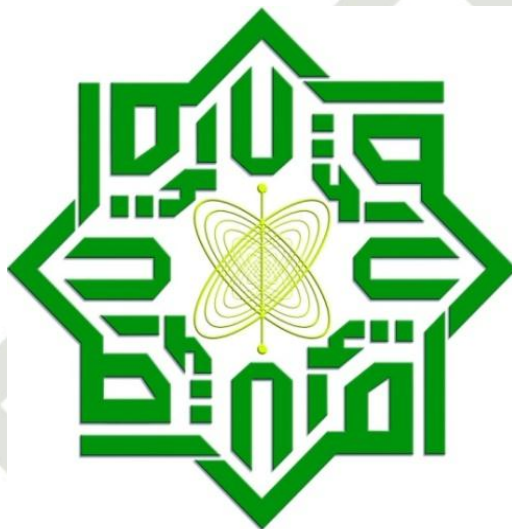


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**AN ANALYSIS OF STUDENTS' ERRORS IN USING  
COORDINATING CONJUNCTIONS IN  
DESCRIPTIVE TEXT WRITING  
AT SMAN 2 BILAH HULU  
MEDAN**



**UIN SUSKA RIAU**

**BY**

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**SIN. 1151320095**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
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**UIN SUSKA RIAU**

**BY**

**KIKI RIZKI**

**SIN. 11513200095**

**A Thesis**

Submitted as partial fulfillment of the Requirements  
for Bachelor Degree of English Education  
(S. Pd)

**DEPARTMENT OF ENGLISH EDUCATION  
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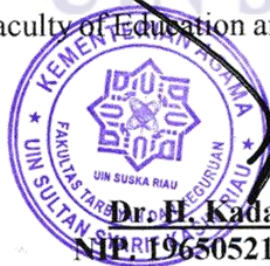
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This thesis is entitled "An Analysis of Students' Errors in Using Coordinating Conjunctions in Descriptive Text Writing at SMAN 2 Bilah Hulu Medan". This scientific work is written to fulfill one of the requirements for getting Bachelor Degree of Education in the Department of English Education, at Faculty of Tarbiyah and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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Pekanbaru, January 10th, 2022

Researcher

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## ABSTRACT

Kiki Rizki (2022):

### An Analysis of Students' Errors in Using Coordinating Conjunctions in Descriptive Text Writing at SMAN 2 Bilah Hulu Medan

Coordinating conjunctions are a part of language grammar which plays an important role in connecting ideas for a language unit. Learning coordinating conjunctions is important because it affects the learners' language skill especially senior high school students. Based on the preliminary study conducted at SMAN 2 Bilah Hulu Medan, the researcher found some phenomenons such as some students did not understand type and function of coordinating conjunctions and they made errors in using coordinating conjunctions in descriptive text writing. This research aimed to describe tye types of errors and to find out the frequency and percentage of errors done by students in using coordinating conjunctions in descriptive text writing based on Surface Strategy Taxonomy. This research was a descriptive research by using qualitative and quantitative analysis. This research was conducted on 12 until 25 of March 2021 at SMAN 2 Bilah Hulu Medan. The number of samples were 35 students out of 137 students. To collect the data, the researcher used documents (the results of students' writing task). They were asked to make a descriptive text using coordinating conjunctions (*and*, *but*, *or*, and *so*). The documents were analyzed to find out the students' error types based on Surface Strategy Taxonomy. While the percentage of students' error was counted by using the formula proposed by Sudijono (2008) and was analyzed by using SPSS 21.0. Version. Based on the research results, the researcher found that there were 111 error items done by students based on Surface Strategy Taxonomy. These errors consisted of omission, addition, misformation, and misordering. The frequency and percentage of each error type was 58 items or 52.3% misformation error, 46 items or 41.4% of addition error, 6 items or 5.41% omission error, and 1 item or 0.90% misordering error. Therefore, the most dominant error done by the student in using coordinating conjunctions in writing descriptive text is misformation error.

## ABSTRAK

Kiki Rizki (2022):

### Analisa Kesalahan Siswa dalam Menggunakan Konjungsi Koordinasi dalam Penulisan Teks Deskriptif di SMAN 2 Bilh Hulu Medan

Konjungsi koordinasi merupakan bagian tata bahasa yang memainkan peran penting dalam menghubungkan ide-ide untuk unit bahasa. Pentingnya mempelajari konjungsi koordinasi karena mempengaruhi kemampuan berbahasa pembelajar terutama siswa. Berdasarkan studi pendahuluan yang peneliti lakukan di SMAN 2 Bilh Hulu Medan, peneliti menemukan beberapa fenomena seperti beberapa siswa tidak memahami jenis dan fungsi konjungsi koordinasi, dan mereka membuat kesalahan dalam menggunakan konjungsi koordinasi dalam penulisan teks deskriptif. Penelitian ini bertujuan untuk mendeskripsikan jenis-jenis kesalahan dan untuk mengetahui frekuensi dan persentase kesalahan yang dilakukan oleh siswa dalam menggunakan konjungsi koordinasi dalam penulisan teks deskriptif berdasarkan Surface Strategy Taxonomy. Penelitian ini merupakan penelitian deskriptif dengan menggunakan analisa kualitatif dan kuantitatif. Penelitian ini dilaksanakan pada 12 sampai 25 Maret 2021 di SMAN 2 Bilh Hulu Medan. Jumlah sampel adalah 35 siswa dari 137 siswa. Untuk mengumpulkan data, peneliti menggunakan dokumen (hasil tugas menulis siswa). Siswa diminta untuk membuat teks deskriptif dengan menggunakan konjungsi koordinasi (*and*, *but*, *or*, dan *so*). Dokumen dianalisa untuk mengetahui jenis-jenis kesalahan siswa berdasarkan Surface Strategy Taxonomy. Sedangkan persentase kesalahan siswa dihitung dengan menggunakan rumus yang dikemukakan oleh Sudijono (2008) dan dianalisa dengan menggunakan SPSS Versi 21.0. Berdasarkan hasil penelitian, peneliti menemukan bahwa terdapat 111 item kesalahan yang dibuat oleh siswa berdasarkan Surface Strategy Taxonomy. Kesalahan tersebut terdiri dari omission, addition, misformation, dan misordering. Frekuensi dan persentase masing-masing jenis kesalahan adalah 58 item atau 52.3% kesalahan misformation, 46 item atau 41.4% kesalahan addition, 6 item atau 5.41% kesalahan omission, dan 1 item atau 0.90% kesalahan misordering. Dengan demikian, kesalahan yang paling banyak dilakukan oleh siswa dalam menggunakan kata hubung koordinasi dalam penulisan teks deskriptif adalah kesalahan misformation.

## ملخص

كيكي رزقي (٢٠٢٢) : تحليل أخطاء الطلاب في استخدام أدوات الربط التنسيقية في كتابة النصوص الوصفية في المدرسة الثانوية الحكومية ٢ بيلاه هولو ميدان

يعتبر تنسيق عمليات الاقتران جزءًا نحويًا يلعب دورًا مهمًا في ربط الأفكار بوحدات اللغة. أهمية دراسة الاقتران التنسيقية لأنها تؤثر على المهارات اللغوية للمتعلمين وخاصة الطلاب. بناءً على الدراسة الأولية التي أجراها الباحث في المدرسة الثانوية الحكومية ٢ بيلاه هولو ميدان ، وجد الباحث عدة ظواهر مثل عدم فهم بعض الطلاب لأنواع ووظائف تنسيق الاقتران ، وارتكبوا أخطاء في استخدام الاقتران التنسيقية في كتابة النصوص الوصفية. تهدف هذه الدراسة إلى وصف أنواع الأخطاء وتحديد تكرار ونسبة الأخطاء التي يرتكبها الطلاب في استخدام اقتران التنسيق في كتابة النصوص الوصفية بناءً على تصنيف إستراتيجية السطح. هذا البحث هو بحث وصفي باستخدام التحليل النوعي والكمي. تم إجراء هذا البحث في الفترة من ١٢ إلى ٢٥ مارس ٢٠٢١ في المدرسة الثانوية الحكومية ٢ بيلاه هولو ميدان عدد العينات ٣٥ طالب وطالبة من ١٣٧ طالب وطالبة. لجمع البيانات ، استخدم الباحث المستندات (نتائج الواجبات الكتابية للطلاب). يُطلب من الطلاب عمل نص وصفي باستخدام اقتران التنسيق (و ، لكن ، أو ، وهكذا). تم تحليل المستند لمعرفة أنواع أخطاء الطلاب بناءً على تصنيف إستراتيجية السطح. وفي الوقت نفسه ، تم حساب النسبة المئوية لأخطاء الطلاب باستخدام الصيغة الإصدار ٢٠١٠. بناءً على نتائج الدراسة ، SPSS وتحليلها باستخدام (٢٠٠٨) Sudijono التي اقترحها وجد الباحث أن هناك ١١١ عنصر خطأ تم إجراؤه بواسطة الطلاب بناءً على تصنيف إستراتيجية السطح. تتكون الأخطاء من الحذف والإضافة والتضليل وسوء الترتيب. كان التكرار والنسبة المئوية لكل نوع من الأخطاء ٥٨ عنصرًا أو ٥٢.٣٪ أخطاء معلومات خاطئة ، و ٤٦ عنصرًا أو ٤١.٤٪ أخطاء إضافة ، و ٦ عناصر أو ٥.٤١٪ أخطاء إغفال ، وعنصر واحد أو ٠.٩٠٪ أخطاء في الترتيب. وبالتالي فإن معظم الأخطاء التي يرتكبها الطلاب في استخدام الاقتران التنسيقية في كتابة النصوص الوصفية كانت أخطاء في التفسير

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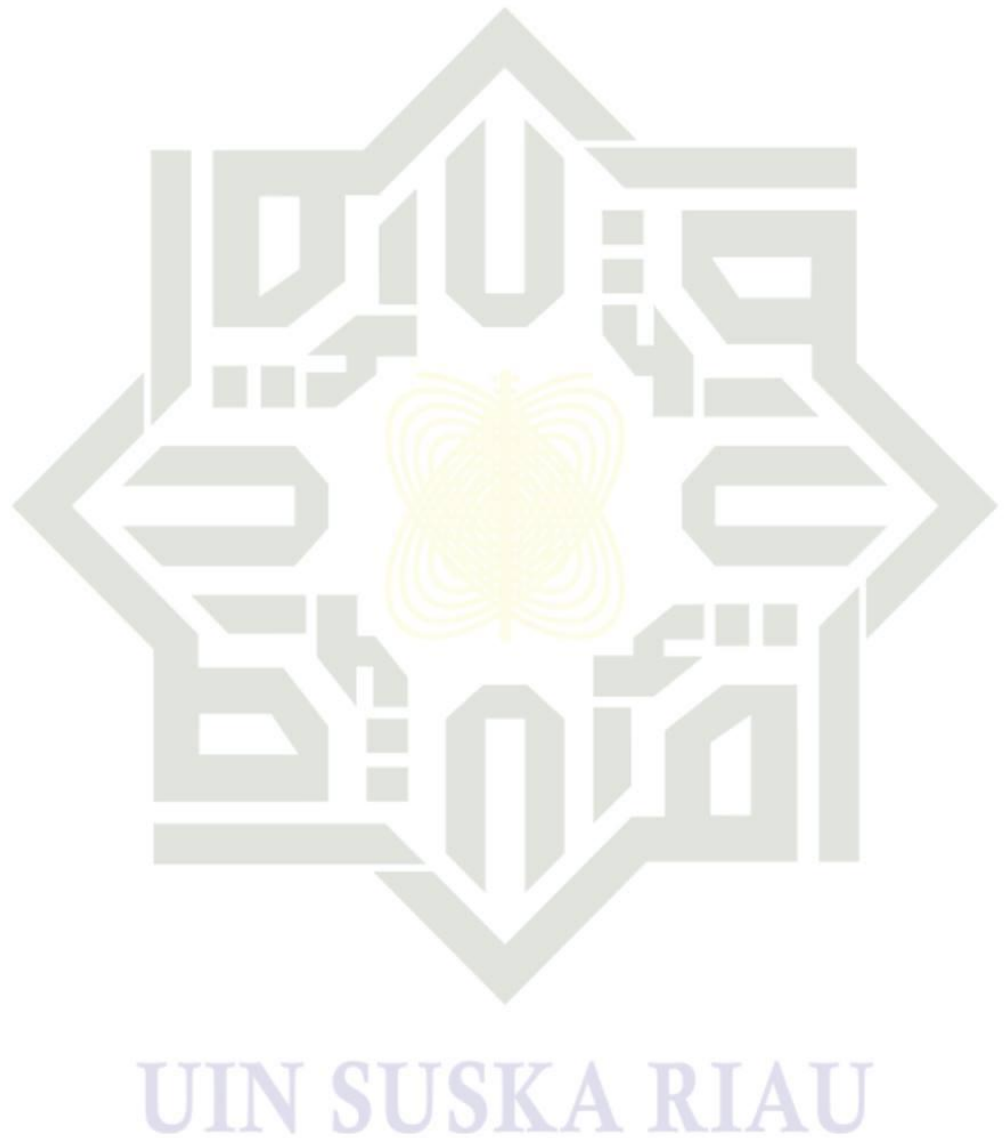
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Grammar is one of the language elements that language learners should learn (Safitri, 2015). By mastering grammar, learners can speak more clearly and effectively (Setyaningsih, 2018). Learners can also form better sentences while speaking and writing (Mart, 2013). It means that learning grammar is important because it affects the language proficiency of learners, especially school students. Nevertheless, Ummah (2018) states that grammar is one of the most difficult skills in English. Students still have difficulty mastering grammar due to their speaking and writing skills organizing sentences (Prawoto, 2016). Isnaini (2014) also states that it is difficult for students to actually master grammar because they are still making errors in some exercises. Besides, they didn't understand the concept well. Those problems indicate that grammar needs to be taught to learners or students in an appropriate manner so that the difficulties in learning grammar can be overcome or minimized as much as possible.

Coordinating conjunctions are part of grammar. According to Azariadis (2018) coordinating conjunctions are used to show relationships between ideas in sentences. Coordinating conjunctions must be learned by the student, as these conjunctions can connect ideas for language units. Nevertheless, Chiu (2004) states that coordinating conjunctions have received little attention in language acquisition because it is widely believed that

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coordinating conjunctions are easy to obtain due to the simplicity of the concept of parallelism. However, some notable research had been done to investigate coordinating conjunctions (Es-skare et al., 2019). In this connection, Mohammed and Abdalla (2016) state that students are difficult to compose sentences due to lack of sufficient knowledge of coordinating conjunctions. On the other hand, at another level of education, Deviyana (2017) states that SMPN 1 Wonosobo students have many errors (including omission, addition, and misordering errors) in using coordinating conjunctions of compound sentences. Meanwhile, Panggabean (2016) states that students at State Islamic University of North Sumatra (UINSU) have some problems with the use of conjunction types (including coordinating conjunctions). The problems were students could not distinguish between conjunction types, they didn't understand how to use conjunctions in sentences, and they were still confused about how to use conjunctions correctly. Thus, coordinating conjunctions play an important role in linking ideas for language units and cannot be considered simple grammar learning.

Mohammed and Abdalla (2016) point out the need to teach coordinating conjunctions to improve students' writing. In this part, writing can improve through a set of processes. The writing process involves a series of thinking activities that require the conversion of ideas into text written in a coherent and cohesive manner (Utami, 2014). Therefore, students should be taught the correct use of coordinating conjunctions because mastering this

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aspect will improve the cohesiveness and consistency of writing texts (Badaki et al., 2015).

SMAN 2 Bilah Hulu Medan is a State Senior High School located on Lintas Sumatera Street, Pematang Seleng/ N-8 Aek Nabara Village, Medan City, North Sumatera Province. The school implements the 2013 Curriculum included English as one of the subjects taught to students. One of the English lessons taught at school is descriptive text. Based on the English syllabus, the basic competencies that students must possess of descriptive text learning are students can arrange descriptive text verbally and in writing, short and simple, related to tourist places and historical buildings, by paying attention to the social functions, text structures, and language features correctly and according to the context. In this part, Heino (as cited in Darweesh and Kadhim, 2016) states that coordinating conjunctions are conjunctions that have the functions to inform logical relationships in text and help connect various units and paragraphs so that the reader can understand the text. It means that coordinating conjunctions are an important part that should be mastered by students in learning English at school.

Based on the researcher's preliminary observations at SMAN 2 Bilah Hulu Medan, English subject has been taught to students since they have been at the first level. This subject is taught once a week. The duration of teaching time is two hours for each meeting. In teaching English, the teacher uses some teaching methods to facilitate students in understanding learning materials. The teacher also involves students in reading, writing, speaking,

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and listening activities in English so that they can reach language skills. Language skills are certainly able to reach well by grammar mastery. Therefore, the teacher also teaches grammar to students. In teaching grammar, the teacher uses some teaching strategies for students. Grammar is often taught using some media such as pictures, newspapers, magazines, videos, songs, and so on. The teacher uses some media to make students interested in learning English grammar. In addition, the teacher sometimes asks students to learn in pairs or groups. This way is done to make students able to help one another, share ideas, and enhance cooperation. Thus, it is clear that the teacher has done many ways to develop students' grammar mastery so that they can reach language skills in English subjects.

From the explanation above, students should be able to master English well. In other words, students should have no problem in reaching language skills such as reading, writing, speaking, and listening. Based on the researcher's interview with the English teacher on June 3rd, 2020, the teacher states that students' ability in learning English is good. Students are enough enthusiastic and active in learning English. However, based on the researcher's interview with the tenth-grade students of SMAN 2 Bilah Hulu Medan, some students state that they still have some problems in mastering grammar in which they still make errors in using coordinating conjunctions. Some students do not understand the type and function of coordinating conjunctions. Moreover, some students are confused to determine the proper coordinating conjunctions when writing particular texts, especially

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descriptive text. In other words, some students still have some problems in using coordinating conjunctions. The problems can be seen based on the following phenomena:

1. Some students do not understand the type of coordinating conjunctions.
2. Some students do not understand the function of coordinating conjunctions.
3. Some students make errors in using coordinating conjunctions in descriptive text writing.

Based on the phenomena above, the researcher is interested in conducting the research entitled: **"An Analysis of Students' Errors in Using Coordinating Conjunctions in Descriptive Text Writing at SMAN 2 Bilah Hulu Medan"**.

## **B. Problem**

### **1. Identification of the Problem**

Based on the phenomena found above, the researcher identifies the problems as follows:

- a. Why do some students not understand the type of coordinating conjunctions?
- b. Why do some students not understand the function of coordinating conjunctions?
- c. Why do some students make errors in using coordinating conjunctions in descriptive text writing?

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## **2. Limitation of the Problem**

The problem of this research is limited to analyzing the students' errors in using coordinating conjunctions ('*and*', '*but*', '*or*', and '*so*') in descriptive text writing at the tenth-grade of SMAN 2 Bilah Hulu Medan. In this case, the researcher analyzed errors based on Surface Strategy Taxonomy consisting of omission, addition, misformation, and misordering errors. Meanwhile, the context of skill investigated is writing because errors were analyzed through the results of the students' writing task.

## **3. Formulation of the Problem**

Based on the limitation of the problem above, this research is formulated into two questions. They are as follows:

- a. What are the types of errors made by the students in using coordinating conjunctions in descriptive text writing based on Surface Strategy Taxonomy?
- b. What is the frequency and percentage of errors made by the students in using coordinating conjunctions in descriptive text writing based on Surface Strategy Taxonomy?

## **C. Objective and Significance of the Research**

### **1. Objective of the Research**

- a. To describe the types of errors made by the students in using coordinating conjunctions in descriptive text writing based on Surface Strategy Taxonomy.

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- b. To know the frequency and percentage of errors made by the students in using coordinating conjunctions in descriptive text writing based on Surface Strategy Taxonomy.

## 2. Significance of the Research

- a. Hopefully, this research is useful for the researcher as a new learner in conducting scientific research.
- b. The findings of this research are expected to be useful information for students and English teachers at Senior High Schools.
- c. The findings of this research are expected to give a positive contribution to other researchers who wish to investigate the related research problems.
- d. Finally, the findings of this research are expected to add knowledge for everyone involved in the process of learning and teaching English.

## D. Reason for Choosing the Title

There are three reasons why the researcher chose this research title.

The reasons are as follows:

1. The researcher is interested in the problem of this research.
2. The title of this research is relevant to the researcher's status as a student of the English Education Department.
3. The title of this research has not been investigated by previous researchers in the same research field.

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## E. Definition of the Terms

To understand the terms used in the title of this research, they can be defined as follows:

### 1. Errors

Error refers to imperfect aspects of speech or writing made by the student. In this research, error means imperfect aspects of the writing task made by the students in using coordinating conjunctions in descriptive text writing at the tenth-grade of SMAN 2 Bilah Hulu Medan.

### 2. Coordinating Conjunctions

Coordinating conjunction refers to a linking word used to join two units of the same rank. In this research, coordinating conjunction means a linking word used to join units (such as words, phrases, clauses, or sentences) in descriptive text writing.

### 3. Writing

Writing refers to a complex process that permits writers to discover minds and ideas, and cause them observable and tangible. In this research, writing means a complex process that permits the students to discover minds and ideas in using coordinating conjunctions in their descriptive text writing. In this part, writing is used as the way to know and describe the types of errors made by the students in using coordinating conjunctions in their descriptive text writing.



#### 4. Descriptive Text

Descriptive text refers to a text used to describe or explain a certain individual, place, or thing. In this research, descriptive text means a text used to describe certain objects such as a favorite artist, tourist place, and pet. In this part, descriptive text is a text type that should be written by the students to help the researcher in describing the types of errors and knowing the frequency and percentage of errors made by the students in using coordinating conjunctions in descriptive text writing.

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Errors

###### a. The Definition of Errors

Fundamentally, making errors in learning a language is something that cannot be avoided. According to Dulay, Burt, and Krashen (1982) error refers to the flawed side of learner's speaking or writing. Norrish (as cited in Ridha, 2012) defines error as a systematic deviation that occurs when a learner fails to learn something and continues to make errors. According to Cunningsworth (as cited in Hasyim, 2002) error refers to the systematic deviation from the norms of the language being learned. In conclusion, errors relate to systematic deviations of learners (especially students) in both their speaking and writing during the process of learning a language.

###### b. The Definition of Error Analysis

Amiri and Puteh (2017) state that error analysis refers to a way to analyze a student's second or foreign language performance. On the other hand, Khansir (2012) states that error analysis is a type of linguistic analysis that allows students to focus on errors they making and predict the difficulties they face when creating a language. This is in line with the statement of Hasyim (2002) clarified that error analysis identifies, classifies, and interprets errors made by students when

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speaking and writing to obtain information about common difficulties encountered when producing the language. In conclusion, error analysis is an activity that can be done to analyze students' errors in producing a language.

**c. The Difference between Errors and Mistakes**

In learning English, the terms "errors" and "mistakes" are often used to express the students' errors. They are two different terms. According to Brown (2007) mistakes refer to performance errors that do not apply the system that the student is accustomed to. Such failures can be caused by temporary failures in the process of speech generation (suspicion, tongue slippage, other irregularities, etc.). Meanwhile, errors refer to the result of student abilities that are systematically incorrect. It means that students make errors because they lack the ability and knowledge of language rules.

On the other hand, Ellis (1997) states that errors reflect a student's knowledge gap where errors occur because students do not know how to apply language rules correctly. Meanwhile, mistakes reflect the occasional performance degradation that occurs because students are unable to do what they know. It means that students cannot correct errors by themselves; however, they can correct mistakes by themselves.

It is important to distinguish between "errors" and "mistakes". However, it is very difficult to determine the nature of the deviation

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without careful analysis. Therefore, Dulay, Burt, and Krashen (1982) use the term "errors" to denote any deviation from the standard of language performance, regardless of the nature or cause of the deviation.

Based on the explanation above, it can be concluded that mistakes and errors are two different terms. Error refers to a lack of ability or knowledge of language rules. Students cannot correct their errors because they do not know how to apply the language rules correctly. Meanwhile, mistake refers to performance errors. Performance errors result from temporary failures in the process of speech generation such as suspicion, tongue slippage, other irregularities, and so on. Students can correct their own mistakes because they know the fault of their performance. Nevertheless, the researcher agrees with the statement of Dulay, Burt, and Krashen (1982) used the term "errors" to denote any deviation from the standard of language performance, regardless of the nature or cause of the deviation.

**d. The Types of Errors**

Dulay, Burt, and Krashen (1982) divide errors into four categories. They are Linguistic Category Taxonomy, Surface Strategy Taxonomy, Comparative Taxonomy, and Communicative Effect Taxonomy. Relating to this research, Surface Strategy Taxonomy is the type of taxonomy that is most often used to analyze students' errors in producing a language. According to Dulay, Burt, and Krashen (1982)

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Surface Strategy Taxonomy emphasizes how surface structures are modified. Students can remove the elements they need or add elements they don't need. They can be misformed or misordered. In this part, the surface structure of the language is changed concretely and systematically. Surface Strategy Taxonomy divides errors into four types: omission, addition, misformation, and misordering. They can be described as follows:

**1) Omission**

Omission errors are marked by the absence of items that should be displayed in a well-formed language (Dulay, Burt, and Krashen, 1982).

Example:

- a) We \_\_\_ not afraid of making mistakes. (incorrect)
- b) We *are* not afraid of making mistakes. (correct)

In this case, omission errors can be used in coordinating conjunctions.

Example:

- a) Arka couldn't attend the farewell party, \_\_\_ he got a high fever yesterday. (incorrect)
- b) Arka couldn't attend the farewell party, *for* he got a high fever yesterday. (correct)

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## 2) Addition

Addition errors are marked by the presence of items that should not be displayed in a well-formed language (Dulay, Burt, and Krashen, 1982).

Example:

- a) He *doesn't knows* my name. (incorrect)
- b) He *doesn't know* my name. (correct)

In this case, this type of addition error can be used in coordinating conjunctions.

Example:

- a) I gave a pineapple to my sister, *or but* she didn't like it. (incorrect)
- b) I gave a pineapple to my sister, *but* she didn't like it. (correct)

## 3) Misformation

Misformation errors are marked by the use of incorrect shapes in morphemes or structures (Dulay, Burt, and Krashen, 1982).

Example:

- a) *They* for *it*

In this case, this type of misformation error can be used in coordinating conjunctions.

Example:

- a) Some students will join the traditional dance competition next week, *or* they must practice as well as possible. (incorrect)

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- b) Some students will join the traditional dance competition next week, *so* they must practice as well as possible. (correct)

#### 4) Misordering

Misordering errors are marked by misplacement of morphemes or groups of morphemes in the language (Dulay, Burt, and Krashen, 1982).

Example:

- a) Alya is *all the time* busy. (incorrect)
- b) Alya is busy *all the time*. (correct)

In this case, the misordering error can be used in coordinating conjunctions.

Example:

- a) *But* you were failed to get the first rank in the class last year, I was very proud of your honesty. (incorrect)
- b) You were failed to get the first rank in the class last year, *but* I was very proud of your honesty. (correct)

Based on the explanation above, it can be concluded that there are four types of errors based on Surface Strategy Taxonomy. They are omission, addition, misformation, and misordering errors. Omission errors are marked by the absence of items that should be displayed in a well-formed language. Addition errors are marked by the presence of items that should not be displayed in a well-formed language. Misformation errors are marked by the use of incorrect shapes in

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morphemes or structures. Meanwhile, misordering errors are marked by misplacement of morphemes or groups of morphemes in the language. Thus, the four types of errors result from the surface structure of a language changed concretely and systematically.

**e. The Functions of Error Analysis**

Corder (as cited in Fauziah, 2016) states that error analysis has two functions: theoretical aspects and practical aspects. The theoretical aspect of error analysis is part of the method of investigating the language learning process. Meanwhile, the practical aspect of error analysis is the ability to guide corrective actions that need to be taken to correct students or teachers' unsatisfactory situation. Both functions show that error analysis plays an important role in language teaching and learning. Thus, error analysis is a good method to find out students' errors in producing a second or foreign language.

**f. The Steps for Error Analysis**

There are some steps to analyze the students' errors. Ellis (1997) states that analyzing the students' errors can be done in four steps as follows:

**1) Identifying Errors**

The first step in analyzing the student's errors is to identify them. To find error, we need to compare the student's text with the seemingly normal or "correct" text in the target language that corresponds to the student.



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## 2) Describing Errors

When the errors have been identified, they can be described and classified into types. There are many possibilities for doing this way. One way to do this is to classify errors into grammatical categories. Errors can be described and classified based on Surface Strategy Taxonomy proposed by Dulay, Burt, and Krashen (1982). Surface Strategy Taxonomy includes errors of omission, addition, misformation, and misordering.

## 3) Explaining Errors

Identifying and explaining the error is a preparatory step to a much more compelling effort to resolve the cause of the error. Errors are generally systematic and in some cases predictable.

## 4) Errors Evaluation

If the purpose of the error analysis is to help students learn L2, it means that errors should be evaluated. Some errors inevitably hinder the intelligibility of what someone is saying and can be considered truer than others.

From the explanation above, it can be concluded that there are four steps in analyzing the students' errors consisted of identifying errors, describing errors, explaining errors, and errors evaluation. Relating to the objectives of this research, the researcher analyzed the students' errors to describe the types of errors and to know the frequency and percentage of errors made by the students in using coordinating

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conjunctions in descriptive text writing. Therefore, the researcher only used some steps in analyzing the students' errors. After errors are identified, the researcher tried to describe errors made by the students by classifying errors based on Surface Strategy Taxonomy.

## 2. The Nature of Coordinating Conjunctions

### a. The Definition of Coordinating Conjunctions

According to Altenberg and Vago (2010) coordinating conjunction refers to a conjunction used to connect any two units that have the same type. It means that coordinating conjunction can be used to connect nouns with nouns, verbs with verbs, prepositions with prepositions, or adjectives with adjectives, and so on. Kusumawardhani (2017) states that coordinating conjunctions combine words, phrases, and clauses that have the same importance. Meanwhile, Melyane and Kurniasih (2014) state that coordinating conjunction is a conjunction that connects or coordinates two or more items (such as words, main clauses, or sentences) that have the same syntactic importance. According to Hall, Azar, and Hagen (2017) coordinating conjunctions are used to create compound structures (such as compound subjects, compound verbs, and compound sentences). Thus, coordinating conjunction refers to a linking word or conjunction used to connect words, phrases, clauses, or sentences that have the same rank or importance.

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**b. The Types of Coordinating Conjunctions**

According to Swick (2010) coordinating conjunctions consist of seven types: *'for'*, *'and'*, *'nor'*, *'but'*, *'or'*, *'yet'*, and *'so'*. They can be remembered easily with the acronym "FANBOYS". Troyka (1993) states that coordinating conjunctions included *'and'*, *'but'*, *'yet'*, *'or'*, and *'nor'* can connect structures of any kind: two or more nouns, verbs, adjectives, adverbs, phrases, and all types of clauses. Meanwhile, coordinating conjunctions included *'for'* and *'so'* connect only independent clauses.

In addition, Rozakis (2003) divides the definition and function of each type of coordinating conjunctions in the following table.

**Table II. 1**  
**The Definition and Function of Coordinating Conjunctions**

No.	Coordinating Conjunctions	Definition	Function
1.	For	As a result	To show a cause
2.	And	In addition to	To link ideas
3.	Nor	Negative	To reinforce negative
4.	But	However	To contrast ideas
5.	Or	Choice	To show possibilities
6.	Yet	However	To show contrast or difference
7.	So	Therefore	To show a result

**c. The Functions of Coordinating Conjunctions**

Conjunctions have some functions. The functions of coordinating conjunctions are to combine words, phrases, and clauses that have the same importance (Kusumawardhani, 2017). Melyane and Kurniasih (2014) state that coordinating conjunction is used to connects or

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coordinates two or more items (such as words, main clauses, or sentences) that have the same syntactic importance. The use of coordinating conjunction allows ideas contained in sentence parts or sentences can be connected closely.

**1) Coordinating Conjunction Connects Words**

Collin (2003) defines a word as another written or spoken language.

Examples:

- a) Wina and Tasya
- b) Handsome but stubborn

**2) Coordinating Conjunction Connects Phrases**

Peat et al., (2002) define a phrase as a small group of words that do not meet the requirements of a complete sentence.

Examples:

- a) Cook fried noodles and serve them.
- b) Under a table or beside a chair.

**3) Coordinating Conjunction Connects Clauses**

Solorzano (2015) defines a clause as a group of words containing a subject and a verb. Clauses are divided into two parts: an independent clause (a clause that can stand alone and convey a complete thought) and a dependent clause (a clause that cannot stand alone and convey an incomplete thought). However, in this part,

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coordinating conjunction can only be used to connect independent clauses.

Examples:

- a) Farhan likes listening to music, but he only likes Pop music.
- b) Rina and Ani visit the library, for they want to borrow some books.

#### 4) Coordinating Conjunction Connects Sentences

Seaton and Mew (2007) define a sentence as a group of words that convey a complete thought.

Examples:

- a) Maya is a good girl, so people love her much.
- b) Doni doesn't go to Bandung, nor does he go to Medan.

#### d. The Use of Coordinating Conjunctions 'And', 'But', 'Or', and 'So'

Coordinating conjunctions are used to connect items such as words, phrases, clauses, or sentences. Coordinating conjunctions '*and*', '*but*', '*or*', and '*so*' are the most common types used in English. Therefore, Oshima and Hogue (2007) describe the use of coordinating conjunctions as follows:

##### 1) Coordinating Conjunction 'And'

It is used to connect equal similar ideas.

Example:

The children enter the zoo, and they feed some animals.

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**2) Coordinating Conjunction ‘But’**

It is used to connect equal different ideas.

Example:

We joined the traditional dance competition in Semarang last year, but we didn't win it.

**3) Coordinating Conjunction ‘Or’**

It is used to connect two equal choices.

Example:

I meet my old friend in the restaurant or I accompany my older sister at home.

**4) Coordinating Conjunction ‘So’**

It is used to connect a result to a reason.

Example:

Father plans to buy a new car, so he works hard.

**e. The Rules for Using Coordinating Conjunctions**

There are some rules for using coordinating conjunctions. They are described as follows:

**1) Coordinating Conjunction Connects Two Items**

According to Za (2013) if coordinating conjunction connects two items (such as words, phrases, or subordinate clauses), no comma should be placed before the conjunction.

Examples:

- a) I take a spoon and a fork. (Two words)

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- b) An interesting movie and full of inspiration. (Two phrases)
- c) When Marsha rode a bicycle but before she passed Alika's house.  
(Two subordinate clauses)

**2) Coordinating Conjunction Connects Three or More Items**

According to Za (2013) if coordinating conjunction connects three or more items (such as words, phrases, or subordinate clauses), commas need to be placed between the elements.

Examples:

- a) The colors of my bags are black, blue, brown, green, and gray.  
(Five words)
- b) In front of the door, in the back of the window, next to the wall, or under the table. (Four phrases)
- c) Because his father is a farmer, because his mother is a tailor, or because his brother is a barber. (Three subordinate clauses)

**3) Coordinating Conjunction Connects Two Independent Clauses or Sentences**

According to Za (2013) if coordinating conjunction connects two independent clauses (sentences) resulting from a compound sentence, a comma needs to be placed before coordinating conjunction.

Examples:

- a) Arman is a postman, and he goes to the post office every morning.

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b) I called Riri by mobile phone, yet she rejected my call.

**4) Coordinating Conjunction Joins Parallel to One Another**

According to Nugroho (2012) coordinating conjunctions join parallel to one another included words to words, phrases to phrases, and clauses to clauses.

Examples:

- a) Word to word: *I like enjoying grapes and mangoes.*
- b) Phrase to phrase: *You put a wallet on the bed or in the bag.*
- c) Clause to clause: *What you want and what you buy are not two similar things.*

**5) Coordinating Conjunction Forms Looser Connections**

According to Nugroho (2012) coordinating conjunction usually forms looser connections than other conjunctions do. It can be seen from the following table.

**Table II. 2**  
**The Level of Connection on Conjunction Usage**

No.	Type of Conjunction	Level of Connection	Example
1.	Coordinate	Very loose	<i>Kevin was late for going to the cinema, <b>and</b> he could not watch his favorite film.</i>
2.	Coordinate	Loose	<i>Kevin was late for going to the cinema, <b>so</b> he could not watch his favorite film.</i>
3.	Subordinate	Very tight	<i><b>Because</b> Kevin was late for going to the cinema, he could not watch his favorite film. (the subordinate conjunction <b>because</b> creates a tighter link between two ideas)</i>

**6) Coordinating Conjunction Goes in between Items Joined**

According to Nugroho (2012) coordinating conjunction goes in between items joined, not at the beginning or end.



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Examples:

- a) I like milk, *but* I don't like tea. (correct)
- b) *But* I don't like milk, I like tea. (incorrect)

Relating to this rule, Fauziah (2016) states that we can use *also* or *in addition* instead *and*, use *however* instead *but*, use *otherwise* instead *or*, and use *as a result* or *consequently* instead *so* to begin the sentence.

Based on the explanation above, it is clear that there are some rules for using coordinating conjunctions. When coordinating conjunction connects two items (such as words, phrases, or subordinate clauses), no comma should be placed before the conjunction. When coordinating conjunction connects three or more items (such as words, phrases, or subordinate clauses), commas should be placed between the elements. When coordinating conjunction connects two independent clauses (sentences), a comma should be placed before coordinating conjunction. Furthermore, it is important to know that coordinating conjunction joins parallel to one another. Coordinating conjunction forms looser connections than other conjunctions do. This conjunction also goes in between items joined, not at the beginning or end. Thus, the rules for using coordinating conjunctions should be obeyed so that language items are able to be arranged correctly so as to produce good and easy-to-understand language.

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## **f. Problems in Using Coordinating Conjunctions**

Learning grammar in English is not something easy. As in learning how to connect language items (such as words, phrases, clauses, or sentences), most students often face problems in using coordinating conjunctions. Therefore, it is necessary to know about students' problems in using conjunctions from some following experts.

Firstly, Panggabean (2016) states that the students' problems in using conjunctions are the students can not differentiate the types of conjunctions because they do not understand the material about conjunction. The students do not understand how to use the conjunction in a sentence because they are less of doing exercise about conjunction. In addition, the students are still confused to use the conjunction correctly because they are less of practice in both speaking and writing.

Furthermore, Melyane and Kurniasih (2014) state that the students' problems in using coordinating conjunctions are the students make errors of omission which are mainly caused by incomplete application of rules. It means that the students do not complete the rules to apply any conjunction in order to combine two sentences into one which should apply conjunction(s) within the combined sentence. Next, the students make most errors of addition are caused by ignorance of rule restriction. It means that the students break the rule which coordinating conjunction "and" can only be applied once in order to combine the ideas or items. Meanwhile, Deviyana (2017) states that the students

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make errors of misinformation because they are still confused about using coordinating conjunction correctly in making sentences.

Based on the statements above, it is clear that there are so many problems faced by the students in using coordinating conjunctions. Most students are still confused about the types, functions, and rules in using coordinating conjunctions. Therefore, it is necessary to learn more about coordinating conjunctions so that the problems can be solved well.

### 3. The Nature of Writing

#### a. The Definition of Writing

Ghaith (as cited in Utami, 2014) states that writing refers to a complex process that enables writers to explore thoughts and ideas, and make them visible and concrete. According to Brown (2001) writing is a thinking process because it is the process of putting ideas on the paper to turn thoughts into words and give them a coherent structure and organization. Nunan (2003) states that writing is the process of thinking, inventing ideas, thinking about how to express into good writing, and arranging ideas into statements and paragraphs. From those definitions, it is clear that writing is the process of organizing ideas in mind to be presented on paper or other media in the form of words, symbols, or others.

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## **b. The Function of Writing**

In English, writing is one of the important skills that should be mastered by language learners, especially students. According to Hendrawaty (2018) writing is a complex activity because it requires a wide range of learning skills (including grammar, vocabulary, and punctuation). This is in line with the statement of Maley (as cited in Klimova, 2013) stated that writing can help language development at all levels (including grammar, vocabulary, phonology, and discourse). In addition, Bello (as cited in Utami, 2014) states that writing improves language acquisition by effectively communicating words, sentences and other writing elements that learners learn in the classroom and strengthening grammar and vocabulary. It means that writing is a good activity to do because it is directly able to help learners in producing a language well. Thus, writing plays an important role in how learners can master other language skills.

## **4. The Nature of Descriptive Text**

### **a. The Definition of Descriptive Text**

Descriptive text is one type of text that can be used to express an idea in writing. According to Siahaan (2013) descriptive text refers to a text that is supposed to describe a particular person, place or thing. Fitri (2017) states that descriptive text is used to describe a person, place, object, or idea in concrete and clear details. According to Pardiyo (2007) descriptive text refers to the type of written text that has a

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particular function in describing an object (human or non-human). Therefore, those statements show that descriptive text means a text used to describe certain people, objects, or places.

**b. The Elements of Descriptive Text**

The descriptive text contains some elements. According to Apriliansyah (2016) descriptive text contains three elements. They are:

**1) Social Function**

According to Gerrot and Wignell (1994) the social function of descriptive text is to describe certain people, places, or objects.

**2) Generic Structure**

Utami (2014) states that the generic structures of descriptive text are as follows:

**a) Identification**

It is used to identify the phenomenon that will be explained.

**b) Feature description**

It is used to describe features in the order of importance such as parts/objects (physical appearance), quality (level of beauty, excellence, or value), and other characteristics (unique prominent aspects).

**3) Lexicogrammatical Features**

Djuharie (2007) states that significant lexicogrammatical features of the descriptive text focus on using particular nouns,

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adjective types, a relational process, figurative language, and conjunctions.

- a) Focusing on particular nouns, for examples: uncle, hospital, my rabbits, etc.
- b) Using adjective types, for examples: confusing stories, unique bottles, simple women, etc.
- c) Using a relational process, for examples: we have two cats; his niece is very smart; I water the flowers; etc.
- d) Using figurative language, for examples: Rita's smile is as sweet as sugar; this ice cream is as cold as snow; our face is as light as the moon; etc.
- e) Using conjunctions, for examples: my house is big, so there are many rooms in it; we buy some fruit, and we give them to the orphans, our house yard is very clean, for we sweep it every morning; etc.

**B. Relevant Research**

Based on the observations of the previous studies conducted by other researchers, the researcher found some studies which are relevant to the research topic investigated. They are as follows:

**1. Deviyana (2017)**

Deviyana conducted a study entitled "Students' Grammatical Errors in Using Coordinate Conjunction in Compound Sentences Writing at SMPN 1 Wonosobo in the First Semester of the Eighth Grade in the Academic

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Year of 2017/2018". The objectives of this study were: 1) to know and describe the types of students' grammatical errors using coordinate conjunction in compound sentence writing based on Surface Strategy Taxonomy, and 2) to know the proportion of errors using coordinate conjunction in compound sentences writing based on Surface Strategy Taxonomy. This study used a descriptive qualitative method. The population of this study was all the students' compound sentences writing using coordinate conjunction in eighth grade. There were 525 students' compound sentences. In taking the sample, the researcher used the purposive sampling technique. The sample of this study was the students' sentences that contained errors in using coordinate conjunction in compound sentence writing. There were 47 students' sentences that contained errors. In this study, the researcher used a document (the copy of students' writing tasks) as the technique for collecting data. In this part, the students were asked to make three compound sentences using coordinate conjunction: *and*, *but*, and *or*. Meanwhile, the researcher used some steps as the technique for data analysis as follows: 1) identifying the students' grammatical errors by numbering items; 2) classifying the errors based on Surface Strategy Taxonomy: omission errors, addition errors, misformation errors, and misordering errors; and 3) calculating the percentage each of the type of the error. Based on the result of this study, it was found that there were 47 errors in sentence writing tasks consisting of omission, addition, misformation, and misordering. The highest percentage

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of the errors belong to misformation categorized (72.34%). The second percentage was omission categorized (17.02%). The third percentage was addition categorized (8.51%). The last percentage was misordering categorized (2.13%). Thus, it can be concluded that most students' grammatical errors in using coordinate conjunction in compound sentence writing were misformation errors.

**2. Septianingrum (2007)**

Septianingrum conducted a study entitled "A Descriptive Study on the Students' Mastery of Conjunctions: But, And, Or, Before, and After A Case Study of the Eleventh Year Students of SMUN 1 Wiradesa". The objective of this research was to know the mastery in using conjunction but, and, or, before, and after among the eleventh-year students of SMUN 1 Wiradesa. This study used the descriptive method by using the qualitative and quantitative analysis technique. The population of this research was the eleventh-year students of SMUN 1 Wiradesa with a total population was 380 students grouped into seven classes. In taking the sample, the researcher used proportional random sampling. The sample of this research was a class of XI IPA 1 and class of XI IPS 1 of SMUN Wiradesa consisted of 80 students. In this study, the researcher used the test as the technique of collecting data. There were 100 items on the test. The test consisted of the application of conjunction but, and, or, before, and after. In analyzing data, the researcher used the percentage to know how many percent the students' mastery the test. Some steps used as the



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technique for data analysis were as follows: 1) scoring data (the result of the students' test); 2) doing the description of the data into formula; 3) classifying the scores into two parts, quantitative scores, and qualitative scores by using Arikunto's category system; and 4) counting the sum of the students who got very good, good, fair, poor, or fail categories. Based on the result of the research, it was found that the students' distribution of frequency of scores were 18 students got very good scores, 48 got good scores, and 14 got fair scores. In this part, the highest score from the test was 88 gained by 2 students and the lowest score was 60 gained by 1 student. Thus, it can be concluded that most students got good scores in using conjunctions but, and, or, before, and after. The students had mastered the materials based on the general capability; however, their capabilities were different. Therefore, the students made a different number of errors in mastery conjunction but, and, or, before, and after in sentences.

**3. Nurbaidah (2019)**

Nurbaidah conducted a study entitled “An Error Analysis of Using Conjunction in Writing Narrative Text (A Study at the First Grade Students of MTs YPKS Padangsidempuan 2018/2019 Academic Year)”. The objectives of this study were: 1) to explain the quality of students' writing in terms of conjunction, and 2) to analyze students' problems using conjunction in writing narrative text. This study used a qualitative research method. The population of this research was all of the students who come

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from the seventh grade of MTs YPKS Padangsidempuan. In this study, the researcher took Class of VII-1. From 30 students in this class, the researcher only focused on 9 students. The researcher used test to get the data, and the interview was conducted to know about the causes of students why made error of using conjunction on writing narrative text. Based on the result of the data finding, it was found that the most of students made error of using conjunction on writing their narrative text. There were many errors consisted of omission with 27 errors or 53%, misformation with 12 errors or 27 %, addition with 6 errors or 17%, and misordering with 3 errors or 3%. Meanwhile, based on interview to the 9 informants, it was found that the cause of error made by students in using conjunction on writing narrative text are carelessness, first language interference and translation.

From the relevant studies described above, the researcher wants to conduct the research entitled "An Analysis of Students' Errors in Using Coordinating Conjunctions in Descriptive Text Writing at SMAN 2 Bilah Hulu Medan". This research has the difference from the previous studies. The difference is the title, location, time, and objective of the research. Thus, it can be stated that the researcher's study is different from the previous studies.

### **C Operational Concept**

The operational concept is an important concept for explaining the theoretical framework in scientific research. According to Syafi'i (2017) operational concepts are derived from theoretical concepts related to all

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variables that need to be operated practically and empirically when writing academic studies. In connection with this operational concept, the researcher analyzed some types of coordinating conjunctions proposed by Swick (2010) consisting of 'and', 'but', 'or', and 'so'. Meanwhile, the students' errors are analyzed based on the theory of Surface Strategy Taxonomy (including errors of omission, addition, misformation, and misordering) proposed by Dulay, Burt, and Krashen (1982). Therefore, the indicators of the students' errors in using coordinating conjunctions in descriptive text writing are as follows:

1. The students make errors of omission in using coordinating conjunctions in descriptive text writing.
2. The students make errors of addition in using coordinating conjunctions in descriptive text writing.
3. The students make errors of misformation in using coordinating conjunctions in descriptive text writing.
4. The students make errors of misordering in using coordinating conjunctions in descriptive text writing.

## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Research Design

This research was descriptive. This research has only one variable: the students' errors in using coordinating conjunctions in descriptive text writing.

Moleong (2010) states that descriptive research aims at understanding the phenomena experienced from research topics such as behavior, perception, motivation, and action. According to Nugroho (2012) descriptive research intends to create a systematic and accurate description of the population of facts and traits. It means that descriptive research refers to a study that focuses on giving a description. Therefore, in this research, the researcher used descriptive research to describe the students' errors in using coordinating conjunctions in descriptive text writing at the tenth grade of SMAN 2 Bilah Hulu Medan.

According to Ali (1987) the purpose of descriptive research is to describe or articulate something through quantitative and qualitative analysis.

Astuti (2013) states that qualitative and quantitative analysis are related because quantitative analysis is used to determine the frequency of data analysis and qualitative analysis is used to interpret quantitative data.

Therefore, in this descriptive research, the researcher used the qualitative analysis to analyze and describe the types of errors made by the students in using coordinating conjunctions in descriptive text writing based on Surface Strategy Taxonomy related to the first research question. Meanwhile, the

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quantitative analysis was used to know and describe the frequency and percentage of errors made by the students in using coordinating conjunctions in descriptive text writing based on Surface Strategy Taxonomy related to the second research question.

According to Gay (1987) descriptive research involves collecting data to test hypotheses or to answer questions about the subject's current situation. Relating to this research, the researcher used documentation as a technique for collecting data. Document (the results of the students' writing task) was collected qualitatively. In this case, Nassaji (2015) states that the researcher can first carefully examine the qualitative data of related topics and ideas, then convert them into numerical data for further comparison and evaluation to quantitatively analyze the qualitative data. Therefore, the researcher used descriptive research so that the document collected qualitatively can be analyzed quantitatively.

From the explanation above, it can be concluded that descriptive research is a study that focuses on giving the description of the phenomenon accurately. Descriptive research aims at describing something by using quantitative and qualitative analysis. In addition, descriptive research involves collecting data that can be analyzed qualitatively and quantitatively to test hypotheses or to answer questions about the subject's current situation. Thus, descriptive research is a feasible research method to be used in analyzing the students' errors in using coordinating conjunctions in descriptive text writing.

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## B. Time and Location of the Research

This research was conducted from 12th to 25th of March 2021 at SMAN 2 Bilah Hulu Medan. The school location is on Lintas Sumatera Street, Pematang Seleng/ N-8 Aek Nabara Village, Medan City, North Sumatera Province.

## C. Subject and Object of the Research

### 1. The Subject of the Research

The subject of this research was the tenth-grade students of SMAN 2 Bilah Hulu Medan.

### 2. The Object of the Research

The object of this research was the students' errors in using coordinating conjunctions in descriptive text writing.

## D. Population and Sample of the Research

### 1. The Population of the Research

The population of this research was the tenth-grade students of SMAN 2 Bilah Hulu Medan. The population consists of four classes containing 137 students. The population of this research is presented in the following table.

**Table III. 1**  
**The Population of the Research**

No.	Class	Population
1.	X Science 1	35
2.	X Science 2	33
3.	X Social 1	35
4.	X Social 2	34
	<b>Total</b>	<b>137</b>

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## 2. The Sample of the Research

In taking the sample of this research, the researcher used purposive sampling. Sugiyono (2013) states that purposive sampling refers to a data source sampling technique with specific considerations. In the purposive sampling technique, the researcher decides what is needed and is decided to find people who can and are willing to provide information about their knowledge and experience (Etikan, Musa, and Alkasim, 2016). From those statements, the researcher used the purposive sampling technique with considering the choice of students from one class who are the ablest to be investigated, can provide information based on their knowledge and experience, and can represent the population. Therefore, the researcher chose the students of X Science 1 class contained 35 students as the samples of this research. The sample of this research is presented in the following table.

**Table III. 2  
The Sample of the Research**

No.	Class	Sample
1.	X Science 1	35
	<b>Total</b>	<b>35</b>

## E. Technique of Collecting Data

In conducting this research, the researcher collected data through documentation. According to Creswell (2012) document provides valuable information to help the researcher explore central phenomena in qualitative research. Documents usually consist of public records (newspapers, conference memos, personal diaries, letters, etc.) and personal documents

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(personal diaries and diaries, letters, personal memos, personal or self-written memos). In this part, the researcher asked for data from the teacher in the form of the results of students' writing tasks in using coordinating conjunctions in descriptive text writing. Then, data were collected using the documentation technique. Finally, the researcher used the collected data to be analyzed to facilitate the researcher to know and describe the types of error and the frequency and percentage of errors made by the students in using coordinating conjunctions in descriptive text writing.

#### F. Technique of Data Analysis

According to Ellis (1997) analyzing data on the students' errors can be done in four steps: identifying errors, describing errors (including describing and classifying errors), explaining errors, and errors evaluation. Nevertheless, in this case, the researcher focused on identifying and describing errors as steps in analyzing the students' errors. This decision was based on the objectives of the research. In this research, the researcher was assisted by raters to analyze the students' errors. Thus, the researcher can know and describe the types of errors and the frequency and percentage of errors made by the students in using coordinating conjunction in descriptive text writing.

In analyzing the students' errors in using coordinating conjunctions in descriptive text writing, the researcher used some steps as follows:

##### 1. Identifying the Students' Errors

In this part, the researcher identified the students' errors in using coordinating conjunctions in their descriptive text writing.



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## 2. Classifying the Students' Errors Based on Surface Strategy Taxonomy

In this part, the students' errors were classified into Surface Strategy Taxonomy included errors of omission, addition, misformation, and misordering. Then, the students' errors were put into the table to know the frequency and percentage of errors made by the students in using coordinating conjunctions in descriptive text writing.

## 3. Calculating the Percentage of Each Type of the Students' Errors

According to Sudijono (2008) calculating the percentage can use the formula as follows:

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

Explanation:

P = Total percentage of the students' errors

F = Total number of the students' errors

N = Total number of the students' sentences errors

Furthermore, the researcher used SPSS 21.0 Version to analyze the students' data. It was used to obtain a further analysis description about the frequency and percentage of errors made by the students in their writing. Therefore, in this part, the students' errors were presented in the form of a chart.

Meanwhile, relating to this qualitative research, Miles and Huberman (1994) state that analyzing qualitative data can be done in some steps: data reduction, data display, and conclusion drawing and verification. They can be described as follows:

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### **1. Data Reduction**

According to Miles and Huberman (1994) data reduction is a type of analysis that hones, sorts, centers, disposes, and arranges data so that it can draw and validate "final" conclusions. In this step, the researcher reduced data by selecting data, centering on the important things related to the objectives of the research, and disposing of the irrelevant data.

### **2. Data Display**

According to Miles and Huberman (1994) data display is generally an organized, condensed collection of information that allows inference to be drawn and executed. The display includes different types of matrixes, graphs, charts, and networks. In this step, the researcher presented descriptive data in the form of tables, numeric, words, and a chart.

### **3. Conclusion Drawing and Verification**

According to Miles and Huberman (1994) the conclusion is only part of the activity from the complete configuration. In this case, the configuration was validated during the investigation. Relating to this case, Sugiyono (2008) states that data verification is an attempt to find, test, confirm or understand the meaning, regularity, patterns, explanations, plots, causes, effects, or prepositions. While conclusions refer to a depiction or description of an item that was already faint or dim so that after research it turns out to be clear, it is very well may be a causal or intelligent relationship, theory, or hypothesis. In this step, the researcher made a conclusion after the data analysis was completed.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing the students' errors in using coordinating conjunctions in descriptive text writing, the researcher concludes that:

1. The researcher found that the students made errors in using coordinating conjunctions in descriptive text writing. The students' errors are based on Surface Strategy Taxonomy including omission, addition, misformation, and misordering.
2. The total number of errors made by the students in using coordinating conjunctions in descriptive text writing based on Surface Strategy Taxonomy was 111 items. The frequency and percentage of errors made by the students in their writing were 58 items or 52.3% of misformation errors, 46 items or 41.4% of addition errors, 6 items or 5.41% of omission errors, and 1 item or 0.90% of misordering error.

#### B. Suggestion

After analyzing the students' errors in using coordinating conjunctions in descriptive text writing, the researcher has some suggestions for the English teachers, students, and researchers.

##### 1. For the English Teachers

It is necessary for the English teachers to conduct error analysis so that the students' errors (especially in misformation and addition errors) in using coordinating conjunctions in descriptive text writing can be reduced.

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In addition, the teachers should be able to apply some interesting and effective teaching techniques so that the students are able to be motivated to learn English and correct their errors.

**2. For the Students**

The students should be able to be more active when learning English in the classroom, and they should be able to increase their curiosity about some English learning materials, especially about coordinating conjunctions. In addition, the students should be able to practice reading, writing, speaking, and listening to things related to English a lot so that their English skills can improve.

**3. For the Researchers**

It is necessary for further researchers to conduct action research or experimental study to improve the students' ability to use misformation and addition. In addition, conducting qualitative research is also important to find out why the students often make errors in misformation and addition, and why they seldom make errors in omission and misordering.



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UIN SUSKA RIAU

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# APPENDIX 1

## Syllabus

UIN SUSKA RIAU

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Nama Sekolah : SMA Negeri 2 Bilah Hulu  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : X / 1

### SILABUS PEMBELAJARAN

Alokasi waktu : 2 jam pelajaran/minggu  
Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi peserta didik.

Penumbuhan dan pengembangan Kompetensi Sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut.

Pembelajaran untuk kompetensi pengetahuan dan kompetensi keterampilan sebagai berikut ini.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan <i>pronoun: subjective, objective, possessive</i>)</p> <p>4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru</li> <li>• Struktur Teks                         <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan                         <ul style="list-style-type: none"> <li>- Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan</li> <li>- Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>)</li> <li>- Subjek Pronoun: <i>I, You, We, They, He, She, It</i></li> <li>- Kata ganti possessive <i>my, your, his, dsb.</i></li> <li>- Kata tanya <i>Who? Which? How?</i> Dst.</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i></li> <li>- Ucapan, tekanan kata,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar</li> <li>- Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda.</li> <li>- Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal.</li> <li>- Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>

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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<p>intonasi, ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> <li>• Topik Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</li> <li>• Struktur Teks                         <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan                         <ul style="list-style-type: none"> <li>- Ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (<i>extended</i>) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar</li> <li>- Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya</li> <li>- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa</li> <li>- Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
<p>3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>)</p> <p>4.3 Menyusun teks interaksi</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menyatakan rencana, menyarankan, dsb.</li> <li>• Struktur Teks                         <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan atau di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan                         <ul style="list-style-type: none"> <li>- Ungkapan pernyataan niat yang sesuai, dengan modal <i>be going to, would like to</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this,</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual(gambar, video)</li> <li>- Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya</li> <li>- Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan</li> </ul>





**Hak Gipta - Diindungi Undang-Undang**

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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
Transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p><i>those, my, their</i>, dsb.</p> <ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Bermain game terkait dengan niat mengatasi masalah</li> <li>- Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya  4.4 Teks <i>deskriptif</i> 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif</i> , lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal  4.4.2 Menyusun teks <i>deskriptif</i> lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<ul style="list-style-type: none"> <li>• Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</li> <li>• Struktur Teks Dapat mencakup                             <ul style="list-style-type: none"> <li>- Identifikasi (nama keseluruhan dan bagian)</li> <li>- Sifat (ukuran, warna, jumlah, bentuk, dsb.)</li> <li>- Fungsi, manfaat, tindakan, kebiasaan</li> </ul> </li> <li>• Unsur kebahasaan                             <ul style="list-style-type: none"> <li>- Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal</li> <li>- Adverbia terkait sifat seperti <i>quite, very, extremely, dst.</i></li> <li>- Kalimat deklaratif dan interogatif dalam tense yang benar</li> <li>- Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar.</li> <li>- Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain</li> <li>- Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain</li> <li>- Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat.</li> <li>- Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>
3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (<i>announcement</i>) dengan intonasi, ucapan, dan tekanan kata yang benar.</li> </ul>



**Hak Cipta Diindungi Undang-Undang**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>4.5.1 Memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p> <p>4.5.1.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (<i>announcement</i>)</p> <p>4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>sekolah</p> <ul style="list-style-type: none"> <li>• Struktur Teks                             <ul style="list-style-type: none"> <li>- Istilah khusus terkait dengan jenis pemberituannya</li> <li>- Informasi khas yang relevan</li> <li>- Gambar, hiasan, komposisi warna</li> </ul> </li> <li>• Unsur Kebahasaan                             <ul style="list-style-type: none"> <li>- Ungkapan dan kosa kata yang lazim digunakan dalam <i>announcement</i> (pemberitahuan)</li> <li>- Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik                             <ul style="list-style-type: none"> <li>Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul> </li> <li>• Multimedia                             <ul style="list-style-type: none"> <li><i>Layout</i> dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya</li> <li>- Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain</li> <li>- Membuat teks pemberitahuan (<i>announcement</i>) untuk kelas atau teman</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>
<p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan <i>simple past tense vs present perfect tense</i></p> <p>4.6 Menyusun teks interaksi transaksional, lisan dan</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial                             <ul style="list-style-type: none"> <li>Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb.</li> </ul> </li> <li>• Struktur Teks                             <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan                             <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interrogative dalam <i>simple past tense, present perfect tense</i>.</li> <li>- Adverbial dengan <i>since, ago, now</i>; klausa dan adverbial penunjuk waktu</li> <li>- Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat</li> <li>- Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut</li> <li>- Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait.</li> <li>- Mencermati beberapa kalimat</li> </ul>

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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> <li>• Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung <ul style="list-style-type: none"> <li>- Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya  4.7 Teks <i>recount</i> – peristiwa bersejarah  4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis terkait peristiwa bersejarah  4.7.2 Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<ul style="list-style-type: none"> <li>• Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan</li> <li>• Struktur Teks Dapat mencakup:                             <ul style="list-style-type: none"> <li>- orientasi</li> <li>- urutan kejadian/kegiatan</li> <li>- orientasi ulang</li> </ul> </li> <li>• Unsur Kebahasaan                             <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan</li> <li>- Adverbia penghubung waktu: <i>first, then, after that, before, when, at last, finally</i>, dsb.</li> <li>- Adverbia dan frasa preposisional penunjuk waktu</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks</li> <li>- Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks</li> <li>- Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya</li> <li>- Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia</li> <li>- Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis	<ul style="list-style-type: none"> <li>• Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya</li> </ul>



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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat</p>	<ul style="list-style-type: none"> <li>• Struktur Teks Dapat mencakup:                             <ul style="list-style-type: none"> <li>- Orientasi</li> <li>- Komplikasi</li> <li>- Resolusi</li> <li>- Orientasi ulang</li> </ul> </li> <li>• Unsur Kebahasaan                             <ul style="list-style-type: none"> <li>- Kalimat-kalimat dalam <i>simple past tense, past continuous</i>, dan lainnya yang relevan</li> <li>- Kosakata: terkait karakter, watak, dan setting dalam legenda</li> <li>- Adverbia penghubung dan penunjuk waktu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Didikatkan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada</li> <li>- Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi</li> <li>- Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>
<p>3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p> <p>4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif</li> <li>• Unsur kebahasaan                             <ul style="list-style-type: none"> <li>- Kosakata dan tata bahasa dalam lirik lagu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca, menyimak, dan menirukan lirik lagu secara lisan</li> <li>- Menanyakan hal-hal yang tidak diketahui atau berbeda</li> <li>- Mengambil teladan dari pesan-pesan dalam lagu</li> <li>- Menyebutkan pesan yang terkait dengan bagian-bagian tertentu</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya.</li> </ul>

# APPENDIX 2

## Instrument

UIN SUSKA RIAU

### Hak Cipta Dilindungi Undang-Undang

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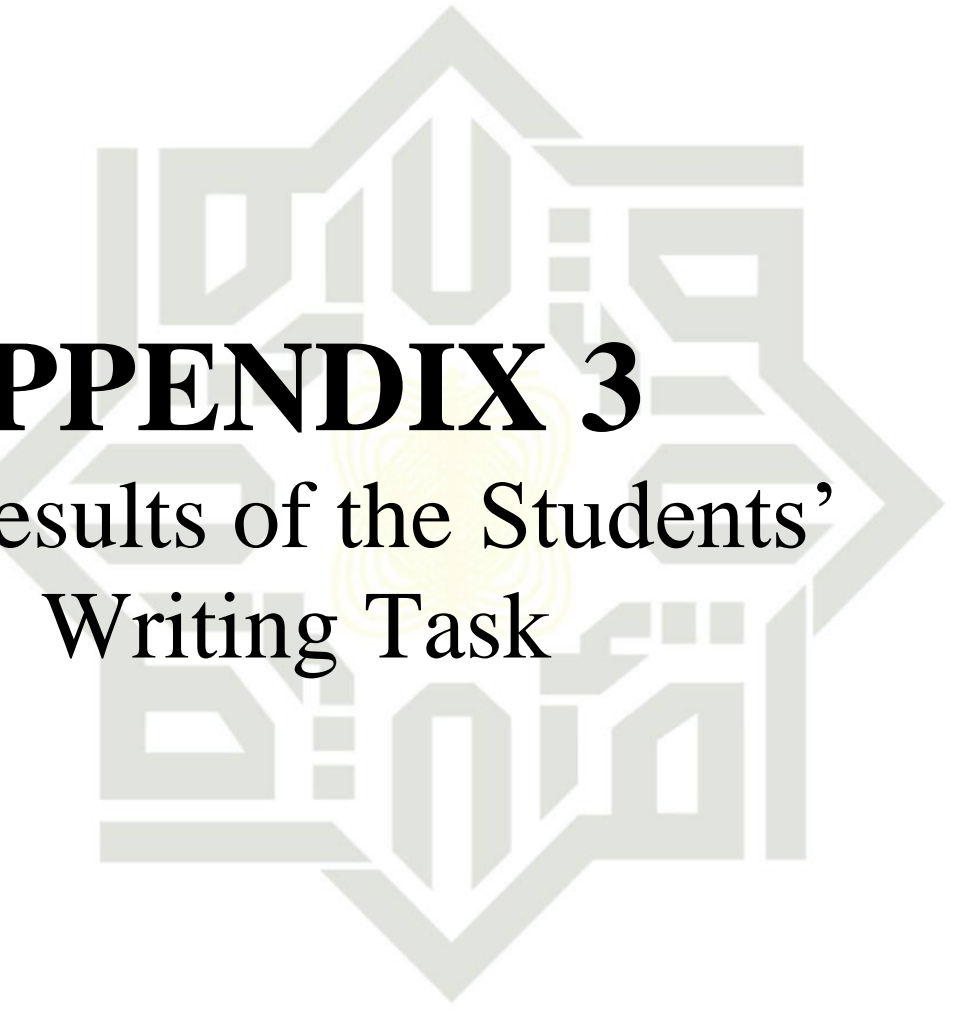
## TASK

1. Write a descriptive text by using coordinating conjunctions *and*, *but*, *or*, and *so* in two paragraphs into your notebook!
2. Choose one of topics available as follows:
  - a) Favorite Artist
  - b) Tourist Place
  - c) Pet
3. After finishing your task, please take a photo of your result of writing by using your mobile phone or another type of gadget!

- Hak Cipta Dilindungi Undang-Undang**
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**Hak Cipta Dilindungi Undang-Undang**

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# APPENDIX 3

## The Results of the Students' Writing Task

UIN SUSKA RIAU

## The Results of the Students' Writing Task

(35 Students of X Science 1 Class at SMAN 2 Bilah Hulu Medan)

© Hak cipta

Student 1

Maimun Palace

Maimun Palace is one of the tourist place located in Medan city. Maimun palace building has a shape almost like a mosque. Because it uses ~~some~~ a dome-like roof in the mosque there are many lamps that hangs in each room. When we want to enter in this palace, we have to climb the stairs in front of the palace. The building is dominated by golden yellow. But there are also green, white and black colors in the buildings.

When we enter the palace, we will see some rooms that contains many historical relics. The rooms are quite wide. We can see beds, statues, plates, glasses, paintings or photographs, cannons, and or other historical items. Every visitors can also rent traditional clothes that are available at the palace so can take photos with wearing traditional clothes as memories.

f Sultan Syarif Kasim Riau

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© Student 3

my Pet cat

Cats are one of the pets that I really like. besides cute and cute cats are also very adorable. my cat, I named the sweet one. He has beautiful and soft fur, but it often falls out. I don't know why either? my cat has green eyes. if it is darkened the cats eyes glow. That's what makes the cat able to walk on a pitch black night.

my cat, I usually feed the leftovers from our family. such as fish bones, rice, and vegetables, he also walks to. But sometimes I feel sorry for him. because he often chokes when he eats fish bones. Probably because the bone caught in his throat. even so I will always love my cute cat forever.

Itan Syarif Kasim Riau

- Hak ini
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## Oli Sehana Dewi

Oli Sehana Dewi is an Indonesia actress. Many public know him after she plays the characters 'Anna' in *Kebela Cinta Bertasbih* movie very good. Oli Sehana Dewi was born in January 13, 1989 in Batam. She is the first children of three children. The names of her young sisters are Ria Yunita (Ria Ricis) and Shindy Kumala Putri. The three of them are very beautiful. So, it's natural if they have many fans.

But being an actress, Oli Sehana Dewi is also often asked to become a speaker on several TV programs or mosques. Her ability to convey religious knowledge to many people makes him appreciated as a artist who don't only rely on beauty. Oli Sehana Dewi has a passion for writing and reading. From that passion, she able make a book entitle 'Melulus Pelangi'.

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Rabbit  
I have rabbit. The color is white. Its fur is thick. It has long ears. Its eyes are red or pink. Its body is not too big and but not also too small. It likes to eat carrots and cabbage but, I often feed it grass.

I like to see its two big teeth. It eats greedily. If I play with it at home, it certainly run fast and leave me. So, I put it in the cage more often.

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## Baim Wong

Muhammad Ibrahim or Baim Wong is my favorite artist. His nickname is Baim. Baim is known by many as an actor, presenter and YouTuber. He has ~~married~~ married with a beautiful model named Paula Verhoeven. He also has a cute son named Kiano Tiger Wong. Baim is an artist of Chinese and Sundaese descent, but his religion is Islam.

Baim has been an ~~actor~~ actor since 2001. He has played in many Soap ~~opera~~ operas and films. It makes ~~him~~ him becomes truly famous. On the other hand, Baim is ~~also~~ also known as a YouTuber. Because Baim has ~~1~~ millions of subscribers on his YouTube channel. So it also ~~make~~ makes him even more famous. Baim is a very rich artist ~~but~~ but but he has a very generous attitude. That is the reason why I idolize him so much.

Date:

RABBIT

Rabbits are cute and cute animals . I have seen them walking but they are walking jumping and jumping , rabbits also love Vegetables or fruits and the color of rabbits which are pure white is very interesting . so I like seeing rabbits jumping because it's very cute and cute

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## Rabbit

I have two pets namely rabbits. The one is gray. I call him ~~Racer~~ "Racer" because he run really fast. The other one is brown. I call him "Relaxer" because he really like to relax or or sleep in a cage. My rabbits ~~are~~ are not tall. but they are so cute.

I feed my ~~to~~ rabbits every morning and afternoon. They eat much food so look fat. They like to eat carrots. After eats, I usually give them water that I put in a bowl ~~for~~ for them to drink but they always scramble until make their drink spill. That's what sometimes irritates me because I must replace their drink <sup>with</sup> a new one.

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Ruby

Ruby is name of my pet. It is cat. The gender is male. He truly likes lying on the floor and my bed. I like holding his head and caress his body until he sleep. ~~when I am at home~~

When I'm at home, Ruby usually near me. He will follow me when I want to go to the kitchen, living room, or bed room. My <sup>cat</sup> so funny because when I walk to a room, my <sup>cat</sup> will or walk with slow ~~to~~ to follow me from back. Best when I run to a room, my cat will chase me also. So I love play and act ignorant with my cat.





Student 10

## Maudy Ayunda

Maudy Ayunda is an actress, singer and songwriter in Indonesia. Currently, she is 26 years old. She is the first daughter of Didit Jarmadi R. Irawan and Munen Mardjoko. She has a younger sister named Amanda Khairumisa. Maudy is very beautiful. Her face ~~shape~~ shape is oval, and she has pointed nose. Her body is slim. Her height is 165 cm. Her hair straight and not very long. Her hair color is black. When she laughs or talks, we can see her two teeth which are shaped like a rabbit. Even so, it made her look even prettier.

But not only pretty, Maudy is also very smart. She ever continue her study at Oxford University Majoring in PPE or Philosophy, Politics and in economy in England. She finish her education in three years with Cumlaude rank. Moreover, Maudy also accepted at two the best university in the world. They are Harvard University and Stanford University. She confused about choosing one of the those university. But, finally she decide to choose Stanford University. So, Maudy is continue her education now at Stanford university with two majors namely Master of Business Administration (MBA) and Master of Arts in Education (MA).

Hak i

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Student 11

Hak i

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a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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©

Hak i

### • THE CAT, MY PET •

I have a cat, His name is the cat. I gave him his name like that because I was confused what his name was. I have often owned cats, but my cats died from disease or poisoning.

The cat has jet black fur, from head to tail, it is jet black. Its tail is very long and waves when it walks around. His eyes were yellow and looked very fierce. His fur is short because he is a domestic cat. But the fur is very smooth and shiny.

I really love the cat. When I was studying, he would accompany me while licking his paws. If he asked for food, he would lightly bite into my leg or hand, as if taking me to a place to eat. My mother always cut her sharp nails once a week. Although he often bites, he doesn't really bite.

The cat always meowed every time I asked him to talk, as if he understood what I was saying. He will also follow me wherever I go as if he was looking after me. Every morning he always woke me up by stroking his head against my hands and feet. That's why I love him so much.

©  
Student 12

Atta Halilintar  
Atta Halilintar is my favorite artist. Atta Halilintar is well known as an Indonesian youtuber. His full name is Muhammad Attamimi Halilintar. He is 26 years old. He was born in Dumai, Riau province. He has ten siblings but, he is the first children. His father's name is Halilintar Anofiel Asmid and, and his mother's name is Lenggoeni Fatuk. Currently, Atta Halilintar is engaged to a beautiful artist. Her name is Aurel Hermansyah.

As a youtuber, Atta Halilintar always looks cool or fashionable. It can be seen from the color of his hair which he likes changes become green, brown, gray, blue, purple, or pink. Because he has a wide forehead, so he often wears a headband. He is also often seen wearing glasses of various types. His likeness is wear clothes or suits with expensive prices. But that is not something so strange for him because his name through his youtube channel can reach hundreds of billions of rupiah in a month.

Itan Syarif Kasim Riau

Hak i

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© Student 13

No. \_\_\_\_\_  
Date: \_\_\_\_\_

Practice

Borobudur Temple.

Borobudur temple is one of the most beautiful tourist attractions and many visitors in Indonesia. It is situated in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstances.

Domestic tourists usually go there by bus or private car, while foreign tourists like to join a travel agency because they don't have to think about transportation, accommodation and an itinerary. There are several money changers around the premises, so it makes it easier for them to exchange their money, but some of them like to carry credit cards and checks.

- Hak ini
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Student 14

No.: \_\_\_\_\_ Date: \_\_\_\_\_

MY Rabbit.

I have a rabbit named Cinni, this rabbit is a birthday present from my father. She is very funny and cute, she often plays and runs with me. She has white and brown fur, her fur is very soft, but Cinni doesn't like to bathe because she doesn't like water.

Every morning and evening I always feed him and drink. Cinni doesn't like kale, so I replace it with carrots. Cinni really likes to run especially if we chase him or play with him.

Name: Cutkias Anggo  
Class: X IPA 1  
Lesson: English.

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© Student 15

Date: \_\_\_\_\_

~ My PET, Blacky ~

I have a pet. He is a male cat. His name is Blacky. Because the color of his fur is black, so I name him Blacky. I have raise Blacky for 1 year. The cat was a gift from my best friend before she moved to Binjay.

Blacky is a pet that look adorable. But he is also lazy because he likes to lie down for much time. Every time I eat, he always meow and wants to grab my food. I sometimes feel angry or annoyed. But I feel pity when I see him starving. So I finally always share my food for him when I eat.

Altan Syarif Kasim Riau

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Student 16

## TURTLE

My pet is a turtle. I buy it in Medan with my Uncle. My type of turtle is Brazilian turtle so the color is much green. It is a tame animal and but easy to keep. It can be feed worms and cricket or also collards and carrots. But usually I give it pellets.

If look the shape of the turtles body, the shape is very unique. It has eyes that are very ~~small~~ small. This turtle has a shell. so, ~~the~~ the shell covers its body. It can move its head to get in and or out of the ~~shell~~ shell. Turtle has four legs it walks very slowly. There are yellow and green stripes on the shell, legs and head. That's all I can describe about my turtle.

1. Dilarang menjiplak sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.
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© Hak  
Hak

Student 17

Hak i

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### AKIRA

Because my all family is cat lovers, so I have much cats in the house. One of my favorite cat name AKIRA. The name take from Japanese language. The meaning is bright. Akira have white fur. The fur is thick so nice for touch it.

Akira is female cat but she is always climb walls or trees. When she is hungry she comes to me and meow repeatedly. So, after eating, she lie down on the sofa or the until she sleeps. I usually bother him while sleeping but I must careful because she ~~has~~ has sharp teeth and nails. She can bite me or scratch at any time. But, I love AKIRA very much since she ~~has~~ is cat that always run quickly towards me when I call her name.





Student 18

\*B. Inggris\*

Date :

\* My Cat \*

I have a cat. it is a Female cat. she has a long tail. She like to lick her tail. My cat's fur is white (and) brown (so) I call her "si belang" because she has two collar.

Belang like to eat fish. (But) Sometime I also fed her tempe. She also like tempe.

At the afternoon, when the sunset, she like to Play outside the house. She will be running, rolling (and) then climbing the tree. She is (so) Funny

- Hak i
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  2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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Tasya Kamila

Tasya kamila is the name of my favorite artist. His name full namely Shafa Tasya Kamila. She was born in Jakarta, on November 22, 1992. She singer, actress, and also presenter. She starts her career as singer when she was child. People recognize him with easy when she sing his song entitled "Anak Gembala" or "Libur Telah Tiba". She very cute and adorable when sing that songs.

Tasya kamila is very beautiful woman. His face is round so her cheeks are so chubby. He has a dimple on one cheek. His hair is black and thick. And his skin color is white. Her body is short. She ever got weight over and it made her very fat when she pregnant. But she then do a diet program and lose weight so, his body has slim now. One thing that make me admire Tasya Kamila is because his smile. So, she will looks very cute and cheerful when she smiling.



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## RAISA ANDRIANA

Raisa Andriana or Raisa is a very famous Indonesian artist singer. Her little name is Yaya, but she doesn't like it. The name sounded strange to her. She was born in June 1990. So she is currently 30 years old. Raisa's father's name is Allan Nur Ihsan Rachman and her mother's name Ria Mariaty. Her parents live in Depok, West Java. She doesn't have a sister and but she has a brother named Rinaldi Nurpratama. ~~in 20~~

In 2017, Raisa married Haniish Daud. He is an Indonesian actor who was born in Australia. Raisa and her husband live in a luxury house in Bali. Fortunately, the marriage do not cause a meaningful change for Raisa's career. Raisa's husband still supports her to work in the music industry, and Raisa doesn't have obstacles to continue her ~~career~~ career as a singer.

Relating to singing Raisa chooses pop and ~~R&B~~ R&B music genres to her songs. Through her song in title "Jeba Salah", she successfully win win the award as the Best Singer and newcomer at Indonesian Music Award in 2012.



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## SYAKIR DAULAY.

Syakir Daulay is my favorite idol. His nickname is Syakir. He is an actor and singer who comes from Indonesia. He was born in Bireuen, Aceh on January 10, 2002. Syakir start his career as an actor so, he acts as Ilham in a soap opera entitled, ~~Anak Masjid~~ Anak Masjid. Subsequently, Syakir become known and become popular as a singer when he sings a song called Aisyah wife of Rasulullah or Aisyah istri Rasulullah. He was also asked to collaborate with Adiba or the daughter of the preacher named ~~Angel of Heaven~~ Jefri Al-Buchori, to sing a song called Angel of Heaven or Bidadari Surga.

Syakir is not only known good at acting and singing but he is also good at the reading Quran. He is a memorizer of the Quran and so he has also participated in several competitions to read Quran or MTQ at the sub-district, and province levels. It's very proud of to have an idol like Syakir Daulay.



© Student 22

Hakiki

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### \* My Favorite Rabbit \*

I have two Rabbit, they are brown and white. My rabbit names are hius and sherry. I bough them when I was three months old. They live in cages that are usually for rabbits or cats. The cage is green. I am very happy to have this rabbits as a pet, so I have a friend to play with at home besides my brother.

I take very good care of these rabbits. I feed them regularly, and I always clean the cage. I also bathe these rabbits twice a week to keep hair and body clean. I can feed them carrots or leaves. But don't know why, my white rabbit suddenly had diarrhea and didn't die for long. After 1 month later my brown rabbit also experienced the same thing. I am very sad, but I have tried to take good care of it. There may be errors that i dont know abot. I gave up the rabbit.

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## Beloved Pet

I have a pet, namely a cat.  
my cat has 2 tails, both male  
they have yellow and white colors.  
their names are sincan and saimen.  
the white or saimen cat  
who is spoiled but he is old and  
often sick. while the yellow or  
sincan he is a cat that is still  
easy to work on eating, sleeping  
because he often eats and sleeps  
his body becomes fat.  
But I really love them both  
because they are my  
favorite cat.



Loli and Lili

I have two favorite cats. Their names are Loli and Lili. They are twin cats. Their fur colors are white and orange. Their furs are soft but often falls out. Their tails are quite long and so they like to wag their tails toward my legs or arms.

Although Loli and Lili are twin cats, they are hobby to fight. They often ~~fight~~<sup>run</sup> around my house. Sometimes they fight because of food or trivial things. And I often feel surprised by their behavior. Although I always give them the same food, but they still ~~are~~<sup>want</sup> to fight. I know that they are naughty cats but they actually ~~are~~<sup>obedient</sup> cats.

- Hak ini
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Student 25

Favorite Artist

Park Jimin

Park Jimin

Park Jimin or known by his stage name Jimin was born on October 13, 1995 in Busan. He favorite colors are blue and black.

He is a member of a boy group called BTS. he is a vocalist and dancer, but he can also play musical instruments.

Jimin is the first of two siblings. Jimin has a younger brother named Park Ji-hun.

This guy whose real name is Park Jimin is often called chim chim, Dolly of Park Jimin.

Jimin used to feel himself fat. He became depressed and didn't want to eat until the genie helped him get out of that thought, so now Jimin starts eating regularly.

- Hak ini
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Ify Alyssa  
Ify Alyssa is a Indonesian singer and actress. She is the daughter of a famous presenter that is Gina Sonia. Ify's father is Tubagus Hanafi, but but his father died one year ago. Ify has a great voice. She once participate in a singing competition in Idola Cilik event which was broadcast on Television. Her name start popular after she joins with girlband that is Blink. Beside good to singing, Ify is also good to playing several musical instruments such as keyboard or kalimba.

Describing about Ify, She has favorite foods and drinks. Ify's favorite foods are sushi and pasta. But his favorite drink is water. Because she likes to drink water so her skin color looks brighter. This makes her is very beautiful.

- Hak i
1. Dilarang meniru atau seuaian atau seuiun karya uis ini tanpa mericantumkan dan menyeyukan suru.
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© Student 27

Date \_\_\_\_\_

## "Artist Favorite"

Style name Shella monica mombles style artist Favorite, namely via Vallen and Rina nope. From Forsetur artists I learned about how hastily the word is decorated with entertainment, but from that point of view, there are things that are not or negative about sutrap's role in saiancan, so pretending for the artist other.

From the Pesitt things that Pepper run and use, we can expand our keim science, insight, knowledge or our imagination For the Future, But we are only permanent optimistic in responding to their thorns, in so little wrong, then so we will be wrong.


- Hak i
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Rabbit

I have a pet. That rabbit is birthday gift from my father and my mother. They buy it when they go to medan. Its special gift for me because I very want to maintain a rabbit for a long time. So ~~the~~ I am verry happy.

My rabbit is so ~~is~~ sweet. It has ~~small~~ small body, but likes to eat ~~a~~ a lot. Beside give it carrots, I also gives it ~~the~~ grass. The colour of my ~~the~~ rabbit's fur is white. The legs are short, but the ~~the~~ ears are long. Its eyes are red. It has a musthace like a guinea pig or hamster. It can walk and jumping. Its very fun to play with it.



Sultan Syarif Kasim Riau

- Hak i
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**NAJWA SHIHAB**

Najwa Shihab is presenter from Indonesia. And she is also a journalist in the past. She was born on Makassar on September 16, ~~1977~~ 1977. She is alumni of the faculty of law at the university of Indonesia in 1996. Her husband's name is Ibrahim Sjariof Assegaf. She has a son named Izzat Assegaf. His critical and assertive attitude in expressing opinions made her popular so known by many people.

Najwa ~~is~~ shihab is a beautiful woman. Eventhough she is 43 years old now, but just view that she still looks young. Najwa shihab always appears on several tv programs with short hair. Sometimes, the hair color she chooses is dark brown, light brown, or and reddish brown. ~~light brown~~ for lipstick, Najwa shihab likes that have natural colors. So, she choosess nude and pink colors. Najwa shihab also often uses eyelashes and blush or can be called as blusher. All this is done to make him not look pale when appearing in front of the camera.

- Hak i
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Selasa  
6 Maret 2021

1. Luwisa bers deskriptif dengan menggunakan konjungsi koordinasi and, but, or. Dan so dalam dua paragraf

MY ADORABLE CAT  
I have a very adorable cat named Brownie. I found her on roadside last year while I was going back from school. Since it was windy and the sky was getting dark, I took her home and decided to take care of her. My parents were also happy when I brought a new family member. I named my cat Brownie since she has brown fur.

Brownie was a lonely stray cat back then, but now she looks healthy and happy. Since I feed her three times a day, she is getting fat

- Hak
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Her eyes are bright and she looks so cute whenever she is cooking at me. I always pat her back which is covered with thick fur when she sits or sleeps on my lap. She does not only like to ~~sleep~~ sleep a lot but also plays a lot. She runs happily whenever I bring her outside. She also adorably moves her legs whenever I give her a piece of thread. Brownie always accompanies me when I feel tired or sad. She will come near my and give adorable look to make me smile. But sometimes, she also annoy me. She likes to sit on my laptop when I have to do my school assignments. However, I still love her so much and Brownie will be always my best friend ever.

1. Ujaran ringkup seawagai atau seuruu karya uis iii tanpa mericauurikau dan menyeyukan surruer.
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"Cotlyn"

My favorite cat is Cotlyn. I got it from my aunt. Because my aunt has many cats and so she gave that cat to me. I don't like that cat at first but then like it because it often accompany me when I stay at home.

My cat has black and white fur, the fur is thick, and but a little rough. Its eyes color is black and looks sharp. It actually likes to eat fish. But because I rarely eat fish, so I often ~~falls~~ give it rice or ~~or~~ chicken. Even so, my cat still looks fat.



1. Dilarang menirgungp seudagian atau seiuun karya uis ini tanpa mericauurikar dan menyeyukan surruer.
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Date: B. Inggris

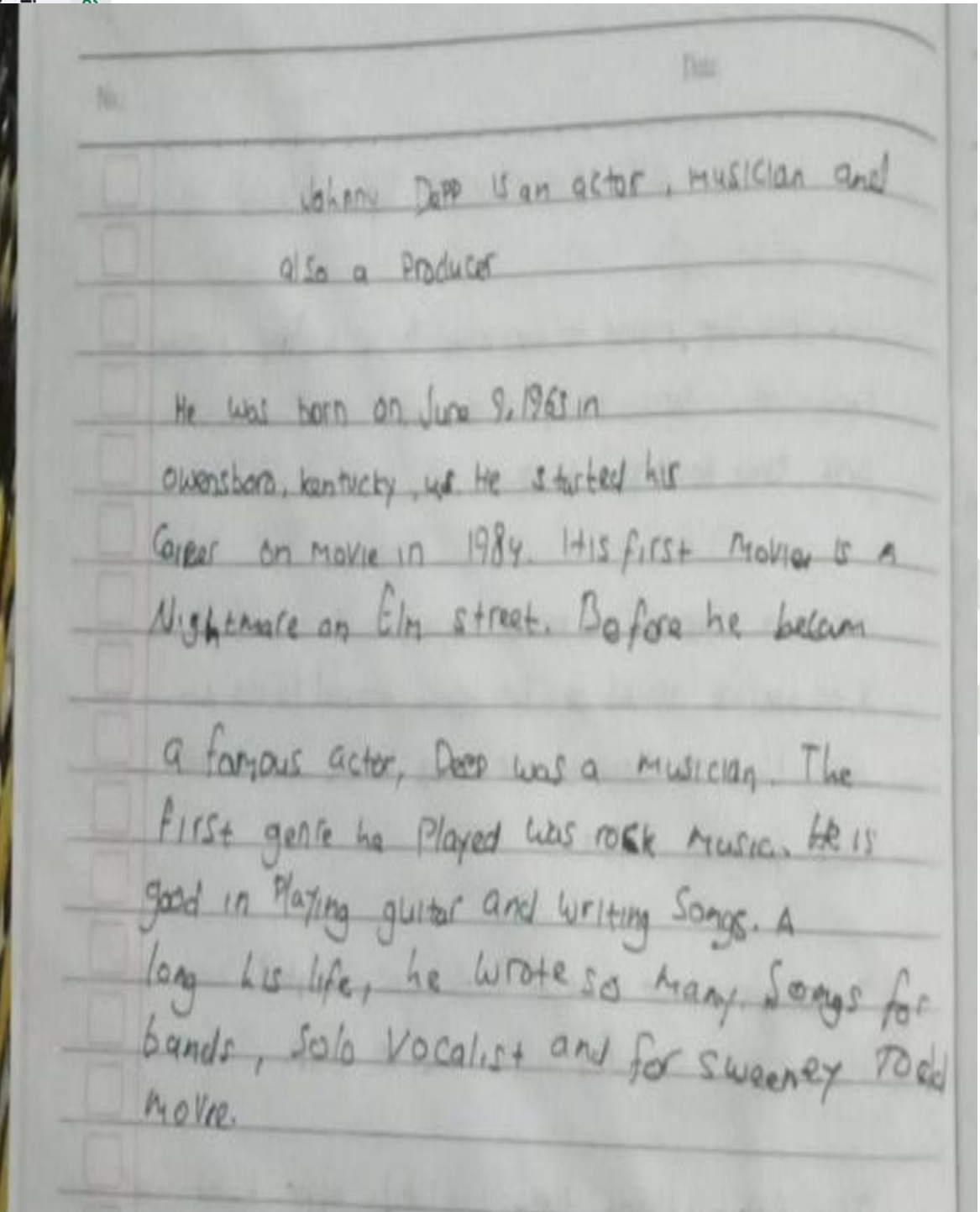
LUCY

One of my favorite pet is cat. My cat name is Lucy. Lucy is beautiful cat. It has Fur thick namely orange, black, and white. The Fur is enough soft. The tail is short. The eyes are large and yellow. She has body big or but not fat. I like hold my cat.

My cat always go out from the house. Sometimes, she goes to my ~~my~~ neighbors houses. I feel always difficult find her so I wear a necklace that there here name and also gives her bell small. I am impressed when she run or walks because it makes the sound of the bell ~~and~~ I can listened. My neighbors also very excited see my cat ~~and~~ wear a necklace and a bell. They even will tell me when my cat at their house. So, I don't have trouble to find my cat cat when she not at my home.



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Hak i

Student 34



⇒ - Afgan -

I have an idol. He is a singer from Indonesia. He is very handsome and smart. His voice is very good. His full name is Afgan syah Reza. He was born on 27 May 1989 in Jakarta. He is well known as a talented young singer. Afgan is quite tall. His height is 170 cm. He has an oval face, short hair. He is easily known because there are dimples on his cheeks when he is smiling and he always wears glasses.

Next, as we know Afgan has many fans. The name is afganisme. The meaning of afganisme from Afgan is without afganisme or fans there is no Afgan. Afganisme is like Afgan's goal for Afgan's career. Then, Afganisme is part of the important things for Afgan and he always gives the best performance for them. It seems he also often practices his voice and he always tries to increase his ability, so his fans are never bored with his skill. He is always welcome and humble with fans.

The conclusion we may have a hobby but we must concern to the education and Afgan also does all his work or everything that well done prepare. That's all about Afgan. He is my idol and I like him so much and always gives Afgan spirit for Afgan's career.

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Student 35

## My Pet

Mimo is the name of my favourite cat .

Starting from accidentally I found a cat on the roadside .

The poor cat was thrown away by its first owner ,  
then I wanted to raise it

He is really funny , he likes playing with me .

He has black and white fur , very soft fur ,  
long tail , four legs but , Mimo is a unique cat  
because he has a different eyes colour .

Every day I always give him food and  
drink . Mimo doesn't like to bathe so I rarely  
wash him . Mimo really likes to sleep , especially  
if we stroke his head or back .

1. Dilarang menunggup seudagar atau seluruu karya tulis ini tanpa mericantumkan dan menyeyukan sumber.
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# APPENDIX 4

## The Data of the Students' Errors Based on Surface Strategy Taxonomy

### Hak Cipta Dilindungi Undang-Undang

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## The Data of the Students' Errors Based on Surface Strategy Taxonomy

No	The Students' Errors	Correction	Types of Errors			
			Om	Ad	Mf	Mo
1	The building is dominated by golden yellow. <u>But</u> there are also green, white and black colors in the buildings.	The building is dominated by golden yellow, <u>but</u> there are also green, white, and black colors in the building.			√	
2	We can see beds, statues, plates, glasses, paintings <u>or</u> photographs, cannons, <u>and</u> or other historical items.	We can see beds, statues, plates, glasses, paintings, photographs, cannons, or other historical items.		√		
3	Even though she is a young mother, <u>but</u> Citra Kirana still looks very beautiful.	Even though Citra Kirana is a young mother, she still looks very beautiful.		√		
4	Her height is 170 cm, <u>and</u> so he has a tall body.	Her height is 170 cm, so she has a tall body.		√		
5	Even she will look more elegant <u>or</u> dazzling when she wear robe or and a veil.	Even, she will look more elegant <u>and</u> dazzling when she wears a robe and a veil.			√	
6	Even she will look more elegant or dazzling when she wear robe <u>or</u> and a veil.	Even, she will look more elegant and dazzling when she wears a robe and a veil.		√		
7	<u>But</u> sometimes I feel sorry for him.	Sometimes, I feel sorry for him.		√		
8	The three of them are very beautiful. <u>So</u> , it's natural if they have many fans.	The three of them are very beautiful, <u>so</u> it's natural if they have many fans.			√	
9	<u>But</u> being an actress, Oki Setiana Dewi is also often asked to become a speaker on several TV programs or mosques.	<u>Besides</u> being an actress, Oki Setiana Dewi is also often asked to become a speaker on several TV programs or mosques.			√	
10	Its body is not too big and <u>but</u> not also too small.	Its body is not too big and not too small.		√		
11	It likes to eat carrots and cabbage <u>but</u> , I often feed it grass.	It likes to eat carrots and cabbage, <u>but</u> I often feed it grass.			√	
12	<u>So</u> , I put it in the cage more often.	<u>As a result</u> , I put it in the cage more often.			√	
13	Baim is an artist of Chinese and Sundanese descent, <u>but</u> his religion is Islam.	Baim is an artist of Chinese and Sundanese descent, <u>and</u> his religion is Islam.			√	
14	Because Baim has millions of subscribers, <u>so</u> it also makes him even more famous.	Because Baim has millions of subscribers, it also makes him even more famous.		√		
15	Baim is a very rich artist <u>but</u> <u>but</u> he has a very generous attitude.	Baim is a very rich artist, <u>and</u> he has a very generous attitude.			√	
16	Baim is a very rich artist but but he has a very generous	Baim is a very rich artist, <u>and</u> he has a very generous attitude.			√	

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	attitude.					
17	I have seen them walking but they are walking jumping and jumping.	I have seen them walking, but they are walking and jumping.			√	
18	Rabbits also love vegetables <u>or</u> fruits and the color of rabbits which are pure white is very interesting.	Rabbits also love vegetables <u>and</u> fruits. The color of rabbits which are pure white is very interesting.			√	
19	Rabbits also love vegetables or fruits <u>and</u> the color of rabbits which are pure white is very interesting.	Rabbits also love vegetables and fruits. The color of rabbits which are pure white is very interesting.		√		
20	<u>So</u> I like seeing rabbits jumping because it's very cute and cute.	I like seeing rabbits jumping because they are very cute and cute.		√		
21	I call him 'Relaxer', because he really like to relax or <u>or</u> sleep in a cage.	I call him 'Relaxer' because he really likes to relax or sleep in a cage.		√		
22	My rabbits are not tall. <u>But</u> they are so cute.	My rabbits are not tall, <u>but</u> they are so cute.			√	
23.	After eats, I usually give them water that I put in a bowl for them to drink but they always scramble until make their drink spill.	After eating, I usually give them water that I put in a bowl for them to drink, but they always scramble until they make their drink spill.			√	
24.	My cat so funny because when I walk to a room, my cat will <u>or</u> walk with slow to follow me from back.	My cat is so funny because he will walk slowly to follow me from behind when I walk into a room.		√		
25.	<u>But</u> when I run to a room, my cat will chase me also.	When I run to a room, my cat will also chase me.		√		
26	<u>So</u> , I love play and act ignorant with my cat.	<u>As a result</u> , I love to play and act ignorant with my cat.			√	
27	Her face shape is oval. <u>and</u> she has pointed nose.	Her face shape is oval, <u>and</u> she has a pointed nose.			√	
28	<u>But</u> not only pretty, Maudy is also very smart.	Maudy is not only pretty <u>but</u> also very smart.				√
29	She ever continue her study at Oxford University Majoring in PPE or Philosophy, Politics, <u>andd</u> Economy in England.	She ever continued her study at Oxford University Majoring in PPE or Philosophy, Politics, <u>and</u> Economy in England.		√		
30	She confused about choosing one of the those university. <u>But</u> , finally she decide to choose Stanford University.	She was initially confused about choosing one of those universities, <u>but</u> she finally decided to choose Stanford University.			√	



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31	<u>So</u> , Maudy is continue her education now at Stanford University with two majors namely Master of Business Administration (MBA) and Master of Arts (MA) in Education.	<u>As a result</u> , Maudy continues her education now at Stanford University with two majors namely Master of Business Administration (MBA) and Master of Arts (MA) in Education.			√	
32	<u>But</u> the fur is very smooth and shiny.	The fur is very smooth and shiny.		√		
33	He has ten siblings <u>but</u> , he is the first children.	He has ten siblings, <u>and</u> he is the first child.			√	
34	As a Youtuber, Atta Halilintar always looks cool <u>or</u> fashionable.	As a YouTuber, Atta Halilintar always looks cool <u>and</u> fashionable.			√	
35	Because he has a wide forehead, <u>so</u> he often wears a headband.	Because he has a wide forehead, he often wears a headband.		√		
36	<u>But</u> that is not something so strange for him because his income through his YouTube channel can reach hundreds or billions of rupiah in a month.	That is not something so strange for him because his income through his YouTube channel can reach hundreds or billions of rupiah in a month.		√		
37	<u>But</u> Anny doesn't like to bathe because she doesn't like water.	Anny doesn't like to bathe because she doesn't like water.		√		
38	Anny doesn't like kale so I replace it with carrots	Anny doesn't like kale, so I replace it with carrots			√	
39	Because the color of his fur is black, <u>so</u> I name him Blacky.	Because the color of his fur is black, I named him Blacky.		√		
40	<u>But</u> he is also lazy because he likes to lie down for much time.	<u>However</u> , he is lazy because he likes to lie down for much time.			√	
41	I sometimes feel angry <u>or</u> annoyed.	I sometimes feel angry <u>and</u> annoyed.			√	
42	<u>But</u> I feel pity when I see him starving.	However, I feel pity when I see him starving.			√	
43	<u>So</u> I finally always share my food for him when I eat.	I finally always share my food for him when I eat.		√		
44	My type of turttle is Brazilian turtle <u>so</u> the color is much green.	My type of turtle is Brazilian turtle, <u>and</u> the color is much green.			√	
45	It is a tame animal <u>and but</u> easy to keep.	It is a tame animal, <u>so</u> it is easy to keep.			√	
46	<u>But</u> usually I give it pellets.	<u>However</u> , I usually give it pellets.			√	
47	This turtle has a shell. <u>So</u> , the shell covers its body.	This turtle has a shell, <u>and</u> the shell covers its body.			√	
48	It can move its head to get in <u>and</u> or out of the shell.	It can move its head to get in or out of the shell.		√		
49	Turtle has four legs _ it walks very slowly.	Turtle has four legs, and it walks very slowly.	√			



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50	Because my all family is cat lovers, <u>so</u> I have much cats in the house.	Because all my family is cat lovers, I have many cats in the house.		√		
51	Akira is female cat but she is always climb walls or trees.	Akira is a female cat, but she always climbs walls or trees.			√	
52	<u>So</u> , after eating, she lie down on the sofa <u>or</u> the until she sleeps.	After eating, she lies down on the sofa until she sleeps.		√		
53	I usually bother him while sleeping but I must careful because she has sharp teeth and nails.	I usually bother him while sleeping, but I must be careful because she has sharp teeth and nails.			√	
54	But, I love AKIRA very much since she is cat that always run quickly towards me when I call her name.	I love AKIRA very much since she is the cat that always runs quickly towards me when I call her name.		√		
55	<u>So</u> , I call her “si belang” because she has two collar.	I call her “si Belang” because she has two colors.		√		
56	Belang like to eat fish. <u>But</u> sometime I also fed her tempe.	Belang likes to eat fish, <u>but</u> I also sometimes feed her tempe.			√	
57	His face is round <u>so</u> her cheeks are so chubby.	Her face is round, <u>and</u> her cheeks are so chubby.			√	
58	And his skin color is white.	Her skin color is white.		√		
59	She ever got weight over and it made her very fat when she pregnant.	She ever got overweight, and it made her very fat when she got pregnant.			√	
60	<u>But</u> she then do a diet program <u>and</u> lose weight so, his body has slim now.	She then did on a diet program to lose weight, so her body is slim now.		√		
61	But she then do a diet program and lose weight <u>so</u> , his body has slim now.	She then did on a diet program to lose weight, <u>so</u> her body is slim now.			√	
62	<u>So</u> , she will looks very cute and cheerful when she smiling.	She will look very cute and cheerful when she smiles.		√		
63	She was born in june 1990. So she is currently 30 years old.	She was born in June 1990, <u>so</u> she is currently 30 years old.			√	
64	Raisa's father's name is Allan Nur Ichsan Rachman and her mother's name Ria Mariaty.	Raisa's father's name is Allan Nur Ichsan Rachman, and her mother's name is Ria Mariaty.			√	
65	She doesn't have a sister, <u>and</u> but she has a brother named Rinaldi Nurpratama.	She doesn't have a sister, but she has a brother named Rinaldi Nurpratama.		√		
66	Raisa's husband still supports her to work in the music industry, <u>and</u> Raisya doesn't have obstacles to continue her career as a singer.	Raisa's husband still supports her to work in the music industry, <u>so</u> Raisya doesn't have obstacles to continue her career as a singer.			√	
67	Syakir start his career as an actor <u>so</u> , he acts as Ilham in a soap opera entitled, Anak Masjid.	Syakir started his career as an actor, <u>and</u> he ever acted as Ilham in a soap opera entitled "Anak Masjid".			√	





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68	Syakir is not only known good at acting and singing but he is also good at the reading Qur'an.	Syakir is not only known good at acting and singing, but he is also known good at reading Qur'an.			√	
69	He is a memorizer of the Qur'an and <u>so</u> he has also participated in several competitions to read Qur'an or MTQ at the sub-district, and province levels.	He is a memorizer of Qur'an, and he has participated in several competitions to read Qur'an or MTQ at sub-district and province levels.		√		
70	He is a memorizer of the Qur'an and so he has also participated in several competitions to read Qur'an or MTQ at the sub-district, and province levels.	He is a memorizer of Qur'an, and he has participated in several competitions to read Qur'an or MTQ at the sub-district and province levels.			√	
71	I have two rabbit, <u>—</u> they are brown and white.	I have two rabbits, <u>and</u> they are brown and white.	√			
72	I am very happy to have this rabbits as a pet, <u>so</u> I have a friend to play with at home besides my brother.	I am very happy to have these rabbits as pets <u>because</u> I have friends to play with me besides my brother.			√	
73.	<u>But</u> don't know why, my white rabbit suddenly had diarrhea and didn't die for long.	However, I don't know why my white rabbit suddenly had diarrhea and didn't die for long time.			√	
74.	My cat has 2 tails, both male <u>—</u> they have yellow and white colors.	I have two cats, both of them are male, <u>and</u> they have yellow and white colors.	√			
75.	The white or Saimen cat who is spoiled but he is old and often sick.	The White or Saimen cat is a spoiled cat, but he is old and often sick.			√	
76	While the yellow or Sincan he is a cat that is still easy to work on eating, <u>—</u> sleeping.	While the yellow or Sincan, he is a cat that is still easy to work on eating <u>and</u> sleeping.	√			
77	<u>But</u> I really love them both because they are my favorite cat.	I really love them both because they are my favorite cats.		√		
78	Their tails are quite long <u>and</u> so they like to wag their tails toward my legs or arms.	Their tails are quite long, so they like to wag their tails toward my legs or arms.		√		
79	Their tails are quite long and so they like to wag their tails toward my legs or arms.	Their tails are quite long, so they like to wag their tails toward my legs or arms.			√	
80	<u>And</u> I often feel surprised by their behavior.	I often feel surprised by their behavior.		√		
81	Although I always give them the same food, <u>but</u> they still want to fight.	Although I always give them the same food, they still want to fight.		√		
82	I know that they are naughty cats but they actually obedient cats	I know that they are naughty cats, but they are actually obedient cats.			√	



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83	Ify's father is Tubagus Hanafi, <u>but but</u> his father died one year ago.	Ify's father is Tubagus Hanafi. Her father died one year ago.	√		
84	Beside good to singing, Ify is also good to playing several musical instruments such as keyboard <u>or</u> kalimba.	Besides being good at singing, Ify is also good at playing several musical instruments such as piano <u>and</u> kalimba.		√	
85	Ify's favorite foods are sushi and pasta. <u>But</u> , his favorite drink is water.	Ify's favorite foods are sushi and pasta, <u>and</u> her favorite drink is water.		√	
86	Because she likes to drink water, <u>so</u> her skin color looks brighter.	Because she likes to drink water, her skin color looks brighter.	√		
87	<u>But</u> from that point of view, there are things that are not or negative about sutrapis role in Jaiancan.	From that point of view, there are things that are not or negative about the role of sutrapis in Jaiancan.	√		
88	<u>But</u> we are only permanent optimistic in responding to their thorns, in so little wrong, then <u>so</u> we will be wrong.	However, we are only permanent optimistic in responding to their thorns, in so little wrong, then we will be wrong.		√	
89.	<u>So</u> I am verry happy.	<u>As a result</u> , I am very happy.		√	
90.	<u>And</u> she is also a journalist in the past.	She was also a journalist in the past.	√		
91.	His critical and assertive attitude in expressing opinions made her populer <u>so</u> known by many people.	Her critical and assertive attitude in expressing opinions made her popular <u>and</u> known by many people.		√	
92.	Eventhough she is 43 years old now, <u>but</u> just view that she still looks young.	Even though she is 43 years old now, she still looks young.	√		
93	Sometimes, the hair color she chooses is dark brown, light brown, or <u>and</u> reddish brown.	Sometimes, the hair color she chooses is dark brown, light brown, or reddish brown.	√		
94	For lipstick, Najwa Shihab likes lipsticks that have natural colors. <u>So</u> , she choosess nude and and pink colors.	For lipstick, Najwa Shihab likes lipsticks that have natural colors, <u>so</u> she chooses nude and pink colors.		√	
95	For lipstick, Najwa Shihab likes lipstick that have natural colors. So, she choosess nude and <u>and</u> pink colors.	For lipsticks, Najwa Shihab likes lipsticks that have natural colors, so she chooses nude <u>and</u> pink colors.	√		
96	Her eyes are bright and she looks so cute whenever she is looking at me.	Her eyes are bright, <u>and</u> she looks so cute whenever she is looking at me.		√	
97	<u>But</u> sometimes, she also annoy me.	Sometimes, she also annoys me.	√		
98	Because my aunt has many cats <u>and so</u> she gave that cat to me.	Because my aunt has many cats, she gave that cat to me.	√		



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99	I don't like that cat at first but then like it because it often accompany me when I stay at home.	I don't like that cat at first, but then I like it because it often accompanies me when I stay at home.			√	
100	Its fur is thick, and <u>but</u> a little rough.	Its fur is thick and a little rough.		√		
101	<u>But</u> because I rarely eat fish, <u>so</u> I often give it rice or chicken.	Because I rarely eat fish, I often give it rice or chicken.		√		
102	She has body big <u>or</u> but not fat.	She has a big body but not fat.		√		
103	I feel always difficult find her so I wear a necklace that there here name and also gives her bell small.	I always feel difficult to find her, <u>so</u> I wear a name necklace and also give her a small bell.			√	
104	<u>So</u> , I don't have trouble to find my cat cat when she not at my home.	<u>As a result</u> , I don't have trouble anymore to find my cat when she is not at my home.			√	
105	He has an oval face, <u>__</u> short hair.	He has an oval face <u>and</u> short hair.	√			
106	He is easily known because there are dimples on he cheek when he is smiling and he always wears glasses.	He is easily known because there are dimples on his cheeks when he is smiling, and he always wears glasses.			√	
107	Then, Afganisme is part of the important things for Afgan <u>and</u> he always gives the best performance for them.	Then, Afganisme is part of the important things for Afgan, <u>so</u> he always gives the best performance for them.			√	
108	The conclusion we. may have a hobby but we must concern to the education <u>and</u> afgan also does all his work or everything that well done prepare.	The conclusion is we may have a hobby, but we must concern to the education <u>as</u> Afgan who also does all his work or everything in well done preparation.			√	
109	He is my idol <u>and</u> I like him so much and always gives afgan spirit for afgan's career.	Afgan is my idol, <u>so</u> I like him so much and always gives him spirit for his career.			√	
110	He has black and white fur, very soft fur, long tail, <u>__</u> four legs.	He has very soft black and white fur, a long tail, <u>and</u> four legs.	√			
111	<u>But</u> , Mimo is a unique cat because he has a different eyes color.	Mimo is a unique cat because he has a different eyes color.		√		
<b>Total of Each Type of Errors</b>			6	46	58	1
<b>Total of the Students' Errors</b>			111			

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# APPENDIX 5

## The Results of the Students' Errors Calculation by Using Formula

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## The Results of the Students' Errors Calculation by Using Formula

The students' errors in using coordinating conjunctions in descriptive text writing were calculated by using formula proposed by Sudijono (2008) as follows:

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

Explanation:

P Total percentage of the students' errors

F Total number of the students' errors

N Total number of the students' sentences errors

### a. Omission Error

$$P = \frac{6}{111} \times 100\% = 5.41\%$$

The percentage of omission error was 5.41%.

### b. Addition Error

$$P = \frac{46}{111} \times 100\% = 41.4\%$$

The percentage of addition error was 41.4%.

### c. Misformation Error

$$P = \frac{58}{111} \times 100\% = 52.3\%$$

The percentage of misformation error was 52.3%.

### d. Misordering Error

$$P = \frac{1}{111} \times 100\% = 0.90\%$$

The percentage of misordering error was 0.90%.

From the calculations above, it was found that there were 111 items of the total number of errors made by the students in their writing with details as follows:

- a) Omission errors were 6 items or 5.41%.
- b) Addition errors were 46 items or 41.4%.
- c) Misformation errors were 58 items or 52.3%.
- d) Misordering error was 1 item or 0.90%.

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# APPENDIX 6

## The Results of the Students' Errors Analysis by Using SPSS 21.0 Version

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## The Results of the Students' Errors Analysis by Using SPSS 21.0 Version

**Statistics**

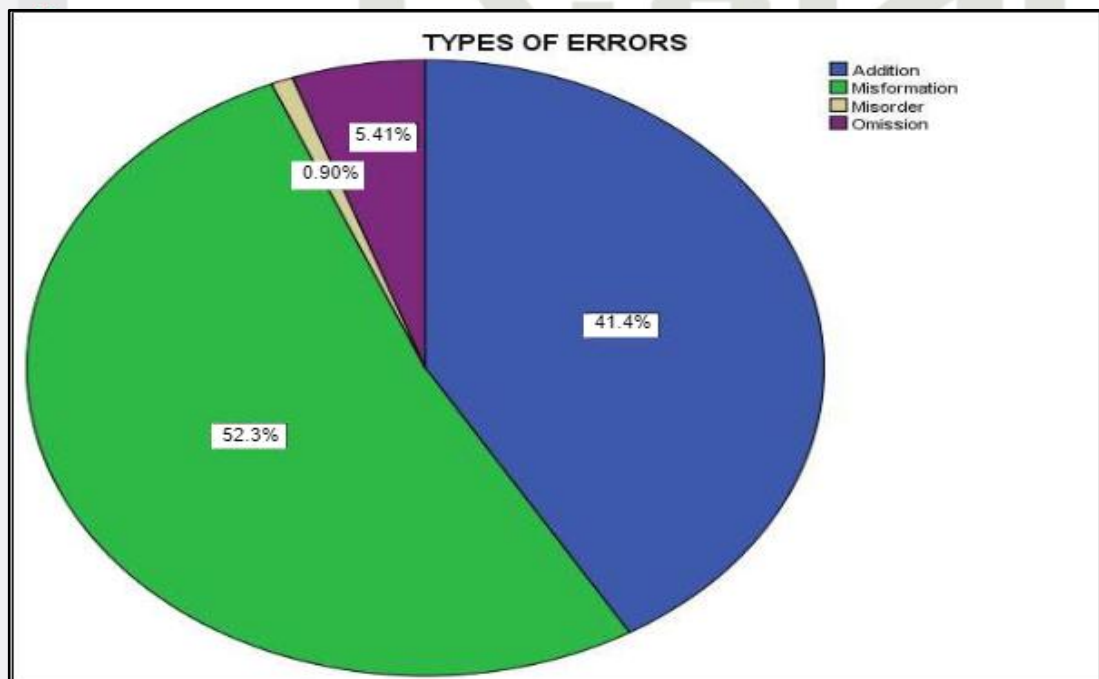
	SENTENCES	TYPES OF ERRORS
Valid	111	111
Missing	0	0

**SENTENCES**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Sentence	111	100.0	100.0	100.0

**TYPES OF ERRORS**

	Frequency	Percent	Valid Percent	Cumulative Percent
Addition	46	41.4	41.4	41.4
Misformation	58	52.3	52.3	93.7
Valid Misordering	1	.90	.90	94.6
Omission	6	5.41	5.41	100.0
Total	111	100.0	100.0	



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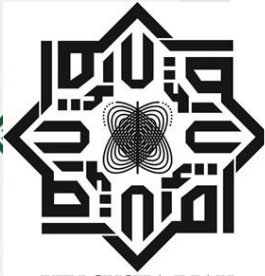
# APPENDIX 7

## Recommendation Letter

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Cita Dilindungi Undang-Undang  
: Un.04/F.II.4/PP.00.9/4513/2020

Pekanbaru, 15 April 2020

: Biasa

: -

: **Mohon Izin Melakukan PraRiset**

Kepada  
Yth. Kepala Sekolah  
SMAN 2 BILAH HULU  
di  
Tempat

*Assalamu 'alaikum warhamatullahi wabarakatuh*

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

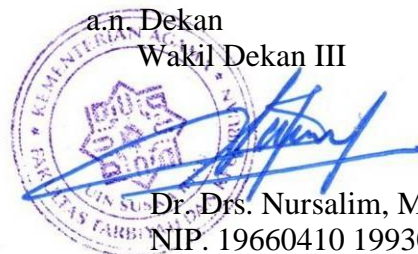
Nama	: KIKI RIZKI
NIM	: 11513200095
Semester/Tahun	: VIII (Delapan)/ 2020
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan  
Wakil Dekan III



Dr. Drs. Nursalim, M.Pd.  
NIP. 19660410 199303 1 005



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DINAS PENDIDIKAN  
**SMA NEGERI 2 BILAH HULU**



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Email : Smandu.bihu@yahoo.com

NSS : 301070710054

NPSN : 69786964

Nomor : 421.3/ 72 / SMAN.2-BH/2020  
Hal : Izin Penelitian

Dengan hormat, Saya yang bertanda tangan dibawah ini :


Nama : JULIANSHARI NASUTION , ST  
NIP : 19750701 200701 1 005  
Jabatan : Kepala SMA Negeri 2 Bilah Hulu

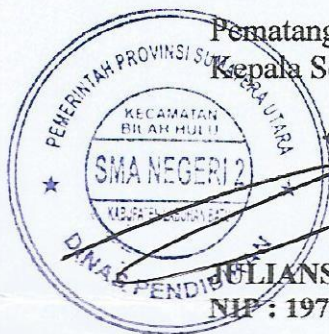
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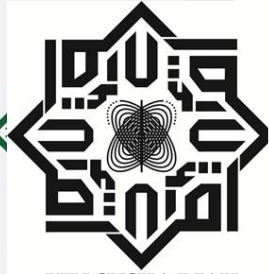
Nama : KIKI RIZKI  
NPM : 01513200095  
Perguruan Tinggi : Universitas Islam Negeri Sultan Syarif Kasim Riau  
Prodi : Pendidikan Bahasa Inggris

Untuk melakukan Penelitian di Sekolah yang saya pimpin untuk menyelesaikan penyusunan skripsi untuk melaksanakan Pra-riset guna mendapatkan data yang berhubungan dengan penelitiannya di SMA NEGERI 2 BILAH HULU.

Demikianlah surat pernyataan ini saya perbuat agar dapat dipergunakan seperlunya.

Pematang Seleng, 02 JUNI 2020  
Kepala Sekolah,  
  
JULIANSHARI NASUTION , ST  
NIP : 19750701 200701 1 005





UIN SUSKA RIAU

KEMENTERIAN AGAMA  
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
 FAKULTAS TARBIYAH DAN KEGURUAN  
 كلية التربية والتعليم  
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Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647  
 Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

: Un/04/F.II/PP.00.9/1196/2021

Pekanbaru,04 Februari 2021 M

: Biasa

: 1 (Satu) Proposal

: **Mohon Izin Melakukan Riset**

Kepada

Yth. Gubernur Riau

Cc: Kepala Dinas Penanaman Modal dan Pelayanan Terpadu

Satu Pintu

Provinsi Riau

Di Pekanbaru

*Assalamu 'alaikum warahmatullahi wabarakatuh*

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : KIKI RIZKI

NIM : 11513200095

Semester/Tahun : IX (Sembilan)/ 2021

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : AN ANALYSIS OF STUDENTS' DIFFICULTIES IN USING COORDINATING CONJUNCTIONS IN DESCRIPTIVE TEXT WRITING AT SMAN 2 BILAH HULU MEDAN

Lokasi Penelitian : SMAN 2 BILAH HULU

Waktu Penelitian : 3 Bulan (04 Februari 2021 s.d 04 Mei 2021)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor

Dekan

Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.

NIP.19740704 199803 1 001

Tembusan :

Rektor UIN Suska Riau



**PEMERINTAH PROVINSI RIAU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU  
Email : [dpmptsp@riau.go.id](mailto:dpmptsp@riau.go.id)

**REKOMENDASI**

Nomor : 503/DPMPPTSP/NON IZIN-RISET/38728  
T E N T A N G

**PELAKSANAAN KEGIATAN RISET/PRA RISET  
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**



1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/1196/2021 Tanggal 4 Februari 2021, dengan ini memberikan rekomendasi kepada:

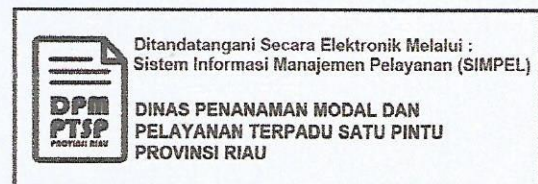
- |                      |   |  |
|----------------------|---|--|
| 1. Nama              | : | KIKI RIZKI   |
| 2. NIM / KTP         | : | 11513200095  |
| 3. Program Studi     | : | PENDIDIKAN BAHASA INGGRIS  |
| 4. Jenjang           | : | S1   |
| 5. Alamat            | : | PEKANBARU  |
| 6. Judul Penelitian  | : | AN ANALYSIS OF STUDENTS DIFFICULTIES IN USING COORDINATING CONJUNCTIONS IN DESCRIPTIVE TEXT WRITING AT SMAN 2 BILAH HULU MEDAN |
| 7. Lokasi Penelitian | : | SMA NEGERI 2 BILAH HULU  |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
Pada Tanggal : 19 Februari 2021



**Tembusan :**

**Disampaikan Kepada Yth :**

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Gubernur Sumatera Utara  
Up. Kaban Kesbangpol Provinsi Sumatera Utara di Medan
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



PEMERINTAH KABUPATEN LABUHANBATU  
**BADAN KESATUAN BANGSA DAN POLITIK**

Jl. WR. SUPRATMAN NO. 48 TELP. ( 0624 ) 21113-113

RANTAUPRAPAT

**REKOMENDASI PENELITIAN**

Nomor : 070/ 0516 /BKBP-III/2021

- Membaca : Surat Wakil Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau , Nomor : Un.04/F.11/PP.00.9/1196/2021 tanggal 4 Februari 2021, perihal Permohonan Izin Riset.
- Mengingat : 1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian sebagai mana telah dirubah dengan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.  
2. Surat Keputusan Menteri Dalam Negeri Nomor : SD 6/2/12 tanggal 5 Juli 1972 tentang Kegiatan Riset dan Survey diwajibkan melaporkan diri kepada Gubernur Kepala Daerah atau Pejabat yang ditunjuk.  
3. Peraturan Bupati Labuhanbatu Nomor 20 Tahun 2008 tentang Tugas Pokok dan Fungsi serta Rincian Tugas Jabatan Struktural Lembaga Teknis Daerah Kabupaten Labuhanbatu.
- Memperhatikan : Proposal Penelitian Ybs.

**MEMBERITAHUKAN BAHWA**

Nama : **KIKI RIZKI.**  
Alamat : Jl. Dusun Sidodadi  
Pekerjaan : Mahasiswi.  
Kebangsaan : Indonesia.  
Judul Penelitian : "AN ANALYSIS OF STUDENTS' DIFFICULTIES IN USING COORDINATING CONJUNCTIONS IN DESCRIPTIVE TEXT WRITING AT SMAN 2 BILAH HULU .  
Tempat Penelitian : SMAN 2 BILAH HULU KABUPATEN LABUHANBATU.  
Lamanya Penelitian : 3 Bulan.  
Penanggung Jawab : Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.  
Maksud dan Tujuan : Riset

Akan melaksanakan Penelitian dengan Ketentuan sebagai berikut :

1. Sebelum melakukan kegiatan penelitian harus melaporkan kedatangannya kepada Kepala Sekolah SMAN 2 Bilah Hulu Kabupaten Labuhanbatu, dengan menunjukkan Surat Rekomendasi ini.
2. Tidak dibenarkan melakukan penelitian yang tidak sesuai dengan judul penelitian dimaksud.
3. Harus mentaati ketentuan Perundang-Undangan yang berlaku serta mengindahkan adat istiadat setempat.
4. Apabila telah selesai melakukan kegiatan penelitian harus melapor/mengirimkan hasilnya kepada Bupati Labuhanbatu Cq. Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Labuhanbatu.
5. Apabila masa berlaku surat pemberitahuan ini berakhir sedangkan pelaksanaan penelitian belum selesai, perpanjangan penelitian harus diajukan kembali.
6. Surat rekomendasi ini akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat rekomendasi ini tidak mentaati/mengindahkan ketentuan-ketentuan seperti tersebut diatas.
7. Rekomendasi ini berlaku sejak tanggal diterbitkan.

Dikeluarkan di : Rantauprapat  
Pada tanggal : 08 Maret 2021

Pt. KEPALA BADAN KESATUAN BANGSA DAN POLITIK  
KABUPATEN LABUHANBATU

H. NILWANSYAH, SH  
PEMBINA UTAMA MUDA  
NIP. 19680401 199703 1 004

Tembusan :

1. Bapak Bupati Labuhanbatu.
2. Kepala Badan Penelitian dan Pengembangan Kabupaten Labuhanbatu.
3. Kepala Dinas Pendidikan Kabupaten Labuhanbatu.
4. Kepala Sekolah SMAN 2 Bilah Hulu Kabupaten Labuhanbatu.
5. Wakil Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau.



PEMERINTAH PROVINSI SUMATERA UTARA  
DINAS PENDIDIKAN  
**SMA NEGERI 2 BILAH HULU**  
Jl. Lintas Sumatera Pematang Seleng/N-8 Aek Nabara  
Email : Smandu.bihu@yahoo.com



NSS : 301070710054

NPSN : 69786964

Pematang Seleng, 13 Maret 2021

Nomor : 421.3/ 112 / SMAN.2-BH/2021  
Sifat : Biasa  
Lampiran : -  
Perihal : Balasan Permohonan Pemberian  
Izin Penelitian

Kepada Yth  
Dekan Fakultas Tarbiyah dan  
Keguruan Universitas Islam Negeri  
Sultan Syarif Kasim Riau  
Di  
Pekanbaru


Menanggapi surat Dekan Fakultas Tarbiyah dan Keguruan Iniversitas Islam Negeri Sultan Syarif Kasim Riau Nomor Un.04/F.II/PP.00.9/1196/2021 tanggal 08 Maret 2021 Perihal permohonan izin riset tanggal 04 Februari 2021 kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, serta surat Badan Kesatuan Bangsa dan Politik Pemerintah Kabupaten Labuhanbatu dalam pokok surat rekomendasi Penelitian Nomor : 070/0516/BKBP-III/2021 yang ditembuskan kepada Kepala Sekolah SMA Negeri 2 Bilah Hulu Kabupaten Labuhanbatu maka saya yang bertanda tangan di bawah ini :

Nama : Julianshari Nasution, S.T  
NIP : 19750701 200701 1 005  
Pangkat/Gol : Penata Tk.I, III/d  
Jabatan : Kepala Sekolah  
Unit Kerja : SMA Negeri 2 Bilah Hulu

Dengan ini memberikan izin penelitian sesuai pokok surat diatas atas nama :

Nama : Kiki Rizki  
NIM : 11513200095  
Jurusan : Pendidikan Bahasa Inggris  
Jenjang : S1  
Judul Skripsi : An Analysis of Student's Difficulties in Using Coordinating Conjunctions in Descriptive Text Writing at SMA Negeri 2 Bilah Hulu.

Demikian surat ini kami sampaikan dan atas kerjasamanya kami ucapkan terima kasih.

Kepala Sekolah,  
  
**JULIANSHARI NASUTION, S.T**  
Penata Tk.I  
NIP. 19750701 200701 1005



# APPENDIX 8

## Guidance Letter

UIN SUSKA RIAU

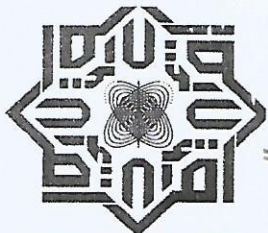
© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
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كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No. 155 Km. 18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647  
Fax: (0761) 561647 Web: www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP 00.9/5184/2018  
Sifat : Biasa  
Lamp. : -  
Hal : *Pembimbing Skripsi*

Pekanbaru, 22 Maret 2018

Kepada

Yth.

1. Dr. H. Abdullah Hasan, M.Sc. (Pembimbing 1)
2. Melgis Dilkawaty Pratama, M.Pd (Pembimbing 2)

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : KIKI RIZKI  
NIM : 11513200095  
Jurusan : Pendidikan Bahasa Inggris  
Judul : An Analysis of Students' Difficulties in Using Coordinating Conjunction of  
Compound Sentences at Junior High School Babussalam Tampan District  
Waktu : 6 Bulan dihitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

W a s s a l a m

Dekan

Il Dekan I



Dr. H. Kushadi, M.Pd.

NIP. 19671212 199503 1 001

Tembusan :  
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau





KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
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Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

2. Dilang mengumpumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU

Cita Dilindungi Undang-Undang

Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Un 04/F.II.4/PP.00.9/4227/2020

Pekanbaru, 10 April 2020

Biasa

-

**Pembimbing Skripsi (Perpanjangan)**

Kepada

Yth:

1. Dr. H. Abdullah Hasan, M.Pd

2. Melgis Dilkawaty Pratama, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Pekanbaru

*Assalamu 'alaikum warahmatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : KIKI RIZKI

NIM 11513200095

Jurusan : Pendidikan Bahasa Inggris

Judul : AN ANALYSIS OF STUDENTS' DIFFICULTIES IN USING  
COORDINATING CONJUNCTIONS OF COMPOUND SENTENCES AT  
SMAN 2 BILAH HULU

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Anda dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

W a s s a l a m

an. Dekan

Wakil Dekan I



Dr. Drs. Alimuddin, M.Ag.

NIP. 19660924 199503 1 002

Tembusan :

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



UIN SUSKA RIAU

KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
FAKULTAS TARBIYAH DAN KEGURUAN

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Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Un.04/F.II.4/PP.00.9/4227/2021

Pekanbaru, 21 Juni 2021

Biasa

**Pembimbing Skripsi (Perpanjangan)**Kepada  
Yth.

1. Melgis Dilkawaty Pratama, M.Pd
2. Dr. H. Abdullah Hasan, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru*Assalamu'alaikum warhmatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : KIKI RIZKI

NIM 11513200095

Jurusan : Pendidikan Bahasa Inggris

Judul : AN ANALYSIS OF STUDENTS' DIFFICULTIES IN USING  
COORDINATING CONJUNCTIONS IN DESCRIPTIVE TEXT WRITING  
AT SMAN 2 BILAH HULU MEDAN

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an. Dekan

Wakil Dekan I



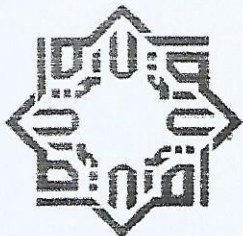
Dr. Drs. Alimuddin, M.Ag.

NIP. 19660924 199503 1 002

Tembusan

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



UIN SUSKA RIAU

KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
FAKULTAS TARBIYAH DAN KEGURUAN



كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN  
UJIAN PROPOSAL**

Nama Mahasiswa : Kiki Rizki  
Nomor Induk Mahasiswa : 11513200095  
Hari/Tanggal Ujian : Jumat/ 24 Juli 2020  
Judul Proposal Ujian : An Analysis of Students' Difficulties in Using  
Coordinating Conjunctions in Descriptive Text Writing at  
SMAN 2 Bilah Hulu Medan  
Isi Proposal yang : Proposal ini sudah sesuai dengan masukan dan saran  
Dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Rizki Fiprinita, M.Pd	PENGUJI I		
2.	Rizki Amelia, M.Pd	PENGUJI II		

Mengetahui  
a.n. Dekan  
Wakil Dekan I

Pekanbaru, 04 Agustus 2020  
Peserta Ujian Proposal



Dr. Drs. Alsmuddin, M. Ag.  
NIP. 19660924 199503 1 002

Kiki Rizki  
NIM. 11513200095

# APPENDIX 9

## Guidance Activities

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State Islamic University of Sultan Syarif Kasim Riau

### Hak Cipta Dilindungi Undang-Undang

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.







# APPENDIX 10

## Documentation

UIN SUSKA RIAU

### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## Documentation

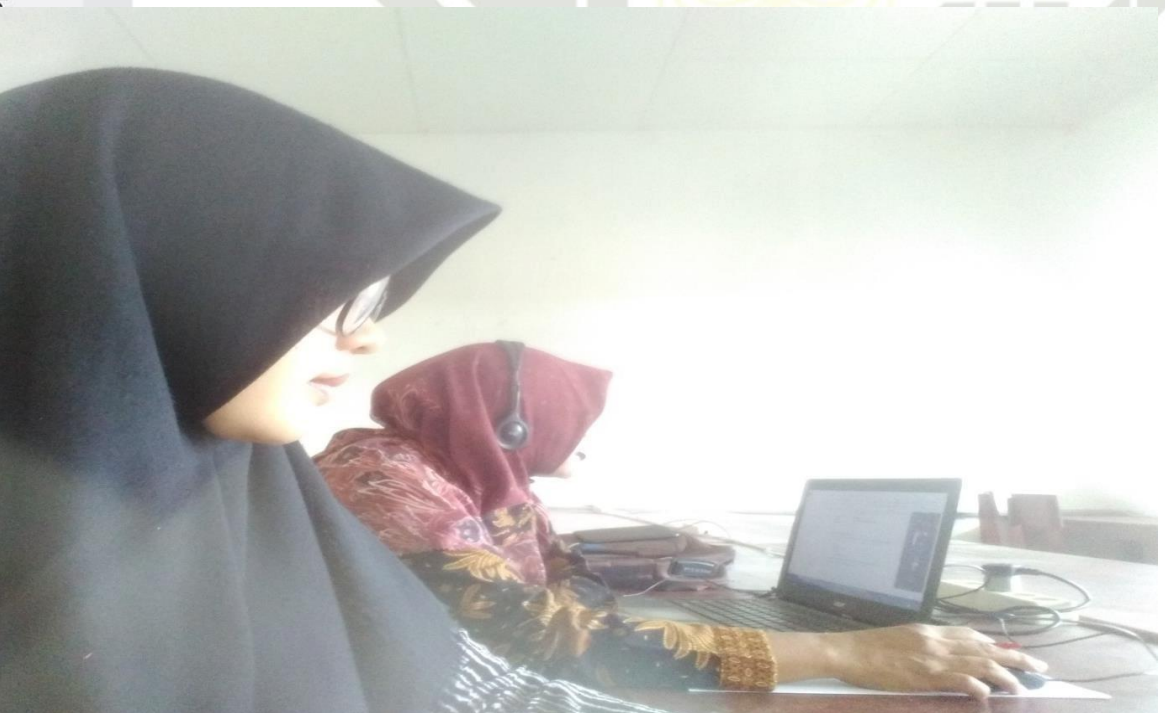
### © Hak

#### Hak Cipta

1. Dilarang menungup seoaqian atau seaurun karya tulis tanpa mencantumkan dan menyedukan sumber:
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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.







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1. Dilarang menyalin, mengutip, atau salin karya tulis tanpa menandatangani dan menyebutkan sumber.
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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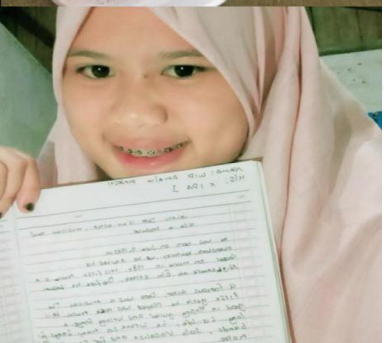
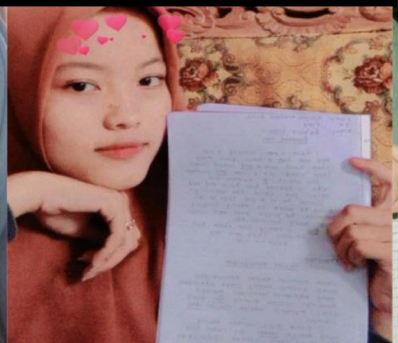
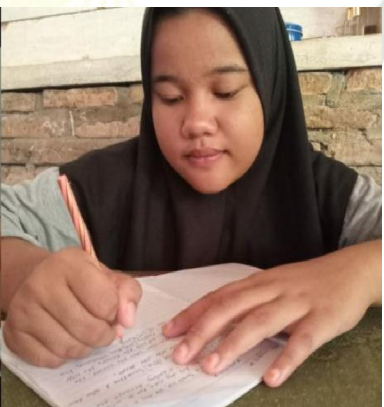
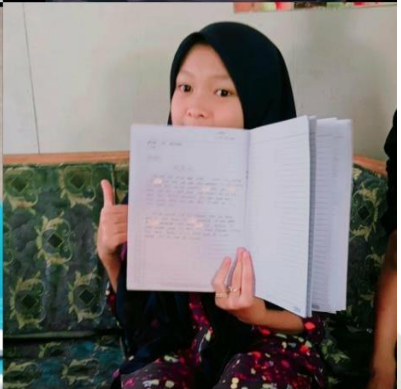
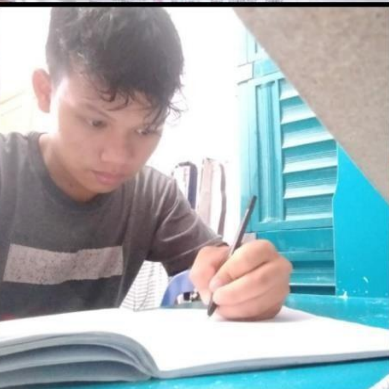
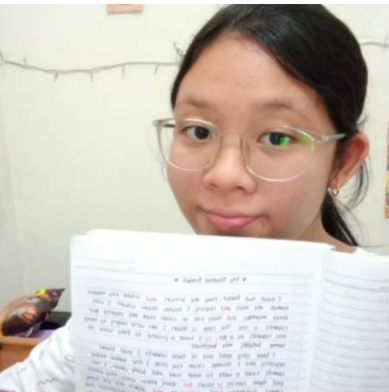


1. Liararang menguap sebagai adu seluruh karya tulis ini tanpa mencantumkan dan menyebarkan sumber.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



## CURRICULUM VITAE

Kiki Rizki is the fourth daughter from (Alm) Mr. Suparmin and Mrs. Salbiah Siregar. She was born on September 19th, 1996 in Persiluangan, North Sumatera, Indonesia. She has four sisters named Tika Puspita, Ratika Sari, Eka Riska, and Rani Maysi. She lives in Pematang Seleng Village, Aek Nabara, North Sumatera, Indonesia.

In 2009, she graduated from State Elementary School 115533 Gunung Selamat. In 2012, she completed from Islamic Junior High School Al - Ittihad Aek Nabara. Then, she finished her education at State Senior High School 1 Bilah Hulu in 2015. In 2015, she was accepted to become a student of English Education Department, Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau. On July 2018, she did KKN (Kuliah Kerja Nyata) in Sekar Mawar Village, Indragiri Hulu Regency. Next, she did PPL (Program Pengalaman Lapangan) at State Islamic Junior High School 1 Andalan Pekanbaru started from September to December, 2018. In 2021, she conducted the research at State Senior High School 2 Bilah Hulu Medan to fulfill the requirements for getting Bachelor Degree of English Education (S. Pd).