

AN ERROR ANALYSIS OF LEXICOGRAMMATICAL FEATURES ON STUDENTS' WRITING EXPLANATION TEXT ABILITY (A Study at the Fourth Semester of English Department of Institut Pendidikan Tapanuli Selatan in 2018/2019 Academic Year)

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Abstract : *The objectives of the research are to know the students' error in using lexicogrammatical features in writing explanation text ability at the Fourth Semester of English Department of Institut Pendidikan Tapanuli Selatan and to know why the students made errors in using lexicogrammatical features in writing explanation text ability. The method which is used in this research is mixed method. The informants of this research are the fourth semester of English department which consisted of 15 students that was taken by using purposive sampling. Purposive sampling uses to get the informants by using certain criteria, where in this research the writer got the informants by error criteria. The instruments that are used in this research are test, observation and interview. The lexicogrammatical features error analysis of students has done into three elements, they are: simple present tense, conjunction and passive voice. The result of data description shows that simple present tense was the error which most dominant that is made by the students. It took 63.0% of the total errors. Moreover, 23.0% error in conjunction used and 13.8% errors in passive voice. The causes of students' errors in using lexicogrammatical features are lack of understanding about simple present tense, conjunction and passive voice; lack of awareness; interference of first language; carelessness (lack of motivation) and translation .*

Keywords : Error analysis, Explanation Text, Lexicogrammatical Features, Writing.

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui kesalahan mahasiswa dalam menggunakan fitur leksikogrammatik dalam menulis teks penjelasan pada semester 4 Prodi Pendidikan Bahasa Inggris Institut Pendidikan Tapanuli Selatan dan untuk mengetahui mengapa mahasiswa melakukan kesalahan dalam menggunakan fitur leksikogrammatik di dalam menulis teks eksplanasi. Metode yang digunakan dalam penelitian ini adalah metode campuran (kuantitatif-kualitatif). Informan dalam penelitian ini adalah mahasiswa semester 4 prodi pendidikan bahasa inggris yang terdiri dari 15 orang yang diambil dengan

menggunakan teknik purposive. Teknik Purposive adalah teknik pengambilan informan dengan menggunakan beberapa kriteria, dimana dalam penelitian ini peneliti memperoleh informan dengan menggunakan kriteria kesalahan. Alat yang digunakan adalah tes, pengamatan dan wawancara. Kesalahan Leksikogrammatikal yang dilakukan oleh mahasiswa dibagi menjadi 3 bagian, yaitu: *simple present tense*, kata penghubung dan kalimat pasif. Hasil dekripsi data menunjukkan bahwa penggunaan *simple present tense* merupakan kesalahan yang paling dominan yang dilakukan oleh mahasiswa yaitu sebanyak 63.0%. Kemudian untuk kesalahan dalam kata penghubung sebanyak 23,0% dan 13,8% kesalahan dalam kalimat pasif. Penyebab kesalahan-kesalahan yang dilakukan oleh mahasiswa dalam menggunakan fitur leksikogrammatikal yaitu kurang memahami *simple present tense*, kata penghubung dan kalimat pasif; rendahnya kesadaran; gangguan bahasa pertama; kecerobohan (motivasi rendah) dan terjemahan.

Kata Kunci : Analisis Kesalahan, Teks Explanasi, Fitur Leksikogrammatikal, Menulis.

I. INTRODUCTION

Writing is one of the language skill that has the important role in our daily life because through writing, students able to express mind, feeling, and also opinion in the written form. In writing process, we must use grammar correctly, combine word and the sentence becomes the good one, build the sentence by using language features of a text and so on. It makes writing becomes the complex and the difficult skills among four skills in English.

Writing usually relates with some kinds of the text in English that is called genre. Genre consists of some text, as follows: explanation text, hortatory text, descriptive, narrative and so forth. The students have to understand and able to differ the kinds of the text when they want to write a text. In this research, the writer focused on explanation text.

Explanation text is a text that explain about the process of how and why the natural and social phenomenon occurs. In writing explanation text, there are some rules that must be understood by students, One of them is using lexicogrammatical features. Lexicogrammatical features or language features tells about general rules in writing a text such as: simple present tense, passive voice, conjunction and so on. Therefore, students are expected to be able to master the rules of using lexicogrammatical features of the text so that they can produce a good explanation text.

In fact, most of students do not pay attention in using lexicogrammatical features. They often make errors in using lexicogrammatical features of explanation text. It can be seen from the observation of the writer at the fourth semester of English department of Institut Pendidikan Tapanuli Selatan. As the result, they still make error and fail in using lexicogrammatical features of explanation text.

In addition, When the writer gave them questions about writing, explanation text and also lexicogrammmatical features. They answered that they feel difficulties in writing explanation text. They are confused of using grammar , lack of vocabulary, difficult to arrange the sentence and the word, lack of understanding in lexicogrammatical features and so on.

Errors usually occur in the productive skills, but to analyze errors in productive skills in the short time is not easy. It takes time, money and requires the high ability. Therefore, the writer decided to analyze students' errors in using lexicogrammatical on students' writing explanation text ability. In this research the writer answered the focus of the research which are what are students' lexicogrammatical features error features errors in writing explanation text ability at the fourth semester of English department of Institut Pendidikan Tapanuli Selatan in 2018/2019 academic year? And Why are the students made errors in using lexicogrammatical features in writing explanation text ability?

1. Error analysis

a. Definition of error

An Error is a form in learner language that is inaccurate. Scrivener (2005:298) says, "Students error are evidence that progress is being made error often show us that students is experimenting with language, trying out ideas, taking risks, attempting to communicate, making progress". Next, According to Norrish in Hasibuan et., al (2018:24) "An errors is a systematic deviation that happens when a learner has not learnt something and consistently gets it wrong."

Based on the definition above, the writer concludes that error is as evidence that show the progress of someone in learning the target language when they are experimenting with language, trying out ideas, taking risks, attempting to communicate.

b. Causes of error

Error can happen because many causes. According to Norrish in Ma'mun (2016: 104) exposes three causes of errors:

1. Carelessness : it is often closely related to lack of motivation. Many teachers will admit that it is not always the students' fault if he loses interest, perhaps the materials and/or the style of presentation do not suit him.
2. First language interference : learning a language (mother tongue or a foreign language) was a matter of habit information. The learners' utterances were thought to be gradually shaped' towards those of the language he was learning.
3. Translation : probably most of students make errors is translation. This happen because a student translates his first language sentence ofidiomatic expression in to the target language word by word.

It can be concluded that causes of errors are carelessness, first language interference and translation.

2. Writing

a. Definition of writing

Writing is one of language skill that must be mastered by students. According to Mertens (2010: 129) "Writing is a complex and cognitively demanding activity". Furthermore, Kendal (2006: 37) "Writing is all about making meaning".

Based on the definition above it can conclude that writing is a complex activity that involve cognitive and actively activity in making the meaning or expressing mind and ideas in written paper.

3. Explanation text

a. Definition of explanation text

Explanation text is a text that tells about the process of how and why a phenomenon happen. According to Amarain (2009: 22), "Explanation is a text to explain the processes involved in the formations or workings of natural or sociocultural phenomena. Furthermore, Knapp and Watkins (2005:126) says, "Explanation text has two main orientations- to explain why and to explain how".

From the explanation above the writer conclude that explanation text is a text to explain about the process of how and why the social and natural phenomenon occur. It can be formulated "how" and "why".

b. Social function of explanation text

Social function means the purpose of the text. Amarain (2009:22) states that social function of explanation text is to explain the processes involved in the formation or workings of natural or sociocultural phenomena. It can be conclude that the social function of explanation text is to explain about the process of formation of natural and sociocultural phenomenon where it can be formulate “how” and “why”.

c. Generic structure of explanation text

Generic structure means the structure that build the text correctly. According to Djuharie (2007:28) states that generic structure of explanation text are general statement and sequence of explanation. Based on explanation above it can conclude that generic structure of explanation text are general statement, sequence of explanation.

d. Lexicogrammatical features of explanation text

Lexicogrammatical features refers to general rules of forming sentence in a text. According to Djuharie (2007: 19) says, “Lexicogrammatical features similar with syntax, lexicogrammatical refers to specific structure that used to express the specific meaning”.

Moreover, According to Thing (2013-A31) says, “Explanation text were analysed for the presence of three language features which are typically used in explanation of processes: simple present tense, passive

voice and connectors". Lexicogrammatical features of explanation text which typically used in explanation text, as follows:

a) Simple present tense

Simple present tense is a tense that tell about habitually. Azar (2009:14) says , "Simple present tense is used to express habitual or every day activities. It means that simple present tense state the activities that is done in the present time.

The form of simple present tense

Nominal form

(+) SUBJECT + TO BE (AM, IS, ARE) + COMPLEMENT

Example :

I am a student

We are in market every afternoon

Verbal form

(+) SUBJECT + VERB 1 +S/ES + COMPLEMENT
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Example :

She cooks the rice every five hours a day

They watches television every day

b) Passive voice

Passive voice refers to the sentence that use past participle verb. According to Azar (2009: 211) says, "In The passive, the object of an active verb becomes the subject of the passive verb".

Form of Passive voice in simple present tense:

S + TO BE (IS, AM, ARE) +V3 + BY +OBJECT

Example:

Corn is grown by farmers

The bread is eaten by Joko

c) Conjunction

Conjunction refers to the word connectors. There are some definitions of conjunction from the experts. According to Sergeant (2007: 109) says, " Conjunctions are words used to link words, phrases or clauses". It means that conjunction are words that has function to link word by word, phrases and clauses.

II. METHODOLOGY OF THE RESEARCH

The writer conducted the research at Institut Pendidikan Tapanuli Selatan. It is located on Jl. Sutan Moh. Arif, Batang Ayumi Jae, Padangsidempuan Utara. The informants of the research are the fourth semester of English Department that consists of fifteen students. The

writer chose the informants based on error percentage of preliminary data, They are the highest, middle and lowest score of error percentage. This research used mixed method (combination of quantitative and qualitative). In collecting the data, the researcher used test, observation and interview.

III. RESULT

1. The Description of The Students' Lexicogrammatical Features Errors in Writing Explanation Text

After giving the test for the students, the writer analyzed the data. The researcher found that there were so many errors made by students in using lexicogrammatical features of explanation text. Most of them error in simple present tense and some informants did not use one of lexicogrammatical features of explanation text, as follows : passive voice. The result of the data description can be seen from the table below:

Table 1. Students Percentage Errors in Using Lexicogrammatical Features of Explanation Text

No	Name	Simple Present Tense	Conjunction	Passive Voice
1	Student 1	100%	25%	100%

2	Student 2	40%	80%	-
3	Student 3	57.1%	66.7%	-
4	Student 4	40%	-	33.3%
5	Student 5	100%	-	-
6	Student 6	33%	50%	100%
7	Student 7	25%	50%	100%
8	Student 8	33.3%	-	100%
9	Student 9	11.1%	-	-
10	Student 10	100%	50%	100%
11	Student 11	66.7%	50%	-
12	Student 12	50%	25%	-
13	Student 13	85.7%	-	-
14	Student 14	75%	20%	-
15	Student 15	20%	-	-
Number of informants		15	9	6

Table 2.The Recapitulation of Error

No	Percentage Totality of Lexicogrammatical Error		Percentage
	Type	Total of error	
1	Simple present tense	41	63.0%
2	Conjunction	15	23.0%
3	Passive Voice	9	13.8%
Total		65	100%

Based on the calculation above, it can be calculated that the total errors of simple present tense are 41 or 63.0% and there are fifteen students or 100% students made error in using simple present tense. Then, errors in conjunction are 15 or 23.0% and there are nine students or 60% students made errors in conjunction. The last, the total errors of passive voice are 9 or 13.8% and there are six students or 40% students from all the informants made error in passive voice. The most dominant errors were in using simple present tense or 63.0% error. Meanwhile, the lowest errors were in using passive voice or 13.8% of total errors.

2. The Reasons or Factors of Fourth Semester English Department Students Make Error in Using Lexicogrammatical Features of Writing Explanation Text

In order to find the reasons or the factors of error in using lexicogrammatical features made by fourth semester English department students, the writer did an interview. The interview consists of 10 questions. As the result, the researcher found that the causes of errors were lack of understanding in using lexicogrammatical features, less of grammar mastery especially simple present tense, conjunction and passive voice, less of awareness in writing activity, interference of first language, carelessness (lack of motivation) and also translation.

IV. DISCUSSION

In this research, the writer used test to get the data and the interview to know why students error in using lexicogrammatical features in writing explanation text. After conducting the research at the fourth semester of English Department that there are 65 errors made by the informants.

Based on the result of the test given , it found that students made error in using lexicogrammatical features (simple present tense, conjunction and passive voce). Furthermore, simple present tense is more

dominants errors made by the informants. It can be called 63.0% errors in using simple present tense and fifteen or 100% of total informants made error in simple present tense.

When the writer asked about the causes of error in using lexicogrammatical features almost them said that they less of understanding in using lexicogrammatical features; less of grammar mastery especially simple present, conjunction and passive voice; less of awareness in writing activity; interference of first language; carelessness and also translation.

CONCLUSIONS

Based on the result of this research, the writer found that errors in using lexicogrammatical features in writing explanation text are simple present tense (63.0%), conjunction (23.0%) and passive voice (13.8%).

The causes of students' errors in using lexicogrammatical features in writing explanation text are features are lack of understanding about simple present tense, conjunction and passive voice; lack of awareness; interference of first language; carelessness (lack of motivation) and translation .

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