily complete						√		
75.	...such of office work						√		
76.	...especially office worker*	√							
77.	...cell phones are very necessary today						√		

78.	...education up to master's degree	√							
79.	...my dream from childhood							√	
80.	... because after all				√				
81.	...have to get used * from now	√							
82.	... my plan is to become TNI								√
83.	...become * TNI air force	√							
84.	...for me it is very interesting							√	
85.	...my parents told me to go there							√	
86.	...very interesting for me							√	
87.	...in a formal field							√	
88.	... certainly everyone's dream							√	
89.	...i think college is important							√	

90.	...to find new relationshi p							√	
91.	...to find * new relationshi p	√							
92.	...to find new relationshi p*	√							
93.	...open a wide network							√	
94.	...network of friend*	√							
95.	...process in a formal field							√	
96.	...one of which is the interest							√	
97.	...people who have the same in interests								√
98.	...the same in interest				√				
99.	...thi belief is that mobile phones							√	
100	...to have on to use							√	

101	...in case of an emergency				√			
102	...only an entertainment				√			
103	...is widely enjoyed by all people from various circles							√
104	...a computer, laptop, table*, or mobile phone	√						
105	...from online games are : causing addiction						√	
106	...from the life around them				√			
107	...will bring more positive				√			
108	... impacts as long as it's done						√	
109	...mine my knowledge				√			

110	... but I could also							√	
111	...* continued to work because	√							
112	...I prefer to work to help							√	
113	...the bu*den on parents	√							
114	...urban community * which emphasizes	√							
115	...still largely controlled by customs							√	
116	...village and in the city								√
117	...* there also positive and negative	√							
118	...you live in a city							√	
119	So, there are many difference							√	

	s								
120	...and in the city				√				
121	...if a teenagers does not have a cellphones							√	
122	...have a cellphone				√				
123	...then he win be considered							√	
124	...so, that almost all								
125	...all te*nagers have a cellphone	√							
126	... on the lives of teenagers				√				
127	...among other*:to communic ate	√							
128	...to communicate with friend*	√							
129	...have negatif impacts							√	

130	...with friends and family, and any more		√						
131	...mobile is a from of technology							√	
132	...* created to facilitate	√							
133	... communicate with other people							√	
134	...have * positive and negative	√							
135	...and negatif impacts of cellphones							√	
136	...than the positiv* impact	√							
137	As we know the game					√			
138	... is an application on mobile phones					√			
139	...an application* on	√							

140	...on * mobile phone	√							
141	... that are often played				√				
142	...has positive aspect*	√							
143	... but also has negative				√				
144	... * negative aspect	√							
145	... negative aspect*	√							
146	...is a * sense of sportsman ship	√							
147	...to respect * each other	√							
148	...playing games, * not caring about	√							
149	...until symptoms illness appear							√	
150	...is * two – way communic	√							

	ation								
151	...and has ability to send							√	
152	...* both voices, pictures	√							
153	...from the name cellphone							√	
154	...the cellphone has change*	√							
155	...* practical to use	√							
156	...maps navigation / GPS			√					
157	As we know the game							√	
158	... is an application on mobile phones							√	
159	...an application* on	√							
160	...on * mobile phone	√							

161	... that are often played				√			
162	...has positive aspect*	√						
163	...but also has negative				√			
164	... * negative aspect	√						
165	... negative aspect*	√						
166	...is a * sense of sportsman ship	√						
167	...to respect * each other	√						
168	...playing games, * not caring about	√						
169	...until symptoms lilness appear						√	
170	...if a teenagers does not have a cellphones						√	

171	...have a cellphone				√			
172	...then he win be considered						√	
173	...so, that almost all				√			
174	...all te*nagers have a cellphone	√						
175	... on the lives of teenagers				√			
176	...among other*:to communicate	√						
177	...to communicate with friend*	√						
178	...have negatif impacts						√	
179	...with friends and family, and any more				√			
180	...mobile is a from of technolog y						√	

181	...* created to facilitate	√							
182	... communicate with other people							√	
183	...have * positive and negative	√							
184	...and negatif impacts of cellphones							√	
185	...than the positiv* impact	√							
186	... because I want to achieve				√				
187	... because if I go straight				√				
188	...what major we take							√	
189	...but out own opinions							√	
190	...is * two – way communication	√							
191	...and has ability to send							√	

192	...* both voices, pictures	√							
193	...from the name cellphone							√	
194	...* practical to use	√							
195	...maps navigation / GPS			√					
196	...today is very beneficial for the communit y							√	
197	...behavio*r by penetratin g space	√							
198	...at each other on and only by using				√				
199	...communities in * piungun	√							
200	...vil*age districts	√							
201	...especially in order to maintain							√	

202	...communication relations hips with people			√					
203	...espec*ally relatives	√							
204	...it's use * not widely known	√							
205	...if a teenagers does not have a cellphones							√	
206	...have a cellphone				√				
207	...then he win be considered							√	
208	...so, that almost all				√				
209	...all te*nagers have a cellphone	√							
210	... on the lives of teenagers				√				
211	...among other*:to communic ate	√							

212	...to communicate with friend*	√							
213	...have negatif impacts						√		
214	...with friends and family, and any more				√				
215	...mobile is a from of technology						√		
216	...* created to facilitate	√							
217	... communicate with other people						√		
218	...have * positive and negative	√							
219	...and negatif impacts of cellphones						√		
220	...than the positiv* impact	√							
221	...are more dominan*	√							

222	... but can also be used to do various things								√
223	...Which are used for photos							√	
224	...and spend * money	√							
225	...because of inadequate family							√	
226	...yes, Karen, mobile phones can help							√	
227	...student* can easily find references	√							
228	...the carry out eassly so they can be							√	
229	...hassle of wraiting letters			√					
230	...like in th* past	√							
231	...is there fore			√					
232	... Gadjed it becomes easier							√	
233	...sites to finnd the information			√					
234	...the cell phone has many uses			√					

235	...the bad effects are to watch*	√							
236	... give teume * motivation words	√							
237	...mobile * has many benefits	√							
238	...*t can be positive and negative	√							
239	...depending on now we use it						√		
240	...if gamers play strategi						√		
241	Online game are as computer								√
242	...that can ben played			√					
243	...internet for chi*dren	√							
244	...and odolescents does						√		
245	... 18 years evperts						√		
246	...seccomend that parents						√		
247	...limit the time spents			√					
248	...using and media				√				

249	...have a negative impacts on its users							√	
250	...but there is also someone				√				
251	...who plays games			√					
252	...* has a positive	√							
253	...positive innpact							√	
254	...wher* someone can be successful	√							
255	Online game are as computer games								√
256	... as computer games that can				√				
257	...can be played by multiplayer via				√				
258	For chi*dren and adolescents	√							
259	... ages to 18 years							√	
260	... to 18 years				√				
261	...experts recommend that parents							√	

262	...time spents using any media			√					
263	...tablets and smarthphones.			√					
264	...there are stil* many problens	√							
265	... problens us sociated with game						√		
266	...associated with game*	√							
267	...the dange* of strangers	√							
268	...but also educ*tional	√							
269	... i for children			√					
270	...children beside* being a good guide	√							
271	...ex*erience parents and children	√							
272	...can solve prombelms						√		
273	...over dereats						√		
274	...* positive impact	√							
275	...trains sport*manship	√							

276	...trains problem so*ving	√							
277	... there are many factors that are								√
278	...by groups and friendship*	√							
279	... there are various kinds of cellphone functions that are								√
280	... kinds of cellphone functions				√				
281	... function of the cellphone								√
282	...help work to important				√				
283	...the village has a cleaner								√
284	Village life is characterized						√		
285	Mobile phone* serve many important	√							
286	... fundalations digital literacy						√		
287	...of young pouple						√		
288	...important students leavn				√				

289	... whith these			√					
290	... decices so they can							√	
291	... affechtively participate							√	
292	...in the workforce			√					
293	... in my opinion				√				
294	...mobile phone* are	√							
295	... vere important							√	
296	...easier to communicat*	√							
297	...thing of mobile phones							√	
298	... when students use is getting							√	
299	...they are able to share notes							√	
300	...lesson* with others	√							
301	...they can easily contact							√	
302	...because with mobile phones					√			
303	... who are out of town					√			

304	... mobia phone serve							√	
305	... functians digital literacy							√	
306	...schooling and rese*rch	√							
307	...mobile phones con play							√	
308	...in duppatting ekeh							√	
309	...*learning its importants	√							
310	...these dewices so they can							√	
311	...they can effective							√	
312	...mobile phinos							√	
313	... sarva many important							√	
314	... fancions digital literacy							√	
315	...critical asp*ct	√							
316	... pople's scholing							√	
317	...scho*ling and	√							
318	...re*sarch shows mobile phones	√							

319	...a role in sporthing			√					
320	... fach these devices			√					
321	...effectively partripate							√	
322	...in tah workforce							√	
323	...in the village is less							√	
324	...pol*uted and the village	√							
325	...cleaner insonment							√	
326	...air compared * busy	√							
327	... than these					√			
328	... in the big aties							√	
329	... there are many factors that are								√

330	... must be considered include								√
331	...factors including air				√				
332	...* no less important factors	√							
333	... regardless of the education and mental development of children								√
334	...shows * can provide information	√							
335	...as a learning tool							√	
336	... but there are also							√	
337	...developed * can see various	√							
338	...we can buy with							√	
339	...* high price	√							

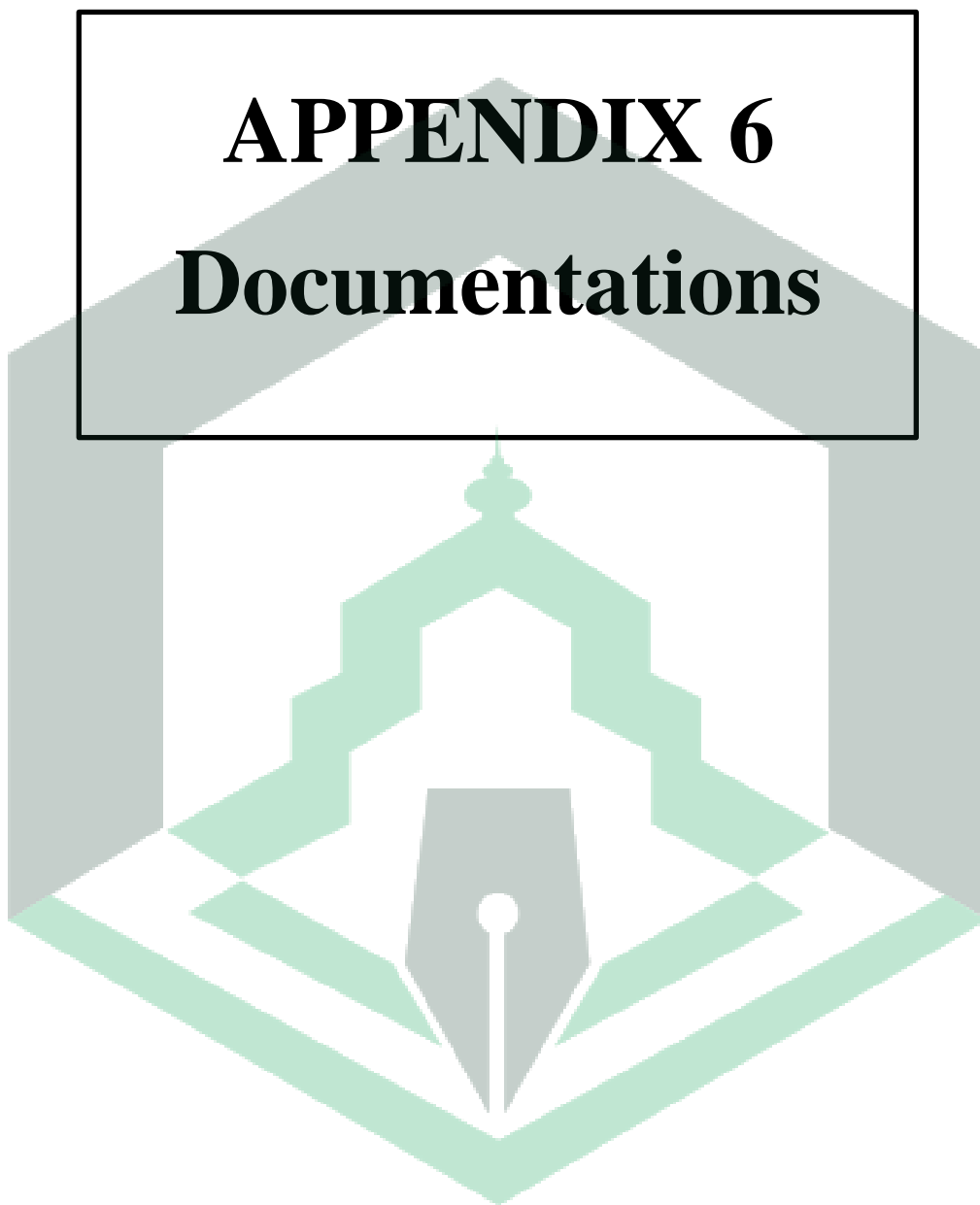
340	...and low price*	√							
341	... and the sold to all countries				√				
342	Online games are as computer				√				
343	...played by multiplayer				√				
344	...to 18 years				√				
345	... spents using any media			√					
346	...educ*tional for children	√							
347	...can solve prombelms							√	
348	...* trains problem solving	√							
349	...is that is interferes							√	
350	...and taily to focus							√	

351	...important functions							√	
352	...these decices							√	
353	...every game have positive							√	
354	...* some are nearsighted	√							
355	...from p*lying games	√							
356	...because * game can make	√							
357	...* game have many	√							
358	...have many effect*	√							
359	...but we control the game							√	
360	... that are made attract					√			
361	...* there is also good impact	√							

362	...limit the time spents			√					
363	...using and media				√				
364	...have a negative impacts on its users							√	
365	...but there is also someone				√				
366	...who plays games			√					
367	...* has a positive	√							
368	...positive impnact							√	
369	...wher* someone can be successful	√							
370	Online game are as computer games								√

APPENDIX 6

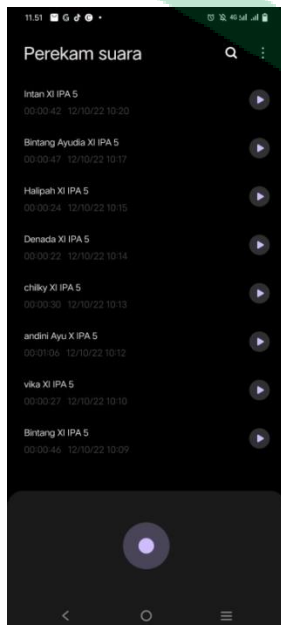
Documentations



1. Giving Writing Test to Students



2. Interview with Students



BIOGRAPHY



Rahmat Hidayat was born in Palopo on 29 August 2001. He is the second of four children from the couple Mr Muh Nurung and mother Ruliati. He has two brothers named Muh Afdal and Didi Rifnaldi and one sister named Auliya Azzahra. Furthermore, for the writer's education, in 2010, the writer graduated from school at SDN 11 Dangerakko and continued his education at SMP Negeri 1 Palopo and graduated in 2016. The writer continued his education at SMA Negeri 1 Palopo the same year and graduated in 2019. In 2019 the writer continued his education with an undergraduate degree at the English Language Department of IAIN Palopo. His Thesis was "An Error Analysis In Writing Analytical Exposition Text By The Eleventh Grade Students Of Sma Negeri 2 Palopo".

