

**STUDENTS' GRAMMATICAL ERRORS IN WRITING
ANALYTICAL EXPOSITION TEXT AT
SMK NEGERI 1 DAYUN**



UIN SUSKA RIAU

BY

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**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

PEKANBARU

1444 H / 2022 M

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Submitted as Partial Fulfillment of the Requirements
for Getting Undergraduate Degree in English Education
(S.Pd.)

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
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Certify that this *skripsi* entitled “**Students’ Grammatical Errors in Writing Analytical Exposition Text at SMK Negeri 1 Dayun**” is certainly my own and it does not consist of other people work. I am entirely responsible for the content of this *skripsi*. Others’ opinion finding include in this *skripsi* are quoted in accordance with ethical standards.

Pekanbaru, December 26th, 2022


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Finally, the researcher really realizes that are many weaknesses in this thesis. Therefore, constructive critiques and suggestions are needed in order to improve this thesis.

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ABSTRACT

Dwi Kusuma Ningrum, (2022): Students' Grammatical Error in Writing Analytical Exposition Text at SMK Negeri 1 Dayun.

This research focused on students' grammatical error especially in part of speech in writing analytical exposition text based on surface strategy taxonomy. The aim of this research is to explain the grammatical errors made by students have in writing analytical exposition text. This study was designed as a descriptive quantitative study. This study was held on July, 2022 at SMK Negeri 1 Dayun. The population of this research was the twelfth grade students of SMK Negeri 1 Dayun. The total sample of this research is 36 students, it was used proportional random sampling. Moreover, the data in this research was obtained from the document of writing test analytical exposition text written by the twelfth grade students of SMK Negeri 1 Dayun. The results of this study analyzed the grammatical errors based on the surface strategy taxonomy (Dulay, 1982). The total amount of errors students made in writing analytical exposition text was 119 errors. The Percentage of students' grammatical errors in writing analytical exposition text, was found there were omission 44.5% or 53 errors, misformation 31.2% or 37 errors, addition 21.8% or 26 errors, and misordering 2.5% or 3 errors. Based on the presentation of grammatical errors, it can be concluded that the most common error is omission with total of errors 53 or 44.5% .

Keywords : *Grammatical Errors, Writing Analytical Exposition Text*



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ABSTRAK

Dwi Kusuma Ningrum, (2022): Kesalahan Tata Bahasa Siswa dalam Menulis Teks Analytical Exposition di SMK Negeri 1 Dayun.

Penelitian ini berfokus pada kesalahan tata bahasa siswa khususnya pada bagian part of speech dalam menulis teks eksposisi analitis berdasarkan taksonomi strategi permukaan. Tujuan dari penelitian ini adalah untuk menjelaskan kesalahan tata bahasa yang dilakukan oleh siswa dalam menulis teks eksposisi analitis. Penelitian ini dirancang sebagai penelitian deskriptif kuantitatif. Penelitian ini dilaksanakan pada bulan Juli 2022 di SMK Negeri 1 Dayun. Populasi penelitian ini adalah siswa kelas XII SMK Negeri 1 Dayun. Jumlah sampel penelitian ini adalah 36 siswa, menggunakan proporsional random sampling. Selain itu, data dalam penelitian ini diperoleh dari dokumen tes menulis teks eksposisi analitis yang ditulis oleh siswa kelas XII SMK Negeri 1 Dayun. Hasil penelitian ini menganalisis kesalahan gramatikal berdasarkan taksonomi strategi permukaan (Dulay, 1982). Jumlah total kesalahan yang dilakukan siswa dalam menulis teks eksposisi analitis adalah 119 kesalahan. Persentase kesalahan tata bahasa siswa dalam menulis teks eksposisi analitis, ditemukan adanya penghilangan 44,5% atau 53 kesalahan, kesalahan pembentukan 31,2% atau 37 kesalahan, penambahan 21,8% atau 26 kesalahan, dan kesalahan penyusunan 2,5% atau 3 kesalahan. Berdasarkan penyajian kesalahan tata bahasa, dapat disimpulkan bahwa kesalahan yang paling banyak terjadi adalah penghilangan dengan jumlah kesalahan 53 atau 44,5%.

Kata Kunci : Kesalahan Tata Bahasa, Penulisan Analytical Exposition Text

ملخص

دوي كوسوما نينجروم، (٢٠٢٢): أخطاء نحوية للتلاميذ في كتابة نص العرض التحليلي في المدرسة الثانوية المهنية الحكومية ١ دايون

إتقان القواعد النحوية الجيدة أحد المكونات المهمة في إتقان مهارة الكتابة. ومع ذلك، لا تزال الأخطاء النحوية مشكلة مهمة في الكتابة، خاصة بالنسبة لتلاميذ اللغة الإنجليزية كلغة أجنبية. لذلك يهدف هذا البحث إلى وصف الأخطاء النحوية للتلاميذ في كتابة نص العرض التحليلي. صُمم هذا البحث ليكون بحثًا وصفيًا كميًا. في أخذ المشاركين، استخدمت الباحثة العينة العشوائية المتناسبة. تم الحصول على البيانات في هذا البحث من الوثائق النصية للعرض التحليلي التي كتبها تلاميذ الصف الثاني عشر في المدرسة الثانوية المهنية الحكومية ١ دايون. توجد ٤ أخطاء نحوية عند التلاميذ في كتابة نص العرض التحليلي. والنوع الرئيسي من الأخطاء النحوية هو إهمال.

الكلمات الأساسية: أخطاء نحوية، كتابة نص العرض التحليلي

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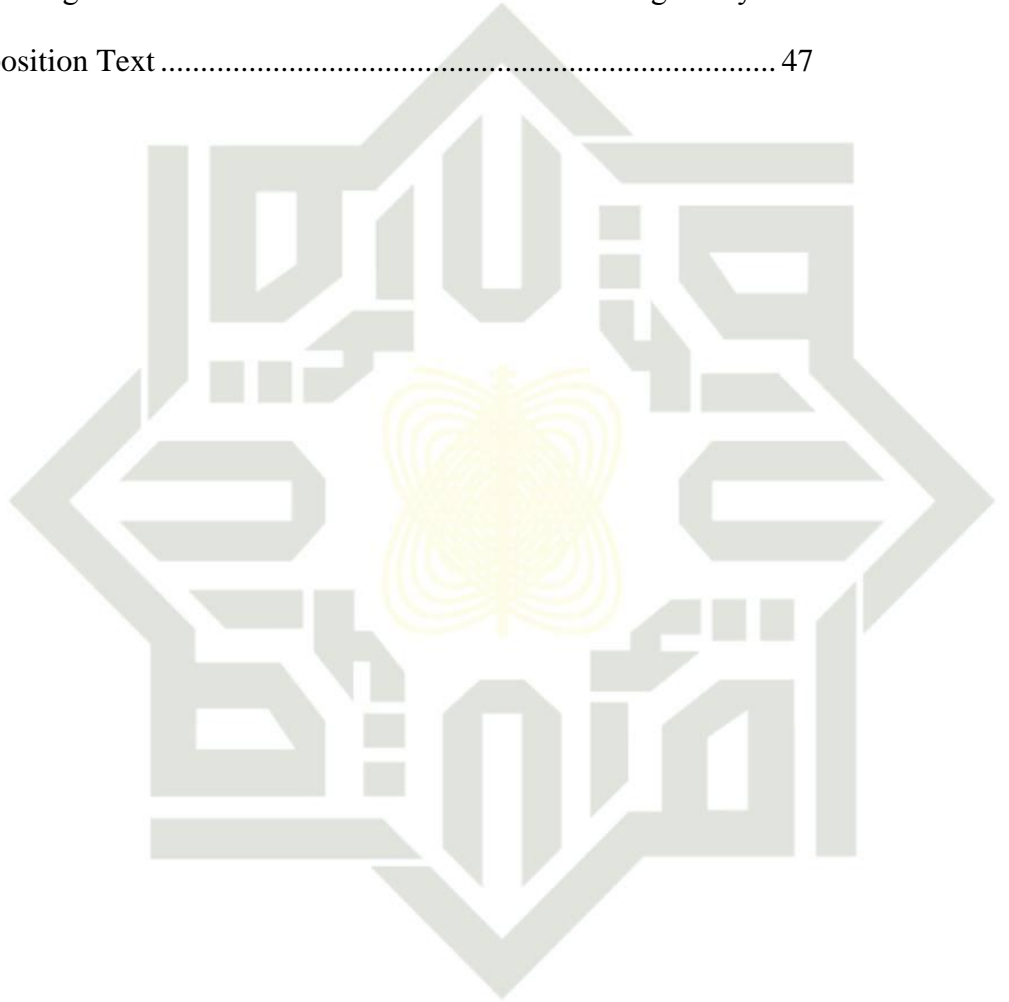
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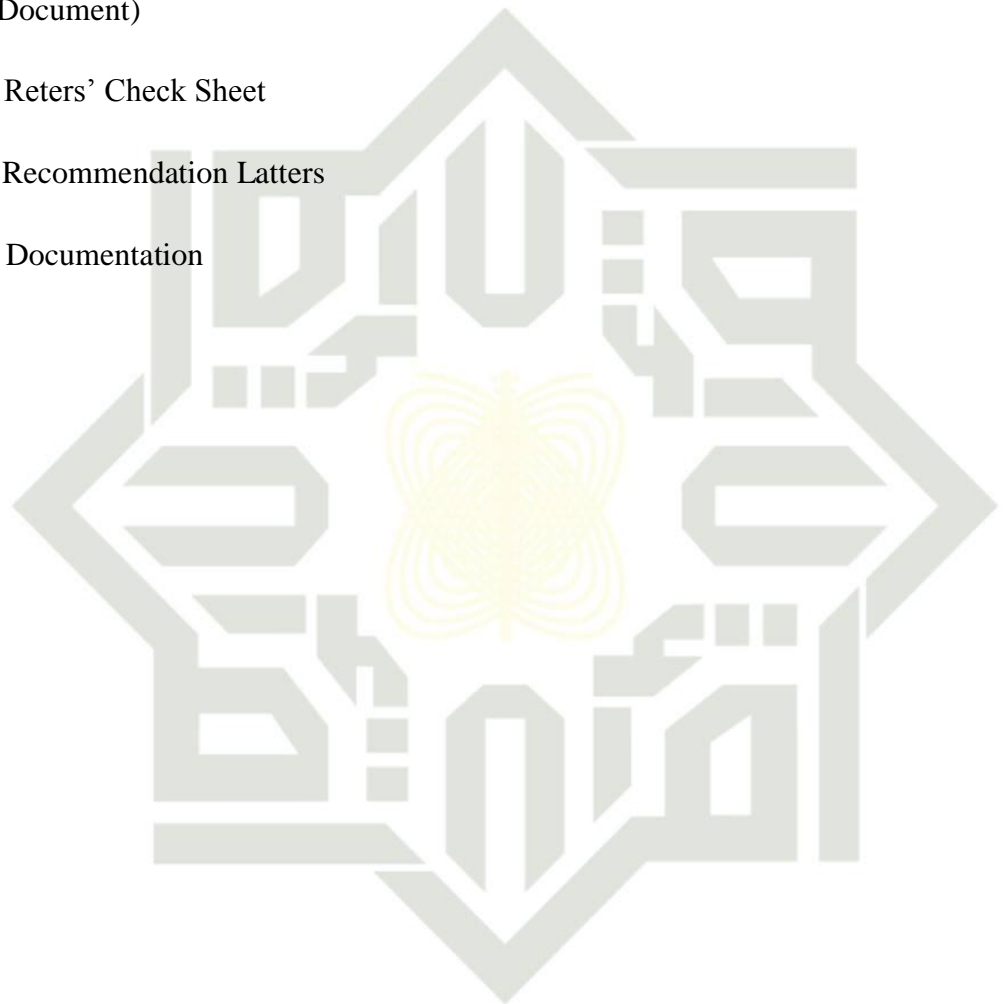


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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is a very important skill in human life. Writing allows the students take their ideas out of the realm of thought and give them a form that other people can read and consider (Kern, 2000). It means people can share their opinion freely followed by logical reason through writing. Imelda (2014) states that writing is a skill in which we express the ideas, feelings, and through arranged in words, sentences and paragraphs using eyes, brain, and hand. In writing, the students should be able to communicate their ideas in writing. According to Nation (2009) most writing should be done with the aim of communicating a message to the reader and the writer should have a reader mind when writing. It is mean the writer should give a message to the reader. The writing can be good if students can write perfectly and make the reader understand.

However, writing is not always easy to do. The students face some difficulties in mastering writing skill. Reid (1993) states that there are some obstacles that the students face in writing. First, the students might have a little practice in writing composition in their native language. Second, the students have a limited or none at all, of the idioms, transitions, words, connectors, and other important writing elements in English. Third, many students are shy to write because they feel they have nothing to write about, or because they do not know how to express themselves. Hanum (2018)



stated that students often did error in using language use. They misuse its components. They do not use adjectives when describe a characteristic of someone but adverb. Some students even confused whether they should add a noun or pronoun. They did not put it correctly.

The teachers can use text type to teach writing skill. The fact, the senior high school students are demanded to acquire 13 genres or types of the text. They are recount, narrative, descriptive, analytical exposition, hortatory exposition, procedure, anecdote, review, report, discussion, spoof, news item, and explanation (Depdiknas, 2006). In this research, the researcher is interested in investigating the analytical exposition text.

Analytical exposition text is a kind of writings that elaborates the writer's ideas about phenomenon surrounding which function to argue that something is the case, with thesis, arguments and reiteration as its structural organization. Therefore, by learning how to write the analytical exposition, people are expected to be able to convey their ideas and arguments logically. However, to write an analytical exposition, there are some grammatical features required and using of simple present tense is the main features found for it is concerned with generalized phenomenon (Sitinjak, 2019). This type of text can be found in scientific books, journal, magazines, newspaper article, academic speech of lecturers, research report, etc. (Anderson, 1997 in Zuana, 2020).

In this study, the theory of error analysis will be used as a basic for analyzing the errors found in analytical exposition text of the students (Ellis,

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2010 in Magfiroh, 2020). Ellis states that mistakes occur because the students don't know what is right. Additionally, the errors analysis is a study of the types and causes of language errors, especially in the acquisition of a second language. The most error was found in students' written text is in the grammatical.

Grammar is really important in writing, because by using grammar people can express their ideas correctly both spoken and written (Sari, 2019). Gunn & McCallum (2005) stated that grammar is an important and necessary skill that a student must have. It becomes unimportant if the student can not use it accurately in communication. A learner of English needs to learn grammar and use it correctly. Ellis (2006) says that in learning grammar, learners face two difficulties such as the difficulty in understanding a grammatical rules/features and the difficult in internalizing grammatical features so that they are able to use them correctly.

Somehow writing the analytical exposition text is considered to be difficult. The students have difficulties in writing the analytical exposition text. Their difficulties can be seen from the ability to apply the generic structure of the analytical exposition text appropriately (Zuana, 2020). The students must concern on what kind of text they are going to write because each text has its own generic structure. Knapp & Watkins in Hyland (2002) states that to make the text effective as written communication, the students should consider on how all parts of the text, such as the paragraph and sentences are structured, organized, and coded.



In this regard, most of previous studies have reported about Error Analysis In Writing An Analytical Exposition at Senior High School (e.g. Fitriani et al., 2019; Permatasari et al., 2018; Magfiroh, 2020). And Error analysis on analytical exposition texts written by the first year students at university (Khohari et al., 2016). In other studies discussed about Grammatical Error in Writing Descriptive Text (Kasini & Pusparaini, 2019), Grammatical Error in Writing Recount Text (Manik & Suwastini, 2020), and also study about grammatical errors in writing hortatory exposition (Hasanah, 2018).

From the previous research about grammatical errors in writing analytical exposition it is found that the most of research conducted in cities. Moreover previous research was conducted in senior high schools and universities. However there is no previous research had conducted for vocational high school in the rural area. For this reason it is important to conduct the research about the analysis of students in writing analytical exposition text.

SMK Negeri 1 Dayun is one of Vocational high school in Riau province that use curriculum 13 (K13) as their curriculum standard. In the first semester of the 2022-2023 academic year, material about exposition analytical texts is included in the twelfth grade students' syllabus. with Basic Competencies that must be achieved, namely: it is hoped that students can analyze social functions, text structures, and linguistic elements of several oral and written analytical exposition texts by giving and asking for information related to actual issues, according to the context of their use and

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students can compile analytical exposition texts write, related to actual issues, by paying attention to social functions, text structure, and linguistic elements, correctly and in context.

Based on a preliminary research that the researcher did in SMK Negeri 1 Dayun on 16th of February 2022. The researcher did interview with one of the English teacher of SMK Negeri 1 Dayun, and the teacher said that grammar mastery was common difficulty for students in writing English text. Fouthermore, the researcher also did interview with one of student twelfth grade SMK Negeri 1 Dayun. Student said that it was very hard to them to remember and master all English grammar.

The researcher found several problems such as, students still confused to use appropriate nouns in writing sentences for analytical text, they still used inappropriate adjective to express a sentence in writing analytical text, and students couldn't use the proper pronouns for personal pronoun.

Based on the problems described above, the researcher is interested in investigating the students grammatical error in writing entitled :

“STUDENTS’ GRAMMATICAL ERRORS IN WRITING ANALYTICAL EXPOSITION TEXT AT SMK NEGERI 1 DAYUN”

UIN SUSKA RIAU



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B. The Problem of The Research

1. Identification of the Problem

Based on the explanation in the background of the problem, there are 5 aspects that need to be considered in writing analytical exposition text, namely aspects of content, organization, grammar, vocabulary, and mechanics. The most common problems found were problems in writing grammar. Harmer (2001) states that the grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. In grammar, the students have a problem in using the appropriate nouns, verb, adverb, adjective, pronouns, prepositions, conjunctions, and determiners in writing analytical exposition text.

2. limitation of the Problem

Based on the background of problem and identification of the students above the researcher focused on the students' grammatical error especially in part of speech in writing analytical exposition text based on surface strategy taxonomy made by students at the twelfth grade of students SMKN 1 Dayun.

3. Formulation of the Problem

Based on those findings, the researcher formulate the problem as follow:

What are the grammatical error made by the student in writing analytical exposition text ?



C Objective and Significance of the Research

1. Objective of the Research

From the formulation of the problem above, the objective of the research :

To explain the grammatical errors made by students have in writing analytical exposition text.

2. Significance of the Research

There are some significances of the research that are mentioned by the researcher as follows:

- a. Theoretically, findings of the study are expected to add up more horizon in theories of grammatical errors. In addition, the findings can be reference for further studies.
- b. Practically, the findings can be useful for teachers and students. For teachers, the findings can be information about grammatical errors on students' writing. For students, the findings can be a tool to make them aware in using grammar correctly. Besides this research findings are also expected to be positive and valuable information for those who are concerned in the world of teaching and learning English as a foreign or second language.

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D. Definition of the Term

There are some factors involved in this research, thus to avoid misunderstanding toward the terms used. In this research the following terms are defined as follows:

1. Grammatical Error

Grammatical error means that something is wrong in the grammar. In addition, according Dulay (1982) grammatical error is anything where a sentence is structured incorrectly. For this reason the researcher just focused on surface strategy taxonomy, it is because the writer would like to see the errors with more highlight the ways surface structures are altered in systematic and specific ways.

2. Analytical exposition text

Analytical exposition text according Gerrot & Wignell (1994) is a text used to persuade the readers or listener about something in the case. An analytical exposition text has influencing process to bring the readers do or do not something relate to case is happening. In line with explanation relate to Djuarie (2009) analytical exposition text is a text that elaborates the researcher idea about phenomenon surrounding. The researcher should give the opinions from the topic to make the reader easily get the purpose of the text.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Concept of Error

a. Definition of Error

James (1998) said that a language error as an unsuccessful bit of language. He adds that language learners cannot correct their errors until they have additional knowledge on the topic. These errors occur in the course of the learner's study because they haven't acquired enough knowledge. Once they acquire additional knowledge, they will be able to correct their errors and the more errors the learners correct, the more conscious of language they will become. Moreover, it was pointed out that error is unique to humans, and error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.

The other expert namely Dulay (1982) said that errors are the flawed side of learner of speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. And the writer conclude that the error is that meaning about something incorrect or innaccurate and often the human that the English as foreign language faced the error, it can be in writing, their speaking.

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According to Ellis (1994), mistakes reflects occasional lapses in performance, they occur because, in a particular instance, the learner is unable to perform what she or he knows while errors reflect gaps in learners knowledge that occur because learners do not know what is correct and they are still in the learning process. Mistakes refer to performance errors or nonsystematic errors which are caused by inattention while errors refer to competence.

From definitions above, it can be concluded that the mistakes are different from errors. People make mistakes both in native and second language. Mistakes are the wrong use of language because the user is not aware of the mistakes he makes whereas he knows the correct form of its rules. Mistakes can be corrected by the user himself and it does not need help from other people, while errors are found in language learning. Students may not be aware that he makes the error and he needs help from other student to correct the error. It may need time to correct the error.

b. Types of Error

Dulay, et al. (1982) describes the types of errors into four classifications:

1) Linguistic Taxonomy

Linguistic taxonomy classifies errors according to either or both the language components and the particular linguistic constituent the error affects. Language components include phonology



(pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Constituent includes the elements that comprise each language component. For example, within syntax one may ask whether the error is in the main or subordinate clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjective, and so forth.

2) Surface Strategy Taxonomy

Surface strategy taxonomy highlights the ways surface structures are altered. Analyzing errors from a surface strategy perspective holds much promise for researchers concerned with identifying cognitive processes that underlie the learner's reconstruction of the new language.

a. Omission errors

An omission is a type of error which is “characterized by the absence of an item that must appear in a well-formed utterance”. As we know that morphemes or words can be distinguished into two classes: content words and grammatical words. Content words are those that carry the bulk of referential meaning of a sentence such as nouns, verbs, adjectives, adverbs, etc. Grammatical or function words are those little words that play a minor role in carrying the meaning of a sentence. They include noun and verb inflection (-s, ed, ing): the article (a, the, an): verb auxiliaries (is,

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will, can, may, etc); and preposition (in, on, or, etc). Language learners omit grammatical morphemes much more frequently than content words.

e.g If Indonesian student *want* to get information...

this sentence is incorrect, because of omission of regularization.

The subject *Indonesian student* is singular, so the verb *want* needs suffix *-s*. The correct sentence is “If Indonesian student *wants* to get information”.

b. Addition errors

Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance, or it can be simply said that addition errors are the opposite of omissions. There are three types of addition errors:

(1) Double markings

This error is caused by the failure to delete certain items which are required in some linguistic construction.

e.g ...TV program in Indonesia are *uninappropriate* to see.

There are two prefixes, *un-* and *in-*. the word *appropriate* in negative form is *inappropriate*. So, the correct sentence is “..TV program in Indonesia are *inappropriate* to see”.

(2) Regularization

Regularization errors are a type of errors “in which a marker that is typically added to a linguistic item is erroneously



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added to exceptional items of the given class that do not take a marker”.

e.g ...so the product will be *selled*.

There is regularization error in the sentence. The error is in the word *selled*. The past participle form of the verb sell is *sold*. Therefore, the sentence should be “..so the product will be sold”.

(3) Simple addition

Simple addition errors characterize all addition errors. It is the use of an item which should not be appeared in a well-formed utterance.

e.g Besides *it*, English is the key to open the doors..

There is simple addition error in the sentenc. The word *besides*, does not need any objector pronoun after. So, the correct sentence is “Besides, English is the key to open the doors”.

c) Misformation errors

Misinformation errors are characterized by the use of the wrong form of the morphemes or structure. It is occurred when the learner supplies something although it is incorrect. There are three types of misformation errors:

(1) Regularization errors

Regularization errors fall under the misformation category are those in which a regular marker is used in place of



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an irregular one.

e.g ...our environment, our family, or maybe *oursel*f.

In the sentence, there is error in using reflexive pronoun. The reflexive pronoun in the sentence is meant to be ourselves. So, the correct sentence is "...our environment, our family, or maybe ourselves".

(2) Archi-forms

Archi-forms errors are the selection of one number of a class of forms to represent others in the class is common characteristic of all stages of second language acquisition.

e.g *That* are three reasons..

The word *that* in the sentence is the misformation error deals with archi-form. It should be in the plural form in that sentence. The correct form is *those*. Therefore, the correct sentence is "Those are three reasons".

(3) Alternating forms

Alternating forms error caused by the learners' vocabulary and grammar development.

e.g ...used for communicate with others.

In the sentence, the student use preposition *for* instead of *to*. But, there is present form of the verb, *communicate*. So, the correct sentence is "...used to communicate with others".



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d) Misordering errors

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. It occurs systematically for both L1 and L2 learners in constructions that have already been acquired.

e.g. ...some examples *role of internet*.

There is misordering error in the sentence which is ordering *role of internet*. The correct order is “some examples of internet role”.

3) Comparative Analysis Taxonomy

Comparative taxonomy classifies errors based on comparison between the structure of language learner errors and certain other types of construction.

The types of errors are:

a) Intralingual or developmental errors

Intralingual or developmental errors illustrate the learner attempting to build up hypotheses about the English language from his limited experience of it in the classroom or textbook which reflects the general characteristics of rule learning, such as faulty generalization, incomplete application of rules, and failure to learn conditions under which rules apply.



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b) Interlingual errors

It often referred to as mother-tongue interference or negative transfer. It reflects native language structure regardless of the internal process or external conditions that spawned them.

c) Ambiguous errors

Ambiguous errors are those that could be classified equally well as developmental or interlingual. It is caused when the errors reflect the learner's native language structure and the types found in written works/speech of children acquiring a first language.

d) Unique errors

Since the errors are not similar to those children make during first language development, they must be unique to second language learners and since they are not interlingual, some must be unique reflections of creative construction.

4) Communicative Effect Taxonomy

Communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication.

This taxonomy classifies errors into:

a) Global Errors

Global errors are the misuse of structure and thus damage or break down communication. For example conjunction errors, which involve the overall meaning of the sentence and major



constituent classes of the sentence or transformations, will seriously, influence comprehension of sentences.

b) Local Errors

Local errors are referring to error which will not damage communication. Such as lexical errors, noun errors, and adverbs, etc. do not usually cause major problems

Discussion of these descriptive taxonomies is guided by two major purposes; first, to present error categories which rely solely on observable characteristics for their definition. Second, to report the findings of research conducted to date with respect to error types observed. However, the researcher only focuses on surface strategy taxonomy. Surface strategy taxonomy highlights the ways surface structures are altered. Students may *omit* necessary items or *add* unnecessary one. They may *misform* items or *misorder* them. Analyzing errors from a surface strategy perspective holds much promise for researcher concerned with identifying cognitive processes that underlie learner's reconstruction of the new language. It also makes aware that learner's errors are some logic.

c. Error Analysis

Corder (1967) defined, Error Analysis is a procedure used by both researchers and teachers which involves collecting theory and practice in language studies samples of learner language, identifying the errors in the sample, describing these errors, classifying them according to their nature

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and causes, and evaluating their seriousness. Corder (1974) said that the purpose of Error Analysis is to find " what the learner knows and does not know" and to " ultimately enable the teacher to supply teacher not just with the information that his hypothesis is wrong, but also, importantly, with the right sort of information or data for him to form a more adequate concept of a rule in the target language"

From the definition above, it can be clarified that error analysis is an activity to identify, classify and describe the errors made by students in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or writing English sentences.

2. Concepts of Grammar

a. Definition of Grammar

Grammar is defined as a part of language which deals with the forms and structure of words (morphology) with their customary arrangement in phrases and sentences (syntax), and now often with language sounds (phonology) and word meanings (semantics). It is also described as the department of the study of a language which deals with its inflectional forms or other means of indicating the relations of words in the sentence, and with the rules for employing these in the accordance with the established usage; usually including also the department.

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Harmer (2002) states that grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. It is the structure and meaning system of language. From the statement above, we know that grammar is explicit. It does not only explain how the utterances are formed, but also provides a tool to generate some possible structures that have never been used before, which might be useful for people who prefer to use the language in a creative way so that they can communicate easily. It helps us to write new kind of sentences that are more effective and more persuasive.

b. English Grammatical Aspects

1) Primary categories (Word classes)

All words belong to categories called word classes (or parts of speech) according to the part they play in a sentence. According Azar (2002) the main word classes in English are:

a) Nouns

Noun is the most important word classes. It is the name of person, place, thing or idea. It is headword of noun phrase, in other words, a noun phrase must contain one main noun on which all the other words in the phrase are centered. The classifications of noun are:

(1) Common noun

A common noun is a noun that refers to people or things in general. Common nouns are subdivided into count



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nouns (chair) and non-count nouns (butter). e.g., *boy, country, city, birth, day, happiness*

(2) Proper noun

A proper noun is a name that identifies a particular person, place, or thing. In written English, proper noun begin with capital letters. e.g., *Steven, Brooklyn, Bridge, Toronto, Monday.*

(3) Concrete noun

A concrete noun is a noun that refers to people and to things that exist physically and can be seen, touched, smelled, heard, or tasted. There are count and non-count concrete nouns (apple, milk). e.g., *dog, building, coffee, tree, rain, beach, tune, Brooklyn Bridge.*

(4) Abstract noun

An abstract noun is a noun that refers to ideas, qualities, and conditions. It is thing that cannot be seen or touched and things that have no physically reality. e.g., *truth, danger, happiness, time, friendship*

(5) Collective nouns

Collective nouns refer to groups of people or things. e.g., *audience, family, government, team, jury*



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(6) Compound nouns

Compound noun is a noun existing of more than a single word. e.g., *social studies, sister-in-law, headmaster*

b) Verbs

A group of words cannot be described as a sentence or a clause unless at least one of the words is a verb. It has morphological properties; They appear in either a ‘past tense’ or ‘non-past tense’, and the non-past tense form takes a suffix-s when the subject is third person singular. There are several types of verb in English:

(1) Action verb

An action verb tells what action (often a physical action) a subject is performing, has performed, or will perform.

e.g., *My father delivers packages to department stores each day.*

(2) Linking verbs

A linking verb connects (or links) a subject to a noun or an adjective in the predicate. The most common linking verbs are the forms of the verb “to be” (*is, are, was, were, been, being, am*) and *appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste, and turn*. e.g., *He appeared tired.*



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(3) Helping verbs

A helping verb assists the main verb in a sentence. There can be more than one helping verb in each sentence. In a questioning (interrogative) sentence, the helping verb is usually separated from the main verb. The common helping verbs are *am, is, are, was, were, be, been, being, has, had, have, do, does, did, may, might, must, can, could, shall, should, will, and would.*

e.g., *Has the joke been heard around the office?*

c) Adjectives

An adjective modifies (qualifies or limits the meaning of) a noun or a pronoun. It gives the reader or speaker extra information about a noun or delimits it in some way.

e.g., *Carrie read an interesting story.*

There are several types of adjectives:

(1) Proper adjectives

It is formed from a proper noun.

e.g., *Italian bread, Herculean Strength, Canadian sunset*

(2) Compound adjectives

It is a word composed of two or more words. Sometimes these words are hyphenated.

e.g., *landmark decision, black-and-blue mark*



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d) Adverbs

An adverb is a word that modifies (qualifies or limits) a verb, an adjective, or another adverb. The traditional approach to adverbs has been to assign mainly those words which are made from adjectives by the addition of the ending *-ly* (*quickly*, *hopelessly*), plus certain other words which are difficult to classify, like *not*, *just* and *soon*. Their main function is to qualify the action of the verb in the clause in some way, but they can also be used to add more information to an adjective or other adverb.

e.g., *Rex is very happy.*

(*Very* modifies the adjective *happy* and answers the question, *To what extent*)

e) Pronouns

A pronoun is a word used in place of one or more nouns. It is used to refer a noun (called its antecedent) that usually comes before the pronoun or make writing clearer, smoother, and less awkward. There are several types of pronoun:

(1) Personal pronoun

It refers to people and things. They are divided into three categories called *first person* (referring to the person who is speaking; *I went to the mall*), *second person* (referring to the person spoken to; *Joy, can you see the bus?*), and *third*

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person (referring to anyone or anything else; Bob saw *us* do this assignment).

(2) Singular Plural

| | <u>Singular</u> | <u>Plural</u> |
|----------------------|---------------------------------------------|---------------------------|
| <i>First person</i> | I, my, mine, me | We, our, ours, us. |
| <i>Second person</i> | You, your, yours | You, your, yours. |
| <i>Third person</i> | He, his, him, she, her, hers, it, its | They, their, theirs, them |

(3) Reflexive pronoun

It is formed by adding –self or –selves to certain personal pronouns. Example of reflexive pronoun are *myself, himself, herself, itself, ourselves, themselves, yourselves*.

(4) Interrogative pronoun

It is used to ask a question. These pronouns are *who, which, whom, and whose*.

(5) Demonstrative pronoun

It is used to point out a specific person or thing. These pronouns include : *this, that, these, and those*.

(6) Indefinite pronoun

It is often does not refer to a specific or definite person or thing. These pronouns include *all, another, any, everybody, much, neither, several*.



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f) Prepositions

Preposition is used in which two parts of a sentence are related to each other. It is always followed by a phrase containing a noun and need more than just themselves to answer the same questions. Preposition is classified into two categories:

(1) Common preposition

A word that shows the relationship between a noun or a pronoun and another word in the sentence. e.g., *The man swam under the bridge.*

(*Under* connects the idea of *swam* and *bridge*).

(2) Compound preposition

It is composed of two or more words. e.g., *He fell down the stairs.*

g) Conjunctions

Conjunction serves to connect two or more clauses, phrases or words together to make longer constructions. There are two types of conjunction:

(1) Coordinating conjunction

This type is always used to connect elements that share the same grammatical status, that is, main clause to main clause, verb to verb, noun to noun, adjective to adjective and so on.

These seven words are : *for, and, nor, but, or, yet, and so.*

e.g., *The coffee was strong, but sweet.*

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(2) Subordinating conjunction

This type is often joins two or more unequal clauses to one another. e.g., *When I arrived home, they had already eaten.*

h) Determiners

Determiner consists of a small group of structure words without characteristic form:

- (1) Article: *a, an, the*
- (2) Demonstrative adjectives: *this, these, that, those*
- (3) Possessive adjective
 - (a) From pronouns: *my, yours, one's*
 - (b) From nouns: *amir's, the girl's*
- (4) Numerical adjective
 - a) Cardinal: *four, twenty five, one hundred*
 - b) Numerical: *fourth, twenty fifth, one hundredth*
- (5) Adjectives of indefinite quantity: *some, view, all, more*
- (6) Relative and interrogative adjectives: *whose, what, which*

c. Grammatical Error

Grammatical error means that something is wrong in the grammar.

In addition, grammatical error is anything where a sentence is structured incorrectly. Therefore, the first language can interfere learners in the process of the second language. In addition the writer just focused on surface strategy taxonomy, it is because the writer would like to see the



errors with more highlight the ways surface structures are altered in systematic and specific ways (Hendrickson, 1979).

Based on the concept above, it is clear that grammar is very essential to support the students to know the rules, word changes and to improve English skills. It can be assumed that every language has its own structure which is different so that the sound system and how to combine words or phrases of any language will not be the same as other language in the world.

It is clear that our aim in teaching grammar is to ensure that students are communicatively efficient with the grammar they have at their level. Since grammar knowledge is essential for competent users of language, it is clearly necessary for the students. Therefore, grammar which is taken into account in this research is concerned with the use of tenses, particularly with the changes of the verb forms.

3. Concept of Writing

a. Definition of Writing

Writing is one of the language skills in English. It can be defined as productive skill. Writing as productive skill means that the process of producing something through written forms. According to Nunan (2003) writing is both a process and a product. Talking about the writing as the process, they have already been thinking and how they are going to say it when the learners writing something down for the first time. After

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finishing the writing, they have to read over what they have been written and doing correction. Therefore, the learners should consider some processes like imagining, organizing, drafting, editing, reading, and re-reading in order that they can produce their ideas and thoughts into good written form. In addition, the written form of the learners" is the product that will be seen by the audience.

Babala (2012) stated that writing is considered as a difficult language skill which must be learned by the learners to conveyed their ideas. It means that the students should be able to state the idea effectively to get good ability in writing. Because writing is very important to be taught to the students in order to produce effectives and interesting composition.

b. Components of Writing

There are five components of writing that have been stated by Jacobs (1981) those are:

1) Content

Content is very important for the researcher in having the ability to think creatively and develop thought, excluding all irrelevant information.

2) Organization

Written form should be full of fluent expression, clearly stated ideas, well organized, logically, sequenced, and cohesive.

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3) Grammar

It is important for the students to master grammar because it is the basic to understand a language help student to make a text in writing.

4) Vocabulary

Vocabulary needs to be mastered by the writer. It should be sophisticated range, the effective in using word idiom, the suitable of word choice, and the appropriate of its usage. The language use is very important, because writing well is not easy.

5) Mechanics

Mechanics includes some matters such as spelling, punctuation, and capitalization. Spelling is important in order to make a meaningful writing. The meaning will change if a word is misspelled. Punctuation is needed to classify meaning and highlight structure and punctuation is a command for the reader to raise his voice or drop his speed and stop reading,

c. Purpose of Writing

To know the purpose of writing is very important, because writing is a job that takes time and thought and not a game or recreation. If the student does not have a strong impulse to write a text, then the student is also unable to develop their ideas, thoughts, or their, or their feeling, Greenville (2001) there are several parts of writing purpose. They are:



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1. Writing to Entertain

Mostly, the readers like to be entertained. They can be entertained by something very serious, even sad, as well as by something funny. Examples of imaginative writing are novels, stories, poems, lyrics, plays and screenplays. Sometimes imaginative writing disguises itself as a „true story“ for added effect.

2. Writing to inform

Writing to inform is one of the most common purposes for writing. These kinds of writing can be „entertaining“ in the sense that they’re a good read. But entertaining the readers is not their main purposes that just a bonus. Examples of writing to inform are newspaper, articles, scientific or business report, instructions or procedures and essays for school and university.

3. Writing to persuade

Persuasive writing seeks to change the readers“ mind or at least to bring the readers“ point of view closer to the writers“. This includes advertisements, some newspaper and magazine articles, and some types of essay. This type of writing might include your opinion, but as part of a logical case backed up with evidence, rather than just as an expression of your feelings.

So, based on the experts explanation above, the researcher concludes that writing is one of ability in communicating by using text or written forms. It is an important way to communicate between the



researcher and the reader. It involves the process, identifying the components of writing such as; content, organization, vocabulary, language use, and mechanics.

4. Concept of Text

a. Definition of Text

A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A written text is any meaningful written text (Mark and Kathy , 1997). It means that text is a number of words to give a message to somebody in written or spoken. Text have a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings (Ken Hayland, 2009).

The text structure is how to produce and interpret a unified and coherent text and how to select and use the correct grammatical aspects a certain unified and coherent text (Ken Hayland, 2009). According to Emilia (2011) that a text has texture and good characteristic as follow:

1) Coherence

Coherence refers to a group clauses or sentences relate with the context. Coherence divided into situational coherence and generic coherence. Situational coherence is the reader can identify the text as

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one of the kind text such as recount, procedure, narrative, exposition, discussion, and can identify the structure in the text.

2) Cohesion

Cohesion refers to how the writer relates each part from the text.

Based on those explanations, it can be inferred that a good text is a text that relates with the theme, use correct grammatical and generic structure appropriate with the text, and can be understood by the reader.

b. The Genre of Text

Genre is the text type that functions as frame reference that a text can construct effectively, effective purpose and construction of text element also diction (Rohmah, 2017).

Genre is a text type that has function, stage, goal and social process. So every genre has different purpose, generic structure and language features. The text theory may differ from one theory to another. Based on Grenville, English text are divide into 8 types. They are narrative, recount, report, review, historical recount, procedural recount, analytical exposition, and discussion (Grenville, 2001).

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Analytical Exposition Text

a. Definition of Analytical Exposition Text

Analytical exposition is a text that elaborates the writer idea about the phenomenon surrounding. Its social function is to persuade the reader or listener that something is in case to concern and pay attention. According to syllabus analytical exposition text is one of genres to be taught at senior high school. Gerrot and Wignell (1994) stated that analytical exposition text is used to persuade the readers or listener about something in the case.

An analytical exposition text has an influencing process to bring the readers to do or do not something related to a case that is happening. In line with explanation related to Djuharie (2009) analytical exposition text is a text that elaborates the researcher's idea about a phenomenon surrounding. The researcher should give their opinions on the topic to make the reader easily get the purpose of the text. According to Coffin in Putri (2013) states that analytical exposition text is the text which is used to put forward a point of view or an argument. While Mali-Jali in Putri (2013) said that the social function or the purpose of the analytical exposition text is to argue and give reasons for a particular point of view of an issue.

So it can be concluded that analytical exposition is a type of text that has a social function to convince the reader that the topic is presented is an important topic for discussion or attention by giving arguments or the opinions that support the idea or topic. As a result, the students'



writing ability of analytical exposition text is students' ability to write a text or communicate information to someone or ever for public which elaborates the writer idea about the phenomenon surrounding and properly using some aspects: content, organization, vocabulary, language use and mechanics.

b. The Generic Structure of Analytical Exposition Text.

The generics structure of analytical exposition usually has three components that have been mentioned by Gerrot and Wignell (1994) there are:

- 1) Thesis statement, in thesis statement the writer introduces the topic or main idea will be discussed. Thesis is always presented on the first paragraph of analytical exposition text.
- 2) Argument, in argument the researcher presents arguments or opinion to support the writer main idea. Usually in an analytical exposition text there are more than two arguments. The more arguments presented, the more belief from the reader that the discussion of the topic is a very important one and needs to attention.
- 3) Reiteration, in reiteration the last part of analytical exposition text. Reiteration contains restatement of the main idea on the first paragraph. It also called as a conclusion of the whole text.

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c. Language Features of Analytical Exposition Text

The analytical exposition is also has several language features that are commonly used for the writing of the text. These language features usually called as lexico grammatical feature. According to Gerrot and Wignell (1994) the significant grammatical features used in analytical exposition text are as follows: Focus on generic structure human and non-human participants, use of simple present tense, use of rational process, use of internal conjunction to stage argument, reasoning through causal conjunction or normalization.

d. Example of Analytical Exposition TextThesis

COVID-19 health protocol violators should be sanctioned. As we know, the number of people infected with the covid virus is still increasing in our country, but some people still ignore the health protocol by not wearing mask and keeping their distance.

Arguments

Firstly, the violators will continue to ignore the health protocol suggested by the government if they aren't sanctioned. By being sanctioned, they will feel deterred and ashamed so that in the future they will obey the rules given.

Secondly, by sanctioning the violators, they will understand responsibility. Not only does it prevent us from being infected by the virus, but adhering to health protocols also keep others safe. We may



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not feel infected, but at least we prevent bad things by continuing to keep distance and wearing masks. That way, we will fulfill our responsibilities to ourselves and others.

Lastly, giving sanctions to the violators will make them more aware of the danger of COVID-19. It is said that WHO declared COVID-19 a pandemic, which means that this virus is very dangerous, so it is best to continue to maintain health and avoid COVID-19.

Reiteration

Therefore, the health protocol violators should be sanctioned because of the reasons given above.

(Source : Depdiknas, 2006)

B. Relevant Research

This research has similarities with some previous related studies. The researcher analyzed the students' grammatical error in writing. This supported by the data that some researcher have done which related to this research. The first research is a research that was conducted by Permatasari et al. (2018) the research was about "Error Analysis on Efl Learners' Analytical Exposition Writing". This research was aimed to find out the errors that occur in writing analytical exposition text which are made by students in XI grade of SMA N 15 Semarang. The data were taken from the students' writing product. All data concerning grammatical errors were analyzed by using Ellis' theory. This research used descriptive qualitative method. The results of this



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research showed that there were three kinds of errors made by the students. First, omission is leaving out an item that is required for an utterance to be considered grammatically. Second, misinformation is using one grammatical form in place of another grammatical form. Lastly, misordering is putting the words in an utterance in the wrong order. Researchers found 12 types of errors that have been classified according to their respective categories. There were 40% errors for omission, 37% errors for misordering and 27% errors for misinformation. There was a similarity between Permatasari et al research and this research that both of researchers wanted to analyze students' grammatical errors in writing analytical exposition text. The difference of them research and this research was the subject of the research. The subject in Permatasari et al research was eleventh grade in senior high school while the researcher subject was twelfth grade in vocational high school.

The second relevant research is a research that was conducted by Fitriani et al (2019). The research was about "An Error Analysis in Writing An Analytical Exposition Text". The objective of this study is to know whether the students make errors, to find the types of errors the students made, and to explain the most frequent errors made by students in using simple present tense of their analytical exposition text writings. The data which was taken from writing test focused on simple present tense students' analytical exposition texts. The researcher found the students made errors of addition (11 errors or 40%), misinformation (9 errors or 30%), errors of omission (6 errors or 16%), errors of misordering (5 errors or 14%).The



conclusions of this study are the eleventh grade students of SMAN 4 Tanjungpinang still make all of types of errors in using simple present; addition, omission, misformation, and misordering. There was a similarity between Fitriani et al research and this research that both of researchers wanted to analyze students' grammatical errors in writing analytical exposition text. The difference of their research and this research was the subject of the research. The subject in Fitriani et al research was eleventh grade in senior high school while the subject in this research was twelfth grade in vocational high school.

The third relevant research is a research that was conducted by Magfiroh (2020) the research was about "Grammatical Error Analysis on Analytical Exposition Text Made By The Eleventh Grade Students of SMAN 1 Porong". This research intended to identify, classify, and explain the types of errors made by the students. This research aimed to find out the highest frequency of errors that had been found on analytical exposition written text. By analyzing the students' analytical exposition written text, the total number of errors was 85 errors. The students committed error in all types: 30 omissions (35%), 21 addition (25%), 22 misformation (26%), and 12 misordering (14%). Hence, the highest frequency of errors on students' analytical exposition written text is omission with 30 errors (35%). The frequency of students' error happened because the students did not know well about the grammar or English structure rules that should be used in a sentence. Based on the findings and discussions of the result, the conclusion

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was many students still faced difficulties in the English structure rules. Due to the result of this research, the students needed to learn more about grammar to enhance their knowledge and decrease their errors in writing. There was a similarity between Magfiroh's research and this research that both of researchers wanted to analyze students' grammatical errors in writing analytical exposition text. The difference of her research and this research was the subject of the research. The subject in Magfiroh's research was eleventh grade in senior high school while the subject in this research was twelfth grade in vocational high school.

The fourth relevant research is a research that was conducted by Khohari et al. (2016) the research was "Error analysis on analytical exposition texts written by the first year students of English education department of teacher training and education faculty, Sebelas Maret university". This study aimed at knowing : the types of errors in writing analytical exposition texts, the percentage of errors in writing analytical exposition texts, and the causes of errors in writing analytical exposition texts written by the students. The instrument which was used in this research was in the form of writing test The collected data were analyzed using error analysis. The result shows that there are 101 errors out of 22 analytical exposition texit The highest frequency of errors is omission error with the percentage of 49.50% or 50 errors. The lowest frequency of errors is misordering error with the percentage of 3.96% or 4 errors. The sources of error are: (1) interlingual transfer, and (2) intralingual transfer. There was a



similarity between Khohari et al. research and this research that both of researchers wanted to analyze students' grammatical errors in writing analytical exposition text. The difference of them research and this research was the subject of the research. The subject in Khohari et al. research was university students while the subject in this research was twelfth grade in vocational high school.

The fifth relevant research is a research that was conducted by Kasini & Pusparaini (2019). The purpose of this research is to find the type of grammatical error in students' writing descriptive text made by the seventh graders of junior high school. The study found out that the types of grammatical error are: Omission, Addition, Misformation and Misordering. The total of each type of error are: Omission 39.34%, Misordering 28.68%, Addition 18.03%, and Misformation 13.93%. Based on the research, it can be assumed that students usually miss to put a word like to be must appear in a well-formed sentence. And the lowest frequently of error is misformation, it is because in descriptive text there are rarely use plural words. There was a similarity between Kasini and Pusparaini research and this research that both of researchers analyzed the students' grammatical errors in writing text. The difference of Kasini and Pusparaini research and this research was the kind of text. Kasini and Pusparaini research used analyzed grammatical errors in writing descriptive text while the researcher analyzed in writing analytical exposition text.

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The sixth relevant research is a research that was conducted by Manik & Suwastini (2020). The research was about “Analyzing Grammatical Error in Students' Recount Text Writing in Junior High School”, this study aimed to find out the major types of grammatical errors; and to know the major source of grammatical errors in students' recount text writing. The findings showed that the major type of grammatical errors was omission, with the total of 171 errors or 37.33% of the total errors. Meanwhile, the major source of grammatical errors was intralingual transfer which the total result was 248 or 43.43% error. Thus, it can be concluded that the most frequent grammatical errors that happened among the subject was error of omission, while the most common source of errors was intralingual transfer. There was a similarity between Manik and Suwastini research and this research that both of researchers analyzed the students' grammatical errors in writing text. The difference of Manik and Suwastini research and this research was the kind of text. Kasini and Pusparaini research used analyzed grammatical errors in writing recount text while the researcher analyzed in writing analytical exposition text.

The last relevant research is a research that was conducted by Hasanah (2018). The research was about “Grammatical Errors Made by EFL Students in Writing Hortatory Exposition”. The total number of grammatical errors found were 350. The most kinds of error were misinformation with 180 errors (51%) then omission with 117 errors (33%). The next was misordering with 31 errors (9%) and the least of the kinds of error was addition with 22 errors

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(6%). This research also highlights some aspects shared by the students about what factors influence the students in learning English grammar. Hasanah (2018) found that based on the surface strategy taxonomy, which most often occur in the students' hortatory exposition writing were misinformation. Meanwhile, the errors which rarely occur were addition. Omission and addition errors caused by mother-tongue interference happen because Indonesian is different from English and it does not apply grammatical rules that English has such as article, nominal sentence and singular and plural marker. There was a similarity between Hasanah's research and this research that both of researchers analyzed the students' grammatical errors in writing. The difference of Hasanah's research and this research was the kind of text. Hasanah's research analyzed students' grammatical errors in hortatory exposition text while the researcher analyzed in analytical exposition text.

Based on the relevant research above, it can be seen that there are some differences from the previous research on the location of the research, subject of the research, and the limitation of the research. And also from the previous research above in their investigations the gaps due to context, content, and methodology. Because of these factors, the researcher chose the topic of grammatical error analysis of the analytical exposition text at SMK Negeri 1 Dayun.

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C Operational Concept

Operational concept is used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. Operational concept is a concept consists of some indicators that guide the researcher to measure related the variable. In this research the variable to be researched is grammatical error in writing analytical exposition text.

Based on Dulay et al. (1998) and Azar (2002). The grammatical error in writing analytical exposition text can be seen from the indicators as follows:

- 1) Students omitt nouns, verb, adjective, adverb, pronouns, prepositions, conjunctions, determiners in writing analytical exposition text.
- 2) Students add segment nouns, verb, adjective, adverb, pronouns, prepositions, conjunctions, determiners in writing analytical exposition text.
- 3) Students misorder nouns, verb, adjective, adverb, pronouns, prepositions, conjunctions, determiners in writing analytical exposition text.
- 4) Students misformation nouns, verb, adjective, adverb, pronouns, prepositions, conjunctions, and determiners in writing analytical exposition text.

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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research was conducted by using quantitative research. According to Gay (2006) quantitative approach are used to describe current conditions, investigate relationship, and study case effect phenomena. The researcher used descriptive approach. Regarding to Williams (2007), the descriptive research approach is a basic research method that examines the situation, as it exists in its current state. Descriptive research involves identification of attributes of a particular phenomenon based on an observational basis.

Quantitative descriptive or survey research involves collecting data in order to answer question about the current status of the subject or topic of study and obtain information about preferences, attitudes, practices, concerns or interest of some group of people.

B. Time and Location of the Research

This research was conducted on July 2022. Then, this research was conducted at SMKN 1 Dayun. It is located in Dayun Sub regency, Siak Regency. The researcher chose this location because the location of the research facilitates the researcher in conducting this research, and also because research problems were found in the school.

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C. Subject and Object of the Research

1. The subject of the research

The subject of this research was twelfth grade students of State SMK Negeri 1 Dayun in the academic year of 2022/2023.

2. The object of the research

The object of this research was students' grammatical errors in writing analytical exposition text based on surface strategy taxonomy.

D. Population and Sample of the Research

1. Population of the Research

According to Gay (2009), population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalized. The population of the research was twelfth grade students of SMKN 1 Dayun 2022/2023. They consisted of six classes.

They can be shown as follows:

Table III.1
Population of the Research

| No | Class | Students |
|--------------|-----------|------------|
| 1 | XII TKJ 1 | 25 |
| 2 | XII TKJ 2 | 26 |
| 3 | XII TBSM | 29 |
| 4 | XII TKRO | 24 |
| 5 | XII DPIB | 12 |
| 6 | XII TMI | 27 |
| Total | | 143 |

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2. Sample of the Research

The sampling technique in this research was proportional random sampling. According to Sugiyono (2015), proportional random sampling is a way of taking samples from members of the population by using a random method regardless of the level in the population. It is said to be proportional because the taking of participant in each class is determined in proportion to the number of participant from each class, and it is said to be random because each of the twelfth grades of the students at the schools has same opportunity to be participant.

To get a sample in this study using a lottery system (Usman and Akbar, 2008) by means the researcher wrote a number on a small paper and rolling up as many as the number of students in the class. Each student has a number according to the attendance book. After that, the researcher put the scroll into a box.

To determine the amount of the sample, Arikunto (2007) stated that if the population is more than 100, the researcher might take the sample 10%-15% or 20%- 25% of the total of the population. Based on Arikunto's statement, the researcher took 25% from total of each classes. From 6 classes, the researcher was taken 3 until 7 students in each class.

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Table III.2
Sample of the research

| No | Class | Students |
|--------------|------------------|-----------|
| 1 | XII TKJ 1 | 6 |
| 2 | XII TKJ 2 | 7 |
| 3 | XII TBSM | 7 |
| 4 | XII TKRO | 6 |
| 5 | XII DPIB | 3 |
| 6 | XII TMI | 7 |
| Total | 6 classes | 36 |

E. Technique of Data Collection

The researcher used document of writing test as a instrument of collecting the data. Cresswell (2012) defined that document is a valuable source of information research. He also said that document provides valuable information to represent a good source for text (word) data in helping researchers understand central phenomena. The advantage of being in the language and words of the participants, who have usually given thoughtful attention to them. They are also ready for analysis without transcription that is required with observational or interview data. Moreover, the data that was collected from document through a test that was done by English teacher. Here, a test means about writing test. The English teacher asked students to write about something based on three topics such as the important of breakfast, the important of reading, and the important of drinking enough

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water. They chose and write it on a sheet of paper about 45 minutes and they could create their own writing freely.

F. Technique of Data Analysis

The data of the research were obtained by two raters to identify students' grammatical errors in writing analytical exposition text based on surface strategy taxonomy in students' writing text by giving mark errors part of speech in omission, addition, misformation, and misordering. After collecting the data, to analyze students' errors in writing analytical exposition text, Corder (in Ellis & Barkhuizen, 2009) suggests that the following steps in error analysis research:

1. Collecting the data,
2. Identification of errors from students' work,
3. Describing and classifying the errors based on the errors types,
4. Explaining errors based on their sources,
5. Evaluating errors.

To identify the percentages of errors, the researcher used the theory of Sudijono (2009). The formula is:

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

Notes: P : Percentage

F : frequency of type error

N : Number of the sample

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based of the results. It was found that the students made errors in all the types of errors based on Surface Strategy Taxonomy : omission, addition, misformation, and misordering. Omission is the most common error in this study, with total errors 53 items or 44.5%. It means that most of the students' errors are omitting some parts of speech in writing analytical exposition text.

Moreover, ommision happened because the students might face difficulties analyzing the form of part of speech. So they made absence of an item that must appear in a well from utterance

B. Suggestion

After the researcher carried out the research, she would like to give some suggestion related to this result findings. Hopefully it can be applied easily in teaching learning activity to decrease the errors

1. For teacher
 - a. The English teacher should explain grammar briefly and clearly to make students understand it.
 - b. Teachers should pay attention to how they teach grammar and they should have tricks that are easy for students to understand about grammar .



- c. Students grammar should be taught and noticed by the English teacher implicitly, because there were many grammatical errors that found in students analytical exposition text writing, especially in part of speech.
- d. Omission is the most grammatical error made by students, for this reason the teacher must evaluate and find a solution to minimize grammatical errors, so that in the future students rarely make grammatical errors, especially omitting words in writing.

2. For students

- a. Students should practice in writing to help them decrease the errors.
- b. Students should be encouraged to learn grammatical rules of English
- c. Students should have strong foundation for their writing skill before entering a higher level of education. So, it is essential for them to master English grammar.

3. For future researcher

The researcher suggests for the future researcher to conduct a research in researching what the causes of students' errors in writing analytical exposition text. Why could omission become the most students' common error in this research?.

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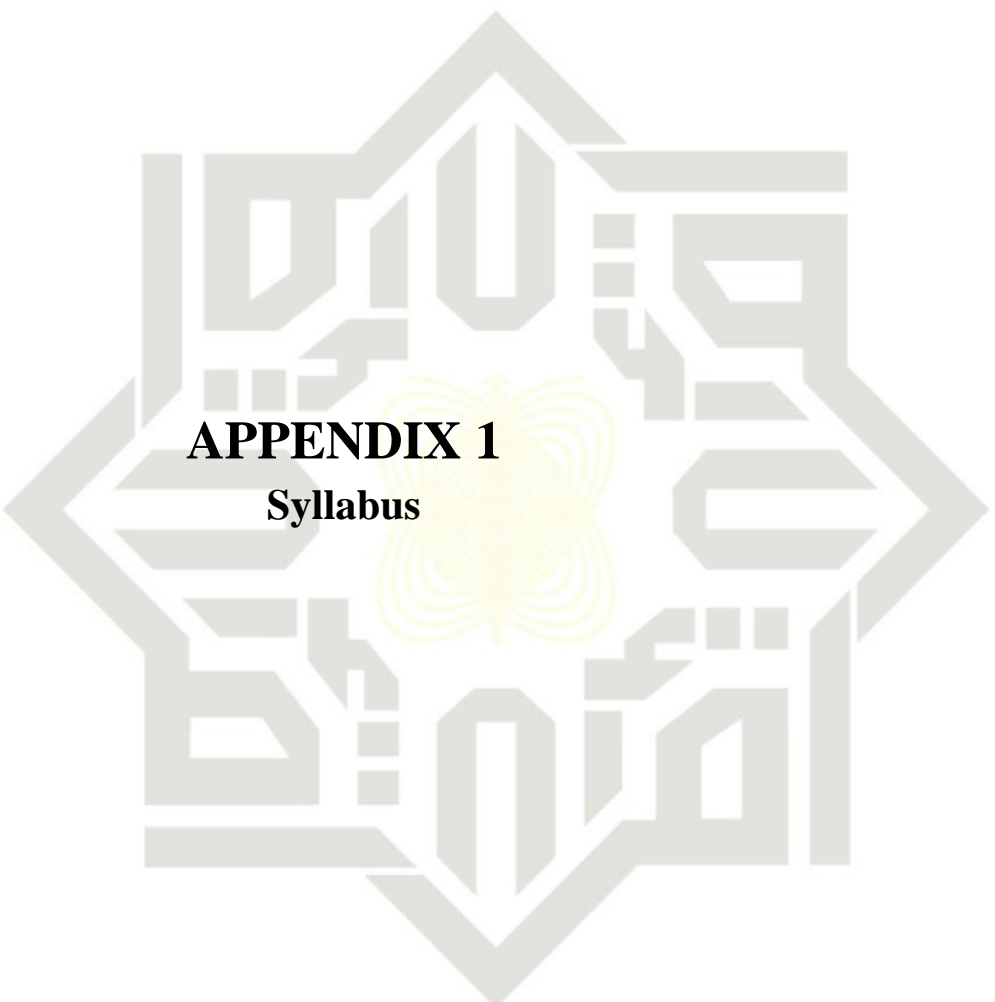
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SILABUS

Satuan Pendidikan : SMK N/S
 Bidang Keahlian : Seluruh Bidang Keahlian
 Program Keahlian : Seluruh Program Keahlian
 Kompetensi Keahlian : Seluruh Kompetensi Keahlian (3 Tahun)
 Mata Pelajaran : Bahasa Inggris
 Kelas Semester : XII/Ganjil
 Tahun Pelajaran : 2022/2023

| Kompetensi Dasar | Materi Pelajaran | Indikator Pencapaian Kompetensi | Kegiatan Pelajaran | Alokasi Waktu | Sumber Pelajaran | Penilaian |
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| 3.22.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa <i>teks eksposisi analitis</i> lisan dan tulis dengan memberi informasi terkait isu aktual, sesuai dengan konteks penggunaannya 4.22.1 Menyusun <i>teks eksposisi analitis</i> tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks | <ul style="list-style-type: none"> Fungsi Sosial Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Pendapat/pandangan - Argumentasi secara analitis - Kesimpulan Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan seperti <i>I believe, I think</i> - Adverbial <i>first, second, third ...</i> - Kata sambung <i>Therefore, consequently, based on the arguments</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda | 3.22.1 Memahami fungsi social teks eksposisi analitis lisan dan tulis terkait isu aktual, sesuai dengan konteks penggunaannya 3.22.2 Mengidentifikasi struktur teks eksposisi analitis lisan dan tulis terkait isu aktual, sesuai dengan konteks penggunaannya. 3.22.3 Mengidentifikasi unsur kebahasaan teks eksposisi lisan dan tulis terkait isu aktual, sesuai dengan konteks penggunaannya 4.22.1 Menyajikan teks eksposisi analitis tulis, terkait isu aktual, dengan | <ul style="list-style-type: none"> Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda. Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti aslinya Membacakan teks-teks | 9 JP X 45 Menit | <ul style="list-style-type: none"> Buku Guru Mata Pelajaran Bahasa Inggris SMK Kelas XII Kurikulum 2013 Jakarta: Kementerian Pendidikan dan Kebudayaan. Buku siswa Mata Pelajaran Bahasa Inggris SMK Kelas | <ul style="list-style-type: none"> Lisan Pilihan ganda Tulisan Uraian Uji kinerja |



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| <p>baca, dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI | <p>memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> <p>4.22.2 Mempresentasikan teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> | <p>eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> - Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya. - Menempelkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya | | <p>XII Kurikulum 2013 Jakarta: Kementerian Pendidikan dan Kebudayaan</p> <ul style="list-style-type: none"> • Modul/bahan ajar, • internet, • Sumber lain yang relevan | |
| <ul style="list-style-type: none"> • Fungsi sosial Melaporkan, meneladani, membanggakan, mengagumi, dsb. • Struktur teks <ul style="list-style-type: none"> - Struktur mencakup jati diri tokoh - Pengalaman tokoh yang patut diteladani. • Unsur kebahasaan <ul style="list-style-type: none"> - Kata kerja dalam <i>Simple Past tense, Past Continuous, Past Perfect</i> - Kata kerja untuk menunjukkan kegiatan (<i>material</i>) | <p>3.23.1 Menjelaskan pengertian dan fungsi sosial biografi sesuai dengan konteks penggunaannya</p> <p>3.23.2 Mengidentifikasi karakteristik biografi sesuai dengan konteks penggunaannya</p> <p>3.23.3 Menuliskan struktur teks biografi sesuai dengan konteks penggunaannya</p> <p>4.23.1 Menyajikan teks biografi tokoh lisan dan tulis, pendek dan sederhana,</p> | <ul style="list-style-type: none"> - Menyimak guru membacakan beberapa teks recount tentang biografi tokoh terkenal. - Menirukan guru membaca teks tersebut secara bermakna, dengan intonasi, ucapan, dan tekanan kata yang benar. - Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks tersebut. - Membaca dan menganalisis fungsi | <p>9 JP X 45 Menit</p> | <ul style="list-style-type: none"> • Buku Guru Mata Pelajaran Bahasa Inggris SMK Kelas XII Kurikulum 2013 Jakarta: Kementerian Pendidikan dan Kebudayaan. • Buku | <ul style="list-style-type: none"> • Lisan • Pilihan ganda • Tulisan • Uraian • Uji kinerja |



sesuai konteks

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| <p><i>verbs</i>) ; kata kerja untuk mengungkapkan perasaan (mental <i>verbs</i>)</p> <ul style="list-style-type: none"> - <i>Adverbia</i> penunjuk dan penghubung waktu. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • <i>Topik</i> <p>Peristiwa, kejadian, pengalaman yang relevan dengan kehidupan peserta didik sebagai pelajar dan remaja, yang dapat menumbuhkan perilaku yang termuat dalam KI.</p> | <p>dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> <p>4.23.2 Mempresentasikan teks biografi tokoh lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> | <p>sosial, struktur teks, dan unsur kebahasaan beberapa teks recount tentang biografi tokoh terkenal dari sumber lain.</p> <ul style="list-style-type: none"> - Mempresentasikan hasil analisis secara lisan di depan kelompok lain. - Membuat proyek menulis teks recount tentang biografi tokoh terkenal dan memajangnya di majalah dinding kelas. - Melakukan refleksi tentang proses dan hasil belajarnya. | | <p>siswa Mata Pelajaran Bahasa Inggris SMK Kelas XII Kurikulum 2013 Jakarta: Kementerian Pendidikan dan Kebudayaan</p> <ul style="list-style-type: none"> • Modul/bahan ajar, • internet, • Sumber lain yang relevan | |
| <p>3.24.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait sebab akibat, sesuai konteks</p> <ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, memberikan alasan, mensyukuri, dsb. • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Kata yang menyatakan hubungan sebab akibat: <i>because of</i> ..., | <p>3.24.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai konteks penggunaannya</p> | <ul style="list-style-type: none"> - Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataansebab akibat - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan | <p>9 JP X 45 Menit</p> | <ul style="list-style-type: none"> • Buku Guru Mata Pelajaran Bahasa Inggris SMK Kelas XII Kurikulum 2013 Jakarta: Kementerian Pendidikan | <ul style="list-style-type: none"> • Lisan • Pilihan ganda • Tulisan • Uraian • Uji kinerja |



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penggunaannya.
Perhatikan unsur kebahasaan
because of ...,
due to ..., *thanks to ...*
4.4 Menyusun teks transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

due to ..., *thanks to ...*
- Nomina singular dan plural dengan atau tanpa *a*, *the*, *this*, *those*, *my*, *their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
• Topik Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI.

3.24.2 Menyimpulkan fungsi sosial teks untuk melaksanakan fungsi sosial terkait interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat
3.24.3 Menemukan unsur kebahasaan pada teks untuk melaksanakan fungsi sosial terkait teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat
4.24.1 Mempraktikkan ungkapan yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya.
4.24.2 Mencontohkan penggunaan ungkapan teks interaksi

tentang hal-hal yang tidak diketahui atau berbeda
- Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan pemuatan dan kemudian dibacakan ke kelas
- Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya
- Melakukan refleksi tentang proses dan hasil belajar

an dan Kebudayaan.
• Buku siswa Mata Pelajaran Bahasa Inggris SMK Kelas XII Kurikulum 2013 Jakarta: Kementerian Pendidikan dan Kebudayaan
• Modul/bahan ajar,
• internet,
• Sumber lain yang relevan

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| | | <p>transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya.</p> <p>4.24.3 Membuat percakapan singkat tertulis dengan menggunakan ungkapan teks tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya.</p> <p>4.24.4 Menyusun teks lisan dan tulis untuk mengucapkan dan merespons yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya.</p> | | | |
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APPENDIX 2

Students' Writing Result of Analytical Exposition Text (Document)

UIN SUSKA RIAU



Name : Endah Indari

No. _____

~~Class~~ Class : XII DP1B

Date : _____

The Importance of reading

Reading is one way to get information other than by listening and seeing. the information we get is written information. Reading needs to be emphasized to each individual from an early age, because there is a lot of information that we can get by reading either through newspapers, tabloid magazines, books and others.

Firstly, readers can easily get the latest news that is happening and new knowledge both general and specific.

Secondly, apart from getting information and knowledge, readers can also get fun and entertainment through the readings they read.

lastly, reading also gives us new experiences such as being able to feel the events of the writings we read.

That's why it's important to read for everyone. Everyone needs to read from books, newspapers, Magazine and others.





NO. _____

DATE: _____

NAMA : NIDA ULMA FAZA

Kelas : XII DP1B.

The importance of drinking enough water

There are some people who think that water is
 not very important for our bodies. Without them
 realizing that water is very important for our
 bodies to consume.

Firstly, when our bodies lack fluids, we can drink
 water to fill the lack of fluids in our bodies.

Secondly, the kidneys must also consume 200 liters of
 water every day so that the kidneys can function
 properly. Lastly, when our body skin is dry we can
 also overcome it by drinking water because it can
 help moisturize our body's skin.

Therefore, drink enough water every day, because
 water can improve brain kidney function and
 maintain healthy skin.

PAPERLINE

PAPERLINE



Name: Lulu Fista Angraeni
Class: XII TKJ²

The importance of reading

* Thesis

Reading is an activity that we often do almost every day. We read books, magazines, even because of reading we can find various kinds of information. But nowadays people are lazy to read and not even a few people ignore an announcement or information because they are lazy to read.

* Arguments

In fact, from reading we get a lot of benefits, such as in Fajar Rachmawati's opinion the benefits of reading are to increase intellectual levels, gain various life knowledge, have a broad perspective and mindsets, develop vocabulary, know various events that occur in various parts of the world, improve faith and entertainment.

* Reiteration

Based on the problems above, it is a proper problem that must be addressed immediately by conducting counseling about the importance of reading, especially for people in remote areas who have very little awareness of reading so that the Indonesian nation does not become a nation that is blind to reading.



NAMA: M. IRWAN ANHAR
 KELAS: XII TPMT
 MAPEL: B. Inggris.

Individual task.

"The Importance of Drinking Enough Water"

Water has an important role for the body, maintain body fluid levels, so that the body does not experience disturbances in the function of digestion and absorption of food, ~~and~~ circulation, kidneys, and is important in maintaining a normal body temperature.

Our body fluids are filled by drinking water. Drinking water is the simplest ~~way~~ way to meet the body's fluid needs. However, there are many alternatives that you can try to keep your body hydrated other than drinking water.

Water improves kidney function because the kidneys process 200 liters of water every day. The recommended amount of this fluid actually doesn't have to be filled entirely with water, but it can also be added with the consumption of other fluid. Some foods are high in fluids, such as soup, watermelon, cucumber, tomatoes, apples, and others.

Drinking water can help moisturize our body skin, daily intake of warm water can help keep the body hydrated and skin moisturized. If we have dry skin

Drinking ~~enough~~ enough water can improve kidney function, brain and maintain healthy skin. There are various drinks that can be consumed to meet daily fluid intake. However, the best type of drink to consume is water because it is free of calories and sugar so it's more healthy.



Name : NIRMALA
class : XII TKJ⁰

The Importance of Breakfast.

As we know, many people rarely eat breakfast even though it is very important. Why is breakfast important? "breakfast like a king, lunch like a prince and dine like a pauper" it's a well known phrase, but do you follow it?

Breakfast provides many benefits to our health and wellbeing. breakfast provides the body and brain with fuel after an overnight fast - that's where its name originates, breaking the fast! Without breakfast you are effectively running on empty, like trying to start the car without petrol.

Breakfast provides energy needs. People's energy needs vary depending on activity levels and life stage but typically men require more energy than women. growing children require more energy, as an example boys aged 7-10 years should consume approximately 1970 kcal per day, and girls aged 7-10 years should consume approximately 1740 kcal.



APPENDIX 3

Reters' Check Sheet

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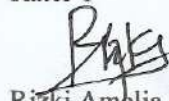
The Recapitulation of Students' Grammatical Errors in Writing Analytical Exposition Text

| No | Name of Students | Types of Error | | | | Total Error |
|-------|------------------|----------------|----------|--------------|-------------|-------------|
| | | Omission | Addition | Misformation | Misordering | |
| 1 | Student 1 | 1 | 0 | 0 | 0 | 1 |
| 2 | Student 2 | 1 | 0 | 2 | 0 | 3 |
| 3 | Student 3 | 1 | 1 | 2 | 0 | 4 |
| 4 | Student 4 | 1 | 2 | 1 | 0 | 4 |
| 5 | Student 5 | 2 | 1 | 2 | 0 | 5 |
| 6 | Student 6 | 2 | 0 | 1 | 0 | 3 |
| 7 | Student 7 | 0 | 0 | 1 | 0 | 1 |
| 8 | Student 8 | 3 | 0 | 2 | 0 | 5 |
| 9 | Student 9 | 2 | 0 | 0 | 1 | 3 |
| 10 | Student 10 | 2 | 0 | 0 | 0 | 2 |
| 11 | Student 11 | 1 | 1 | 0 | 0 | 2 |
| 12 | Student 12 | 2 | 0 | 2 | 0 | 4 |
| 13 | Student 13 | 1 | 1 | 1 | 0 | 3 |
| 14 | Student 14 | 1 | 0 | 0 | 0 | 1 |
| 15 | Student 15 | 1 | 2 | 0 | 0 | 3 |
| 16 | Student 16 | 0 | 0 | 1 | 0 | 1 |
| 17 | Student 17 | 1 | 1 | 0 | 0 | 2 |
| 18 | Student 18 | 2 | 0 | 1 | 0 | 3 |
| 19 | Student 19 | 1 | 0 | 1 | 0 | 2 |
| 20 | Student 20 | 0 | 1 | 1 | 0 | 2 |
| 21 | Student 21 | 0 | 0 | 1 | 0 | 1 |
| 22 | Student 22 | 0 | 1 | 0 | 0 | 1 |
| 23 | Student 23 | 0 | 1 | 1 | 0 | 2 |
| 24 | Student 24 | 2 | 0 | 2 | 0 | 4 |
| 25 | Student 25 | 0 | 2 | 3 | 0 | 5 |
| 26 | Student 26 | 6 | 0 | 1 | 0 | 7 |
| 27 | Student 27 | 1 | 0 | 1 | 0 | 2 |
| 28 | Student 28 | 3 | 1 | 0 | 0 | 4 |
| 29 | Student 29 | 2 | 2 | 0 | 0 | 4 |
| 30 | Student 30 | 1 | 1 | 3 | 0 | 5 |
| 31 | Student 31 | 3 | 2 | 2 | 0 | 7 |
| 32 | Student 32 | 1 | 0 | 2 | 1 | 4 |
| 33 | Student 33 | 4 | 0 | 1 | 0 | 5 |
| 34 | Student 34 | 1 | 2 | 1 | 0 | 4 |
| 35 | Student 35 | 2 | 1 | 1 | 0 | 4 |
| 36 | Student 36 | 2 | 3 | 0 | 1 | 6 |
| Total | | 53 | 26 | 37 | 3 | 119 |

Pekanbaru, 26 August 2022

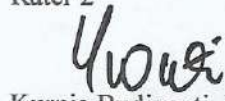
Known by,

Rater 1



Rizki Amelia, M.Pd.

Rater 2



Kurnia Budiyantri, M.Pd.



APPENDIX 4

Recommendation Letters

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LEMBAR DISPOSISI

**INDEKS BERKAS
KODE :004**

HAL : Pengajuan Sinopsis
TANGGAL : 27 April 2021
ASAL : Dwi Kusuma Ningrum/11810420751

TANGGAL PENYELESAIAN: SIFAT: Biasa

- INFORMASI

An Analysis of Students' Difficulties in Writing Hortatory Exposition at The Eleventh Grade of Senior High School Darel-Hikmah Pekanbaru.

Peembimbing:

Dr. H. Bukhori, M.Pd.

[Signature] 7/5/21

DITERUSKAN KEPADA:

1. **Kajur PBI** *AR*

2.

3.

4.

- *) 1. Kepada bawahan "Instruksi" atau "Informasi"**
- 2. Kepada atasan "informasi" corei "instruksi"**

1. Uraian yang ringkas, seobjektif atau sejujur mungkin mengenai isi dan substansi dari sumber yang diteliti.
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UIN SUSKA RIAU
No. 04/11.4/PP.00.9/6266/2021

Pekanbaru, 28 Juni 2021

Sifat : Biasa

Lamp : -

Hal : **Pembimbing Skripsi**

Kepada

Yth. Dr. Bukhori, S.Pd.I, 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 : DWI KUSUMA NINGRUM

NIM : 11810420751

Jurusan : Pendidikan Bahasa Inggris

Judul : AN ANALYSIS OF STUDENTS' DIFFICULTIES IN WRITING
HORTATORY EXPOSITION AT THE ELEVENTH GRADE OF
SENIOR HIGH SCHOOL DAREL-HIKMAH PEKANBARU

Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Har dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara diharapkan terimakasih.

UIN SUSKA RIAU

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



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Pekanbaru, 20 Oktober 2022

Ur : Un 04/F.II.4/PP.00.9/17704/2022

Biasa

: **Pembimbing Skripsi (Perpanjangan)**

Kepada

Yth. Dr. Bukhori, S.Pd.I, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Pekanbaru

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

Nama : DWI KUSUMA NINGRUM

NIM : 11810420751

Jurusan : Pendidikan Bahasa Inggris

Judul : Students' Grammatical Errors in Writing Analytical Exposition Text at SMK Negeri 1 Dayu

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

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W a s s a l a m

an. Dekan

Wakil Dekan I



Dr. Zarkasih, M.Ag.

NIP. 19721017 199703 1 004

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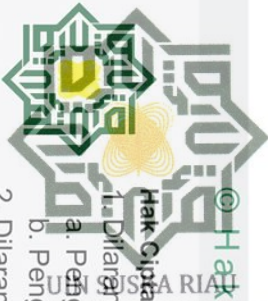
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PENGESAHAN PERBAIKAN
UJIAN PROPOSAL

: Dwi Kusuma NINGRUM.
 : 11810420751
 : Selasa / 19 APRIL 2022.
 : Student's Grammatical Errors In Writing
 : Analytical Exposition Text at SMK Negeri 1 Dayun.
 :
 :
 : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

| NAMA | JABATAN | TANDA TANGAN | |
|-----------------------|------------|--------------|------------|
| | | PENGUJI I | PENGUJI II |
| Rizka Gushendra, M.Ed | PENGUJI I | | |
| Idhar Syahputra, M-Ed | PENGUJI II | | |

Mengetahui
 a.n. Dekan I
 Wakil Dekan I



Dr. Arkasih, M.Ag.
 NIP. 19721017 199703 1 004

Pekanbaru, 23 MEI 2022.
 Peserta Ujian Proposal

Dwi Kusuma Ningrum.
 NIM. 11810420751

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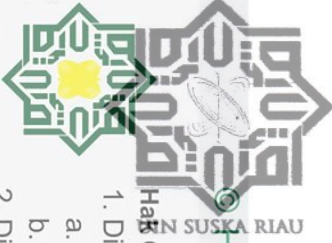
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**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

Nama Pembimbing : Dr. Bukhori, S.Pd., M.Pd.
 Nomor Induk Pegawai (NIP) : 197905122007101001
 Nama Mahasiswa : Dwi Kusuma Ningrum.
 Nomor Induk Mahasiswa : 11810420751
 Kegiatan : Bimbingan Proposal

| Tanggal Konsultasi | Materi Bimbingan | Tanda Tangan | Keterangan |
|--------------------|---------------------------------------------------------------------------------------------------------------|--------------|------------|
| 3 Januari 2022 | Revisi Judul | | |
| 2 Februari 2022 | - Mencari teori tentang writing analytical exposition teks. - Mencari teori DF Errors. | | |
| 3 Maret 2022 | - Revisi Background of the Problems - Revisi Operational Concepts - Revisi Technique of data Collection | | |
| 4 Maret 2022 | - Revisi Background of the Problem. - Revisi Operational Concept | | |
| 5 April 2022 | Revisi Populasi and Sample. | | |
| 6 | | | |
| 7 | | | |

Pekanbaru, 12 April 2022
 Pembimbing,

Dr. Bukhori, S.Pd., M.Pd.
 NIP. 197905122007101001

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Pekanbaru, 09 Februari 2022

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UIN Suska Riau
 : 04/F.II.4/PP.00.9/1524/2022
 : Bina

Mohon Izin Melakukan PraRiset

Kepada
 Yth. Kepala Sekolah
 SMK Negeri 1 Dayun
 di tempat

Assalamu'alaikum warahmatullahi wabarakatuh
 Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini
 memberitahukan kepada saudara bahwa :

Nama : DWI KUSUMA NINGRUM
 NIM : 11810420751
 Semester/Tahun : VIII (Delapan)/ 2022
 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.

UIN SUSKA RIAU



a.n. Dekan
 Wakil Dekan III
 Dr. Amirah Diniaty, M.Pd. Kons.
 NIP. 19751115 200312 2 001

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State Islamic University of Sultan Syarif Kasim Riau



**PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN**

SEKOLAH MENENGAH KEJURUAN (SMK) NEGERI 1 DAYUN

Alamat: Komplek Perkantoran Kp. Sawit Permai Kec. Dayun Kab. Siak, Kode Pos: 28656

Email: smkn1dayun@gmail.com Website: http://www.smkn1dayun.sch.id, Telp/fax:-

NSS: 401091106021 NIS: 400210 NPSN: 69753085

Akreditasi : B



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Nomor : 004/422-SMKN1DYN/II/2022

Perihal : Surat Balasan Pra Riset

Kepada Yth,
Bpk/Ibu Pimpinan Fakultas Tarbiyah dan
Keguruan UIN Suska Riau
di-
Tempat

Dengan hormat,

Berdasarkan Surat Nomor: Un.04/F.II.4/PP.00.9/1524/2022 tentang Permohonan Pra Riset guna mendapatkan data yang berhubungan dengan penelitian, maka dengan ini memutuskan untuk memberikan izin kepada:

: **DWI KUSUMA NINGRUM**

: 11810420751

: Pendidikan Bahasa Inggris

: S1

: **Student's Gramatical Errors In Writing Analitical Exposition Text
At SMK Negeri 1 Dayun**

Demikian surat ini kami buat, semoga dapat di pergunakan sebagaimana mestinya.

Dayun, 16 Februari 2022

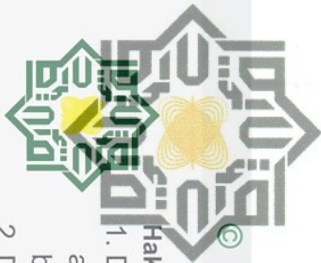
Kepala SMK Negeri 1 Dayun



ANDI FAISAL, SE

NIP. 19730212 200501 1 006

UIN SUSKA RIAU



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: No.04/F.II/PP.00.9/6233/2022

Pekanbaru, 24 Mei 2022 M

: Diajukan
 : (Satu) Proposal
 : **Mohon Izin Melakukan Riset**

Kepada
 Yth. Gubernur Riau
 Yth. 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 : DWI KUSUMA NINGRUM
 NIM : 11810420751
 Semester/Tahun : VIII (Delapan)/ 2022
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : Student's Grammatical Errors in Writing Analytical Exposition Text at SMK Negeri 1 Dayun

Lokasi Penelitian : SMK Negeri 1 Dayun

Waktu Penelitian : 3 Bulan (24 Mei 2022 s.d 24 Agustus 2022)

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

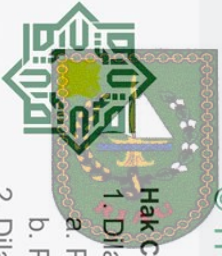
Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Dr. H. Kadar, M.Ag.
 NIP.19650521 199402 1 001

Tembusan :
 Rektor UIN Suska Riau

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**PEMERINTAH PROVINSI RIAU
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SEKOLAH MENENGAH KEJURUAN (SMK) NEGERI 1 DAYUN

Alamat: Komplek Perkantoran Kp. Sawit Permai Kec. Dayun Kab. Siak, Kode Pos: 28656
Email: smkn1dayun@gmail.com Website: http://www.smkn1dayun.sch.id, Telp/fax:-
NSS: 401091106021 NIS: 400210 NPSN: 69753085
Akreditasi : B



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86/422-SMKN1DYN/VII/2022
Surat Balasan Riset Penelitian

Kepada Yth,
Bpk/Ibu Pimpinan Fakultas Tarbiyah dan
Keguruan UIN Suska Riau
di-
Tempat

Dengan hormat,

Berdasarkan Surat Nomor: 800/Disdik/1.3/2022/7752 tentang Permohonan Riset/ Penelitian
karena mendapatkan data yang berhubungan dengan penelitian, maka dengan ini memutuskan
untuk memberikan izin kepada:

Nama : **DWI KUSUMA NINGRUM**
NIM : 11810420751
Program Studi : Pendidikan Bahasa Inggris
Jurusan : S1
Judul Penelitian : **Student's Gramatical Errors In Writing Analitical Exposition Text
At SMK Negeri 1 Dayun**

Demikian surat ini kami buat, semoga dapat di pergunakan sebagaimana mestinya.

Dayun, 27 Juli 2022

Kepala SMK Negeri 1 Dayun



ANDI FAISAL, SE

NIP. 19730212 200501 1 006

State Islamic University of Sultan Syarif Kasim Riau

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

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/47828
 TENTANG

**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 : UIN/04/F.II/PP/00.9/6233/2022 Tanggal 24 Mei 2022**, dengan ini memberikan rekomendasi kepada:

- | | |
|----------------------|---------------------------------------------------------------------------------------------------|
| 1. Nama | : DWI KUSUMA NINGRUM |
| 2. NIM / KTP | : 118104207510 |
| 3. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : S1 |
| 5. Alamat | : PEKANBARU |
| 6. Judul Penelitian | : STUDENT'S GRAMMATICAL ERRORS IN WRITING ANALYTICAL EXPOSITION TEXT AT SMK NEGERI 1 DAYUN |
| 7. Lokasi Penelitian | : SMK NEGERI 1 DAYUN |

Dengan ketentuan sebagai berikut:

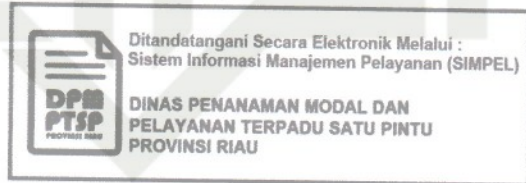
Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.

Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.

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 : 27 Mei 2022



UIN SUSKA RIAU

Disampaikan Kepada Yth :

- Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
- Kepala Dinas Pendidikan Provinsi Riau
- Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
- Yang Berangkutan

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PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
 PEKANBARU

Pekanbaru, 31 MAY 2022

Kepada
 Yth.Kepala SMK Negeri 1 Dayun

di-
 Tempat

: 800/Disdik/1.3/2022/ 7752
 : Biasa
 : **Izin Riset / Penelitian**

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/47828 Tanggal 27 Mei 2022 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : **DWI KUSUMA NINGRUM**
 NIM/KTP : 118104207510
 Program Studi : **PENDIDIKAN BAHASA INGGRIS**
 Jenjang : **S1**
 Alamat : **PEKANBARU**
 Judul Penelitian : **STUDENT'S GRAMMATICAL ERRORS IN WRITING ANALYTICAL EXPOSITION TEXT AT SMK NEGERI 1 DAYUN**
 Lokasi Penelitian : **SMK NEGERI 1 DAYUN**

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
 PROVINSI RIAU
 SEKRETARIS

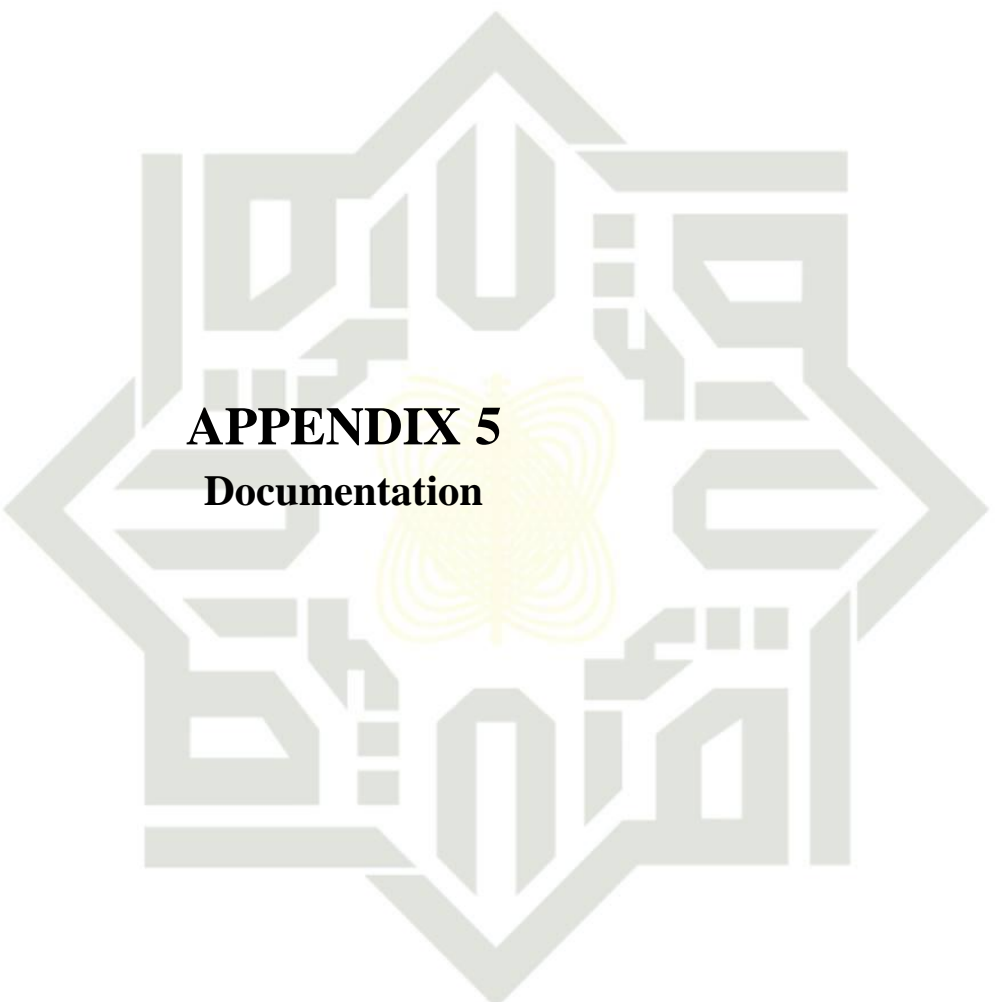
TATI LINDAWATI, SH, M.Si
 Pembina Tingkat I (IV/b)
 NIP. 19660717 198603 2 002

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Tembusan:
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



UIN SUSKA RIAU

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CURRICULUM VITAE



Dwi Kusuma Ningrum is the second daughter of Mr. Tukiman and Mrs. Jumirah. She was born in Siak, April 25th, 2000. She lives at Jl. Uka, Garuda Sakti KM. 3. In 2012, She graduated from SD N 16 Sawit Permai, Siak. In 2015, He finished his study at SMP N 1 Dayun, and continued to SMKN 1 Dayun. She graduated from SMK N 1 Dayun in 2018.

In 2018, She was accepted to become one of the students in English Education Department, Faculty of Education and Teacher Training, UIN SUSKA RIAU. On July until September 2021, She was doing KKN (Kuliah Kerja Nyata) program in Kampung Empang Pandan, Kec. Koto Gasib, Siak. Then, She was doing field teacher practice (PPL) program at MTS Al-Muttaqin Pekanbaru, on October until December 2021. To fulfil requirements for undergraduate Degree in English Education, she conducted the research on April 2022 – July 2022 by the thesis entitled "Students' Grammatical Errors in Writing Analytical Exposition Text At SMK Negeri 1 Dayun".

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