CHAPTER I

INTRODUCTION

1.1 Background of the study

A language is a natural form of communication for people, and it is essential in daily lives. Languages contain a sign and meaning or contents to convey information and argumentation. These symbols can be employed and understood without regard to their immediate surroundings, and they are linked in predictable ways. According to Ramlan (2018), Individuals' language features are naturally influenced by feelings, ideas, emotions, situations and conditions, articulation, and cognition. Language is a system, which implies it is made up of a variety of fixed components that can be patterned, (L. Moats 2020). Language is a system like communication of tools that are very important for humans to establish interaction. Several rules of language are people use in their daily activities. Therefore, English is one of the several types of language.

English is widely used as a second language (Thirusanku & Yunus, 2014). In Indonesia, people have to understand what is English. English is an international language that is the most widespread medium of international communication. People know English as a means of International communication but not all know the rules of using English, so many people want to learn about English. John Algeo & Carmen A. Butcher (2013: 2), a language is a system of traditional vocal signs that humans use to communicate. The terms system signals, vocal, conventional, human, and communicate are all significant terms in the language. So, these terms that make English very important to learn. English is often a prerequisite in the world of education and is used based on the terms and ways of using English. The four skills in English

are listening, speaking, reading, and writing. The difference between of each these skills has rules that must be understood.

Writing is an important skill in learning English. In writing, an author must be able to articulate the thoughts and provide information that is relevant to the issue being discussed while following proper grammar rules. According to Susantoleo (2010: 102), Writing is the act of putting ideas or thoughts into words and should be done at leisure. It can be concluded that competence in writing requires a process that can improve good and correct writing skills. According to Onozawa (2010), Process writing is a writing approach in which language learners concentrate on the process of producing written goods rather than the products themselves. Most people who study English assume that writing in English is difficult to understand, however, a sentence in English includes rules to consider, such as words, sentences, and paragraphs. So that the writing is comprehensible and meaningful to the reader.

Writing is a crucial skill that students should master. Writing is a difficult skill because to choose of words must be carefully considered. These are the reasons why writing was considered a productive skill, as it involves a student's ability to produce a language in order to communicate. Writing skills can be seen from the result in writing text. Based on the English syllabus of Senior High School, in the Eleventh Grade, students should be able to master many types of texts. Report text, Narrative text, Parody text, Process text, Explanation text, Recount text, Analytical Exposition, and Hortatory Exposition as types of texts.

Hortatory Exposition Text is an English Text to explain an issue. Hortatory Exposition Text has the purpose, it is persuading or influencing the readers that something should be done or done. According to Bima and Yuliani (cited by Johari, Y R 2013), the aim of hortatory exposition is to persuade people to do something. Hortatory exposition text is an argument text

learned in Senior High School's Eleventh Grade. According to Siahaan & Shinoda (2008: 101), hortatory exposition text is a text that persuades readers to do something for the benefit of others. It forces students to work extra hard to present real data and additional expertise in order to persuade their readers that their thoughts are essential. Students can comprehend the general structure and language features of Hortatory Exposition Text. The place of this research is SMA Negeri 1 Palipi. The place of this research is where the researcher makes observations in SMA Negeri 1 Palipi during the PKM *(Pembatasan Kegiatan Masyarakat)* in Samosir, by looking at the situation that occurs around the SMA Negeri 1 Palipi during the Covid - 19 as a pandemic. SMA Negeri 1 Palipi Implementing a time shift system for students. Therefore, the Researcher's interest will analyze the result of the students' writing where they are invited to write a hortatory exposition text which is a persuasive text that contains the student's opinion on an issue accompanied by supporting arguments. So the Researcher estimates that hortatory texts are suitable texts to be appointed to invite students to see the news about Covid- 19 that is happening. The researcher will invite students in eleventh grade to see the news about phenomena happening, so the researcher ask students to make writing texts based on the phenomena. Based on that, the researcher knows that students in eleventh grade at SMA Negeri 1 Palipi are not able to English writing. Students may often make errors and mistakes. Errors and mistakes are found because they are not having knowledge of writing sentences in English as correctly. There are still many eleventh grade students in SMA Negeri 1 Palipi who don't know how to make correct sentences in writing text especially in writing Hortatory Exposition Text. The students are not able to write Hortatory Exposition text using the expressions of English in hortatory exposition text, some of the principles of expressions that are commonly used include: *Personally, I think and, I guess.*

Based on the problems above as the researcher's experience in observation, the researcher focus will analyze the types, the factors, and the most dominant errors in writing hortatory exposition text based on the four types of surface strategy taxonomy at the Eleventh grade in SMA Negeri 1 Palipi. This study will use a qualitative research method with document analysis. So, the Researcher is interested in analyzing the errors made by the students. Thus, this study is entitled **"Error Analysis in Writing Hortatory Exposition Text at the Eleventh Grade in SMA Negeri 1 Palipi**".

1.2 The Identification Problems of the study

Based on the background above, the researcher's problems can be identified as follows:

1. There are types of errors are found in students writing hortatory exposition in the text at eleventh grade in SMA Negeri 1 Palipi.

2. There is the dominant error found in students writing hortatory exposition text at eleventh grade in SMA Negeri 1 Palipi.

3. There are factors that caused student's errors in writing Hortatory exposition text

1.3 The problems of the study

Concerning the theories and background of the study above, the problem of the study is formulated as follows:

1. What Types of errors are found in writing Hortatory Exposition Text at Eleventh Grade in SMA Negeri 1 Palipi?

2. What is the dominant error found in writing Hortatory Exposition Text at Eleventh Grade in SMA Negeri 1 Palipi?

3. What factors caused students' errors in Writing Hortatory Exposition Text at Eleventh Grade in SMA Negeri 1 Palipi?

1.4 The objective of the study

The Study analysis has focused on the intention in doing the research, it is stated as follows:

1. To find out the types of error in writing Hortatory Exposition Text by Eleventh Grade at SMA Negeri 1 Palipi

2. To find out the dominant error found in writing Hortatory Exposition Text at Eleventh Grade in SMA Negeri 1 Palipi.

3. To find out the caused students' error factor in writing Hortatory Exposition Text by Eleventh Grade at SMA Negeri 1 Palipi

1.5 The scope of the study

There are some errors in writing Hortatory Exposition Text. Based on Dulay (2013: 14), there are four categorized errors namely: surface strategy taxonomy, communicative effect taxonomy, comparative analysis, and linguistic category taxonomy. From the fourth types of errors in writing in the surface strategy taxonomy are addition, omission, misformation, misordering), There is so many Errors to analyze, they are Grammatical Constructions, Vocabulary, and Parts of Speech. The study will focus on the analysis of students' writing of hortatory exposition text. The limits of this study are to analyze errors of students' hortatory exposition using kinds of errors in surface strategy taxonomy, which are addition, omission misformation, and misordering. From all components of the Hortatory Exposition text, the Researcher knows about the ability of each student in writing. So the Researcher will research at the Eleventh Grade in SMA N 1 Palipi.

1.6 The Significances of the Study

The study's findings were meant to contribute both theoretically and practically to the teaching of English.

1. Practically

a. For teachers

   1. The teacher will understand students' errors in writing Hortatory Exposition Texts

   2. The teacher will find a way to overcome students' errors in writing

   3. The teacher will be able to correct students' errors in Writing Hortatory Exposition Texts

   4. The teacher will find out the causes of students' errors in Writing Hortatory Exposition Texts

b. For students

   1. Students are aware of their errors, and with the teacher's correction, they become conscious of and can remedy their errors.

   2. Students will improve their understanding of Hortatory Exposition Texts, structures, and grammatical elements of the genres they've studied so that they can learn new or unfamiliar themes or vocabulary in tasks.

   3. Students' writing abilities can increase.

2. Theoretically

The study's findings can be used as part of a larger investigation on student errors in writing Hortatory Exposition Text.

1.7 Theoretical Framework

The researcher included several theories from experts to support this research, the theories of experts used are Ramlan (2018), L. Moats 2020), Thirusanku & Yunus (2014), John Algeo & Carmen A. Butcher (2013:2), Susantoleo (2010: 102), Onozawa (2010), Bima & Yuliani (cited by Johari, Y R 2013), Siahaan & Shinoda (2008: 101), Dulay (2013:14).

1.8 Definition of Key Terms

Some definitions are provided to help clarify the important words used in this study.

a. **Error Analysis**

Error analysis is a way for analyzing mistake made by students when writing a paragraph or essay. Dulay (2013:14) states that there are four types error, namely: surface strategy taxonomy, communicative effect taxonomy, comparative taxonomy, and linguistic category taxonomy.

b. **Writing**

Writing is the practice of communicating ideas and thoughts through symbols (letters of the alphabet, punctuation, and spaces). Writing is the act of putting ideas or thoughts into words, and it should be done leisurely, Susantoleo (2010: 102).

c. **Hortatory Exposition Text**

Hortatory Exposition Text is text to explain an issue. According to Siahaan & Shinoda (2008: 101), hortatory exposition text is a text that persuades readers to do something for the benefit of others.

CHAPTER II

REVIEW OF LITERATURE

2.1 Definition of writing

Writing is a necessary but difficult skill for a student to learn to fully participate in educational, vocational, and civic duties because, despite its importance in language formation, writing is widely regarded as the most difficult. As a result, writing is an ability that students must learn**.** According to Troia (2014: 30), Writing allows students to ponder about things for longer periods. In written form, they modify and transform ideas as well as reflect on their previous knowledge, views, and confusion. Writing provides a unique vehicle for extending learning beyond presentations, inquiry activities, and conversation since it is permanent and fosters more specific thinking processes. Writing is not easy because it stimulates thought, requires kids to concentrate, and keeps them structured, their ability to summarize, analyze, and criticize ideas is cultivated (Maghsoudi & Haririan 2013:60). Writing skill is the result of ingenuity honed by education, study, imagination, and intellectual integrity. Writing as a

productive skill necessitates synchronous psycho-physical (brain-to-limb) coordination on the part of the writer. Beyond the role of physical organs, various research in this sector has found that mental factors have a dominant and decisive influence on the quality of a writing activity (Rajkumar, 2013: 30). Writing is a kind of communication that is regarded as a skill that must be honed through study and practice.

Writing ability is typically studied as a collection of practices in a formal institution or another context. In the meanwhile, writing is an important skill that can help you achieve in any academic context. Writing is hard because it is more than just an orthographic representation of speech; it is also a conscious selection and arrangement of expressions. This emphasizes that writing, rather than the production of graphic symbols, is a collection of ordered phrases that create a complete and convey a specific meaning or mental process to identify, explore, and organize ideas into statements and paragraphs. As a result, students must be able to master writing skills because they must be addressed at any level based on their specific demands, especially in this day and era.

So writing is an activity that requires a process that must bring up ideas from an author through good writing and correct sentences so that people who want to read be interested in reading, the author must make writing that is creative and easy to understand. Writing is part of skills in English. Writing starts from stringing words together so that a paragraph is formed and a written work will be created. The writing can also be used as a communication tool for people who read it, like an article it will contain meaning that can be accepted by the reader.

2.1.1 The importance of writing

According to cf. Chappell (2011) there are some the importance of writing, namely:

1.   Allow one's personality to shine through

2. Encourage communication

3. Improve your ability to think

4. Make reasonable and convincing arguments

5. Allow a person to reflect on his or her views later and reassess them

6. Giving and receiving feedback

7. Get ready for school and work.

According to As Walsh (2010), Writing is essential because it is used as regularly in both higher education and the workplace. Students are not able to express themselves properly in writing and try to find it, but they are difficult to communicate effectively with teachers, employers, peers, and just about anybody else. The result of writing that students make like Proposals, notes, reports and other writing forms as a tool in professional writing skills are all part of a college student's or successful graduate's. Writing is unique in that it needs the development and use of three other language skills. Students must apply cognitive skills when writing that gives way to analyzing their references and then integrating them into a coherent piece of writing.

Maley (2018: 18) mentions the following advantages of creative writing:

1. Improves language development at all levels, namely: rules in grammar, using vocabulary, using phonology, and discourse.

2. Students have to use the language in creative and challenging ways to express uniquely personal meanings.

3. Necessitates a preparedness to experiment in the language.

4. Focuses on the right side of the brain, focusing, emotions, physiological sensations, and intuition.

Students who engage in creative writing see a considerable increase in self-confidence and self-esteem. Learners are also prone to discovering new facts about the language and themselves.

The researcher concludes that writing is important because with writing we can provide useful information for others who need it beside that, the importance of writing stated by several experts above that writing can develop the ability to use processes that involve human organs such as motors that can make writers more broadly convey ideas to make a piece of writing.

2.1.2 The purpose of Writing

English learning is a step process that incorporates elements as grammar such in English and the level of vocabulary. Writing is a kind of communication in which paper is used. The purpose is to express one's thoughts, ideas, and emotions. According to Grenville, writing serves many purposes:

1. To provide entertainment

   To entertain the reader, writing will attempt to keep things as exciting as feasible. Things happen in books intended to entertain, whether through a fast-paced plot, inventive characterizations, or razor-sharp language.

2. To inform

   When an author's purpose is to inform, they usually wish to educate their audience on a current issue. They frequently accomplish so by presenting a vast amount of facts. By offering information, informational works aim to educate the reader on a specific problem.

3. To Persuade

   This is a common purpose for writing, particularly in nonfiction. The purpose of writing to convince is to persuade the reader of the benefits of a specific point of view.

The explanation above tell that purpose of writing, they are: to provide entertainment, to inform persuade, and to persuade. The point is that this cannot be separated from the meaning of the three functions of writing, namely to provide entertainment, namely to entertain the reader, writing will attempt to keep things as exciting as feasible, to inform. To perusade where the meaning is that the writing will attract the attention of the reader to do what is the message or important thing contained in the writing.

2.1.3 The types of writing

According to Kane in Albert Efendi Pohan (2018), there are four main types of writing:

1. Expository Writing

   This kind of writing involves an investigation into how things work, ideas, common facts, history, and emotionally charged events. The exposition discloses what a certain of thinks, knows, or believes, but not regardless of the topic. The exposition is developed from logic. There are divisions for cause and effect, true-false, less-more, positive-negative, general-specific, assertion-denial, and others.

2. Descriptive writing

   This kind of writing is used to describe perceptions, particularly visual perceptions, as the subject of description. The fundamental challenge is to organize what we see into a meaningful pattern. Unlike exposition pattern is spatial.

3. Persuasion

Persuading others to change their beliefs is one example of this type. It frequently deals with contentious problems and supports its statements with arguments, evidence, and logical proof.

4. Narrative writing

The subject of storytelling is a collection of related events - a story. It has two challenges: putting the events in chronological order and demonstrating their significance.

From the explanation above, the researcher mentions fourth kinds of writing, namely narrative, expository, descriptive, and persuasion. In the four types of writing, it can be concluded that narrative is the text that put the events in chronological order and demonstrate their significance. Expository writing is this kind of writing that involves an investigation into how things work, ideas, common facts, history, and emotionally charged events. Persuasion writing is the text that frequently deals with contentious problems and supports its statements with arguments, evidence, and logical proof. The last is descriptive writing is the kind of writing is use to describe perceptions, particularly visual perceptions, as the subject of description.

2.2 Error

Learning English is difficult for students in Indonesia. This occurs when English is not utilized as an everyday language in the learners' context. The era in which language learners make mistakes or errors is known as the language learning process.

According to Crystal (2008), errors can be indicated in a systematic way, it is about the learner's degree of ability, who are the students most contrasted with the mistakes, and which performance constraints, a learner can correct. Communication errors can be eliminated, allowing for more effective communication and communication deciphering.

According to Brown (2012: 257), Errors are a first departure from a native speaker's in grammar it is reflecting the students in inter-language skill, the student's errors related to student's level of understanding as the way in them are learning about their second language. Although the error is natural, native speakers' and learners' errors are not the same. Due to structural variations between Indonesian and English, learners confront difficulties.

Based on the explanation above there are some experts who define an error. Error is a mistake made by a writer like in grammar, vocabulary errors, and sentences that are not detailed.

2.3 Error analysis

In recent years, errors have emerged as a critical method for analyzing errors in English learning. The impact of mistakes made by second language learners is the topic of error analysis. During the learning process, students will identify an error or mistake. Making mistakes during the learning process is unavoidable. The investigation is critical for comprehending the function of the process as cognitive in learners as perception.

2.3.1 Sources of error

According to Putri Kharmilah and Don Narius (2019:328), error analysis is the process of identifying, classifying, interpreting, or describing the errors that authors make when writing English sentences. It also serves to learn about the typical challenges faced by authors when writing English sentences.

From the description provided above, it is possible to say that mistake analysis is a theory created by academics to look into and recognize the difficulties faced by second language learners.

In the investigation of errors, mother tongue interference is a source of error, it is ineffective if it is the sole one. More sources of mistakes uncovered, such as the extent of the error between

languages. Inter-language errors can be categorized into several categories. The most common types of inter-language error will be represented in the following general classification.

a. Inter-lingual Errors

Chelli (2013) states that it is as errors are the outcome of language transfer, which is induced by the learner's first language.

For examples:

The pen of Septi instead of Septi's pen

Suparman very handsome instead of Suparman is very handsome

b. Intra-lingual errors

According to (Keshavarz 2003: 62), Intra-lingual errors is errors that caused of   mutual interference in items to the target language.

2.3.2 Causes of error

Errors can happen for a number of reasons. One technique for preventing pupils from making the same mistake is to identify the source of the problem. "Transfer error," "analogical error," and "teaching-induced errors" are the three main causes of error. Another mistake theory suggests the same error kinds with new names: mother-tongue interference and overgeneralization.

1. Mother-tongue interference

Young children appear to have an easy time learning a foreign language, older students have a far more difficult time. The first language's sound system (phonology) and grammar result in distinct pronunciations. Improper grammar patterns and, on occasion, incorrect diction

2. Overgeneralization

Errors can't avoidable since they reflect distinct stages in the learner's language development. It asserts that the learner's thinking processes in a new language data and produces rules for its result. Even if the data is insufficient or the evidence is incomplete, such criteria may create the right pattern.

The researcher can find that causes of errors make two categories namely: Mother-tongue interference and Overgeneralization. Both of categories explain that the errors are caused when the learner process learner's language is minimum, like using grammar, the sound system (phonology) are still not developed for them.

2.3.3   Types of error

Dulay (2013: 14), Errors are divided into four categories, namely: linguistic category, surface strategy, comparative analysis, and communicative effect. Two key objectives drive the discussion of these taxonomies: to provide error categories defined exclusively by observable (rather than inferred) attributes, and to represent prior research on error kinds seen.

2.3.3.1 Linguistic Category Taxonomy

Based on theory Burt and Kiparsky created linguistic category taxonomy can to classify to thousands of mistakes in English committed by students studying in both of foreign and host situations. The categories are as follows: auxiliary system, passive sentences, temporal conjunctions, sentential complements, psychology, and predicate are all parts of English.

2.3.3.2 Surface Strategy Taxonomy

Surface structure alteration falls under this category. Researchers have a lot of potentials when analyzing errors from this taxonomy because it focuses on exposing cognitive processes that the purpose in learners' reconstruction of the new language. James (2013) state that

taxonomy is based on how surface structures alter. The Surface approach taxonomy has four subcategories: omission, addition, misformation, and misordering.

a. Omission

Omission occurs when a required linguistic piece in a sentence is omitted. The morpheme "es," which was essential for proper sentence formation, is absent here (Jabeen et al., 2015). There are three types of omissions: Content Morphemes are missing. The burden of proof is unaffected by this type of omission. In other words, it has minimal effect on the text's meaning.

he give her book instead he gives her a book.

This phrase lacks the indefinite article *a*.

For example, *Tania is beautiful girl* instead *"Tania is a beautiful girl."*

b. Addition

According to Dulay (2013: 14), the overuse of specific rules, causes addition mistake. The existence of an item distinguishes this sort of error. This is not found in a properly formed sentence. Learners reject not only components they perceive are unnecessary, but also elements they believe are significant. They also include unnecessary elements that aren't required. This type of error is further classified as double, triple, quadruple, simple addition, marks, and regularization. The three methods of addition are double markings, regularization, and simple addition.

For example, *she does not know his girlfriend*

This line demonstrates the failure to remove the third singular person marker "–s", this type of issue is known as a regularization error.

For example, *I borrowed his book yesterday.*

As an instance of regularization, consider the word *taked* which has the "ed" affixed to the items. *I take my pen floor,"*

Simple Addition.

For example, *we stay over in there.*

c. Missformation

The use of the erroneous morpheme or structure distinguishes this type of mistake. Regularization, archi-forms, and alternating forms are the three types of errors.

a. regularization

In place of an irregular marking, a regular marker is utilized.

They worked carefully = they work carefully

b. Archi-Forms

Students frequently select one form from a group of forms to represent the other forms in the group. Students chose the archi-forms as their forms. For instance, a learner is only permitted to select one of the demonstrative English adjectives this, that, these, and those at this time. For example: that cat.

c. Alternating

As the student's vocabulary and grammar improve, he can select a variety of classmates rather than picking among them by employing archi-forms. It is crucial to locate demonstratives like those dogs and cats.

d. Misordering

The erroneous placement of a morpheme in an utterance characterizes this type of error.

For example, *What mom doing?* This is an incorrect question. *"What is mom doing?"* should be the question.

2.3.3.3 Comparative Taxonomy

It is a comparative of the structure of second language learning errors. There are twkeysey as a result of thtaxonomy's, namely: developmentaland , interlingual errors (Dulay et al, 2021:2 cited (1972). From the first error to two categories that have been utilize in comparative analysis taxonomies that is ambiguous mistakes.

2.3.3.4 Communicative Effect Taxonomy

This taxonomy makes a distinction between flaws that seem to be the result of misunderstandings that are global errors and those that are local errors. (1972, cited in Dulay et al, 2021:3).

1. General Error

    Global mistakes are faults that greatly impede communication by affecting overall sentence arrangement. Its mean the information that we regarding common errors in English usage, so that the learner paying attention to the sentences so that can make easier for making English sentences or communicating with another people.

2. Local error

    Local errors are inconsistencies that affect just one part of a sentence but rarely seriously impair communication. There are issues with the construction of quantifiers, articles, auxiliaries, and noun and verb inflection.

According to the concept given above, there are four different categories of errors: linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. According to the surface strategy taxonomy, the omission is the absence of a

component that is required to be present in a well-formed utterance, addition is the presence of a component that is not required to be present in a well-formed utterance, misformation is the use of the wrong morpheme or structure, and misordering is the incorrect placement of a morpheme in an utterance.

2.4 Genre

According to Hyland (2009:15), genre is characterized as a type of communicative behavior to engage in any social event. According to Pardiyono (2007: 2), the genre is a text type that serves as a frame of reference for the creation of a text; effective from the purpose, the selection and arrangement of text elements, and the use of grammar. According to Ahn, H. (2012), there are two types of genres: story genres (narrative, news item, spoof, anecdote, and recount), and factual genres (procedure, explanation, report, exposition, and debate).

From the definition above, a genre is a text type that serves as a frame of reference for the construction of a text; effective from the purpose, text element selection and arrangement, and grammatical use.

2.5 Hortatory exposition

Exposition is a type of textual content that is commonly found in newspapers. It is one of the senior high school genres. Hortatory is used to explain or communicate the author's point of view, reasoning, and viewpoint on a problem, topic, or occurrence. Hortatory exposition text, according to (Djuharie 2007:31), is a type of spoken or written information that teaches listeners or readers on what should or should not be done. Argumentation is the title of this text. According to Nurshiyam (2011), hortatory exposition language is intended to persuade readers

that something should not or should not be done. Writing hortatory exposition text, refers to the action of students writing the organization and language parts of the hortatory exposition. Students can write items that are comparable to those found in newspapers, such as complaints, advertising, and suggestions. Human people, as well as verbs of seeing, feeling, thinking, and saying in the active voice, are prevalent in hortatory expositions, according to Miki (2011:3).

Based on the explanation, the researcher concludes that hortatory exposition can be defined as a work in which the writer employs detailed explanations to persuade the reader about whether something should or should not be done. Some arguments, such as the main reasons, are required to support an idea's explanation.

2.5.1 Generic Structure

The generic structure of hortatory exposition is composed of three parts, which are as follows:

Thesis: A thesis is a student's thoughts or observations about a particular case or issue.

Arguments: The key points or center of a problem or debate

Recommendation: Statement designed to persuade readers or listeners that something should or should not be done or occur.

2.5.2 Language features

According to Usein & Pulungan (2017), language features of hortatory exposition text are:

a. Generic human and non-human participants

b. Using the basic present tense

c. Using abstract words such as culture, belief, and consideration.

d. Using action verbs such as value, talk, watch, and so on.

e. Using connectives: first, second, third, etc.

f. Using modal auxiliaries such as can, will, and should

Use of:

1. Mental Processes

2. Material Processes

3. Relational Process.

2.5.3 Example of Hortatory Exposition Text

Getting health protocols in a mid a pandemic

Thesis**:** The health protocol is a government attempt to prevent the spread of the coronavirus in distinct groups of people.

Argument 1: People have forgotten the necessity of health regulations, as many people have discovered in different places of Samosir by not wearing masks and keeping their distance during a pandemic that has lasted about a year.

Argument 2: I think the health regulations will be followed till the Coronavirus is eradicated. At the start of the epidemic, most individuals were diligent in following health rules including using mask, wash hands, and keep a safe distance. Pandemic fatigue exists right now, where individuals are bored of being confined for months in this pandemic.

Argument 3: This phenomenon, however, cannot be used as a justification to disregard health norms. This is because no medicine exists to combat the corona virus's fury. The most crucial thing we can do is follow health protocols to disrupt the virus's chain of transmission. We must be cognizant of health protocols. It is quite important in our lives.

Argument 4: In addition to being informed of health regulations, the CDC or Centers for Disease Control and Prevention suggests that we wear masks to avoid being exposed to or transmitting the virus.

Argument 5: Many schools, offices, and people are working and studying at home. Large-scale gatherings are also prohibited. Health protocols are a method of avoiding viral exposure.

Recommendation: For the sake of ourselves and others, we must safeguard ourselves from viral exposure. To avoid feeling bored amid a pandemic, we might try to stay in touch with those closest to us. We must remember that anyone might be exposed to the virus and that vaccines are not yet available, therefore we must constantly follow health standards, especially when we must leave the house for an emergency.

2.6 Previous Research

To support this research the researcher has taken several relevant studies on the analysis of students in writing hortatory exposition text. Therefore we need to do the literature to find out how the other researcher analyzes the topic. There are some journals related to this topic that are reviewed.

First, Yeni Syafnid and Havid Ardi of Universitas Negeri Padang examined students' abilities to establish the generic organization, cohesion, and coherence in producing hortatory exposition text (2019). The object of this study was to discover how students in the Grade XI social class of SMAN 8 Pekanbaru phenomena in creating Hortatory Exposition text. In this research. It was observed that the pupil possessed the ability to create generic structure and coherence.

Second, a second analysis of students' travel writing was carried out by Vika Agustina and Esti Junining Brawijaya University of Malang (2016). The goal of this study was to pinpoint the most common forms of surface strategy taxonomy errors and travel writing errors among fifth-

semester English Department students at one State University in Malang. It is a document analysis investigation. The inappropriate use of tense form is one of the most common misformation errors.

The third is about final objective is to understand how students construct hortatory exposition material utilizing generic structure and linguistic elements. Kardi Nurhadi, Tubagus Ade, Rachmat Hidayat, and Wiralodra from the University of Indramayu conducted this research (2016). The descriptive qualitative research design employed in this study was Hyland's (2004) genre analysis. Writing assignments were used to obtain data. The students did not complete the generic structure in the manner specified.

The fourth is Kartika Dewi (2020), Universitas Batanghari Jambi, writes on her students' difficulty in producing hortatory exposition texts. The purpose of this study is to describe the student's difficulty in writing hortatory exposition text with a focus on text organization (thesis, arguments, and recommendation). The research design is descriptive and qualitative. Documentation is used to collect data. Since a result, the thesis is the most difficult aspect of writing a hortatory exposition text, as twenty-one students (49 percent) of the total forty-three students are unable to produce a thesis statement in their text.

The fifth is the study by Bara Vera, Acep Haryudin, and Windy Herdiyanti (2019) the title is error analysis on the students writing of simple present tense in descriptive text. This study is to find out the types of errors and the most dominant error in writing using simple present tense in a descriptive text. The research design is qualitative design. The data were gathered from students test as document analysis. Then, the researcher analyzed, classifying errors the students' work based on types of errors by Dulay (1982). For calcuting the data, the researcher used one formula to know percentages serrors. The result in this study from the research result data, most student
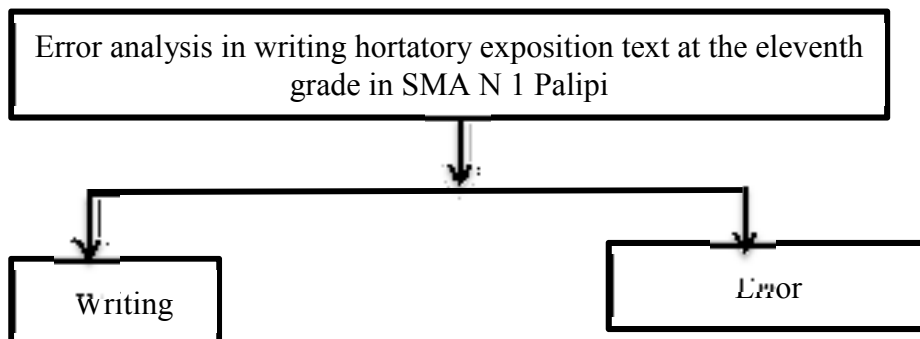
were made error in using simple present tense in a descriptive text, especially was ommision errors.

From the five previous study above, the researcher found the similiraties and the differences. For the similarities in this study and the fourth previous research are using qualitative research and using the hortatory exposition text. The fifth research the limit is types of errors based on surface strategy taxonomy. For The difference between this study and the fifth is in the dominant errors made by students and the difference in the frequency of errors. Based on the previous research, the researcher will compare the result of the fifth previous research with this study.

2.7 Conceptual famework

The Conceptual Famework of the study can be seen below:

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┌─────────────────────────────────────────────────┐
│  Error analysis in writing hortatory exposition  │
│     text at the eleventh grade in SMA N 1 Palipi  │
└─────────────────────────────────────────────────┘
            │
    ┌───────┴───────┐
    ▼               ▼
┌─────────┐    ┌─────────┐
│ Writing │    │  Error  │
└─────────┘    └─────────┘
```
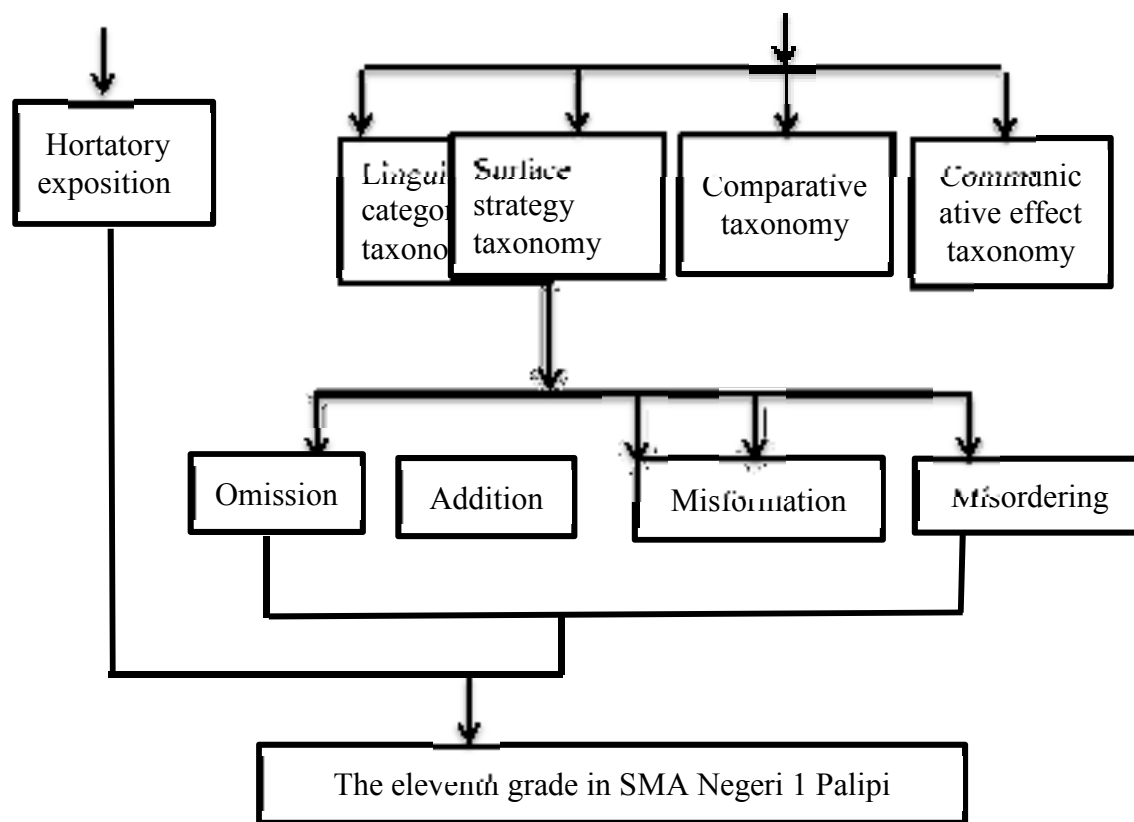
Figure 1 *Conceptual framework of Error Analysis in writing hortatory exposition text.*

Errors are classified into four types: linguistic category, surface strategy, comparative taxonomy, and communicative effect taxonomy. In this study, the researcher used surface strategy taxonomy, specifically omission, addition, mis-formation, and mis-ordering, to assess students' errors in producing hortatory exposition text at SMA Negeri 1 Palipi in the eleventh grade.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this research was descriptive qualitative. According to Sugiyono (2010), qualitative research is descriptive. It means that the information gathered was in the form of words rather than numbers. According to Walidin, Saifullah & Tabrani (2015: 77), Qualitative

research is a research that seeks to understand human or society phenomena by constructing a comprehensive and complex picture that maybe presented in a report. The goal of the study is to describe the "types of errors" that students at the eleventh grade in SMA N 1 Palipi.

3.2 Location and Time of the Research

The research was conducted at SMA Negeri 1 Palipi of class XI by the academic year of 2022/2023. The time of this research was conducted on the 21 th of July 2022.

3.3 Population

According to Kusumawati (2015) Population is the entire object that will be uses as a source of research data. The population were students XI-3 in SMA N 1 Palipi.

3.4 sample

According to Sugiyono (2017), the sample is part of the number that is owned by a population. The sample of study was conducted of students of class XI-3 in SMA N 1 Palipi. The total of students were 20 students that consisted of 9 males and 11 females.

3.5 Instrument of Collecting Data

An instrument was a tool that used for collecting the data in this research. To collect the data, the researcher was conducted a result of student's writing test as the instrument to collect the data. Result of student's writing was used to found the types of errors in students" writing hortatory exposition text". The researcher asked the students to write a hortatory exposition text with the title "The implementing health protocols in the midst of pandemic**".**

3.6 The Procedures for Collecting the Data

Conducting research need a process or some steps, the researcher did some procedures to respond to the issues raised by the research was conducted.

1. Preparing tests for students

   The researcher prepared a test for students that would be used in obtaining data.

2. Setting up the instrument

   The researcher provided the instrument or tools used in the form of essays. The essay test was used by the researcher in collecting data so that the activity runs systematically.

3. Giving students tests

   Students were given a written test to get the results of their abilities.

4. Collecting students' answers

   The researcher collected the results of student tests that have been administered so that the researcher know the results of assessments that had been given.

3.7 The Technique of Analyzing Data

After collecting the data, the researcher analyzed it to achieve the intended objective. The researcher was analyzed the data of the study with the following steps:

1. Reading students' writing

   In the written test that had been given, the researcher would read the results of the writing that had been done with the hortatory exposition text as a material.

2. Identifying types of error in student's writing

   The researcher identified the results of writing errors made by students, such as messy tenses, inappropriate grammar, and incorrect linguistic aspects. Things that are not related was done by underlining words and sentences that were categorized as errors made by students.

3. Categorize or classify error types in students' writing

   Several types of errors made by students would be categorized into the types of errors according to Dulay.

4. Summing up the results

   The researcher provided conclusions from the results of writing that have been done by students with several types of errors. Then the researcher concluded the common made by students.

5. Interviews

   It was conducted directly from student essays or tests to find out the factors that cause student errors. As a result, students' vocabulary errors can be identified and corrected.

3.8 Data Triangulation

Triangulation in qualitative research using several techniques or data sources to get a complete knowledge of occurrences, (1999 cited Carter 2014:1). Triangulation is an attempt to minimize the bias that results from data collection and analysis in order to check the accuracy of data or information obtained by researchers from various perspectives. In qualitative research, triangulation has also been used to assess validity by combining data from various sources. According to Denzin (in Carter 2014:1), there are four types of triangulation: Triangulation method, investigator triangulation, theory triangulation, and data source triangulation. Method triangulation is the usage of different data collection methods for the same phenomenon (Polit & Beck 2012).

In qualitative investigations, this kind of triangulation may involve interviews, observations, and field notes. Investigator triangulation is the presence of two or more researchers in the same study to provide multiple observations and conclusions. This form of triangulation can provide

both confirmations of findings and new views, broadening the scope of the phenomenon of interest (Denzin 1978 cited Carter 2014: 1). Theory triangulation is analyzing and interpreting data using many hypotheses. Using this type of triangulation, the researcher could be able to support or challenge findings using other theories or hypotheses. Triangulation of data sources is the process of gathering information from many groups of people, such as individuals, organizations, families, and communities, in order to obtain a wide range of perspectives and validate data.Based on the explanation above, the researcher was collected by using Data source triangulation through information from a research document where to found the error in students writing a text in the eleventh grade.