RESEARCH PROJECT PROPOSAL OUTLINE

Direction:

Write your research plan outline using the following template.

No	Section	Description
1.	Title	The Impact of Gender Roles on Communication Styles in EFL Classrooms: A Library-Based Study
2.	Author (Your name)	Maula Hidayatul Atqiya
4.	Background	Effective writing is an essential skill for students, particularly in higher education, where analytical exposition texts are frequently assigned across various disciplines. These texts require students to articulate complex ideas clearly and persuasively, demonstrating their ability to analyze information and construct coherent arguments. However, many students face significant challenges in mastering this form of writing, leading to a range of errors that can detract from their academic performance. Research indicates that learners struggle with foundational writing aspects, such as grammar, vocabulary, coherence, and structural organization, often compounded by limited exposure to effective writing practices and inadequate feedback. At Bani Hasyim High School Malang, educators are increasingly concerned about students' writing competencies, particularly in analytical exposition. Understanding the nature and sources of writing errors is vital for developing targeted instructional strategies that support students in overcoming these challenges. By investigating the specific errors made by students and the underlying factors contributing to these mistakes, this study aims to provide valuable insights that can inform teaching practices and enhance writing outcomes, ultimately equipping students with critical thinking and communication skills essential for their future endeavors.
5.	Objective of the Study (The variable(s) to be investigated	The primary objective of this study is to identify and analyze the common errors in analytical exposition text writing among 12th-grade students at Bani Hasyim High School Malang. By exploring the challenges students face, the study aims to provide insights that can inform effective teaching strategies.
6.	Significance of the Study	This study is significant for several key stakeholders in the educational community. For educators, it provides insights into the specific challenges

		faced by 12th-grade students when writing analytical exposition texts, enabling the development of targeted instructional strategies that enhance writing skills. By identifying common errors and understanding their underlying causes, teachers can tailor their feedback and support to better address student needs, leading to improved writing proficiency. For students, the findings can foster awareness of their writing difficulties and encourage proactive engagement in their learning process. Additionally, the study contributes to the broader field of writing research by filling a gap in understanding the writing processes of high school students in a specific context, informing curriculum development, teacher training, and educational policy aimed at enhancing writing education. Ultimately, this research seeks to promote better writing practices that equip students with critical thinking and communication skills essential for their future academic and professional endeavors.
7.	Method: Design, Subjects/participants/ respondents, Source of Data, Research Instrument, Data Analysis Research Procedure	This study employs a qualitative research approach to gain a deep understanding of the writing processes and errors encountered by students. The research is designed as a descriptive, non-comparative study that seeks to explore the specific experiences of students in writing analytical exposition texts without introducing any interventions or experimental manipulations. Participants in this study include a diverse group of 12th-grade students from Bani Hasyim High School. Selection is based on purposive sampling, ensuring representation of varying writing proficiency levels and experiences. Data is collected from multiple sources, including Semi-structured interviews with students to capture their perspectives on writing challenges. Classroom observations to understand the writing process and interactions, Interview and Document analysis Observation. The research procedure involves several key steps: First, the researcher collaborates with the school administration to obtain necessary permissions for conducting the study. Next, information sessions are held to inform students about the study's objectives and encourage participation. Once participants are identified, the researcher conducts semi-structured interviews to capture students' perspectives on writing challenges, complemented by classroom observations to understand their writing processes and interactions. Additionally, the researcher analyzes students' written texts to identify common errors. Throughout the data collection phase, the researcher

		systematically records and organizes the gathered information, leading to the reporting of findings and recommendations for improving writing instruction.

ABSTRACT

This study explores common errors in analytical exposition text writing among 12th-grade students at Bani Hasyim High School Malang, employing a qualitative research design. A diverse group of students was selected through purposive sampling based on their writing experience. Data were collected through semi-structured interviews, classroom observations, and the analysis of written texts, focusing on aspects such as grammatical accuracy, vocabulary usage, coherence, and structural organization. The findings highlight the key challenges students face in their writing processes, offering valuable insights for educators to improve writing instruction and support. This research emphasizes the importance of targeted interventions to enhance students' analytical writing skills, ultimately contributing to more effective educational practices.

INTRODUCTION

Beside speaking, there is also another way to communicate in english, one of them is by writing. Writng is one of the most important skill in english language learning that shoulld be mastered by student. It is way student could convey their expression wel but also enhancing their critical thingking at the same time (Bean & Melzer, 2021). Writing is also a way the writier could express their feelings through a structural written form. Therefore, it is important for student to learn about writing in order to their ability to convey meaning, in the most imaginative and creative ways and enhancing the studen'st confidentiality (Flower, 1979). There are some skills that student has to mastered before writing a text, namely mechanisme of writing, grammar, structure, tenses and vocabulary. without these skills, student could not be able to write a good sentence easily. In writing, there are 4 types of it such as descriptive, narrative, persuatif, and expository.

A study about error in writing english have conducted by (Fauzan et al., 2020) This study investigates the types of errors made by EFL students in writing analytical exposition texts. It categorizes errors into omission, addition, misformation, and misordering. The research found that omission errors were the most frequent, comprising approximately 50% of total errors. the study effectively identifies error types and their frequencies, it lacks a discussion on how these errors affect the overall coherence and persuasiveness of the texts but it is just only focused on narrative text and simple past tense. (Firdaus et al., n.d.) also categorized errors into four main types: omission, addition, misformation, and misordering. Unfortunately it lacks a longitudinal perspective on how students' writing skills develop over time.

Errors and mistakes in writing english text could not be avoided in student since english is not the first language in indonesia. It is due to the knowledge of the student about the target language learning (Lestari & Wahyudin, 2020). Errors are divided into performance and competence. not the only one case that cause errors in english writing, it is also related to the slipped tongue and unfocus learners. However it is also caused by the internal (anxiety and lack of confidence) or else external (distractions). A process of analyzing an error commited by student is a method used to analyze errors in writing. Therefore, this work's main objective is to examine a range of mistakes that the sampled students make when producing analytical exposition texts and their reasons. The first question that comes up is what kinds of mistakes do the students in the sample make when they write analytical exposition texts? Secondly, what are the reasons for the mistakes?

LITERATURE REVIEW

Error analysis is a vital area of research in language education, particularly in understanding the challenges faced by EFL (English as a Foreign Language) learners in writing. (Chaudhary & Al Zahrani, 2020) defines error analysis as the process of identifying, categorizing, and interpreting errors to gain insights into learners' linguistic challenges and learning processes. This approach is particularly significant for improving writing skills in analytical exposition texts, which require logical reasoning and structured argumentation. Recent studies, such as those by (Mertosono, 2023) Emphasize that understanding the types of errors made by students can help educators develop targeted interventions to enhance writing proficiency. The importance of error analysis lies not only in identifying mistakes but also in understanding their sources, which can be attributed to both interlingual (first language interference) and intralingual (within the target language) factors (Chaudhary & Al Zahrani, 2020).

Recent studies have categorized errors in writing analytical expositions into four main types based on Surface Strategy Taxonomy: Omission Errors: These occur when students leave out necessary elements, hindering clarity. The second one is Addition Errors,These happen when unnecessary words or phrases are included. The third onw is formation Errors an Involving incorrect grammatical forms, these errors reflect a misunderstanding of language rules. And the last is Misordering Errors, These errors arise when words or phrases are arranged incorrectly, disrupting the logical flow of ideas.

Analytical exposition texts are designed to present arguments and persuade readers through logical reasoning. The complexity inherent in this genre requires students to develop critical thinking skills alongside their writing abilities. Research indicates that many students struggle with organizing their thoughts coherently and using appropriate language structures (Fadhli et al., 2022). For instance Husni et al., n.d.)found that students often fail to establish clear arguments due to inadequate planning and structuring of their texts. Mastery of analytical exposition writing is essential not only for academic success but also for effective communication in various contexts, making it imperative for educators to address these challenges systematically.

METHODS

This study titled blabla is designed as a descriptive, non-comparative qualitative research. This approach aims to explore and describe he common errors in analytical axpositiob writing without manipulating any variables. Participants for the study were selected using purposive sampling to ensure a diverse and relevant sample of 12th-grade students from Bani Hasyim High School. Inclusion criteria required participants to be currently enrolled in the 12th grade, have completed at least one analytical exposition text assignment, and have obtained parental consent to participate.

Exclusion criteria ruled out non-native speakers of the language used for writing, as well as students with identified special educational needs that could affect their writing abilities. The recruitment process involved collaboration with school administration, information sessions for students and parents to explain the study's purpose, and the distribution of consent forms for parents to sign. After securing consent, a brief screening was conducted to confirm eligibility, leading to the final selection of a diverse group of students that reflects varying writing proficiencies and experiences. This careful selection process aimed to provide valuable insights into the common errors encountered in analytical exposition text writing.

The study measured the common errors in analytical exposition text writing among 12th-grade students, focusing on variables such as grammatical accuracy, vocabulary usage, coherence, and structural organization. These variables were defined and operationalized through a combination of qualitative instruments, including a rubric for assessing written texts, which included specific criteria for each error type. The validity of the rubric was ensured through expert review by experienced educators in writing instruction, while reliability was established by conducting a pilot study to test inter-rater agreement among researchers. To minimize bias, particularly in data collection and analysis, a blinding method was employed where the researchers analyzing the texts were unaware of the students' identities and writing proficiency levels. This approach helped maintain objectivity and enhance the credibility of the findings by reducing potential influences from preconceived notions about the students' abilities.

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