

AN UNDERGRADUATE THESIS

**AN ERROR ANALYSIS OF STATIVE VERB IN STUDENTS WRITING
SKILL AT MAN 1 METRO**



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THE STATE INSTITUTE FOR ISIMIC STUDIES

OF METRO

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**AN ERROR ANALYSIS OF STATIVE VERB IN STUDENTS WRITING
SKILL AT MAN 1 METRO**

Presented as a Partial Fulfillment of the Requirement For The Degree of Sarjana
Pendidikan (S.Pd In English Education Department)

By :

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STATE INSTITUTE FOR ISLAMIC STUDIES

OF METRO

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ABSTRACT

**By :
SRI RAHAYU**

The purpose of this study is to show students' error in using stative verb on tenth grade students of MAN 1 Metro grade IPA 1. The problems raised by the authors in this study relate to writing skills. This is based on the identification of problems that explain that students have a low desire to learn English, especially in writing material, on the other hand they have difficulties in mastering vocabulary, grammar, writing mechanism, developing ideas from writing topics and they also do not understand the types of verb according to their users in a sentence.

This study uses descriptive qualitative analysis and analysis document to answer the research questions. The data in this study were from 16 text statements containing errors by students. In collecting data, the author uses observation, documentation and field note. This research was conducted with an English teacher class tenth grade ipa 1 MAN 1 Metro named teacher is Lilis Odiyah.

Finally after the data was examined it can be concluded that students have made several types of errors when giving statements in writing. Types errors made are verb of senses (12.5%), verb of the feeling and emotion (62.5%), attitudinal verb not found error (0%), mental verbs (12.5%), relations verbs found no errors (0%), possessive verb (12.5%), linking verb (12.5%) and to be there are many errors (43.75%).

Keywords : Writing Skill, Stative Verb

MENGANALISIS KESALAHAN DARI KATA KERJA STATIF DALAM KEMAMPUAN MENULIS SISWA PADA SISWA MAN 1 METRO

ABSTRAK

**Oleh :
SRI RAHAYU**

Tujuan dari penelitian ini adalah untuk menunjukkan kesalahan siswa dalam menggunakan stative verb (kata kerja statif) pada siswa MAN 1 Metro kelas sepuluh Ipa 1. Permasalahan yang diangkat oleh penulis dalam penelitian ini berkaitan dengan kemampuan menulis. Hal ini berdasarkan identifikasi masalah yang menjelaskan bahwa siswa memiliki keinginan yang rendah untuk belajar bahasa Inggris khususnya dalam materi menulis, disisi lain mereka memiliki kesulitan dalam penguasaan kosa kata, tata bahasa, mekanisme penulisan, mengembangkan ide dari topik penulisan dan mereka pula tidak memahami terhadap jenis-jenis dari verb sesuai dengan penggunaannya dalam sebuah kalimat.

Penelitian ini menggunakan pendekatan kualitatif deskriptif dan analisis dokumen untuk menjawab rumusan masalah. Data dalam penelitian ini adalah dari 16 pernyataan teks yang mengandung kesalahan oleh siswa. Dalam pengumpulan data, penulis menggunakan observasi, dokumentasi dan catatan lapangan. Penelitian ini dilaksanakan dengan guru mata pelajaran bahasa Inggris kelas sepuluh ipa 1 MAN 1 Metro yang bernama ibu Lilis Odiyah.

Akhirnya setelah data diteliti dapat disimpulkan bahwa siswa telah melakukan beberapa tipe kesalahan ketika memberikan pernyataan secara tulisan. Tipe kesalahan yang dilakukan adalah verb of senses (12.5%), verb of the feeling and emotion (6.25%), attitudinal verb tidak ditemukan kesalahan (0%), mental verbs (12.5%), relations verb tidak ditemukan kesalahan (0%), possessive verb (12.5%), linking verb (12.5) dan to be terdapat banyak kesalahan yaitu (43.75%).

Kata kunci : *Kemampuan Menulis, Kata Kerja Statif*



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Assalamu'alaikum Wr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain part which are excepted from the bibliographies mentioned.

Metro, November 2019

The writer,





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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, November 2019



Penulis

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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَقُلْ اَعْمَلُوا فَسَيَرَى اللَّهُ عَمَلَكُمْ وَرَسُولُهُ وَالْمُؤْمِنُونَ ۗ

وَسَتُرَدُّونَ اِلَىٰ عَالَمِ الْغَيْبِ وَالشَّهَادَةِ فَيُنبِّئُكُمْ بِمَا كُنْتُمْ

تَعْمَلُونَ

And Say: "Work you, then Allah and His Messenger and the believers will see your work, and you will be returned to (Allah) Who Knows the unseen and the real, then He tells you what you have do it (QS al - baqarah) 2.81

DEDICATION PAGE

This piece of work is dedicated to :

1. My beloved family, especially my parents (Mr. Slamet Untung and Mrs. Kartini), my sister (Siti Halimah), then my brother-in-law (Agus Setiawan) who always pray and support in their endless love.
2. My sponsor Mr. Drs. Kuryani, M.Pd and Co-sponsor Mr. Ahmad Subhan Roza, M.Pd and Mr. Much Deiniatur, M.Pd. BI, thanks for guiding and the times.
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4. My beloved Almamater of State Institute for Islamic Studies (IAIN) Metro

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Metro, November 2019
The researcher



Sri Rahayu
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CHAPTER I

INTRODUCTION

A. Background of the Study

English instruction has a great role as a process to get access to a boarder range of information, connections and opportunities. To master English, the language learners have to practicethe theory intensivelyin daily life in order to be able to understand and to implement it. Therefore, English should be taught into teaching and learning activities. The language learners should try to be competent in practicing four language skills such as listening, speaking, reading and writing.

One of the meaningful language skills is writing. Writing is a process that is carried out over a certain period. In writing, the writer needs more time to do some internal process.¹ The length of time used for writing will vary among the writers. Even, some writers take more time to think only about what to write before making the initial draft. Writing is producing a sequence of sentences arranged in a certain order and linked together in a certain way.

In addition,as stated by Tarigan in the article entitled The Definition of Writing According to Some Experts, writing as productive skills for writing anindirect communication and the nature of the character is very

¹Dwi Sulisworo, Triwati Rahayu, Rifai Nur Akhsan, “The Students’ Academic Writing Skill After Implementing Blended Learning Using Facebook”. *Information Technologies and Learning Tools*. Vol. 56. No.6. (2016). p. 178

different from that expressed by speaking directly, therefore writing is included an ability.

Furthermore, writing is influenced by some aspects because writing is not a language skill that can stand alone. There are many aspects that influence the quality of someone's writing. The aspects are classified into linguistic and non-linguistic aspects. Linguistic aspects that influence writing including of the mastery of vocabulary, grammar, punctuation, and writing mechanic. Good vocabulary mastery will help the writers in improving the quality of their writing result. The proper use of grammar will guide the students to compose sentences that are good and organized. The use of good punctuation will help the students to receive information clearly to get better understanding of the core of information. Students will be good at writing when applying the writing mechanism appropriately so that appropriate sentences can be formed. Writing mechanism is a very important element in students to achieve success in writing.

Meanwhile, non-linguistic aspects include of the environmental support. A good development in writing will be better if it is supported by a good environment, such as family and classmate. Choosing and using the right media for students will increase the enthusiasm and interest of students in writing. The application of appropriate methods in teaching writing improves the understanding of the material and allows the students to understand information well. Moreover, the state of psychology in good students will also produce good results on writing.

However, writing is not an easy language skill. There are many problems in writing the English text. The writing problems are influenced by linguistic and non-linguistic aspects. The linguistic aspect such as having limited vocabulary in writing. Poor vocabulary mastery will hinder the writing process because the language learners will be confused to express ideas that will be written if they have limited vocabulary. In addition, limitation in grammar mastery will cause difficulties in constructing ideas into words with the correct arrangement of grammar. Problems in punctuation and mechanic become the big problems in punctuation so the writing result is not neat and difficult to be understood. The beginning writers also have problems in generating idea because of losing the idea in the middle process of writing.

In line with the writing problems above, pre-survey was conducted on Tuesday, March 26th, 2019 at MAN 1 Metro. The pre-survey result are shown in the following table

Table 1

Pre-survey results of Writing Skill of Tenth Graders at MAN 1 Metro

| No | Grade | Frequency | Percentage | Criteria |
|-----------|---------------|--------------------|-------------------|-------------------|
| 1 | ≤70 | 10 Students | 62.5% | Incomplete |
| 2 | >70 | 6 students | 37.5% | Complete |

Based on the results of the pre-survey above, it is known that percentage of students whose writing ability MMC is 37.5%. While the

percentage of students whose writing skill do not reach MMC is 62.5%, it means that the percentage of students who do not reach MMC is greater than the percentage of students who reach MMC. Therefore, it is concluded that the writing skills of the tenth graders students are not satisfactory.

Based on the pre-survey result, the writer investigates the students' problems in writing in form of limited vocabulary mastery. In addition, the students have insufficient grammar mastery. The students' problems in writing are also caused by their low motivation in writing, and low interest in writing the text in English.

One component of language that supports one's writing skills is mastery of grammar. One of the concepts of grammar material that plays an important role in in determining the quality of student writing is the understanding of verbs.

Furthermore, stative verbs are those verbs that describe a state of affairs without performance of an action; when a state is described, there is not any involvement of physical activities². Moreover, a stative verb is a verb describing a state of mind or of being. Something stays the same Stative verbs express things like having or owning, feelings, beliefs, opinions and being. Furthermore, one of the examples of stative verb is provided in the sentence "These shoes belong to my sister." In that sentence, the shoes are not doing anything. "Belong" is a stative verb.

² Khalid Ali Abdullah, Burhan Qadir Salim, "A Comparative Study of Declarative Sentences in English and Kurdish". *Journal of Raparin University* .Vol.5. No.14. (2018). p. 33

In addition, most of the stative verbs are not able to be used in the progressive aspect because the function of stative verb is to describe a state of affairs without performance of an action; when a state is described, there is not any involvement of physical activities. Progressive aspect is the collective term for verbs (past, present, or future) in a progressive tense. In addition, progressive aspect refers to a verb phrase made with a form of be plus-ing that indicates an action or condition continuing in the present, past, or future. However, some stative verbs can be used in a continuous tense in certain situations, as when describing a temporary state that has begun and will end. One of the examples of stative verb with the progressive aspect is provided in the sentence “Fred is being silly.” That sentence has meaning that “Fred is acting in a silly manner.”

Based on the illustration above, there is an attempt to uncover the phenomenon of the use of stative verb in student writing. In this case the researcher will analyze the use of stative verb in the writing of tenth graders of MAN 1 Metro. Therefore, the writer constructs an undergraduate entitled *An Error Analysis of Stative Verb in Student Writing Skill at MAN 1 Metro in The Academy Years of 2019/2020*.

B. Research Questions

1. What are the students' error of stative verb mastery in writing skill of descriptive text among the tenth grade at MAN 1 Metro?
2. Why do the students get error of stative verb mastery in writing skill of descriptive text among the tenth grade at MAN 1 Metro?

3. How to solve the students' error of stative verb mastery in writing skill of decriptive text among the tenth grade at MAN 1Metro?

C. Objective and Benefit of the Study

1. Objective of Study

The study has three objective, as follows :

- a. To investigate the students' error of stative verb mastery in writing skill of decriptive text among the tenth grade at MAN 1 Metro
- b. To know the students get error of stative verb mastery in writing skill of decriptive text among the tenth grade at MAN 1 Metro
- c. To investigate the solution to solve the students' difficulties of stative verb mastery in writing skill of decriptive text among the tenth grade at MAN 1 Metro

d. Benefits of Study

Hopefully, this study will be beneficial for the writer, the students, the teachers, and the other writer. The benefit of this study are, as follows:

a. For the Students

As the actual phenomena that provides students' better understanding about stative verb mastery in their writing skill. The qualitative research is expected to be useful for students so they to know how stative verb mastery in their writing skill. Then beside that studenys will also realize their difficulties in stative verb mastery in their writing skill. After realizing their diffculties in stative verb mastery, it

is hoped that the students will react to improve their limitation in stative verb mastery.

b. For the English Teachers

As one of the consideration to improve students' stative verb mastery in their writing skill. It is because the result of this study will show the students' stative verb mastery in their writing skill. In addition, this study will show the students' error in stative verb mastery in their writing skill. After knowing the results of anylisi, the teachers should look for solution to overcome the students' problems.

c. For the Headmaster

As the consideration for the headmaster to find out how quickly students learn specifically in stative verb mastery in writing skill, and will be evaluated together after the writer has conducted his research.

D. Prior Research

This study was conducted by considering some prior researches as the guidance to analyze the use of stative verb. The first prior research was done by Yosuhiko Shirai, the reasearcher title of "*On the overgeneralization of progressive marking on stative vers : bioprogram or input?*". The first prior research concentrates on stative verb. Beside that the firts prior research uses qualitative research methods.³

This study and the first prior research have similarity and differentiation. The similarity is the research method. Both of the studies use

³Yosuhiko Shirai, "On the overgeneralization of progressive marking on stative verbs : bioprogram or input?" *First Language*. Vol. 14 . (1994). P.74

qualitaty research method. In addition, both of the study analyze the same topic that is stative verb mastery with the progressive aspect in students' writing skill. The differentiation sample that the prior resource used sample of University of Timisoarawhile this study used sample of the eight graders students' of MAN 1 Metro. It can be concluded that the results of both studies also have differences.

The second prior research was done byNina Freund in the researcher title of "*Recent Change in the Use of Stative Verbs in the Progressive Form in British English: I'm loving it*". The second prior research focus on stative verb in british english. Furthermore the second prior research uses qualitative method and samples taken from University LL Wizard.⁴

Meanwhile, the similarity is the research method. Both of the studies uses qualitaty research methodand have some topic about stative verb and progressive aspect. The differentiation of both the study is the sample. Both of the studies use different sample that the second prior resource used sample of University LL Wizard. The while this study used sample of the eight graders students' of MAN 1 Metro. It can be concluded that has differenr results.

The third prior research was done by Imran Muhammad & Mamuna Ghani in the researcher title of "*Acceptability of Stative Verbs in Progressive Form within LinguisticContext*". The third prior research discuss

⁴Nina Freund, "Recent Change in the Use of Stative Verbs in the Progressive Form in British English: I'm loving it". *Language Studies Working Papers*. Vol. 7 No. 50-61 (2016). P. 55

about stative verb in progressive within linguistic Context.⁵ Moreover the third prior research uses qualitative method. Sample that the third prior resource used sample of Department of English, The Islamia University of Bahawalpur, Pakistan.

The similarity is the research method. Both of the studies use qualitative research method. The differentiation of both the study is the sample. The third prior research used sample of Department of English, The Islamia University of Bahawalpur, Pakistan while the study used sample of eight grade students' of MAN 1 Metro and both of has different topic. On the third prior research focus on stative verb and progressive in linguistic while the study focus on stative verb in writing students.

⁵Imran Muhammad, Mamuna Ghani. "Acceptability of Stative Verb in Progressive Form within Linguistic Context" *International Journal of English Linguistics*. Vol. 7 No. 4(2017). P. 71

CHAPTER II

LITERATURE REVIEW

A. Concept of English Grammar

1. The Nature of Verb

A verb is one of word classes in grammatical units which expresses the ways in which the subject of the sentences acts, the state in which it is, a change it undergoes, etc. Before dealing with the form of the verb itself, the writer shall consider the ways in which the verb phrase functions in the sentence.⁶

Moreover, verbs are words that show action or a state of being drive written language and give it life. Because verbs are so important, mistakes involving verbs can be glaring.⁷ The verb is the proposition and grammatical category that expresses a predicate about a subject, which can be personal, explicit or implicit.⁸

The verb is not limited only to actions, since, in addition, it can manifest “changes, movements of beings or things, the activities carried out or suffered by people and animals, as well as situation or states in which they are, the changes that the objects suffer, the manifestations of diverse

⁶ David Holton et al., *An essential Grammar of the Modern Language* (New York : Routledge, 2004) p. 112

⁷ Judith F. Olson, *Grammar Essential* (New York : Learning Express, 200) p.99

⁸Ernesto Hernandez Rodriguez, “ Expressing physical and emotional state changes through the verb *get* and its translations in bilingual writing, English-Spanish, in high school” *Open Access Journal of Science*. Vol.2 No.5 (2018). p.360

phenomena of the nature”. the writer shall consider the ways in which the verb phrase function in the sentence.⁹

2. The Nature of Stative Verb

Stative verbs are those verbs that describe a state of affairs without performance of an action; when a state is described, there is not any involvement of physical activities.¹⁰

Moreover, stative verbs usually can not appear in the so-called present progressive and past progressive tenses.¹¹ In other words, stative verbs such as *possess, know, understand, love, and want* are claimed to resist the progressive because they denote static situations and lack internal structure as there are no stages progressing to an end.¹²

Stative verbs such as contain, hope, know, need, own, resemble, and understand express states or situations rather than actions. These stative verbs can signify cognitive, emotional, and physical states.¹³

Based on the definition above, it can be concluded that stative verb is a verb describing a state of mind or of being. Something stays the same.

⁹ David Holton at all, *An essential Grammar of the Modern Language* (New York : Routledge, 2004) p. 112

¹⁰ Khalid Ali Abdullah, Burhan Qadir Salim, “A Comparative Study of Declarative Sentences in English and Kurdish”. *Journal of Raparin University* .Vol.5. No.14. (2018). p. 33

¹¹ Ron Cowan, *The Teacher’s Grammar of English*, (New York : Cambridge University Press, 2008) p. 23

¹² Serap Atasever Belli, “An Analysis of Stative Verbs Used with the Progressive Aspect in Corpus-informed Textbooks”. *English Language Teaching*. Vol. 11 No. 1. (2018). p. 122

¹³ Ron Cowan, *The Teacher’s Grammar of English*, (New York : Cambridge University Press, 2008), p. 366

State verbs express things like *having* or *owning*, *feelings*, *beliefs*, *opinions* and *being*.

a. Function of Stative Verb

A verb basically used to define a situation or state rather than an action. They typically relate to thoughts, emotion, relationship, sense, state being and measurements.¹⁴ Most of the stative verb are not able to be used in the progressive aspect because the function of stative verb is to describe a state of affairs without performance of an action; when a state is described, there is not any involvement of physical activities.

b. Characteristics of Stative Verb

Stative verb have the following characteristics, which can serve as tests for stative verbs :¹⁵

- 1) The states expressed are continuous and unchanging while they last, which usually is for a long or indefinite time.
- 2) They do not have an end point. Verbs expressing something that has no end point are referred to as atelic verbs.
- 3) Thus, stative verbs occur with start and stop but not with finish (e.g He stopped loving Susan but not *He finished loving Susan)
- 4) It is possible to ask the question How long have/has....? (e.g. how long have you known/needed/owned..?)

¹⁴ Maryati Salmiah, “ Verb in English Grammar Subject”. *Jurnal Vision*. Vol. xi No. 11 (2017). P. 7

¹⁵ Ron Cowan, *The Teacher’s Grammar of English* (New York : Cambridge University Press, 2008), p.366

- 5) They do not normally occur in progressive aspect forms (e.g. she is having car).
- 6) They cannot occur with most manner adverbs (e.g. she understood methodically).
- 7) They usually cannot occur in pseudocleft sentences (e.g. what bill did was resmble his brother).

For convenience, in this chapter we refer to “the action” expressed by verbs rather than to “the action or state”. The context clarafies whether states and statives are included.

c. Types of Stative Verb

Stative verb are not normally used in progressive tenses ; they do not take-ing. Whenever a stative verb takes-ing, it loses its stative verb meaning. Stative verbs are can be classified as follows :¹⁶

- 1) Verbs of the senses: *hear, smell, taste, feel, observe (= notice)*

Can normally use the word can with these verbs to refer to something happening at the moment. Do not usually use sense verbs in continous form.

E.g : Can you **see** the blue circle at the top?, not “Can you **seeing** the blue circle at the top?”

- 2) Verbs of feelings and emotions are which is that feeling, expressions, behaviors, physicological changes, and consequences are laid out in temporal sequence. Such as : *love, hate, like,*

¹⁶ Khalid Ali Abdullah, Burhan Qadir Salim, “ A Comparative Study of declarative Sentences in English and Kurdish” *Journal of Raparin University*. Vol.5 No.14 (2018). p.33

dislike, pity, envy, desire, fear, loathe, respect, mind, care for (= value)

E.g. I **love** you

- 3) Attitudinal verbs typically take a clausal complement, along with one or two nominal arguments. Attitudinal verb such as: *agree, disagree, prefer.*

E.g. He **prefer** play football to badminton

- 4) Mental verbs are class of words whose meanings signify various mental states of a sentence agent.¹⁷ Mental verb such as : *know, think, imagine, realize, suppose, recall, recognize, remember, forget, believe, see (= understand), wonder, recollect, mean,*

E.g. I **think** that coffee is great (opini) not I **thinking** that coffee is great.

- 5) Relational verbs, *consist of, contain, depend on, equal, fit, include, need, suffice, lack, requir.*

E.g You can **depend on** him to do a good job.

- 6) Possessive verbs are to used to indicate possession. *belong to, own, possess, have.*

E.g When a speaker says, “I **have** a car”, the listener can infer that the speaker possesses a car.

¹⁷ George Spanodious, at all, “Mental verbs and pragmatic language difficulties”, *Informa Healthcare*. Vol 42. No.4 (2006). p.494

7) Linking verbs are usually followed by a subject complement - noun, pronoun, or adjective that refersto and describe, or means the same as, the sibject. Such as : *seem, sound, look*

E.g : The pie **looked** delicious

8) To Be most protean of the English language, constantly chaning form, sometimes without much of a discernible pattern.

I am, We are, You are. She/he/it is.

E.g : He **is** playing the piano.

d. Example of Stative Verb

There are examples of using stative verb as follows :

| Verb | Sentences |
|------|--|
| Have | <p>have (stative) = own</p> <p>I have a car</p> <p>have (dynamic) = part of an expression</p> <p>Dynamic Form : I'm having a party / a picnic / a bath / a good time / a break</p> |
| See | <p>see (stative) = see with your eyes / understand</p> <p>I see what you mean</p> <p>I see her now, she's just coming along the road</p> <p>see (dynamic) = meet / have a relationship with</p> <p>I've been seeing my boyfriend for three years</p> <p>I'm seeing Robert tomorrow</p> |
| | <p>think (stative) = have an opinion</p> |

| | |
|---------------------|--|
| Think | <p>I think that coffee is great</p> <p>think (dynamic) = consider, have in my head</p> <p>what are you thinking about? I'm thinking about my next holiday</p> |
| Taste (smell, look) | <p>Taste,,: taste (stative) = has a certain taste</p> <p>This soup tastes great</p> <p>taste (dynamic) = the action of tasting</p> <p>The chef is tasting the soup</p> |

e. The Use of Stative Verb in Writing Skill

Stative verb used to define a situation or staterather than an action. They typically relate to thoughts, emotions, relationships, senses, states of being, and measurements.¹⁸ Furthermore, stative verb to describe things that are not action in sentences and used in the simple form, not usually in the continous form. Stative verb are part of the aspect system of the English language. If they are can appear in te progressive (continous) at all, there is often a change of meaning.

3. The Concep of Error

1. The Definition of Eror Analysis

Accroding to Corder error is a part of the systematic study of the larners' language which is itself necessary to an understanding of the

¹⁸ Maryati Salmiah, " Verb in English Grammar Subject". *Jurnal Vision*. Vol. xi No. 11 (2017). P. 7

process of second language acquisition.¹⁹ Moreover, Dulay, Burt, and Krashen define errors as the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance.²⁰ To observe, analyze and classify the errors made by students, error analysis is important to do. Richards says that error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.²¹ Based on the statement above, it can be concluded that error analysis is an activity to identify, classify and interpret or describe the error made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences. Another thing which should be noticed is the procedure of error analysis.

2. Differences Between Error And Mistake

In distinguishing between error and mistake, Ellis claims that errors reflect gaps in the student's knowledge, it occurred because the student does not know what is the correct, whereas mistake reflects

¹⁹ S. P Corder, *Error analysis and Interlanguage*, (London Oxford : Oxford University Press, 1981) p.1

²⁰ Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two*, (New York : Oxford University Press). p.138

²¹ *Ibid*, p.96

occasional lapses in performance, they occur because, in particular instance, the students unable to perform what he or she knows.²² It means that, when we learn about error, it cannot be separated from learning about mistake. Error and mistake are different, but some people still misunderstanding about the both. To make clear the distinction of error and mistake, Corder refer to mistake as a performance error that is a failure to utilize a known system correctly by the native speakers, resulting from memory mistake, physical condition, such as tiredness and psychological condition, such as strong emotion. Mistake is also characterized as unsystematic deviation or inconsistent deviation. In this case the learner has been taught the right from of the language, sometimes the students get it right but sometimes he makes a mistake and uses the wrong form.²³ It means that, errors caused by lack of knowledge about the target language (English) or by incorrect hypotheses about it; and mistakes caused by temporary lapses of memory, confusion, slips, of the tongue and so on. In other word, it means that if the learner is inclined and able to correct a fault in his or her output, it is assumed that the form he or she selected was not the one intended, it called as mistake. In addition, if learner is unable or in any disinclined to make the correction, we assumed that the form the learner used was the one intended, in called an error.

²² Ibid, p.17

²³ S. P Corder, *Error analysis and Interlanguage*, (London Oxford : Oxford University Press, 1981) p.125

3. Cause of Error

Learner error in the target language becomes one of the topics to be discussed among researchers. They talked about why error in the target language occurs. Error occurs for many reasons. One of the strategies to prevent the learner from making same error again is by looking at the causes of error itself. Hubbard, et al., said that there are three major causes of errors, they are mother tongue interference, overgeneralization, and errors encouraged by teaching material or method.²⁴

a. Mother-tongue interference is the result of language transfer caused by learner's first language or the transfer of grammatical elements from learner's mother tongue to the target language such as at morphological level. Indonesian students tend to omit the plural suffix at the end of the word. For example : "two student" instead of "two students".

b. Overgeneralization

Overgeneralization is the result of faulty or partial learning of the target language. The learner tends to use tense makers at the same time in one sentence since they do not master the language yet. For example : "he is comes here". The use of "is" is not correct in the sentence. "is" is used if the sentence does not have verb "comes". The sentence should be "he comes here".

²⁴ Peter Hubbard, et al. Training Course for TEFL , (New York : Oxford University Press, 1983), p.140

c. Error encouraged by teaching material or method

The teaching material or method can also contribute to the students' errors. Unfortunately, these errors are much more difficult to classify. If the material is well chosen and presented with meticulous care, there won't be any error made by the student as error can appear to be induced by the teaching process itself. In other words, it is called as teacher-induced errors.

According to Hubbard et al., and also, an error is an evidence of failure of ineffective teaching or lack of control, if material is well chosen, graded and presented with meticulous care, there should never be error.²⁵ The errors are difficult to classify without studying the teaching material and teaching technique or method. For example: "I am going to school every day". It is caused by teaching giving more emphasis on one tense, present progressive tense, so learners overuse it when moving on to new patterns. On the other hand, Brown said causes of error as sources of error and he classified them into 4 categories as follows:

- a. The first source of error is interlingual transfer. It is the beginning stage of learning second language. It is the negative influence of the mother tongue of learner. In this stage, students are not familiar yet with the use of target language, so they use previous experience when they learn it.

²⁵ Ibid,

- b. The second source of error is intra lingual transfer. It is the negative transfer of items within the target language in this stage, students just learn some of target language, so students apply the structure into new form and develop it that does not correspond to target language or mother language.
- c. The third source of error is context of learning. it overlaps both types of transfer. in this stage, context” refers to the teacher or the textbook. In classroom, the teacher or the textbook can lead the students to make errors. it can calledfalse concept”. It is caused there are some errors in teachers explanation or textbook presentation.
- d. the last source of error is communication strategies. in this stage, students have to use their production strategies for getting the message. but sometimes it can be sources of error.

From the explanation above, it can be says, that error analysis is a way of looking at error made by the learners of the target language, as a source of information to the teacher, which in turns helps them correct the students error, and improves the effectiveness of their teaching.

4. Type of Error

Classification of errors Grouping the errors that had been found and stating the ckasses of the errors. The errors were classified based on

surfaced strategy taxonomy those include four type of errors according to Dulay, Burt and Krashen in Alfim. Those are:²⁶

a. Error of Omission

Error of omission is the absence of an item that should appear. “Errors of omission where some element is omitted which should be present” The learner omits the item that should appear in the good utterance. “Omission has two types of morphemes that are omitted more than others. They are content morphemes and grammatical morphemes”. Content morphemes are morphemes that have meaning like nouns, verbs, adjectives, adverbs.

Grammatical morphemes are little word that have minor play in sentences like noun and verb inflections, article, auxiliaries, and preposition. Example : Angelina is an actress. From the explanation and example above, the word Angelina and actress are content morphemes because Angelina and actress is noun and has a mayor meaning. The words” is” and “an” are grammatical morphemes because they are verb auxiliaries and article, and they are also play a minor meaning in that sentence. Omit grammatical morphemes are more complex, for example in using tenses, the learner should be aware of the addition of the ending of the verb (-ed,-ing,-s) correctly. Omit content morphemes are typically made by the learner in gthe

²⁶ Heidi Dulay, Marina Burt, and Stephen Krashen, language Two(New York : Oxford University Press, 1982), p.154

early stage. It happens because the learner still has limitation of the vocabulary which is used in the sentences.

b. Error of Addition

Addition errors are the opposite of omission. They are characterized by the presence of an item that must not appear in a well-formed utterance. Based on the explanation for this type of errors, the sub types are as follows:

- 1) Double marking is defined as failure to delete certain items which are required in some linguistic construction.
- 2) Regularization occurs when a learner uses one rule in linguistics item and applies it for other one. He or she that the past form of regular verb is added by -ed. Then, he or she uses it for irregular past form. Such as, the verb eat not become eaten it must be ate.
- 3) Simple addition ; if an addition error is not double marking or regularization, it is called a simple addition. For example : The fishes has not live in the oil. The right answer is the fish not live in oil.

c. Misformation

Misformation defined misformation as use of the wrong form of a structure or morpheme. In other words, the error of using one grammatical form in the place of another grammatical form or the learner supplies something, although it is incorrect. For example : "It is an book. This sentence should be "It is a book".

d. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group morpheme in an utterance. Misordering errors occur when a sentence which its order incorrect. The sentence can be right in presented elements, but wrongly sequenced. For example : what this is ? this sentence can be formed in a simple question : what is this?

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

The design of this study is a qualitative research in the form of field qualitative. John W. Creswell states that qualitative research is a for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.²⁷ The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data.

Qualitative research is a form of inquiry that explores phenomena in their natural settings and uses multi-methods to interpret, understand, explain and bring meaning to them.²⁸ Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data.

In line with the explanation above, the purpose of this research to know what are the students' error of stative verb in student writing skill at MAN 1 Metro in the academy years of 2019/20120.

²⁷ John W. Creswell, *Research Design* (London : Sage Publication, 2009). p. 22

²⁸ Nancy Arsenault and Gary Anderson, *Fundamental of Educational Research* (Francis : Falmer Press, 1988). p. 126

B. Data Resources

In this research the writer divides the sources into two items. They are primary and secondary.

1) Primary sources

Primary source are original materials on which research is based. They are testimony or direct evidence concerning a topic under consideration. They present information in its original form, neither interpreted nor condensed nor evaluated by other writers. The primary source of this research will be the test result of the tenth graders of MAN 1 Metro in the academic year of 2019/2020. The total numbers of the students are 16 students.

2) Secondary sources

Secondary source offers interpretation or analysis based on primary sources. They may explain primary sources and often uses them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source in this research is from interview, documentation, the books, journals, e-books and articles that are related to the research

C. Data Collecting Technique

Qualitative research typically follows an inductive process.²⁹ It means that the data collection taken from process analyzing data become theory or interpretations. Creswell said that “in many qualitative studies, inquiries

²⁹ Linda Kalof et.al., *Essential of Social Research*, (England: Open University Press, 2008), p. 85.

collect multiple forms of data and spend a considerable time in the natural setting gathering information”³⁰ The data collection is the accumulation of specific evidence that will enable the researcher to properly analyse the results of all activities by his research design and procedures.

The data are needed in a research work to serve the raw material that is used in the production of data. It provides a definite direction and definite answer to a research inquiry. Whatever inquiry has to give a definite answer to an investigation. Data are very essential for a scientific research. In addition, the data are needed to substantiate the various arguments in research findings.³¹

Qualitative researchers also have a toolbox of data-gathering techniques, including in-depth interviewing, participant observation, and document analysis.³² The researcher in this research uses document to collect the data. The researcher takes documents from the result of the students’ writing in descriptive text. In the process of collecting the data, the writer collects the results of writing students to analyze and to identify the using of ellipsis in recount text.

In this research the writer uses three techniques to collect the data, there are observation, documentation and field note.

³⁰ John W. Creswell, *Research Design*, (London : Sage Publication, 2009) p. 184

³¹ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Delhi: New Age International Publisher, 2006), p. 212.

³² Donald Ary et. al., *Introduction to Research in Education Eight Edition* (USA: Wadsworth Cengage Learning, 2010), p.32

1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.³³ As a form of data collection, observation has both advantages and disadvantages. Advantages include the opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who have difficulty verbalizing their ideas (e.g., preschool children). Some of the disadvantages of observations are that you will be limited to those sites and situations where you can gain access, and in those sites, you may have difficulty developing rapport with individuals. This can occur if the individuals are unaccustomed to formal research (e.g., a nonuniversity setting).

2. Documentation

Qualitative researchers may use written documents or other artifacts to gain an understanding of the phenomenon under study.³⁴ In this research, the writer uses documents technique to collect the data. Documents can be a valuable source of information in qualitative research. Creswell cited that documents represent public and private documents. Public documents provide in the form of minutes from meeting, official memos, and newspaper. Example of private documents is personal journal and diaries,

³³John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research*(England: University of Nebraska, 2002), 53.

³⁴*Ibid.*, 432

letters, and personal notes.³⁵ Accordingly, the secondary data needed are documented as data resource in the form of documentation. Furthermore, the writer got the data form the result of students' writing descriptive text.

3. Field Note

Fieldnotes can be crucial to any qualitative study, regardless of data collection tool or methods used. In fieldnotes, qualitative researchers record in-depth descriptive details of people (including themselves), places, things, and events, as well as reflections on data, patterns, and the process of research.³⁶In this study the writer will use the field note to record the phenomena that occur in class tenth grade in MAN 1 Metro associated with stative verb.

D. Data Analysis Technique

The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The writer must organize and categorize or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis includes of two aspects,

³⁵Jhon W. Creswell, *Research Design*(California: Sage Publications , 2000), 180.

³⁶Lisa M. Given, *The Sage Encyclopedia of Qualitative Research Methods* (London: Sage, 2008), 341.

the aspects consists of text analysis and involve developing a description and themes.

The writer would apply Miles and Huberman model to analyze the data.³⁷

The componets of this analysis model are pictured by this figure.

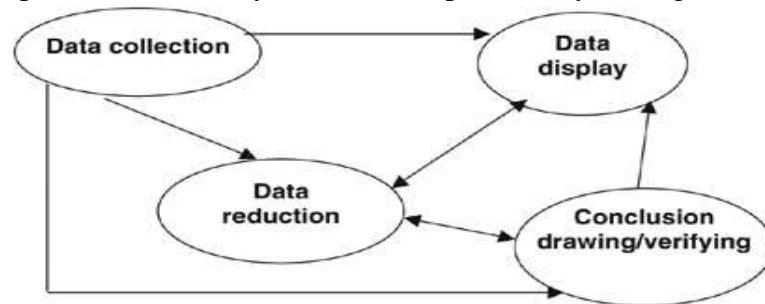


Figure II. Analysis Components of Miles and Huberman Model

Data analysis by Miles and Huberman model conducts the following steps:³⁸

- 1) Data collection is the step when the researcher gather all data which are used to complete the research.
- 2) The researcher reduces the data he had gotten by summarizing and choosing specific things.
- 3) To display the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.
- 4) Lastly, the researcher verifies his research by making conclusion of data findings.

Therefore, it is concluded that the analysis of data has somefunctions in analyze research data that include in; to make the meaningfulraw data, to test

³⁷Michael Huberman M. and Miles, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), 429.

³⁸ *Ibid*,

null hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters.

E. Research Approach

In this research the writer use six steps in the process of research, as follows:³⁹

1. Identifying a Research Problem

Writer begins a research study by identifying a topic to study typically an issue or problem in education that needs to be resolved. Identifying a research problem consists of specifying an issue to study, developing a justification for studying it, and suggesting the importance of the study for select audiences that will read the report

2. Reviewing the Literature

Skills required for reviewing the literature develop over time and with practice. The writer can learn how to locate journal articles and books in an academic library, access computerized databases, choose and evaluate the quality of research on your topic, and summarize it in a review. Library resources can be overwhelming, so having a strategy for searching the literature and the review is important.

³⁹ John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: Pearson Education, 2002), 7.

3. Specifying a Purpose for Research

If the research problem covers a broad topic of concern, writer needs to focus it so that writer can study it. A focused restatement of the problem is the *purpose statement*. This statement conveys the overall objective or intent of the research. As such, it is the most important statement in your research study.

4. Collecting Data

Evidence helps provide answers to the research questions and hypotheses. To get these answers, the writer engages in the step of collecting or gathering data. Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors.

5. Analyzing and Interpreting the Data

During or immediately after data collection, the writer needs to make sense of the information supplied by individuals in the study. Analysis consists of “taking the data apart” to determine individual responses and then “putting it together” to summarize it.

6. Reporting and Evaluating Research

After conducting the research, the writer will develop a written report and distribute it to select audiences (such as fellow teachers, administrators, parents, students) that can use the information.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research Setting

1. Description of MAN 1 Metro

a. Brief History of MAN 1 Metro

Madrasah Aliyah Negeri 1 Metro was established since the enactment of the Decree of the Minister of Religion of the Republic of Indonesia Number 157 of 2014 dated 17 September 2014 concerning the Change of name of 18 (eighteen) Madrasah Aliyah Negeri, 24 (twentyfour) Madrasah Tsanawiyah and 52 (fiftytwo) Madrasah Ibtidaiyah Negeri. What was originally called MAN 2 Metro based on the Decree of the Minister of Religion Number 64/1990 dated April 25, 1990 and number 42 of 1992 dated January 27, 1992 changed the function of the State Religious Teachers Education (PGAN) to become Madrasah aliyah Negeri (MAN).

b. The Profile of School

Name of School : Madrasah Alawiyah (MAN 1 METRO)
Address : Jl. Kihajar Dewantara, No. 110 Kampus
15.A Metro
Postal Code : 34110
Email/Website : www.man1metro.sch
Telephone : 0725-4596-3

The status :Country

Headmaster : Antoni Iswanto

School Accreditation : A

c. The Vision and Mission of MAN 1 Metro

1. Vission

The vision of MAN 1 Metro is“The realization of MAN 1 Metro which is well-established in imtaq excels in science and technology and has an environmental perspective.”

2. Mission

MAN 1 Metro also apply mission as follow :

1. Carry out teacher professional development on an ongoing basis.
2. Implement teacher and employee competency improvement through workshops (training)
3. Implement the 2013 curriculumthrough thge development of academic and non-academic learning programs.
4. Create madrasas that meet national education standars
5. Develop multi-learning strategies 70% Indonesian learning methods and models.
6. Realizing high-achieving and high-quality students through the development of KBM
7. Implementing islamic learning system in islamic nuances in all aspects of activities.

8. Developing facilities and infrastructure.
9. Enhancing students competencies in science and technology.
10. Creating and maintaining a healthy, conducive and harmonious environment donesia) 70%

d. Condition of Teachers and Official Employees At MAN 1 Metro Lampung

The total of teachers and official employees in MAN 1 Metro in academic year 2019/2020 that can be identified as followed:

Table 4.1
Condition of Teachers and Official Employees in MAN 1 Metro

| No | Name | Position | Subject |
|----|-------------------------------|------------|---------------|
| 1 | Antoni Iswantoro, M.Ed | Headmaster | English |
| 2 | Sarbiyono, S.Pd, M.Pd | Teacher | Matematics |
| 3 | Dra. Hj. Maryani, M.Pd | Teacher | Economics |
| 4 | Dra. Erlina Harniati | Teacher | Biology |
| 5 | Dra. Hj. Erniwati, M.Pd.I | Teacher | Arabic |
| 6 | Drs. H. Gufron, M.Pd.I | Teacher | Qur'an Hadits |
| 7 | Drs. Masduki | Teacher | Physics |
| 8 | Drs. Buyung Pranajaya, M.Pd.I | Teacher | Chemistry |
| 9 | Dra. Siti Atifah | Teacher | Matematics |
| 10 | Dra. Hindun Aftoniah, M.Pd.I | Teacher | Fiqih |
| 11 | Drs. H. Mulyana | Teacher | Matematics |
| 12 | Drs. H. Supadi | Teacher | Chemistry |

| | | | |
|----|----------------------------------|---------|------------------|
| 13 | Dra. Hj. Zuraida | Teacher | BK |
| 14 | Drs. H. Kartana, M.Pd.I | Teacher | Chemistry |
| 15 | Dra. Sri Mulyani | Teacher | Matematics |
| 16 | Mustofa Khoiri, M.Si | Teacher | Biology |
| 17 | Dra. Hj. Ade Suhairiah | Teacher | Biology |
| 18 | Sri Astuti, S.Pd, M.Pd | Teacher | Biology |
| 19 | Mustolah, S.Ag, M.Pd.I | Teacher | Qur'an Hadits |
| 20 | H. Firman, S.Pd | Teacher | Ekonomics |
| 21 | Dra. Hj. Eni Susiati, M.Pd | Teacher | Biology |
| 22 | Drs. Gunawan Rg, M.Pd.I | Teacher | Fiqih |
| 23 | Lilis Odiah, S.Pd | Teacher | English |
| 24 | Wagino, S.Pd, M.Pd | Teacher | PKn |
| 25 | Drs. Sudriatmoko | Teacher | History |
| 26 | Rokiban, S.Ag, M.Pd.I | Teacher | PAI & B.Arab |
| 27 | Kasiman, S.Pd, M.Pd.I | Teacher | Arabic |
| 28 | Susi Masjuwita, S. Ag | Teacher | Qur'an Hadits |
| 29 | Endang Purnawati, S.Pd | Teacher | Physics |
| 30 | H. Suhardi, M.P.Fis | Teacher | Physics |
| 31 | Hj. Endang Widaryati, M.P.Kim | Teacher | Chemistry |
| 32 | Murniyanto, S.Pd, M.Pd.I | Teacher | Indonesian |
| 33 | H. Akhmad Yusuf S, M.Pd | Teacher | Geography |
| 34 | Ismoyo, S.Pd | Teacher | Indonesian |

| | | | |
|----|-------------------------------|------------------------|---------------|
| 35 | Edya Rosita, S.Pd | Teacher | Aqidah Akhlak |
| 36 | Musta'in, S.Ag, M.Pd.I | Teacher | Aqidah Akhlak |
| 37 | Feri Mitra Liana, S.Pd | Teacher | Indonesian |
| 38 | Dahlia, S.Pd | Teacher | History |
| 39 | Khabib Wahyono, S.Pd, M.Kes | Teacher | Penjaskes |
| 40 | Hamidah Hasan, M.Pd | Teacher | Indonesian |
| 41 | Helyani, S.Ag, M.Pd.I | Teacher | Fiqih |
| 42 | Muhammad Darojad, M.Pd | Teacher | English |
| 43 | Drs. H. Ridwan, M.Pd.I | Teacher | SKI |
| 44 | Gunawan Santoso, S.Ag, M.Pd.I | Teacher | Fiqih |
| 45 | Darsahid, S.Ag, M.Pd.I | Teacher | PKn |
| 46 | Evi Kurniawati, S.E | Teacher | Sociology |
| 47 | Iwan Saputra S.Pd, M.Kes | Teacher | Penjaskes |
| 48 | Miswanto, S.Pd, M.Pd | Teacher | Economics |
| 49 | Eldi Asmi, S.Sos | Teacher | Sociology |
| 50 | Kartika Dewi, S.Pd | Teacher | Geography |
| 51 | Inta Wahidah, S.Pd | Teacher | BK |
| 52 | Indri Wahyuningsih, S.Si | Teacher | Matematics |
| 53 | Silvia Listiana, S.Pd | Teacher | Penjaskes |
| 54 | Yuni Wiyati, S.Pd | Teacher | History |
| 55 | Suhardi | Head of Administration | - |
| 56 | Suriyati | Staf administration | - |

| | | | |
|----|--------------------------------|---------------------|--------------|
| 57 | Drs. Tatang Juhaeni | Teacher | BK |
| 58 | Supartini, S.E | Teacher | PKWN |
| 59 | Diyan Rahmawati, S.Pd | Teacher | BK |
| 60 | Nita Hidayanti, S.Pd | Teacher | Indonesian |
| 61 | Fitri Astuti, S.Pd | Teacher | Geography |
| 62 | Novi Candra Dewi, S.Pd | Teacher | English |
| 63 | Saripin, S.Kom | Teacher | TIK |
| 64 | Susi Mayasari, S.Pd | Teacher | English |
| 65 | M. Januar, S.Pd | Teacher | English |
| 66 | Lidiawati, S.Pd | Teacher | Matematics |
| 67 | Nanang Sukaryono, S.Kom | Teacher | TIK |
| 68 | Risky Suci Prwatiwi, S.Pd | Teacher | Kesenian |
| 69 | Hepna Sari, S.Pd.I | Teacher | History |
| 70 | Ps. Gama Eka Nugraha P,S.Pd | Teacher | Sociology |
| 71 | Milyani, S.Pd | Teacher | Penjas |
| 72 | Roni Pasrah, S.Pd | Teacher | Penjas |
| 73 | Imroatun Atika, S.Pd | Teacher | Keterampilan |
| 74 | Cahaya Kurnia Dewi, S.Pd | Teacher | Matematics |
| 75 | Sugimin, S.Kom | Staf administration | - |
| 76 | Mutmainnah Adaninggar, A.Md | Staf administration | - |
| 77 | Heldawati, S.Kom | Staf administration | - |
| 78 | Lilis Setia Ningsih | Staf administration | - |

| | | | |
|----|--------------------------------------|---------------------|---|
| 79 | Reza Agusta, S.E | Staf administration | - |
| 80 | Candra Huda Buana, A.Md | Operation | - |
| 81 | Efriana, S.E | Library | - |
| 82 | Firdaus, S.Pd | Library | - |
| 83 | Rizka Ayu Permatasari, S.E | Op. Radio | - |
| 84 | Taufiqurahman Bahaji Eiraie, S.Pd | Op. Radio | - |
| 85 | Rendista Dwi Oktavia, A.Md Keb | Paramedics | - |
| 86 | Hikma Mawarni, S.Tr.Keb | Paramedics | - |
| 87 | Mahmud Nispurwanto | Security | - |
| 88 | Herlan Sentosa | Security | - |
| 89 | Maman Fatkurrahman | Security | - |
| 90 | Agus Widi Ertanto | Security | - |
| 91 | Ahmad Priyadi | Security | - |
| 92 | Ismailudin | Cleaning Service | - |
| 93 | Fahdiansyah Maghribi | Cleaning Service | - |
| 94 | Sri Hastuti | Cleaning Service | - |
| 95 | Fajar Diki Setya Budi | Cleaning Service | - |
| 96 | Hafid Maskur | Cleaning Service | - |

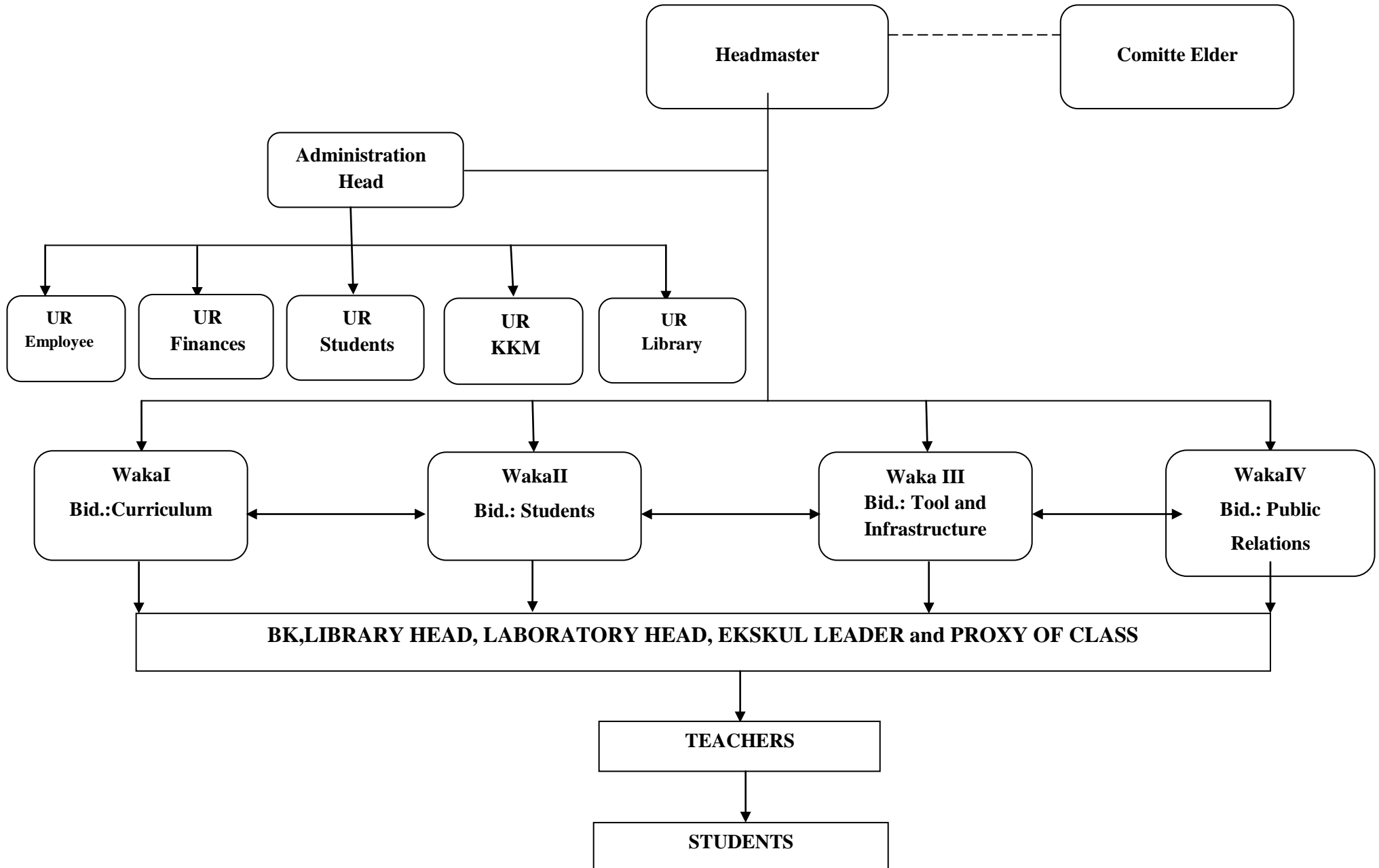
e. Facilities in MAN 1 MetroLampung

The facilities of MAN 1 Metro Lampung have rooms division and building, there were:

Table 4.2
The Facilities in MAN 1 Metro Lampung

| No. | Facilities | Quantity | Condition |
|------------|---------------------|-----------------|------------------|
| 1. | Headmaster Room | 1 | Good |
| 2. | Teacher Room | 1 | Good |
| 3. | UKS Room | 1 | Good |
| 4. | Classrooms | 20 | Good |
| 5. | Computer Laboratory | 1 | Good |
| 6. | Physics Laboratory | 1 | Good |
| 7. | Biology Laboratory | 1 | Good |
| 8. | Canteen | 6 | Bad |
| 9. | Mosque | 1 | Good |
| 10. | Students' Toilet | 4 | Bad |
| 11. | Parking Area | 3 | Good |
| 12. | Library | 1 | Good |

f. Organization Structure



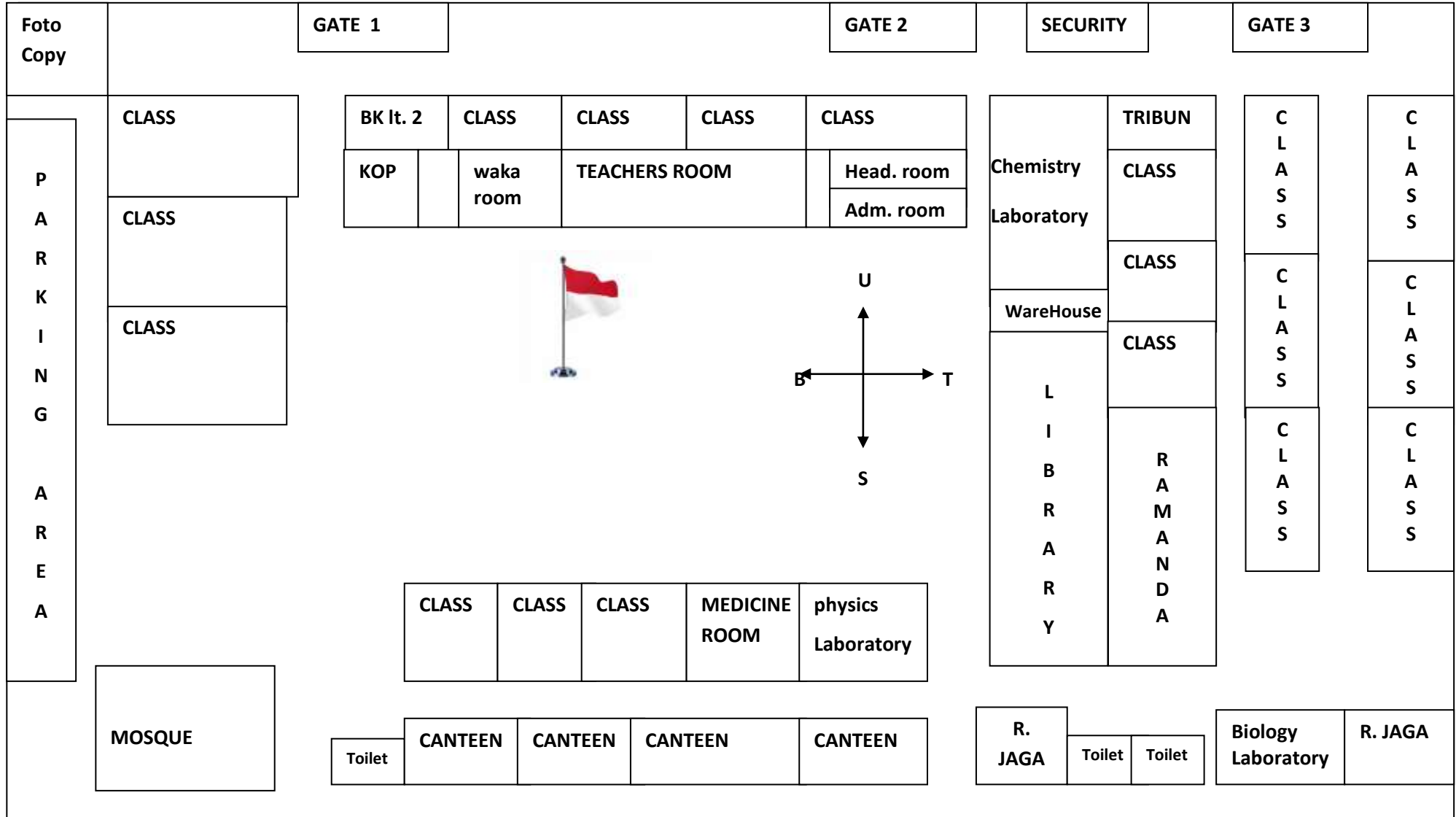
g. Condition of Students in MAN 1 MetroLampung

MAN 1 Metro Lampung in academic year 2019/2020 consist of 742 person. There were X class consist of 269 students, XI class consist of 238 students, and XII class consist of 235 students.

Table 4.3
Condition of the students in MAN 1 Metro in Academic Year 2019/2020

| No. | Class | Students |
|--------------|--------------|-----------------|
| 1. | X | 269 |
| 2. | XI | 238 |
| 3. | XII | 235 |
| Total | | 742 |

h. Location Sketch of MAN 1 Metro



B. General Description

This research specially analyzed the errors of student's stative verb in descriptive writing made by the students at the tenth grade students of MAN 1 Metro in the academic year of 2019/2020. This research was conducted on September 14th, 2019 . In this part, the writer reported the research of the data. The writer use three steps to get the data they were observation, documentation, and fieldnote. The first steps was the writer collected the primary data that was the student's descriptive writing result. The second data got by doing documentation and field note to the 16 students at the tenth grade of MAN 1 Metro in academic year of 2019/2020. The data were taken purposive sampling from twenty students of MAN 1 Metro especially in class IPA 3. Then the writer classified the kinds of errors in using stative verb in descriptive text in superior class by the tenth grade students.

C. The Description of Data Analysis

The data were analyzed based on the framework by Miles and Huberman model. This model consist of some steps to qualitative analyze the data finding. The steps are :

1. Data Collection

This is first step before the data are directly analyzed. The writer collected some the student's descriptive writing result as a sample in this research. Accordingly, the writer decide to observe 20 form of worksheet taken from at the tenth grade in MAN 1 Metro.

2. Data Reduction

Data reduction means the writer selected the most important parts of main points of all data she had gotten by summarizing and choosing specific things. The writer, here, specific the research only on stative verb error in writing descriptive text.

The following table illustrated the errors made by the students found in students' writing result.

Table 4.4
Total Errors of using Stative Verb in Descriptive Text

| No. | Classification Errors | Total of Errors | Percentage of Errors (%) |
|--------------|----------------------------------|-----------------|--------------------------|
| 1 | Verbs of the Senses | 2 | 12.5% |
| 2 | Verb of the Feeling and Emotions | 1 | 6.25% |
| 3 | Attitudinal Verbs | - | 0 % |
| 4 | Mental Verbs | 2 | 12.5% |
| 5 | Relations Verbs | - | 0 % |
| 6 | Possessive Verbs | 2 | 12.5% |
| 7 | Linking Verbs | 2 | 12.5% |
| 8 | To Be | 7 | 43.75% |
| Total | | 16 | 100% |

Based on the table above, it can be said that there were some common error of using stative verb in descriptive text. The number of errors made by the students about errors. The most commonly errors found in the use to be of stative verb were 7 errors, verbs of the senses was 2 errors, verb of the feeling and emotions was 1 error, attitudinal verbs was 0 error, because the writer not found it verbs in the descriptive text result. mental verbs was 2 errors, relations verbs was 0 error, possessive verb was 2 errors and linking verb was 2 errors.

Figure 4.2
Recapitulation of Students' Types of Errors
Based on Error Analysis Theory

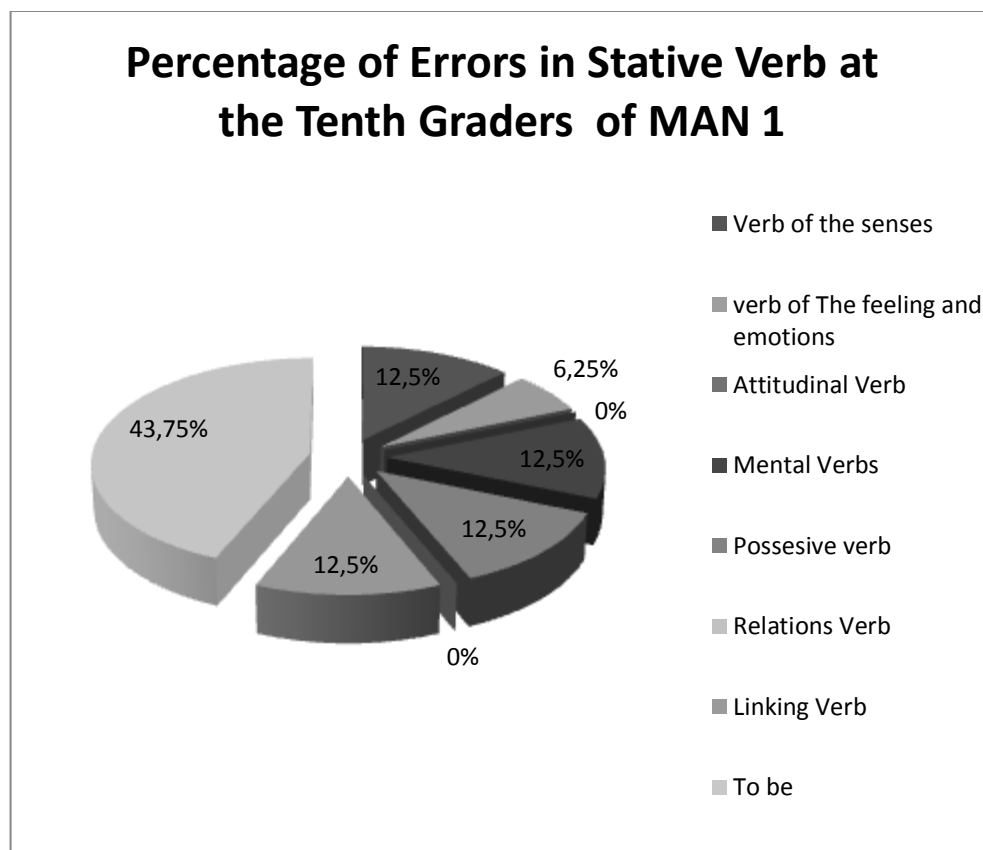


Table 4.5
Brief Description of Students' errors of stative verb in Descriptive Text

| No. | Name | Error Sentences | Correct Sentences | Types of Error |
|-----|----------------|--|--|--|
| 1. | KPS MAA | a. I am feeling grateful to have family like my lovely family. b. I want make my parent always feeling happiness. | I feel grateful to have family like my lovely family. I want to make my parent always feel happiness. | Verbs of the Senses |
| 2 | SMS | c. I am loving my family because they were my heros in my life. | I love my family because they were my heros in my life. | Verb of the Feeling and Emotion |
| 3 | ASP ARH | d. I am thinking my mother doesn't love me anymore. e. I am knowing that my mom has a talent for sewing | I think my mother doesn't love me anymore. I know that my mom has a talent for sewing | Mental Verbs |
| 4 | FRA NKM | f. I am so grateful for having a mother like her. g. My brother have brown skin. | I am so grateful to have a mother like her. My brother has brown skin. | Possessive Verbs |

| | | | | |
|---|---|---|---|----------------------|
| 5 | DFN RAA | h. She is looking very master in cooking because her cook so delicious. i. So she can keep looking good on all her dress. | She <u>looks</u> very master in cooking because her cook so delicious. So she can keep <u>looks</u> good on all her dress. | Linking verbs |
| 7 | RAT MAM JEF RNS RAT NKM RAT | j. My father and my mother is teacher math. k. You is excelancy majesty l. He is work every day for to give a live proper. m. Because you is inspiration that falled by god. n. My parents is good people in the world. o. I am love my big brother because he was my big brother the only one in my family p. There is brother and sister. | My father and my mother <u>are</u> teacher math You <u>are</u> excelancy majesty. <u>He works</u> every day for give a live proper. Because you <u>are</u> inspiration that falled by god. My parents <u>are</u> good people in the world. <u>I love</u> my big brother because he was my big brother the only one in my family there <u>are</u> brother and sister. | To Be |

Based on the table data analysis above, it could be described that there were some errors commonly found in students' writing descriptive text. Therefore, the writer classified those errors into eight types, namely verbs of the senses, verb of the feeling and emotions, attitudinal verbs, mental verbs, relations verbs, possessive verb, linking verb and to be. Consequently, the writer gave the brief descriptions of data analysis as followed:

a. Verbs of the Senses

Errors were illustrated by the absence of a component that have to appear in a well-formed sentence. In short, error adding verb-ing of certain necessary items in sentences. The writer found 2 errors in total showing in verb. The writer noticed the flaw of the students' errors which add certain parts of the sentence. Here, there were examples of the errors made by students, as followed:

- KPS: Have error in add verb-ing in sentence and add to be on the subject.

“I am feeling grateful to have family like my lovely family“

This sentence demonstrates that the student had committed the add -ing error, because using add -ing indicates that he was expressing gratitude at the time but for tomorrow he no longer felt that (grateful). This means that the meaning contained is not permanent but is temporary and when the verb returns to the first

form then to be also follows to be (lost). So, the correct sentence was "I feel grateful to have family like my lovely family".

- MAA: Have error in add verb-ing in sentence

"I want make my parent always feeling happiness"

This sentence demonstrates that the student had committed the add -ing error, because using add -ing indicates that he is feeling, meaning he hopes that his parents are feeling happiness at the time, not for tomorrow and so on. So, the correct sentence was, "I want to make my parent always feel happiness"

b. Verb of the Feeling and Emotions

Errors were illustrated by the absence of a component that have to appear in a well-formed sentence. In short, error adding verb-ing of certain necessary items in sentences. The writer found 1 error only in total showing in verb. The writer noticed the flaw of the students' errors which add certain parts of the sentence. Here, there were examples of the errors made by students, as followed :

- SMS : have error in add verb-ing on the sencece.

"I am loving my family because they were my heros in my life."

This sentence demonstrates that the student had committed the add -ing error, because using add -ing indicates that she is on, it's mean that she just love her sister at the time only, not for tomorrow and so on. So, the correct sentence was, "I love my family because they were my heros in my life."

c. Attitudinal verb

The writer not found attitudinal verb errors in students descriptive text result because the students not use verb it as the complement of their descriptive text.

d. Mental Verb

Errors were illustrated by the absence of a component that have to appear in a well-formed sentence. In short, omission was any deletion of certain necessary items in sentences. The writer found 2 errors in total showing in verb. The writer noticed the flaw of the students' errors which add certain parts of the sentence. Here, there were examples of the errors made by students, as followed:

- ASP : Have error in adding verb-ing on the sencece.

“I am thinking my mother doesn't love me anymore.”

This sentence demonstrates that the student had committed the add -ing error, because using add -ing indicates that “thinking” included in continous form. There is rule that if stative verb appearing with affix -ing, so it will have change the meaning. So, the correct sentence was, “I think my mother doesn't love me anymore.”

- ARH : Have error in adding verb-ing on the sencece.

“I am knowing that my mom has a talent for sewing”

This sentence demonstrates that the student had committed the add -ing error, because using add -ing indicates that “she know

her mom talent at this time only or in a short period of time. included in continuous form. There is rule that if stative verb appearing with affix -ing, so it will have change the meaning. So, the correct sentence was, "I know that my mom has a talent for sewing"

e. Relations Verbs

The writer not found relations verb errors in students descriptive text result because the students not use verb it as the complement of their descriptive text.

f. Possessive Verb

Errors were illustrated by the absence of a component that have to appear in a well-formed sentence. In short, error adding verb-ing of certain necessary items in sentences. The writer found 2 errors only in total showing in verb. The writer noticed the flaw of the students' errors which add certain parts of the sentence. Here, there were examples of the errors made by students, as followed :

- FRA : have error in add verb-ing on verb

I am so grateful for having a mother like her.

This sentence demonstrates that the student had committed the add -ing error, because of the addition of the word which has a moderate meaning. Of course it will have an inappropriate meaning. word "have" it should be used in a continuous form when the word means "memiliki". Then the word used is enough "have"

without affix –ing. So, the correct sentence was, “I am so grateful to have a mother like her.”

- NKM : have error in using verb (have)

“My brother have brown skin”

This sentence demonstrates that the student had committed the usage of “have” error, because the usage “have” based on subject if (I, we, they : have) while (she, he ,it : has). So, the correct sentence was, “ my brother has brown skin.”

g. Linking Verbs

Errors were illustrated by the absence of a component that have to appear in a well-formed sentence. In short, omission was any deletion of certain necessary items in sentences. The writer found 2 errors in total showing in verb. The writer noticed the flaw of the students’ errors which add certain parts of the sentence. Here, there were examples of the errors made by students, as followed:

- DFN : have error in add verb-ing on verb

“She is looking very master in cooking because her cook so delicious”

This sentence demonstrates that the student had committed the add –ing error, because of the addition of the word which has a moderate meaning. Of course it will have an inappropriate meaning. and the sentence above show that it’s only for a moment

or a few moments, not for later. So, the correct sentence was, “She looks very master in cooking because her cook so delicious.”

- RAA : have error in add verb-ing on verb

“So she can keep looking good on all her dress”

This sentence demonstrates that the student had committed the add -ing error, because of the addition of the word which has a moderate meaning. Of course it will have an inappropriate meaning. and the sentence above show that it’s only for a moment or a few moments, not for later and it should be in verb plus the letter “S” because the subject is “She”. So, the correct sentence was, “So she can keep looks good on all her dress.”

h. To Be

Errors were illustrated by the absence of a component that have to appear in a well-formed sentence. In short, the student incorrectly using the to be (auxiliary verb) appropriate to the subject. The writerfound 7errors in total showing in verb. The writer noticed the flaw of the students’ errors which add certain parts of the sentence. Here, there were examples of the errors made by students, as followed:

- MAM : have error using of verb in the sentence

“You is excelancy majesty”

This sentence demonstrates that the student had committed placement of verbs according to subject error,because in English it has been explained that “you” use tobe “are” not “is”. So, the

correct sentence was,” You are excellency majesty” many of students stative verb error in to be due to mismatch between “to be” on the “subject” used in the sentence itself.

- RAT : have error add to be (am) in sentence

“My father and my mother is teacher math”

This sentence demonstrates that the student had committed error of to be in sentence because there are two subject in the sentence.

The students should use “are” as to be correct to complete the sentence. So the correct sentence was,”My father and my mother are teacher math.”

- JEF : have error add to be (is) in sentence

“He is work every day for to give a live proper”

This sentence demonstrates that the student had committed addition of to be that does not match the present tense verbal form.

Which basically only has (s+v+o/c) which is where verbal sentences do not inquire to be added and should have added to the ‘S’ on the verb. So, the correct sentence was,”He works every day for to give a live proper,

- RNS : have error using of verb in the sentence

“Because you is inspiration that falled by god.”

This sentence demonstrates that the student had committed placement of verbs according to subject error, because in English it has been explained that “you” use to be “are” not “is”. So, the

correct sentence was,”Because you are inspiration that falled by god.”

- RAT : have error in the usage of tobe

“My parents is good people in the world.”

This sentence demonstrates that the student had committed placement of verbs according to subject error, because when the subject is plural then tobe used “are” and if the subject is singular the tobe used”is”. The sentence above use subject is my parent it’s means that, there are 2 people. So, the correct sentence was,”“My parents aregood people in the world.”

- NKM : have error in the usage of tobe

“I am love my big brother because he was my big brother the only one in my family”

This sentence demonstrates that the student had committed placement of verbs according to subject error, because if the sentenceuse “verbal”, so it do not need“to be” in sentence it self. So, the correct sentence was,” I love my big brother because he was my big brother the only one in my family.”

- RAT : have error in the usage of tobe

“There is brother and sister”

This sentence demonstrates that the student had committed placement of verbs according to subject error, because when the subject is plural then tobe used “are” and if the subject is singular

the tobe used”is”. from the sentence above there are two subjects (brother and sister). So, the correct sentence was, “there are brother and sister.

D. Discussion

In teaching writing in senior high school especially students at the tenth graders of MAN 1 Metro Lampung, based on pra-survey there were some problems like the students still have several errors. The students were still confused use stative verb in descriptive text. Whereas, the students must know how to use correct forms of using verb in the sentences because it was one of important thing to support their ability in writing skill. It is revealed that there were some errors which were found in the students’ descriptive text. Those errors were devided into eight kinds, namely: verbs of the senses, verb of the feeling and emotions, attitudinal verbs, mental verbs, relations verbs, possessive verb, linking verb and to be.

Furthermore, it was showed that there were 16 items such as verbs of the senses 2 error items (12.5%), verb of the feeling and emotions have 1 error items (6.25%), attitudinal verb not found error item (0%), mental verbs have 2 error item (12.5%), relations verb not found error item (0%), possessive verbs have 2 errors item (12.5%), linking verbs have 2 errors item (12.5%) and to be have 7 errors items (43.75%).

The students have a low desire to learn English, especially in writing material, on the other hand they have difficulties in mastering grammar, vocabulary, writing mechanism, developing ideas from writing topics and they also do not understand the types of verb according to their users in a sentence.

The finding show that the error frequently appeared about stative verb was the area of error in to be. Based on the result of the data analysis, it proves that the students' writing needs to be improved, not only in the students' ability in place the appropriate verb in sentence, but also their understand the type of verb that corresponds to the subject used.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the writer would like to take the conclusion as follows: Most of the students at tenth grade of MAN 1 Metro committed the some stative verb errors :

- 1) The most errors in using stative verb are on the To Be type while no error were found in the attitudinal verb and relation verb in the descriptive text result of the students.
- 2) The students have a low desire to learn English, especially in writing material, on the other hand they have difficulties in mastering grammar, vocabulary, writing mechanism, developing ideas from writing topics and they also do not understand the types of verb according to their users in a sentence.
- 3) The students should learn more about the usage stative verb correctly and the teacher should suitable strategy, method and media to make students easy in learning process.

B. Suggestion

Considering the discussion of the research, the writer proposes suggestion as follows :

1. For the Headmaster

The headmaster should support in order to the English Learning process by preparing the facilitation and instrument of English learning completely.

2. For the English Teacher

- a. The English teacher should motivate in order to the students to be more active in English learning process by helping them

- b. The english teacher should add media in order to make eassy the students in understanding the usage of verb

- c. The English teacher gives suggestion in order to the students to increase their ability in writing descriptive text performance

3. For the Students

- a. The students should enlarge knowledge about grammar more in order to have good writing descriptive text performance.

- b. The students are suggested in order to increase their master in grammar (verb) and their writing descriptive text performance.

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APPENDICES

Name : Mareta Viansyah

Class : X Mia 3

Theme : My Idol

My Parent ♥

I have one mother and one father. His name father Anson and Her name mother Siti Asyah.

They is my hero and save me with love pity. Always give me spirit.

My Father is very important to fill my every day be happy. And then my mom love cooking, because her cook so delicious.

I miss them to wish back to home. Mom I miss your cooking. Dad I miss to wish laugh with you. My Father is super hero when make me hurt. And My mother is my angel.

Mom, dad I am sorry don't can be the best yet for you all.

I will have effort be the best for friend. I will make you happy with my success some day.

I love My Parents ♥

Thank You so much mom and dad to all ♥

NAME: MISBAKHUL AMANIAN ~~Musi~~ MUSTOFA

Class: X / PA 3

Thema My Idol

Judul: Nabi Muhammad SAW.

Prophet Muhammad Islamic Samudra. he Samudra Majesty Your
exclancy majesty Ambassador Allah SWT like pastilah Allah
he like Nabi that last and give share in my life.

and you is exclancy majesty he ~~strong~~ strong Samudra
he also accusation doing you get wonder he extremely he
well and wonder. EKS. divine revelation. except he ~~fall~~
Failed. by prophet Muhammad SAW

Foundation: in Founded, Fundamental like.

feet

Motobasi: Sholat - 1 - kan - have - like. Prophet Muhammad
SAW. And have good. at ~~had~~ moral.

Name : Fatkhiyana Rizaha Amara
class : X IPA II

My Angel

My mother is very beautiful, friendly and smart cook. Her name is Fatimah. She is a former woman. My mother has an ideal appearance. Her weight is about 65 kilograms and 165 centimeters tall. She has light brown skin. She has an oval shaped face with a pair of brown eyes that makes her even prettier. Her hair is curly with brownish ringlet.

My mother is a great mother to me. Even though she is still work. My mother is good at cooking, because her cook is delicious. From her delicious cook it can make me happy always with my family. I'm so grateful for having a mother like her

X

NAME : Kecia Pansiska
Kls : Ipa 3

My Family

My family is the best family that I have ever known. I am feeling so grateful to have such a nice and lovely family. My family consists of 5 people. It is a small family. There are my father, my mother, my younger sister, my little brother, and me in my family.

My family is a lovely family. My father's name is Wahyu. He is about 46 years old. He is a calm and kind father that I have ever had. He likes to play with his children and always helps his children. My mother is the best one. Her name is Wati, she is about 44 years old.

Nama : Nur Karim
Kelas : X IPA 3

My Brother

My brother have brown skin. his habit every day that he is always watching television before he left for school. Television show that he loved was spongebob square pants. he has several hobbies such as swimming, playing game and football with his friends. He is a big brother very nice, his funny and bizarre behavior that makes me, my father, and my mom laugh. he is different from other big brother. he was very kind to others. He always invites peers to play with game together in his house. I am love my big brother because he was my big brother the only one in my family.

Name : Anita Pesharia
class : IPA³

My Future Life with Family

My name is Para, I am six teen years old.
my hobby is sewing. I am very like sewing. I hope
I will be a good tailor a future. I always struggle
to achieve my ambition. My mother and father
never cares on me they never care about my future.
I want my father and my mother support me
about anything else. Actually I am knowing that
my mother has a talent for sewing, but she
never teach me. moreover my father he never
give support to me. I hate him.

Name : Muhammad Aditya

Class : IPA 3

My mom

She is my angel in my life. always give me everything I need. actually nothing parents that want to make her child to be poor / hurt. my mom is a beautiful woman. she is place, where I tell story about my daily that have relate with other people her spirit make me remember to always giving better for later. I really love her. nothing someone can change her in my heart and I want make my parent feeling happy always. I will try to be what parent. I love them so much.

My Idol:

Rahma Novita Sari
X IPA 3

Nabi Muhammad Saw.

He is my Guide For give shone in my life
He is ^{one} al ways to do pray, So that the best guide
He also No dont know their.

I am Motivation bay you because you is (we)
Inspiration that Fall to bay god
he is the Spirit OF My life Who is a handsome.
Prophet diligently worshipping discipline that
deserves Idolism.



My idol :

Jessi Esa Fadila

X IPA 3

My Father

My father is patient, he is work every day for to give a live proper. He is teacher at the is high school. He is my spirit, guide. He is always to give motivation is to continue for study so that is filled my dreams.

He is give me care and love what is more. He is someone is give me love didn't is to act regular. He is someone is willn't ever is to die me. My father is is here.

He is always is give me motivation. He is is to continue try is although ever fail. Someone is is always to take me to get up.

Nama: Archita Mayra Putri Zsalsabita

Kelas: X IPA 3

My Favorite Senior

He is my favorite senior in the school. He has playing football. he has cool and funny. I want he to be my boyfriend, cause he my iron man and like you sooo. Baby take a chance cause I want you to be something. So please don't break my heart don't tell me apart I know at this start trust me have been broken before. He is beautiful dream.

He good people and god man. I very like him. Somehow I can like it I will change better for her.

I don't know arise I like him. but I separate with him. I like he, but he good people, he cool, he has funny. and very kind

NAME : LUSIA ERANI KUSUMA DEWI

KELAS : X IPA 3

My idda.

"MOTHER"

Mother's name Sunarti She is Mother good, to love me
always patient, always give share in my life and
then my mom love cooking because her cook
so delicious.

He who always cheers on my day and every mother
who always there at all times. I always love you
and will not forget the services of my mother
will reply and I will prove to my mother and
father someday I will be successful and always
proud of my father and mother.

Rike Angrea
IPA 3

My Family

I live with my little family. It consist of members, there are my father, my mother, my older brother, and of course I as the youngest family member.

My mother is middle-aged woman, now she is about 40 years old. Her name is Mrs. Sutiyah. She has beautiful face and black long straight hair. Her eyes just like ordinary Asian woman, black. She is a bit fat because she rarely does exercise as a busy housewife.

However she can manage her dress well, so she can keep looking good on all dress.

Name : QOMITA SHOLEHATI AMRI

4/9

CLASS : X IPA 3.

> MY PARENT <

My Mother name Retno Sari Ambar Wulan. Place of birth METRO,
Date of birth September 17. My Father name Mohammad Romli Hutoyo.
Place of birth Pesawaran, Date of birth August 5. Hobby my mother
is shopping and hobby my father is Football.

My Mother is Idola cause, My Mother always Patient to hear my
curhatan and so merciful, My Father is Idola cause, My Father
is very important to fill every day be happy.

I want to be those who are always happy in educating me
and Patient, ... hopefully I can make them happy.

NAME : Adi Saputra
KELAS : IPA 3

My angel

I have the best mom in my life Her name is Suhardini. She is always give me what I want to do positif something. Some day I ever have mistake until make my mother so angry with me. ~~with~~ thinking my mother doesn't love me anymore and precisely it is make me know more about good and bad things. I love you so much mom I'm lucky to have a mother like you.

Name : Aiko Adrian-toro
class : XI IPA³

My family

I love my family because in anytime, anywhere my family make me happy and never make me sad.

In my family, ~~there~~ there is my parent, brother's and sister's my parent is good people in the world. Always give me support and believe me later I can a good people. they are my father and my mother. my father is teacher and my mother is a teacher also. my father and mother is teacher math. So I very like study math in the school. ↗

I there is brother and sister. my brother is student, he still class 3 SD and my ~~father~~ sister is student. She still class 12 SMA that all my family. I'll be thank full with my family because always stay with me if I sad or happy. So I love you're my family.

NAME: Sintia Maulasari
KELAS: IPA 3

Favourite People

I'm so very happy have a parents like they are I am ~~love~~ loving my family because they were my heros in my life they always support me everything I need for the better my father jobs is farmer and my mother job is teacher although my parents always busy and sometime I feel lonely but all of this just for me and my future

DOCUMENTATION

The students learning in the class.



The students learning in the class.



The students learning in the class.



The students learning in the class



FIELD NOTE TABLE

| Field Note Result | | |
|-------------------|-------------------------------------|---|
| No | Date | Classroom Activity |
| 1 | September, 14 th 2019 | students attend teaching and learning activities in the classroom. |
| 2 | | The teacher conveys information related to learning material. |
| 3 | | students work on probl assignments related to the material that the teacher has delivered. |

Collaborator



Lilis Odiah
NIP .-

Metro, August 2019

The writer



Sri Rahayu
NPM .1501070129



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki Hajar Dewantara Kampus 15 A Ilirgulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47295 Website: www.metroiaain.ac.id e-mail: iain@metroiaain.ac.id

Nomor: B-2721 /In 28 1/J/PP 00 9/8/2019
Lamp: -
Hal: **BIMBINGAN SKRIPSI**

26 Agustus 2019

Kepada Yth:

1. Drs. Kuryani, M Pd (Pembimbing I)
 2. Much Deiniatur, M Pd B I (Pembimbing II)
- Dosen Pembimbing Skripsi:
Di -

Tempat

Assalamu'alaikum Wr. Wb

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

| | |
|----------|---|
| Nama | Sri Rahayu |
| NPM | 1501070129 |
| Fakultas | Tarbiyah dan Ilmu Keguruan |
| Jurusan | Tadris Bahasa Inggris |
| Judul | An Error Analysis Of Stative Verb In Students Writing Skill At MAN 1 Metro In The Academy Year Of 2019/2020 |


Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing: membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Ketua Jurusan TBI


A. Subhan Roza, M.Pd
NIP. 19750610 2008011031



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inringmulyo Metro Timur Kota Metro Lampung 34111
Telepon: (0725) 41507; Faksimil: (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah@metrouniv.ac.id

Nomor : B-2756/In.28/D.1/TL.00/08/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MAN 1 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2755/In.28/D.1/TL.01/08/2019,
tanggal 30 Agustus 2019 atas nama saudara:

Nama : **SRI RAHAYU**
NPM : 1501070129
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MAN 1 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS OF STATIVE VERB IN STUDENTS WRITING SKILL AT MAN 1 METRO IN THE ACADEMY YEAR OF 2019/2020".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 30 Agustus 2019
Wakil Dekan I,

Adnan Fatonah MA
19670531 199303 2 003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KEMENTERIAN AGAMA KOTA METRO
MADRASAH ALIYAH NEGERI I**

Jl. Ki Hajar Dewantara No.110 Kampus 15A Telp/Fax (0725) 45963
Website : www.man1metro.sch.id Facebook : MAN 1 Metro Lampung



SURAT KETERANGAN

Nomor : B-535/Ma.08.01/PP.00.6/09/2019

Berdasarkan Surat Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro nomor : B-2756/In.28/D.1/TL.00/08/2019 tanggal 30 Agustus 2019 dengan ini Kepala Madrasah Aliyah Negeri (MAN) 1 Metro menerangkan bahwa :

Nama : SRI RAHAYU
NPM : 1501070129
Program Studi : Pendidikan Bahasa Inggris

Telah mengadakan research/survey di MAN 1 Metro dalam rangka menyelesaikan tugas akhir/skripsi dengan judul "AN ERROR ANALYSIS OF STATIVE IN STUDENTS WRITING SKILL AT MAN 1 METRO IN THE ACADEMY YEAR OF 2019/2020".

Demikian untuk dapat dipergunakan sebagaimana mestinya.



17 September 2019

Kepala

Anton Iswantoro



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : SRI RAHAYU
NPM : 1501070129

Fakultas/Jurusan : TBI
Semester/TA : VII / 2018

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|-------------------|------------|----|---|------------------------|
| | | I | II | | |
| 1 | 15/2019 /april | | ✓ | Chapter I : add footnote before first Research | |
| 2 | 19/2019 /april | | ✓ | Chapter I - Revise data the Survey. | |
| 3 | 22/2019 /april | | ✓ | Chapter I - Check & checked grammar | |
| 4 | 26/2019 /april | | ✓ | ACC Chapter I | |
| 5 | 5/2019 /mei | | ✓ | Chapter II : Give explanation before giving detail information | |
| 6 | 8/2019 /mei | | ✓ | ACC Chapter II | |

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Much Deiniatur, M.Pd, B.I
NIP. 19880308 2015031 006



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : SRI RAHAYU

Fakultas/Jurusan : TBI

NPM : 1501070129

Semester/TA : VII / 2018

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|---------------|------------|----|-----------------------------|------------------------|
| | | I | II | | |
| 1 | 14/8 2019 | | ✓ | ACC Akd/Instrument | |

Mengetahui :
Ketua Jurusan TBI

Dosen Pembimbing II

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Much Deiniatur, M.Pd, B.I
NIP. 19880308 2015031 006



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
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IAIN METRO

Nama : SRI RAHAYU

Fakultas/Jurusan : TBI

NPM : 1501070129

Semester/TA : VII / 2018

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|---------------|------------|----|---|------------------------|
| | | I | II | | |
| 1 | 15/5 2019 | ✓ | | Bibliography . | |
| 2 | 17/5 2019 | ✓ | | Sebaran di formel. yg ada di buku petam . | |
| 3 | 22/5 2019 | ✓ | | Revisi Chapter I | |
| 4 | 21/6 2019 | ✓ | | Revisi Chapter II | |
| 5 | 01/07 2019 | ✓ | | Revisi Chapter III | |
| 6 | 04/07 2019 | ✓ | | Acc Samikon | |

Mengetahui :
Ketua Jurusan TBI

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Dosen Pembimbing I

Drs. Kuryani Utih, M.Pd
NIP. 19620215 1995031 001



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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : SRI RAHAYU
NPM : 1501070129

Fakultas/Jurusan : TBI
Semester/TA : IX/2019

| No | Hari/ Tanggal | Pembimbing | Materi yang dikonsultasikan | Tanda Tangan |
|----|---------------|------------|--|--------------|
| | | I | | |
| 1 | 14/11/2019 | ✓ | Foto penelitian menulis dibari kesanya Pembahasan, Alkitab - per kualifikasi - per insial Pembahasan - what, why, how Cerdikan Sugesti | |
| 2 | 19/11/2019 | ✓ | Acc Amagayel | |

Mengetahui :
Ketua Jurusan TBI

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NIP. 19750610 200801 1 014

Dosen Pembimbing I

Drs. Kuryani, M.Pd
NIP. 19620215 1995003 1 001



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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : SRI RAHAYU
NPM : 1501070129

Fakultas/Jurusan : TBI
Semester/TA : IX/2019

| No | Hari/ Tanggal | Pembimbing | Materi yang dikonsultasikan | Tanda Tangan |
|----|---------------|------------|--|--------------|
| | | II | | |
| 1 | 30/10/2019 | ✓ | Revisi table 1 give footnote revisi page Revisi table 3 | |
| 2 | 7/11/2019 | ✓ | Revisi page revisi part discussion revisi conclusion | |
| 3 | 8/11/2019 | ✓ | revisi surat ke I Indragiri | |

Mengetahui :
Ketua Jurusan TBI

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NIP. 19750610 200801 1 014

Dosen Pembimbing II

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KEMENTERIAN AGAMA REPUBLIK INDONESIA

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IAIN METRO

Nama : SRI RAHAYU

Fakultas/Jurusan : TBI

NPM : 1501070129

Semester/TA : VII / 2018

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|---------------|------------|----|-----------------------------|------------------------|
| | | I | II | | |
| 1 | 22/8/2018 | ✓ | | Raise IPD. | |
| 2 | 24/8/2018 | ✓ | | Ace IPD | |

Mengetahui :
Ketua Jurusan TBI

Dosen Pembimbing I

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Dr. Kuryani Utih, M.Pd
NIP. 19620215 1995031 001

CURRICULUM VITAE



Sri Rahayu, was born in Metro Lampung on December 11st, 1996. Her nickname is Ayu, the child of Mr. Slamet Untung and Mrs. Kartini. The second child of two siblings Now lives in Karang Rejo Villages, Metro Utara District, Metro City Regency.

Grew up in Metro Lampung until the author completed her formal education at SD Negeri 8 Metro Utara in 2008, SMP Negeri 8 Metro in 2011 and SMK Negeri 1 Metro City Department of Office Administration in 2014. In 2015 the author was registered as a student in the Tarbiyah and Teacher Training Faculty of the State Institute For Islamic Studies (IAIN) through selection of new admission for the SPAN-PTKIN pathway.