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A STUDY OF SENIOR HIGH SCHOOLS IN PALEMBANG: STUDENTS' ERRORS IN WRITING

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ABSTRACT

This research was intended to find out an error analysis of students' writing of eleventh grade of students of three senior high schools in Palembang. Quantitative content analysis research is conducted in this research as the methodology research. This research was conducted in three senior high schools in Palembang, namely, (1) SMA Muhammadiyah 6 Palembang which is accredited A, (2) SMA Nurul Amal Palembang which is accredited B, (3), SMA Muhammadiyah 8 Palembang which is accredited C. The total of participant of this research is 30 students. In collecting data, the researcher used writing sheet test and error checklist as the instrument of this research. The data was analyzed by using method of analyzing error by Ellis. The results of this research showed the errors of writing aspects on students writings of eleventh grade students of three high senior high schools in Palembang, namely, first is content errors, second is paragraph organizations errors, third is vocabulary error, forth is mechanic error, and fifth is grammar error. From the findings of this research could be conclude that some of eleventh-grade students in senior high schools in Palembang have less knowledge or lack information about five writing aspects as the essential knowledge to write text.

Keyword: writing, error analysis, aspect writing

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INTRODUCTION

Writing is an essential activity that has been done by humans and has become a device of communication from the past until now. Writing becomes a device to communicate with each other which had many developed functions over the time (Flood et al., 2015). The writing text has become part of communication among people which is the written text can give information and entertain the reader. According to Klimova (2012), there are several benefits in writing such as expressing something, delivering logical arguments, fostering communication and providing or receiving feedback. Hence, it is proved by the written text on the syllabus and curriculum of senior high schools that writing skill has to be mastered. therefore, K13 and syllabus told that the content of core competence, namely, expressing

the topic idea, identifying function text, ordering texts, and using linguistics elements of text has to be learned in writing section learning and teacher has to teach the students about the components in writing as stated of Astrid (2015) had told teacher of writing has to teach five components of writing aspect to increase writing skill. However, the students' writing has some lack of writing aspect. In other words, there are still some problems in learning writing.

According to research result of Novarian et al. (2018), there are 2 categories namely, the first is an internal problem about aspects of writing and the second is an external problem about low motivation. Furthermore, the problem or challenge has to be found out resolve as soon as possible (Husnaini & Parendi, 2022). Commonly, people will misunderstand the sentence if there is error in the sentence. Error means the repeated mistake happens to a student who learns writing because of a lack of knowledge of writing in L2 which is different aspect of L1 of students (Troike, 2012). Based on the result of Garintama (2018) were the students still had some errors in developing the content of topic idea in paragraph and inconsistent of using tenses also vocabulary.

In fact, the purpose of the curriculum and syllabus for writing skill is being familiar and applying the aspect of writing. Based on the preliminary study of three Senior High Schools in Palembang which have different accredited namely, the first is SMA Muhammadiyah 6 Palembang which is accredited A, the second is SMA Nurul Amal Palembang which is accredited B and the third is SMA Muhammadiyah 8 Palembang which is accredited C. Based on the interviewing is done in January of 2022 with three English teachers of Senior High Schools in Palembang namely, Muhammadiyah 6, SMA Nurul Amal and SMA Muhammadiyah 8 Palembang said that the writing material is quite difficult to teach because many writing aspect that make the students make the error in writing. such as inappropriate word in topic, confusion in using verb or tobe, there is no coherence in students' writing and so forth (M,A,and R, Personal Communication, 2022). By seeing the difficulties in students' writing and appearing of errors in writing text are made by the eleventh-grade students of SMA in Palembang which consist of three Senior High Schools, namely, SMA Muhammadiyah 6 Palembang, SMA Nurul Amal Palembang,

and SMA Muhammadiyah 8 Palembang. The students have lack understanding about aspects of writing. Therefore, the researcher was interested to do research in finding errors in writing text are made by eleventh-grade students of Palembang.

METHODOLOGY

Research Design

The design type of this research is quantitative content analysis research aims to make structural and organizing technique research to describe the communication content (Gall, et al., 2003). The type of design is chosen because the researcher wants to know what types of writing aspects errors appear on students' writing text as phenomena or content of students by using percentage as the result without obtaining the difference action which influenced the sample of the research.

Population and Sample

The characteristic of quantitative research is to encompass the larger sample to become the rigorous quantitative research as the line of Creswell (2012). In other words this research has to represent the target sample which is generalized as the characteristic of quantitative research. This research population would be conducted to eleventh-grade students of three SMA in Palembang with three differences accredited. 1. SMA Muhammadiyah 6 Palembang 2. SMA Nurul Amal Palembang and the third is SMA Muhammadiyah 8 Palembang. The reason in choosing SMA Muhammadiyah 6, SMA Nurul Amal, and SMA Muhammadiyah 8 Palembang because there are some errors in students' written text that influence the error of writing aspect.

Table 1. The total of population

No	Schools	Total students
1.	XI IPA A(SMA Muhammadiyah 6 Palembang)	28
2.	XI IPA A (SMA Nurul Amal Palembang)	18
3.	XI IPA A (SMA Muhammadiyah 8 Palembang)	29
	Total	75

The sample of this research is 30 students as total by following the statement of Kerlinger and Lee (2000), suggested that the minimum of quantitative sample is 30 samples. Therefore, the researcher applied the purposive random sampling of this research

because by choosing accredited schools to represent the research as the purposive and choosing the 10 random of students in each schools as the random sampling and the characteristic of quantitative research.

Table 2. The total of sample

No	Schools	Total students
1.	XI IPA A(SMA Muhammadiyah 6 Palembang)	10
2.	XI IPA 1 (SMA Nurul Amal Palembang)	10
3.	XI IPA 1 (SMA Muhammadiyah 8 Palembang)	10
	Total	30

Data Collection

Instrument is the device of research to find the answer. The process of preparing collect data to find the answer of question research can be said as instrument (Frankel, 2012). For this instrument research, the researcher will use test and the checklist. The first instrument of this research is test of writing text. The students wrote exposition text by choosing one topic out of three topics. The second instrument is the checklists of errors in writing test that were used to observe the errors in writing of written text by eleventh grade students by expert judgment. The aimed of this research is finding out the aspects writing error in students' writing. So, the collection data of checklist errors in writing test was chosen based on the categories and subcategories. The checklist table was filled by checking the students' error in writing text which is adopted from Brown (2015) and the subcategories which are get from the students' writing error journal of research from previous research.

Validity and Reliability

The meaning of validity refers to the correctness and usefulness to collect in doing inference the data (Frankel et al, 2012). This research will use the content validity to convey the result of data. Content validity refers to obtain rate or to assess the content from expert judgment (Creswell, 2012). The content validity is needed to identify the instruments of this research namely, test and checklist writing errors. The instruments have already checked by two validators. However there is aspect that has become paying attention to do content validity. The other aspect in using content validity is make sure the format of instrument which will be given to experts or validators (Frankel et al., 2012).

First instrument is writing sheet test, the procedure is begun by knowing the test specification of writing test of analytical exposition text which could be appropriate with topic area and activities of test by syllabus. the validators checked the test specification test to convey the topics area, instruction writing sheet test, and allocation time. Second instrument, the validators checked checklist errors of students' writing text, the procedure were first, researcher gave the writing rubric would be adopted, the researcher adopted rubric from Brown (2015) which was be given validators to check writing aspects based on the writing rubric. The researcher filled out the categories of writing errors by finding out from previous studies. The categories is written by based on the writing rubric Brown as the categories writing error and is made in into checklist error as the instrument of checklist error. Therefore, the validators accepted the instrument.

The meaning of reliability could be measure the consistent of data.. According to Creswell (2012), the meaning of reliability is reliability means that scores from an instrument are stable and consistent. The consistent of this research data will be used inter-rater as the reliability in quantitative data to see the consistency of between two raters in checking the errors in writing. Inter-rater reliability is done by two experts to measure the data to make consistent to avoid the bias (Creswell, 2012). To convey the consistency of between two raters as inter rater reliability which to see the reliability of test, the researcher asked for help to two raters to recheck the researcher's analysis of students' writing test. The reliability is counted by SPSS 22 version, if the r value of pearson correlation is higher than r (0,707) is reliable or consistent the r value is (0,790) which means consistent or reliable and the ρ -sig is 0,007 which is lower than ρ -0,005.

FINDINGS AND DISCUSSION

The findings presented an error analysis in writing by eleventh grade of three senior high schools in Palembang. There were total 30 text of analytical exposition text from 30 students from three senior high schools in Palembang. The researcher has identified the error of writing text by using five writing aspects which consists of five aspects namely, first is content, second is paragraph organization, third is vocabulary, forth is mechanic,

and fifth is grammar. The checklist error is applied as the instrument to check writing aspect errors in students' analytical exposition writing text.

1 Error Regarding to Content Aspect

There were 16 errors of writing content in 30 students' writing text which contains two subcategories namely, first is topic sentence (TS) and second is support sentence (SS).

2. Error Regarding to Paragraph Organization Aspect

There were 22 errors of paragraph organization part in 30 students' writings which contains subcategories such as coherence, cohesion, argument part. and concluding part.

3. Error Regarding to Vocabulary Aspect

There were 5 vocabulary errors which appeared on 30 students' writings which contains subcategories as word choice.

4. Error Regarding to Mechanic Aspect

There were 75 errors of mechanic part in 30 students' writing text which contains subcategories spelling, punctuation, and capitalization.

5. Error Regarding to Grammar Aspect

There were 36 errors of grammar part which contains subcategories such as subject verb agreement (sva), verb + preposition (v+p), word order (wo), word form (wf), pronoun (p), singular/plural noun (s/p), preposition (p). For another probability error (ape) includes the error that has not mention on checklists' categories such as passive voice, to infinitive, gerund and so forth.

Discussion

Interpretation is delivered to answer the notion which are related to the findings, previous study, and existing theories. The findings indicated that the eleventh grade students of SMA Muhammadiyah 6 Palembang, SMA Nurul Amal Palembang, and SMA Muhammadiyah 8 Palembang had done the five writing aspect errors on students' writing analytical exposition text. There are five errors of writing aspects such as content error, paragraph organization error, vocabulary error, mechanic error, and grammar error. Based on, the findings above, this research delivered the information of what the type of writing

aspect errors appear on eleventh grade of students' writing text. The researcher revealed that the errors of aspect writing appear on the eleventh grade students' text.

First error is content error which has two subcategories errors, first subcategories is the error of topic sentence such as, "*Did you know that danger of cigarette.*" (EN, students of SMA Muhammadiyah 6 PLG). First sentence is topic sentence which consists of one subject and one verb as the problem idea for the paragraph however student used question sentence as the topic sentence of the paragraph one. According to the Oshima and Hogue (1981) said that the form of topic sentence consist of a subject, verb and complement as the complete sentence to comprise the topic and also controlling idea. So, the correction for this sentence is supposed to be "*There are many dangerous of cigarette.*". Second subcategories is error of paragraph organization which has two parts, first is coherence and cohesion error such as "*The cause of global warming in general is the increase in the production of greenhouse gases. The more greenhouse gases, the more concentration O³ reacts with these greenhouses gases. As the result, the contcentration of O³ in the stratosphere is reduced. How can we as humans prevent marketing from getting any worse.*" (SZ, Student of SMA Muhammadiyah 8 PLG). First sentence explained about the issue of global warming however the support sentence is unrelated to the issue.

Second error is error of paragraph organization which has two subcategories, first is coherence and cohesion error such as "*The cause of global warming in general is the increase in the production of greenhouse gases. The more greenhouse gases, the more concentration O₃ reacts with these greenhouses gase's.* As the result, the contentration of O₃ in the stratosphere is reduced. How can we as humans prevent marketing from getting any worse." (SZ, Student of SMA Muhammadiyah 8 PLG). First sentence explained about the issue of global warming however the support sentence is unrelated to the issue. This error has same problem of the result research of Saputra et al. (2014) which some of students has lack of coherence and cohesion to develop the topic or issue. and second subcategories is general structure error such as lack of concluding part of analytical of exposition text such as "*And i admit that i smoke.*" (SMA Muhammadiyah 6 PLG). The error of sentence is not stated by concluding word and the sentence is unrelated to the topic

of risk of smoking. Some of students forgot to put the concluding part or forgot to put the concluding part as the beginning of paragraph (Garintama, 2018).

Third error is error of vocabulary part which consists of choosing of word choice for the topic. The error from students The error of word choice in student sentence as example from S of SMA Muhammadiyah 8 PLG “*We need public awareness to fight air pollution*”. The word fight of this sentence is inappropriate for this topic. Fight word is for two people get anger and punch each other. So the correction for this sentence is “*we need public awareness to be aware air pollution.*” Error happens because the students have lack of vocabulary in other language. The learners are not able to conduct the foreign language form (Jeremy, 2014).

Forth error is error of mechanic part consists three subcategories, namely, first is error of spelling “*Smog which is vey dangerots for healt*”. This sentence has three misspelled word such as vey, dangerots and healt. The vey is adding R letter after E letter, the dangerots is misspelled which become dangerous, and the healt is misspelled. The error happened because there is different sound both of sound and writing which make students confuse as the result of error analysis of Syafitri (2021). The sentence should be health. So, the correction of this sentence is “*Smog is very dangerous for health.*”. Then, second subcategories is punctuation error, the example is “*80.000 years. And since 1870*” (MF, Student of SMA Muhammadiyah 6 PLG). Before conjunction of and word is followed by comma because there are multiple sentence but in this case the student put period instead comma for punctuation and moreover there is only two sentences so before and word as conjunction, student had to put and directly instead adding comma and the correction of this sentence is “*80.000 years and since 1870*”. This error also occurred on result of Husada et al. (2018) the student confuse to place the punctuation in sentence. and last subcategories capitalization error is such as “*after, to reduce air pollution*” before word to there is the period mark which is continued to use capital letter. So, the correction the sentence is “*After. To reduce air pollution.*” The capitalization error is showed by result research of Rahmadi (2018) which student sometimes forgot to write capital letter after using period, name of place, and so forth.

Fifth error is error of grammar part consists 12 subcategories, such as, first subcategories is preposition error such as, *Its can damage.*” (S, Student of SMA Muhammadiyah 8 PLG). First error of the sentence is using the possessive pronoun as the subject (miss –subject) and without adding be before damage verb (miss-verb) because damage as noun should be begun by be+noun . So the correction of this sentence is” *it can be damage*”. It has same research result of Kurniati (2017) that students used possessive pronoun as subject which is wrong and writing has proofed that students sometimes do word form. Next error subcategories error is subject-verb agreement such as *”Global warming need to stop for some reasons.”* (MF, Student of Nurul Amal PLG) The subject is singular which is continued by verb with adding S as the subject-verb agreement. So, the correction is *”Global warming needs to stop for some reasons.”* These also occurred on result research of Khatter (2019) had resulted that student has less pay attention of using subject and verb for the sentence. Then subcategories error is of missing independent clause occurred on student’s text such as,” *even they know it's give so many bad effect.*” (NST, Student of SMA Muhammadiyah 6 PLG). There are 2 subject and verb in one sentence which mean there is independent and dependent clause. This sentence has lack of adjective clause for connecting two sentences. So the correction of this sentence is *“even they know that it's giving bad effect”*. The error happened because students unnoticed there is two subjects and two verb in one sentence must be coordinate (Ananda et al., 2014). After that, subcategories is verb+preposition error such as, *“Stay away smoking in order body is healthy”* the sentence has lack of verb+preposition same as the result of Kurniati (2017) had resulted about the disappearing of preposition after verb can cause the misunderstanding of sentence. Probably the sentence should be *“Stay away from smoking in order body is healthy”*. Next error is plural or singular noun error, the example of error is *“so many bad effect”* the sentence should be *“so many bad effect”*. as the result research of Bustomi (2019) had resulted about confused about the count and uncountable noun in sentence also changing the word of noun if the things are plural or singular. The sentence should be *“ so many bad effects”*.

CONCLUSION

Based on, the findings of an error analysis of students' writing of analytical exposition text already had written by eleventh grade student of three senior high schools in Palembang, namely, (1) SMA Muhammadiyah 6 Palembang which is accredited A, (2) SMA Nurul Amal Palembang which is accredited B, (3) SMA Muhammadiyah 8 Palembang which is accredited C. The researcher found the types of writing aspect error of students' in writing, namely, (1) the content error (2) the paragraph organizations error part, (3) vocabulary error part (4) the mechanic error part, (5) grammar error part occurred in students' writing. For future researcher, at this time, there are some of studies about an error analysis of writing aspect in writing skill. The researcher hopes there will be many future researchers who are concern more about the learning aspect writing to develop writing will become good and comprehend text in writings. Additionally, the future research can resolve the problem of an error analysis in writings and finding out the strategy to learn about writing for student.

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