AN UNDERGRADUATE THESIS

ERROR ANALYSIS ON STUDENTS WRITING ABILITY IN THE HOSPITALITY DEPARTMENT OF SMK ACI METRO

By:
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TARBIYAH AND TEACHERS TRAINING FACULTY ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1442/2021 M

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ERROR ANALYSIS ON STUDENTS WRITIING ABILITY IN THE HOSPITALITY DEPARTMENT OF SMK ACI METRO

Presented as a Partial Fulfillment of the Requirements

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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ERROR ANALYSIS ON STUDENTS WRITIING ABILITY IN THE HOSPITALITY DEPARTMENT OF SMK ACI METRO

ABSTRACT

By:
ROSITA DEVI

Writing is one of skills in English that must be mastered by students after attending a series of English lessons at school. The purpose of this study was to analyze writing errors in eleventh graders students at SMK ACI Metro. Through this research it is hoped that students can learn from their mistakes and teachers are able to help students solve their problems.

The method of this research was qualitative research in the form of a case study carried out at SMK ACI Metro. The primary sources of this research were the eleventh graders students' of SMK ACI Metro that consist 10 students. Data collection of this research is the English teacher instructed the students to write a paragraph about students' experiences in studying at home then the researcher analyzes the students' writing errors and categorizes the errors.

The author found several categories of student errors in writing including tense, s + verb agreement, preposition and article. The results of this research stated that students had a lot of error in the use of tense, as many as 7 students out of 10 students made mistakes in the tense category. So the writer found that tense is the most dominant error that students make, this error occurs partly because of a lack of knowledge about the types of tense use. While the implications of the dominant error in learning English is that the teacher can find out the category of errors in using sentences that often occur. So teachers can provide more training.

Keywords: *Writing Ability, qualitative research, SMK ACI Metro.*

ANALISIS KESALAHAN PADA KEMAMPUAN MENULIS SISWA DI JURUSAN PERHOTELAN SMK ACI METRO

ABSTRACT

By:
Rosita Devi

Menulis merupakan salah satu kemampuan dalam bahasa inggris yang harus dikuasai oleh siswa setelah mengikuti serangkaian pengajaran bahasa inggris di sekolah. Tujuan dari penelitian ini adalah untuk menganalisis kesalahan penulisan pada siswa XI di SMK ACI Metro. Melalui penelitian ini diharapkan bahwa siswa dapat belajar dari kesalahan mereka dan guru mampu membantu siswa memecahkan masalah mereka.

Metode penelitian ini adalah penelitian kualitatif berupa studi kasus yang dilaksanakan di SMK ACI Metro. Sumber utama penelitian ini adalah siswa kelas XI SMK ACI metro yang berjumlah 10 siswa. Pengumpulan data pada penelitian ini adalah guru bahasa Inggris mengistruksikan siswa untuk menulis paragraf tentang pengalaman siswa dalam belajar di rumah kemudian peneliti menganalisis kesalahan menulis siswa dan mengkategorikan kesalahan tersebut.

Penulis menemukan beberapa kategori kesalahan siswa dalam menulis diantaranya tense, s+verb agreement, preposition, dan article. Hasil penelitian ini menyatakan bahwa siswa mengalami banyak kesalahan pada penggunaan tense, sebanyak 7 siswa dari 10 siswa melakukan kesalahan dalam kategori tense. Jadi penulis menemukan bahwa tense adalah kesalahan paling dominan yang dilakukan siswa, kesalahan ini terjadi antara lain karena kurangnya pengetahuan tentang jenis-jenis tenses yang digunakan. Sedangkan implikasi dari dominan kesalahan tersebut pada pembelajaran bahasa Inggris adalah guru dapat mengetahui kategori kesalahan penggunaan kalimat yang paling sering terjadi, sehingga guru dapat memberikan lebih banyak pelatihan kepada siswa.

Keywords: *Kemampuan menulis, penelitian kualitatif, SMK ACI Metro.*

MOTTO

Laa Tahzan Innallaha Ma'ana (لَا تَحْزَنْ إِنَّ اللَّهَ مَعَنَا)

(Don't be sad, verily Allah is with us)

(QS: At taubah: 40)

هَٰذَا مِنْ فَضْلِ رَبِّي لِيَبْلُوَنِي أَأَشْكُرُ أَمْ أَكْفُرُ

Hādżā min faḍli rabbī, liyabluwanī a asykuru am akfur

(This is all a gift from my God, to test me whether I am grateful or I deny)

(QS: An-Naml: 40)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

My mother, thank you for being the best mother in my life, even though now she's gone.

My grandfather, thank you for dedicating your old age to take care of me.

And for all my best friends, Thanks a lot for supporting me.

ACKNOWLEDGEMENTS

In the name of Allah, the Beneficent, the Merciful. All praises be to Allah, Lord of the Worlds, who has bestowed strength and health upon the writer in the finishing this research paper. Peace and blessing be upon our prophet Muhammad Shalallahu 'Alaihi Wassalam, his family, companions, and all his followers.

Alhamdulillah by the grace of Allah the Highest, the writer could finish her research paper after long hard effort of writing. Thus, she would like to express her greatest gratitude to her beloved parents (*Mutini and Endam Arifin Subecty*) also her grandfather (*Pair*) and her family.

The writer also would like to express her deep appreciation and gratitude to:

1. Dr. Hj. Siti Nurjanah, M.Ag. PIA as the Head of IAIN Metro Lampung.

2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.

3. Andianto, M.Pd, as the head of English Education Department of IAIN Metro Lampung and also as the second thesis supervisor.

4. Dr. Mahrus As'ad, M.Ag, as the first thesis supervisor.

5. Headmaster, Teacher, Staff of SMK ACI Metro, who gives permission to the researcher to conducts the research in this school.

Metro, 15 September 2021

Rosita Devi
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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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

Metro, 15 September 2021
The researcher

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Fakultas   : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi sarjana ini merupakan hasil penelitian penulis, kecuali

bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 15 September 2021

Rosita Devi

NPM 1701070200

NOTIFICATION LETTER

Number   :

Appendix   : -

Matter   : **In order to hold the Munaqosyah of**
                      Rosita Devi

To:

The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

      We have given guidance and enough improvement to research proposal script which is written by:

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Title	: AN ERROR ANALYSIS OF STUDENTS ENGLISH WRITING ABILITY IN THE HOSPITALITY DEPARTMENT OF SMK ACI METRO

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teachers Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr. Wb

<div style="text-align:right">

Metro, 20 august 2021

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NOTA DINAS

Nomor   :
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Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
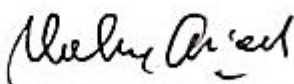Institut Agama Islam Negeri (IAIN) Metro

AssalamualaikumWr.Wb.

   Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Nama	: Rosita Devi
NPM	: 1701070200
Jurusan	: Tadris Bahasa Inggris (TBI)
Fakultas	: Tarbiyah dan Ilmu Keguruan (FTIK)
Judul Skripsi	: AN ERROR ANALYSIS OF STUDENTS ENGLISH WRITING ABILITY IN THE HOSPITALITY DEPARTMENT OF SMK ACI METRO

Sudah kami setujui dan dapat diajukan untuk munaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalmu'alaikum Wr. Wb

                                                      Metro, 20 agustus 2021
   Pembimbing I   **Pembimbing II**

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APPROVAL PAGE

Title	AN ERROR ANALYSIS OF STUDENTS ENGLISH WRITING ABILITY IN THE HOSPITALITY DEPARTMENT OF SMK ACI METRO
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To be examined in munaqosyah in Tarbiyah Faculty and Teachers Training of State Institute of Islamic Studies (IAIN) of Metro.

Metro, 20 august 2021

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RATIFICATION PAGE
No. B-2153/In.28.1/0/PP.00.9/10/2021

An Undergraduate thesis entitled ERROR ANALYSIS ON STUDENTS' WRITING ABILITY IN THE HOSPITALITY DEPARTMENT OF SMK ACI METRO. Written by Rosita Devi, Student Number 1701070200, English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday September 22 2021 at 13:00 – 15.00 p.m

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CHAPTER 1

INTRODUCTION

A. **Background of the Study**

Language has a completely crucial function in humans life's, language is one of the assisting elements for the established order of verbal exchange among people which brings loads of effect of modifications with inside the improvement of human life. Because language is a way of communicating meaning, if it did not do that, it would be as irrelevant to most of what human beings do as bird song or the sound of the waves. The latter forms of sound are often pleasing to humans ears, but they do not help us to conduct our everyday business language does exactly that, and more. But from the fact that language communicates meaning it does not follow that it is easy to say what meaning is.[1] In addition, English is the most commonly spoken language in the world. One out of five people can speak or at least understand English. It is also called the major window on the world, which means that English gives us the view of the various progressed taking place in the world.[2]

As a worldwide language, English is a used as a way of verbal exchange among countries whose have exclusive languages. The distinction with inside the first language will now no longer save you human beings from speaking

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[1] Ronald K. *Language as Meaning* (Seven Ways of Looking at Language: 2011), 5.
[2] Rajathural Nishanti, *The importance of Learning English in Today World* (international journal of trend in scientific research and development, 2018), 871.

like English. English is a communicate tool this is used verbally and in writing. English is an overseas language this is frequently utilized in Indonesia and has even been taught in faculties. Apart from being a global language, English is likewise used as a language in diverse fields of science, technology, economy, tradition and others.

Meanwhile, Hospitality is one branch in of vocational excessive faculties which belong to the tourism program. This department goal to teach students to able a position to work in the front office area or office area's which include receptionist, reservation phone, and porter. Writing is one of talents among different capabilities, so hospitality team of workers that should to be mastered on this competency. It is because, later on hospitality service students will deal with some activities that need writing ability such as sending later with foreign.

The importance of English in the Hospitality industry cannot be separated because Hospitality Industry has developed very rapidly in the recent years. The rapid development in hotel industry demands skillful hotel staff who can communicate with the guest staying in their hotels. The hotel and restaurant industry, which is an integral part of the tourism industry, is very diverse in nature as it accommodates employees and guests, with different language, ethnic and cultural backgrounds. As English is the language of the globalized business world, effective and excellent communication and adequate English language competency is essential for better guest experience and hence better efficiency, productivity and, in the

long run, profitability of the industry. Not only does staff need to communicate successfully with the guests but also with other department employees. Few of the staff members might be able to speak in manageable English but those who do not have English as their first language suffer due to their inability and fail to understand simple instructions and information.

Based on questionnaire result with the student's that was conducted on 03 April 2021, the author makes several questions related to English subjects especially writing, among these questions are questions about what factors make it difficult for students to write English, students on average answer grammar is the biggest factor in students' difficulties in writing English, while other students answer vocabulary and language use as the biggest factor in writing. It is reason the researcher to conduct a research entitled "An Error Analysis of Students English Writing Ability in Hospitality Department at SMK ACI Metro".

B. Research Question

Based on the background of the study, the researcher formulated the research questions as follows:

1. What are the student's errors in English writing ability in Students of Hospitality Department at SMK ACI?

2. What are the student's dominant errors in English writing ability in Students of Hospitality Department at SMK ACI?

3. What are the implications of the dominant error for teaching writing ability in English?

C. Objective and Benefit of the Researcher

1. Objective of Research

The objective of the research is to:

a. Analyzed student's error in English writing in Hospitality Department at SMK ACI.

b. Knowing the students dominants error in English writing in Hospitality Department at SMK ACI.

c. Find out the implications of the dominant error for teaching writing ability in English.

2. The Benefit of the Research

a. For Students

The benefit of the research as a:

1. New knowledge to students regarding why there are so many mistakes in writing.

2. New information can occur to students about the most dominant mistakes they made so that in the future they don't make those mistakes again.

b. For Teacher

The benefit of the research as a:

1. Solutions to solve the problems faced by the students and then help them in solving their problems in learning writing.

D. Prior Research

The following researchers are to know differences of this present research from the other researchers about the students writing ability. The first is Analysis of students Grammatical Errors in Writing Faculty of Education and Teacher Training Ar-Raniry state Islamic University Darussalam-Banda Aceh 2018 M/1439 by Adri Jernih Miko.[3] The second is from Lulu Meilina Alfiyani who conducted "An Analysis of Grammatical Errors in writing among the second semester students of English department

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[3] Adri Jernih Miko *Analysis of students Grammatical Errors in Writing,* 2018

of Yogyakarta State University in the Academic year of 2011/2012.[4] And the last is from Herlina who conducted "An Analysis of students' error in writing sentences" in 2011.[5]

Based on the explanation above, we can conclude that all researchers above are similar. All of them are used qualitative method. Research which aims to analysis the students ability in writing text. On the other hand, the researcher will try to conduct a different research study. It is a kind of descriptive research aims to find out the ability and error faced by students in writing narrative text.

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[4] Lulu Meilina Alfiyani, *An Analysis of Grammatical Errors in writing among the second semester students of English department of Yogyakarta State University*, 2013

[5] Herlina, *An Analysis of students' error in writing sentences,* 2011

CHAPTER II

THE THEORETICAL REVIEW

A. The Concept of Writing Ability

1. Definition of Writing

Writing is an activity which used by the researcher to show information by stages and has purpose which the reader can receive or refuse and believe or disbelieve the researcher written. According to Brown, he states that "writing is a way to end up thinking something you couldn't have started out thinking. Writing is, in fact, a transaction with words where by you free yourself from what you presently think, feel, and perceive".[6]

Moreover, Susan said that "learning to write is seen as a natural process supported by the teacher who creates a motivating working context with real purposes and audiences".[7] As one of four basic skill of language, writing is very important because it constitutes the clarification of someone's through and feeling. It means that writing learning process needs specific skill to be successful in writing such content, organization, grammar, vocabulary, and mechanic. Through this skill, the students can explore their own thinking, various feeling, and also the concept by using

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[6] H. Douglas Brown, *Teaching by principle; An Interactive Approach to Language Pedagogy*, (San Francisco: Longman, 2001), 337.
[7] Brindley Susan, *Teaching English* (London: Routledge, 2005), 172.

word or papers. In writing indeed, the students can express their ideas, thoughts, and fact in well-formed structure.

Furthermore, Harmer says that "writing as a skill, is basic language skill just as important as speaking, listening, and reading.[8] The researcher aims that the beautiful written need the knowledge which get from reading, training writing and also practice of writing itself and it has basic skill which develop writing, for instant, the hand writing or typing, spelling, the grammar, and punctuation.

Based on the statement above, it infers that in writing a person can arrange letters, words, sentences, and paragraph by using the knowledge of structure systematically in written forms and hopes the reader can understand the meaning.

2. The Purpose of Writing

There are some purposes given by linguist in writing.

According to Penny Ur "the purpose of writing, in principle is the expression of ideas, the conveying of messages to the reader, so the ideas themselves should arguably be seen as the most important aspect the writing".[9]

Meanwhile Diestch stated that "the general purpose of writing may be primary to inform, to persuade, to express and to entertain. The

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[8] Jeremy Harmer, *How to Teach English* (England: Pearson Longman, 2007), 79.
[9] Penny Ur, *A cause in Language Teaching: Practice and Theory*, (London: Cambridge University Press, 2003), 163.

specific purpose involves responding to a certain need for writing".[10] It can be inferred that there are two purposes in writing; the general and the specific purposes. The general purpose is to convince the reader about something by informing, persuading, expressing, and entertaining something. The specific purpose is depending on someone who writes the written.

From both of information above, the writer can conclude that the purpose of writing is to state someone's idea and his or her messages in written form. It can be to persuade something, give information, and express someone's feeling or to share experience.

3. The Types of Writing Ability

There are several kinds or types of writing. According to Harmer, he says that "the types of writing we get students to do, will depend on their age, interest, and level".[11] Here are the following types:

a. Narrative

A narrative is a text that tells a story. Narrative are generally imaginative but can be based on real events. It can be variety of form, such as short stories, myths, poems, and fairytales.[12]

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[10] Betty Matix Diestch, *Reasoning and Writing Well*, (New York: McGraw-Hill Companies, inc, 2003) 4-5
[11] *Ibid,* 80.
[12] Mauren Hyland, *Writing Text Types: A Pactical Journal* (Greenwood: R.I.C. Publications, 2009), iii.

b. Description

A descriptive text tells about a certain topic or story. It gives readers the ability to vividly imagine the situation or scene and feel as if they are experiencing it firsthand. To write descriptive text the researcher can could choose a person, place, event, object, or experience and describe it thoroughly using many sensory details.

c. Exposition

An exposition aims to present ideas in the form of a logical argument, encouraging the reader to agree with the researcher on the particular issues being addressed.[13]

d. Argumentation

An argumentative text makes a claim and then gives examples and evidence to prove that point. You can begin writing an argumentative text by deciding on a topic such as something about belief, idea, or controversial issue. Then, do research to obtain detailed information. The information can be statistics, stories, examples, observances, and other facts. Use the information throughout the text to argue the point and convince the reader.

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[13] *Ibid*, iv

4. The Component of Writing

Jacob *et.al* point out five significant components in writing they are:[14]

a. Content

The content of writing should be clear for the readers so that the readers so that the readers can understand the message convey and gain information form it. In order to have a good content of writing, its content should be well unified and completed. This term is usually known as unity and completeness, which become characteristic of good writing.

b. Organization

In organization of their writing concern with the ways through writer arranges and organizes the ideas in order the message in the words. There are many ways used by the writers to organize or arrange the writing this organization in this case, they are below:

1) Clarity

Clarity is a characteristic of a speech or prose composition that communicates effectively with its intended audience. In general, the qualities of clearly written prose include a carefully defined purpose, logical organization, well-constructed sentences, and precise word choice.

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[14] Jacobs et.al *Testing ESL Composition: A Practical Approach Rowley* (Massachusetts: Newburry House Publishers. 1981), 31.

2) Logical

Logical describe something that makes sense according to the rules of logic, or something that is rational. An example of something that is logical is a carefully reasoned decision that makes sense and is the right course of action.

c. Vocabulary

Vocabulary is one of language aspects dealing with the pieces of writing study. In process of writing, the writer always think about putting words into sentences and then putting sentence into paragraphs until day can create a piece of writing. The effective used of words will always result good writing both specific and technical writing, the dictionary is very considerable.

d. Language use

Language use in writing involves correct language and point grammar. And adequate grammar should be one that is capable of producing grammar. In addition, grammar can help students improve the use of formal language. There are three parts of grammar in this case, they are below:

1) Subject/Verb Agreement

Subject is the part of a sentence or clause that commonly indicates (a) what is about, or (b) who or what performs the action (that is, the agent). The subject is typically a noun, noun phrase, or pronoun. Put simply, this means that we have to

remember to add an –s if the subject is plural. It's really not a hard principle to follow as long as we can <u>identify the subject and verb in a sentence.</u> For one thing, our speech habits sometimes interfere with our ability to apply the principle of agreement. If we have a habit of dropping the final –s from words when we talk, we need to be particularly careful not to leave off the –s when we talk we need to be particularly careful not to leave off the –s when we write.

2) Singular/Plural Nouns

Singular is the simplest form of a <u>noun</u> (the form that appears in a dictionary): a category of <u>number</u> denoting one person, thing, or increase. Contrast with singular.

3) Regular/Irregular Verbs

Regular verb is the <u>verb</u> that forms its <u>past tense</u> and <u>past participle</u> by adding –*d* or –*ed* (or in some case –t) to the <u>base form.</u> (Also known as a week verb), contrast with <u>Irregular verb.</u> Irregular verb is a verb that does not follow the usual rules for verb forms. Also known as a strong verb, Verb in English are irregular if they don't have a conventional –*ed* form (like asked or ended). Contrast with <u>Regular Verb.</u>

e. Mechanic

There are at least three main parts of mechanic in writing, they are:

1) Capitalization. The use of capitalization in writing can clarify the ideas. If the sentences are not capitalized correctly, ambiguous meaning and misunderstanding will appear. Besides trough correct capitalization of sentence, it also helps reader to differentiate one sentence to others.

2) Punctuations. It can be used as a unit of meaning and suggest on how the units of it relate to each other.

3) Spelling. There are three important rules followed in using spelling appropriately. They are suffixes addition, plural information, and handling error within the words.

5. Difficulties in Writing English

Heaton stated that writing skill is complex and sometimes it is difficult to teach. Requiring mastery are not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. As students' progress, they are increasingly expected to express what they know about many different subjects through writing. If a student fails to develop certain basic skills, he will be unable to write with a writing

problem, the writing process itself interferes with learning. Students faced with such difficult odds have trouble staying motivated.[15]

According to Jordan, writing is often confusing with the process of putting words down on paper in the same structure as an outline prepared with appropriate style and vocabulary the major ideas arranged in some often on the correction of mechanical and grammatical errors.[16]

Bryne divided the problems that make writing difficult into three categories. The first is Linguistic Difficulty. Linguistics aspect like grammar, vocabulary, language use and choice of sentence in writing must have fully monitoring. The second is Physiology Difficulty, which more focuses on the writer's difficulty because there aren't direct interaction and feedback from the reader when they are writing. This difficulty more focuses on difficulty in develop written material or content of composition. The third is cognitive difficulty. Writing has to be thought through formal instruction like spelling, punctuation, capitalization and paragraphing.[17]

From the expert theory above, the researcher concluded that the basic point that makes writing difficult is the use of language aspect or ability in written likes punctuation, spelling, grammatical, vocabulary and so on.

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[15] Heaton, *Writing English Language Tests* (London: Longman, 1975),

[16] Jordan, *English for Academic Purpose* (Cambridge: Cambridge University Press, 1977),

[17] Bryne, *Teaching Writing Skill* (London: Longman Group Limited, 1988),

B. The Concept of Error

1. Definition of Error

Brown stated that, "Errors are part of students" inter lingua that is the version of the language which a learner has at any stage of development, and which is constantly reshaped as it aims to gain full mastery.[18] According to Brown an error is the wrong deviation made by native speaker because they don't know the correct form. A mistake is a performance error because the native speakers forget the correct form.[19]

According to Dulay and Burt mistakes are considered "goofs". The error is a deviation from the parent's grammar from native speakers who reflect the learner's language competence. It is called a competence error when learners make errors because they are less aware of the target language rules. They will not be able to fix the error quickly. They need guidance to fix errors. They may also make the same error at the time. In conclusion, they define the error as the flawed side of the speech or the writing of the learner. It means that learners cannot learn language without systematically committing errors first.[20]

From definitions above, it can be concluded the mistakes are different from errors. People make mistakes both in native and second language. Mistakes are the wrong use of language because the user is not aware of the mistakes he makes whereas he knows the correct form of its

[18] Brown, *Principles of Language Learning and Teaching* (London: 3rd, 1994), 170.
[19] *ibid*, 174.
[20] Dulay, et al, *Language Two* (New York: Oxford University Press, 1994), 205.

rules. Mistakes can be corrected by the user himself and it does not need help.

2. The difference between Error and Mistakes

H. Douglas Brown mentions that: a mistake refers to a performance, error either a random queues or a slip in that is a failure to utilize a known system correctly. An error is a noticeable deviation from the adult grammar of a native speaker, reflects to the competence of the learners, while mistakes can be self-corrected if the deviation is pointed out to the speaker, errors cannot be self-corrected.[21]

According to Tarigan, he distinguishes the meaning of mistakes and errors. A mistake refers to the performance and error refers to competence. The errors of performance will characteristically be unsystematic and the errors of competence will systematic. Mistakes are insignificance to the process of language learning. However, the problem of determining a learner's mistake and learner's error is one of some difficulties that involve a range of sophisticated study.[22]

Meanwhile Corder made a distinction between mistake and an error, whereas a mistake is random performance slip caused by fatigue, excitement, etc, and therefore can be readily self-corrected, an error is a systematic deviation made by learners who have not yet mastered the

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[21] Brown *et al, "*Error Analysis on Grammatical Aspects of Students Narrative Writing (A Case Study at Economics and Business of Malikussaleh University in academic year 2014/2015)" *Henny Irawati, Error Analysis, 8.*
[22] *Ibid,* 9.

rules of the L2. A learner cannot self-corrected an error because it is a product reflective of his or her current stage of development, or underlying competence. Rather than being seen as something to be prevented, then errors were signs that learners were actively engaged in hypothesis testing which would ultimately in the acquisition of TL rules.[23]

Based on definition from experts above, the writer concluded that Mistake is related to the students quality performance caused by some factors such as fatigue, lack of attention and motivation, carelessness and some other factors but it can be self-corrected because actually the students know the language's rules when they focus on. Error is the student's deficiency competence, it means that students don't know about the knowledge of the language at all because they have not mastered it yet therefore it can't be self-corrected.

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[23] Corder, An Introduction to Second Language Acquisition Research, (London & New Corder, *An Introduction to Second Language Acquisition Research* (London & New York: Longman Group UK, 1991), 58.

3. The types of Error

Error may be viewed as being either global or local error. These errors are divided into two kinds of errors[24]:

a. Global errors

Global errors are errors that affect overall sentence organization which possibly influence the flow of communication. For example the wrong order of major constituents, "English language use many people." The sentence should be, "Many people use English language."

b. Local errors

Local errors are errors that affect one element or constituent in a sentence which usually do not break the flow of communication. These errors include errors in noun and verb inflections, articles, and auxiliaries. For example, "Why you like him?" The listeners of the utterance will still understand the speaker's message although the sentence does not contain auxiliary. In addition, in classifying the student's errors in writing descriptive paragraph the writer would like to use Corder theory. He stated five types error which will be explained below. The types of errors are error of omission, error of addition, error of selection, error of ordering.

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[24] Johanna Klassen, "Using Student Error for Teaching," *English Teaching Forum*, (1991): Vol. 29, N. 1, 259.

1) Error of omission is the absence of an item that should appear. "Errors of omission where some element is omitted which should be present."[25] 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."[26] Content morphemes are morphemes that have meaning like nouns, verbs, adjectives, adverbs. Grammatical morphemes are little words that have minor play in sentences like noun and verb inflections, articles, auxiliaries, and preposition.

2) Error of addition is the opposite of omission. Addition is the presence of an item that must not appear in well-formed utterances.[27] In addition, the learners add the utterance which is not needed in a sentence, or the learners add some unnecessary element.

3) Error of Selection is made by the learner where the learner chooses the wrong items in the right place. Different from omission where the items are not supplied at all, in errors of selection, the learner supplies something even though that is incorrect.

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[25] *Ibid,* 259.

[26] Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982), 150.

[27] Rod Ellis, *The Study of Second Language Acquisition*, *2nd Edition,* (New York: Oxford University Press, 2008), 52.

4) Error of ordering is the error where the items presented are correct but wrongly sequences.

4. Causes and Sources of Errors

A lot of causes and sources of errors have been explained by some scholars. There are Inter lingual errors and intra lingual errors. Corder stated that inter lingual errors are those which are related to native language. It means there are Inter lingual errors when the learners' habits (patterns, system or rules) interfere or prevent them, to some degree, from acquiring the patterns and the rules of the second language.[28]

Meanwhile Lado stated that interference (negative transfer) is the negative influence of the mother tongue language on the performance of the target language learner. Intra lingual errors are those due to the language being learned, independent of the native language.[29]

According to Richards they are items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language.[30] Meanwhile Richards stated that the learner, in this case, tries to "derive the rules behind the data to which he/she has been exposed, and may develop hypotheses that

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[28] Corder, *Error Analysis, In Allen, J.L.P and Techniques in Applied Linguistics* (Oxford: Oxford University Press, 1974), 49.

[29] Lado, *Language Teaching: A Scientific Approach* (New York: McGraw-Hill, 1964), 29.

[30] Richards, *Techniques in Language Control* (Rowley: Newbury House Publishers, 1974), 66.

correspond neither to the mother tongue nor to the target language".[31] In other words, they produce deviant or ill- formed sentences be erroneously applying their knowledge of TL rules and structures to new situations.

Richards reported five of errors.[32]

a. Language transfer.

Language transfer occurs naturally in language learning acquisition. The inter language may result from transfer from the first language.

b. Transfer of training.

The inter language may result from specific features of the training process used to teach the second language.

c. Strategies of second language learning.

The inter language may result from a specific approach to the material to be learned.

d. Strategies of second language communication.

The inter language may result from specific ways people learn to communicate with native speakers of the target language.

e. Overgeneralization of TL linguistic material.

The inter language may be the product of overgeneralization of the rules and semantic features of the target language.

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[31] Richards, *The Context of Language Teaching* (Cambridge: Cambridge University Press edition. 1987), 143.

[32] Richards, *Methodology of Language Teaching: an Anthology of Current Practice* (England: Cambridge University Press, 2002), 79.

Based on theories given by scholars it is believed that causes and sources of errors may be derived from native languages or student' mistake in generalizing the concept of grammar itself.

5. Students' Common Error in Writing

Norish explains that the causes of language learner's errors are arising from carelessness, interference from the learner's first language, translation from the first language, contrastive analysis, general order of difficulty, overgeneralization, incomplete application of rules, material-induced errors and a part of language creativity. He adds that in writing learners easily make errors because the information has to be transmitted without any aid from sources other than the language itself. However, there is a danger that the language learner will tend to focus on the errors rather than on the presumed aim of the piece of writing: communication.[33]

There are many studies about error of writing. One of the researchers was done by Sattayatham and Honsa. In the research, they tried to identify most frequent errors of first year medical students at Mahidol University. The student's was required to translate from Thai language to English at the sentence level and paragraph level. The result showed that the most frequent errors were at the syntactic and lexical levels which led

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[33] Norish, *Language learners on their errors* (London: Macmillan Press, 1992), 193.

to the overgeneralization, incomplete rule application, and building of false concepts. Mother tongue interference was detected as the major cause of errors, however, some linguistic items, such as articles, tense, and verb form appeared to be source of frequent errors.[34]

In addition, Darus & Ching also did a research about the common errors in written English for Chinese students. In their research, they tried to see kinds of grammatical errors in English writing which are made by Chinese students from vernacular schools in Malaysia. The result signified four common errors. They are mechanics, tenses, subject-verb agreement, and preposition. The researcher found that the cause of the errors is because the Chinese students were very much influenced by their L1 and their limited knowledge and experience of English grammatical rules.[35]

Based on the experts explained above, the researcher concludes that common mistakes students make in writing are in tense, preposition, article, subject+verb agreement and mechanics.

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[34] Sattayam, "Medical students most frequent errors at Mahidol University" *Asia EFL Journal*, 170.
[35] Darus & Ching, "Common errors in written English essay of form on Chinese students: A study" *European Journal of Social Sciences*, 242.

CHAPTER III
RESEARCH METHODOLOGY

A. Type and Characteristics of the Research

The researcher analyzed an error in writing at the XI grader. In this case, the researcher considered an error commonly made by students in writing. It was conducted in SMK ACI Metro. Going from this statement, the researcher decided to apply qualitative method as a type of this research to analyze an error in writing at the XI grade.

Sarah J stated that qualitative researchers can benefit from being familiar with theories, because theories serve as sensitizing concepts that help direct attention to meaningful data – helping determine what to observe, take notes on, or ask questions about. Although theories should not be viewed as strict recipes, they provide guidance and potential organizational frameworks.[36]

Patricia Leavy stated that, qualitative research is generally characteristic by inductive approaches to knowledge building aimed at generating meaning. Researchers use this approach to explore; to robustly investigate and learn about social phenomenon; to unpack the meanings people ascribe to activities, situations, events, or artifacts; or to build a depth of understanding about social life.[37] By using this method the researcher analyzed an error in English writing ability at XI grade SMK ACI Metro.

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[36] Sarah J, *Qualitative Research Methods* (West Sussex: John Wiley & Sons, 2013), 49.
[37] Patricia Leavy, *Research Design* (New York: The Guilford Press), 9.

Based on the statement above, the researcher focused on an error English writing of XI grade in SMK ACI Metro. Through the methods that have been explained above, the delineation of these phenomena presented in detail and informative description in form of a list of writing performance. This is dedicated to persuade the student's comprehension in an error writing ability.

B. Data Resource

The primary data of this research was the student writing text documents of the XI grade SMK ACI Metro academic year 2020/2021. In the students archived writing task text documents, the researcher found an error in English writing ability. The secondary data of this research collected from other documents that related to the focus of this research, such as profile of the school and the organization structure of the school.

C. Data Collecting Technique

In qualitative research, collecting data is very needed for researcher. So, for gathering the data, the researcher used two instruments. Therefore, the researcher offered instrument gathering the data are follows:

1. Observation

    The researcher selects observation as one of the data collecting technique. In this step, the researcher observer the activity a situation by using format observation. The researcher was observed the writing text at the student at the XI grader of SMK ACI Metro to collect the data about the students' error in writing.

2. Documentation

    The researcher used documentation as data collection technique. The documents include all structure of the school such as organization, structure and history.

D. Design of Research

A case study is the approach that the researcher applies in this research. The researcher chooses this approach because the researcher wants to analyze an error writing ability at XI grade. Several procedures are available for conducting a case study. The researcher adopted the procedures generally as follows:

1. Identifying the primary subject of the research and formulating research question. The researcher concentrates to collect the primary data taken from the research instruments: Observation and Documentation.

2. Classifying, and collecting the data. The data which are collected and classified comply with the research questions and focus.

3. Describing the data. The researcher described the data which already collected and classified.

4. Analyzing the data. The described data analyzed by the researcher using the data analysis technique.

5. Reporting the result of the research. The researcher made some report to simplify the data in the form of formal summary.

E. Data Analysis Technique

Data analysis is process to organize data in order to get patterns or other orderliness forms in a research. One of the analyzed in qualitative research is inductive analysis. Inductive analysis is effort finds category based on data that gathered. Furthermore, the researcher used the inductive analysis to analyze the data that collected. Data analysis technique is done by identification and analyzing in student's error in writing ability. Then, the students' error is described as clear as possible. After that, the students error are identified and classified based on error categories.

After the identification of the errors the researcher formed a reconstruction of the correction of the sentences in the target language, or on other word, the researcher compared the original sentences and finally described the differences. This research applied the Miles and Huberman model to analyze the data that has been collected. Data analysis by Miles and Huberman model conducts the following steps[38]:

1. Data collection is the first step in which the writer collected all data which were used to complete the research.

2. The writer reduced the data by summarizing and choosing specific things.

3. To display the data, the writer used graphics, figures, or charts. The display was to describe the content entire data.

4. Lastly, the writer verifies the research by making conclusion of data findings.

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[38] Miles and Huberman, *Qualitative data analysis a method sourcebook* (Los Angeles: SAGE: 2014), 31.

CHAPTER IV
RESULT OF THE RESEARCH

A. Research Result

1. Description of Research Location

a. The Brief History of SMK ACI Metro

SMK ACI Metro was founded by the owner of the foundation namely dr. H. Wahdi Sdj, Sp. OG on 22 February 2016. This school has earned B accreditation, and has two majors, namely hospitality and nursing assistant. While the expertise program developed at SMK ACI Metro refers to the development of the National education mission and determined to produce graduates who have truly useful in society, if there are ideal conditions that are met.

When the researcher arrived at SMK ACI, the researcher saw that the SMK ACI building was very neat and clean with minimalist, elongated and simple building design. Coincidentally, the researcher directly met the teacher who was the resource person at the SMK ACI in the receptionist's room. The indoor design of the SMK ACI is also very comfortable and nice especially receptionist room, not so spacious but looks like a hotel receptionist room. Some of the teachers and staff I met at this school were very friendly.

The reason the researcher chose this school as the object of research is because this school is still quite new with the number of

students who are not so much so that it makes it easier for the researcher to conduct research in this school, especially in the field of hospitality.

b. The Geographical Location of SMK ACI Metro

SMK ACI Metro is one of the private secondary schools in Metro City, Lampung province, Indonesia, located on Stadion streets, Tejoagung 24, Metro City. The distance between IAIN Metro campuses and SMK ACI Metro is about 2 km, we can take an online motorcycle taxi to get there based on IAIN Metro routes to SMK ACI Metro. Exit from IAIN Metro gate, pass the Ki Hajar Dewantara street to the campus intersection, from the campus intersection turn left towards Ahmad Yani street, continue until we meet the Citra hotel and go forward a little we pass the class II prison A Metro, keep going straight until we arrive at the Stadion street, then forward again, we have arrived at the location, namely SMK ACI Metro which is close to the DPD AMPI Metro City Office and Tejo Agung Monument.

The location boundaries are as follows:
1) To the north it is bordered by community-owned housing.
2) To the south, it is bordered by community-owned housing.
3) To the east, it is bordered by the highway in the direction of the 24 football stadium.
4) To the west, it is bordered by community-owned housing.

c. Vision, Mission, and Goals of SMK Aku Cinta Indonesia

1) Vision

Creating professional and independent human resources with noble character.

2) Mission

a) Organizing competency-based education, character, faith and piety as well as life skills.

b) Creating the SMK ACI which is able to integrate the vocational secondary education curriculum with the business and industrial world with scientific insight, professionalism oriented towards future technological advances.

c) Prepare students as national cadres who are able to develop themselves in line with the development of science, technology, professionalism, faith and piety.

3) Goals

a) Provide education and training for nursing expertise programs and hospitality accommodation, to junior high school graduates so that they have competence in the field of nursing and hospitality accommodation who are able to compete professionally in the world of health and hospitality and other business.

b) Become an expert in the field of nursing and hospitality after graduating from SMK ACI Metro.

c) Prioritizing the preparation of students to meet employment opportunities and develop a professional attitude, noble character.

d) So that vocational high school graduates have greater opportunities to enter employment at home and abroad.

e) Preparing graduates to become productive, adaptive and creative.

d. Organization Structure of SMK ACI Metro

SMK ACI Metro was founded by Mr. dr.Wahdi SDJ, Sp. OG, K and assisted by foundation's secretary, Mr. Efri, SE, M.Kes and treasurer by dr.Silvi, all three of whom are experts in the field of health. SMK ACI Metro is led by a school principal named Deni Widyanto, S.Pd with two representatives, namely Agus Holidin, S.Pd in the curriculum field, while in student affairs it is held by Effrian Doni Septian, S.Kom. Then, in the field of counseling guidance held by Fenny Lindawati, S.Pd.

Furthermore, SMK ACI has two majors, namely the department of nursing assistant and the department of hospitality, both of which have their respective program heads. Ns. Dian Valentina, S.Kep served as the head of the nursing assistant program and Indah Marsela, S.Pd served as the head of the hospitality program. The last teacher taught according to their respective fields of expertise, the

following authors have made a picture of the organizational structure

at SMK ACI Metro.

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                    ┌─────────────────────────────┐
                    │   The foundation's president │
                    │     dr. Wahdi SDJ, Sp.OG, K  │
                    └─────────────────────────────┘
          ┌──────────────────┼──────────────────┐
          ▼                   │                  ▼
┌────────────────────┐       │        ┌────────────────────────┐
│     Treasure        │       │        │      Secreatary        │
│     dr. Silvi       │       │        │  Efril Hadi, SE, M Kes │
└────────────────────┘       │        └────────────────────────┘
                             ▼
                    ┌─────────────────────────────┐
                    │         Headmaster           │
                    │     Deni Widyanto, S.Pd      │
                    └─────────────────────────────┘
          ┌──────────────────┼──────────────────┐
          ▼                   │                  ▼
┌──────────────────────────┐ │ ┌──────────────────────────────┐
│ Vice principle of         │ │ │ Vice Principle of Students    │
│ curriculum                │ │ │ Effrian Doni Septian, S.Kom   │
│ Agus Holidin, M.Pd        │ │ └──────────────────────────────┘
└──────────────────────────┘ │
                             ▼
                    ┌─────────────────────────────┐
                    │    Counseling guidance       │
                    │   Fenny Lindawati, S.Pd      │
                    └─────────────────────────────┘
          ┌──────────────────┼──────────────────┐
          ▼                   │                  ▼
┌──────────────────────────┐ │ ┌──────────────────────────────┐
│ Head of nursing study     │ │ │ Head of the hospitality study │
│ program                   │ │ │ program                       │
│ Ns. Dian Valentina, S.Kep │ │ │ Indah Marsela, S.Pd           │
└──────────────────────────┘ │ └──────────────────────────────┘
                             ▼
                    ┌─────────────────────────────┐
                    │          TEACHERS            │
                    └─────────────────────────────┘
                             │
                             ▼
                    ┌─────────────────────────────┐
                    │          STUDENTS            │
                    └─────────────────────────────┘
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Figure 1 The Structure Organization of SMK ACI Metro 2020/2021

e. The Sketch of SMK ACI Metro

From basic data of primary and secondary education (Kemendikbud) stated that "SMK ACI Metro has a land area of 1000 square meters" and not there area of 100 meters. SMK ACI Metro building from the front looks very beautiful with green gates and dominant building is green too, the building has a minimalist design but looks like a hotel, with an outside field and a small beautiful garden that makes it beautiful to look at, look like in a hotel too.

Then the researcher passes the teachers and staff room which is quite spacious, next to the teacher's room using a comfortable sofa and also we can enjoy WiFi there, then the researcher continues to do documentation to the students study room which very minimalist with a student capacity of no more than 10 students so that learning is more effective. Not only have a comfortable study room, students are also facilitated with computer and nursing laboratories to support their practice. The researcher includes a sketch from SMK ACI Metro.

OWNED BY **CITIZENS**	**ENTRANCE GATE**
	LOCAL CLASS

```
OWNED BY

CITIZENS
                          ENTRANCE GATE

                                                    L
                                                    O
                                                    C
                                                    A
                                                    L
                                                    C
                                                    L
                                                    A
                                                    S
                                                    S

                    TEACHER'S ROOM AND
                    PRACTICE OF HOSPITALITY
                    MAJORS

    LOCAL CLASS

    SCHOOL HEALTH
    UNIT ROOM                              LANONDRY
                                           PRACTICE
    COMPUTER LAB                           ROOM

    NURSE LABORATORY
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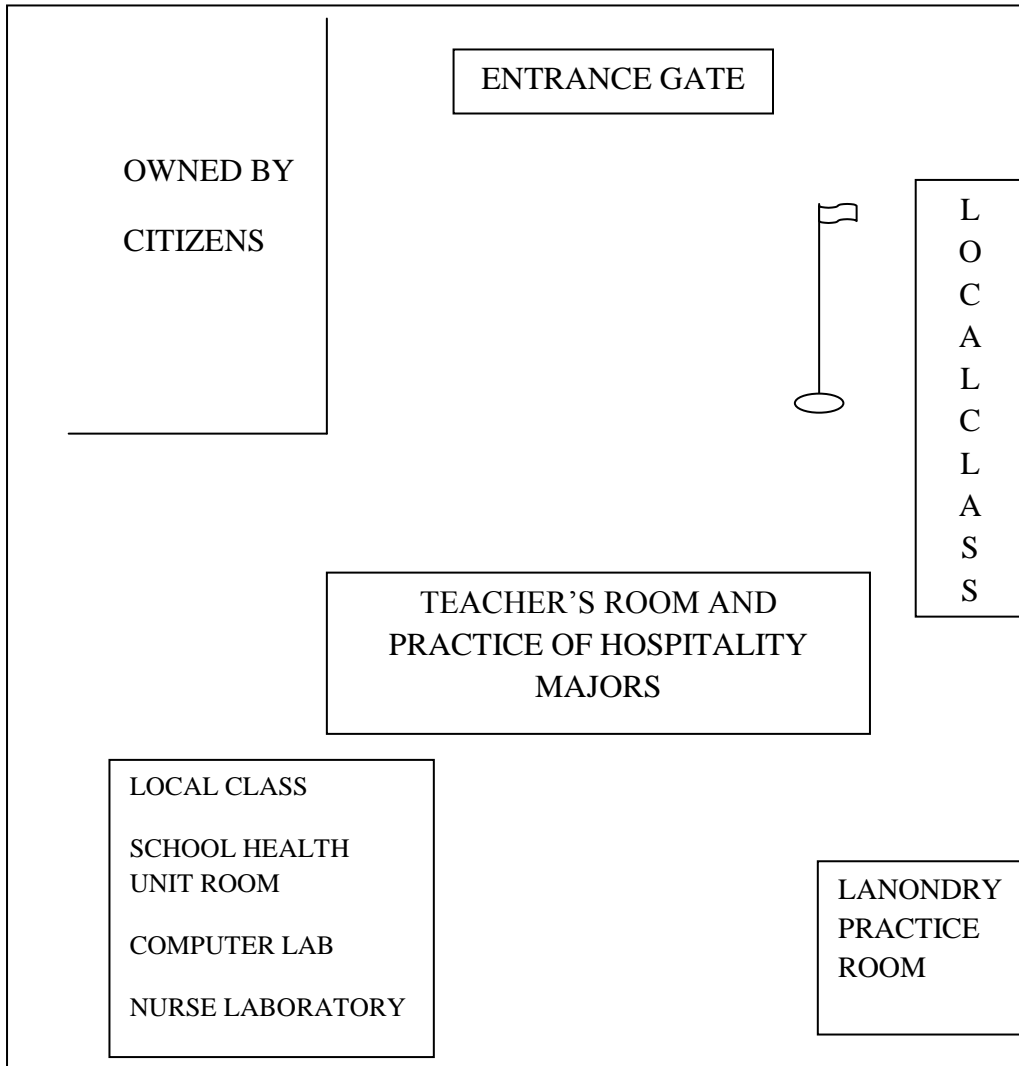
Figure 2 The Sketch of SMK ACI Metro

f. The Facilities in SMK ACI Metro

In order to support teacher and students, there are some facilities in SMK ACI Metro. Although it does not have a large building, SMK ACI Metro has complete facilities. Including the room for head master, teachers and staff amounting to one room, for the SMK ACI Metro classrooms, there are 6 classes tailored to their respective majors and grade levels.

Furthermore, for toilets, headmaster, teachers and students have their own toilets. To support the progress of students' practice, SMK ACI Metro has several laboratories such as computer laboratories, health and science laboratories. SMK ACI Metro also has a fairly large library, even though all buildings seem minimalist, but SMK ACI Metro also has a prayer room and hospitality and nursing practice room, besides that, SMK ACI Metro also has a canteen, and the fun thing is that SMK ACI Metro also has a dormitory. That's a brief narration about the facilities available at SMK ACI Metro.

Table 1 The Facilities of SMK ACI Metro

NO	TYPES	AMOUNT
1	Headmaster room	1
2	Teachers room	1
3	Foundation room	1
4	Administration room	1
5	Vice principle of curriculum room	1
6	Vice principle of students and Counseling guidance room	1
7	Class room	6
8	Headmaster's toilet	1
9	Teachers and Administration's toilet	2
10	Student's toilet	3
11	Warehouse	1
12	School health unit	1
13	Science laboratory room	1
14	Computer laboratory	1
15	Library	1
16	Mosque	1
17	Canteen	1
18	Hotel practice room	2
19	Nursing assistant practice room	2
20	Dormitory	3

g. The Population of Students in SMK ACI Metro 2020/2021

SMK ACI Metro on 2020/2021 has two study programs, namely Nursing assistant and Hospitality for grades X to XII. Where the number of girl students is more than boys. Including students in the nursing department totaled 35 students consisting of girls and boys, while in the hospitality program there were 32 students consisting of boys and girls. So the total number of students in SMK ACI is 67 students.

Table 2 The Population of Students in SMK ACI Metro 2020/2021

NO	CLASS	BOYS	GIRLS	AMOUNT
1	X Nursing study	2	8	10
2	X Hospitality	2	2	4
3	XI Nursing study	3	5	8
4	XI Hospitality	2	8	10
5	XII Nursing study	3	14	17
6	XII Hospitality	10	8	18
			TOTAL	67

2. General of Research Data

In this chapter, the researcher specifically analyzed an error in writing which made by students at XI grader of Hospitality Department at SMK ACI Metro. The researcher collected the primary data from the students writing text. The data were taken from one class consisting of 10 students an eleventh grade SMK ACI Metro.

a. English Teaching in SMK ACI Metro

Learning at SMK ACI Metro is focused on speaking and writing to improve their English skills. The teacher instructs the students to learn some vocabulary and then is trained to pronounce the words correctly. Next, the teacher explains the generic structure and language. Recount text features such as the use of the simple past tense, conjunctions and action verbs. In this way, some characteristics between spoken and written texts are also explained.

In this observation the teacher is divided into 2 groups, the teacher gives a topic and students start talking from group A and group B. In this game students are not allowed to repeat words more than 5 times, this is intended to train students' vocabulary and also to train students in writing and also speaking. To measure student achievement, the teacher uses writing and speaking assessment rubrics.

b. Students Error in Writing

After collecting and analyzing students writing texts from classroom observations, the researchers found some students' error category in writing. According to the experts who have been mentioned in chapter two, student common errors in writing are in tense, subject verb agreement, preposition, and article.

1) Tense

Tenses refer to the capacity of verbs to express time. In English, there are two ways of changing the forms of verb to express different tenses. They are: participles are additions made to verbs and auxiliaries are verbs like be, have or has and do that help the verb express the time. In writing text, it uses simple present tense. From 10 students, there are 7 students make error in usage tenses. There are:

Table 3 Students Error in using Tense

No	Initial	Sentence	Error	Types	Correcting
1	NM	I hope this pandemic want to pass quickly.	want to	Simple future tense	I hope this pandemic will pass quickly.
2	MA	I were a study in the pandemic.	were	Simple past tense	I have studying in pandemic.
3	PM	This pandemic change my	change	Simple past tense	This pandemic has changed my

		daily routine.			daily routine.
4	RO	It is so fun, because we can get the learning and tasks from teachers without worry.	Is	Simple past	It was so fun, because we can get the learning and tasks from teachers without worry.
5	RA	I difficult to understand the material that give by the teacher.	give	Past participle	I find it difficult to understand the material given by the teacher.
6	SR	Sometimes I feel very stress and unproductive.	stress	Past participle	Sometime I feel very stressed and unproductive.
7	RSO	Indonesia is still attack by covid-19 virus.	attacked	Present participle	Indonesia is still being attacked by the covid-19 virus.

2) S+Verb Agreement

Agreement is a change of a verb to agree with the subjects. With simple verb, differences in the verb form only occur in the present tense and only when using third-person singular. From 10 students, there are 2 students making error and 8 students can

make right sentence. The writing errors related to subject verb agreement made by students are:

Table 4 Students Error in using Subject + verb agreement

No	Initial	Sentence	Error	Correcting
1	AS	I from Metro Kibang.	I	I am from Metro Kibang.
2	RSO	I class eleven from hospitality.	I	I am eleventh grade.

3) Preposition

Preposition is used in which two parts of a sentence are related to each other. It is always followed by a phrase containing a noun and need more than just themselves to answer the same questions. Preposition is classified into two categories: the first is common preposition it is a word that shows the relationship between a noun or a pronoun and another word in sentence.

The second is compound preposition it is composed of two or more words. From 10 students, there are 6 students making error and 4 students can make right sentence. The writing errors related to preposition made by students are:

Table 5 Students Error in Preposition

No	Initial	Sentence	Error	Correcting
1	PM	I just meet them in video call.	in	I just met them on a video call.
2	RO	I study in home.	in	I study from home.
3	AS	I look of motivation.	of	I look for motivation.
4	SR	I can help my parents at home from morning until afternoon.	until	I can help my parents at home from morning to afternoon.
5	AS	My experience about learning by home it really hard.	by	My experience about studying at home is very difficult.
6	RO	I study in home.	in	I study at home.

4) Article

Article function to tell us that a noun or pronoun group is about to follow. There are 2 types of articles: definite (the) and indefinite (a/an). Definite articles tell us that the noun is referring to a specific thing. Indefinite articles refer to classes of thing. Taken from 10 students, only one student make error in article and 9 students make correct sentence. The student writing text revealed that they error in articles, is:

Table 6 Students Error in using Article

No	Initial	Sentence	Error	Correcting
1	MA	I love study in a time like this.	A	I like studying at times like this.

c. **The Dominant Error**

This chapter to answer the second question of the problem formulation about the dominant error of student's English writing abilities. Based on classroom observation with ten students in their writing text showed that tense are the most dominant errors that they are made.

As many as 7 students made error in the use of tense found 24 times, errors occurred in the past continuous tense category because they did not add verb ing to the word, as in the word "study" which should be "studying", that's because they still can't distinguish between verbs and nouns.

d. **The Implications of Dominant Error for Teaching English**

The results of the analysis of writing errors in students' texts found that dominant errors were in tense. The researcher has made implications based on the results of students' dominant errors in writing English for learning writing. Perhaps the most common justification for error analysis in acquisition is that errors are considerably significant in acquisition for both teachers and learners.

Also, in the same influential article, Corder noted that errors could be of great significant in three aspects. First, they provided the teacher with information about how much the learner had learned. Second, they provided the researcher with evidence of how language was learned. Third, they served as devices by which the learner discovered the rules of the target language. Through error correction, teachers have made great contributions to the learning of second language learners. Teachers should update their concepts of error analysis in the course of English writing teaching. In traditional English writing teaching, teachers regard English learners' errors as negative products and must be eradicated so that learners' texts are all corrections by teachers, which greatly hurts learners' confidence.[39] Corder claimed that teachers should not regard learners' errors as bad habits to be eradicated, but as sources of insight into the learning processes.[40]

1) Finding categories of students' error categories can increase the reader's knowledge about errors in writing, especially in terms of tenses.

2) The dominant finding of students' writing errors tries to overcome errors in the use of sentence structure and use of words so that students are better at making a paragraph.

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[39] Corder, "Pedagogical Implications of Error Analysis on English Writing in the High School" *Region-Educational Research and Reviews,* 2021, Volume 3, 16.
[40] Corder S. *Error Analysis. The Edinburg Course in Applied Linguistics*. OUP, London, Vol. 3. 1974.

3) With this dominant error result, the teacher can find out the linguistic material most needed by students, so that students are better at the material.

4) The findings of the category of student writing errors are discusses one by one and accompanied by improvements. This can be used as an example for students. Students can find out the findings of errors in the use of sentences and how to fix them so that they become effective sentences. In addition, the teacher can find out the categories of sentences usage errors that occur most often, so that the teacher can provide more training to students.

B. Discussion

The writing skill is also realized by ability to apply the rule of the language to transfer the information in readers mind effectively.[41] After presenting the category of error and the dominant of error, the writer intend to discuss the findings and how the researcher answer the research questions proposed in the first chapter. There are three research questions that are concerned respectively with the common category of errors and the sources of errors that students made in writing text.

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[41] Sanggam Siahaan, *The English paragraph*, (Yogyakarta: Graha ilmu, 2008), 2.

Writing is a psychological activity of the language user to put information in the written text.[42] The first question is about the students' error in writing. The common errors are tense, preposition, article, and subject verb agreement. The first one is tense, the researcher finding 24 times errors of tense in students writing text. The second is in subject + verb agreement, the researcher found 2 times error in students writing text. The next is in preposition, the error appeared in 6 times of 6 students in students writing text. And the last error is in the article the researcher found only 1 text error by using article.

Moreover, the second research question is about the dominant error that students made in writing texts. Based on finding analysis, the student dominant error is in Tense, which is the student made 24 times of 7 students of 10 students. This category happened when the students used inappropriate words such as want to for *will*, were for *have,* give for *given*, etc.

The last research question is about the implications of student dominant error in writing for teaching English. The researcher concludes that the implication for teaching English is students can find out the findings of errors in the use of sentences and how to fix them so that they become effective sentences. In addition, the teachers can find out the categories of sentences usage errors that occur most often, so that the teacher can provide more training to students.

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[42] Sanggam Siahaan, *Issue in Linguistic,* (Yogyakarta: Graha Ilmu, 2008), 215.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher briefly illustrates the conclusion of the research that provides the research results. The first one is about category error of students' writing text. In the eleventh grader of students of Hospitality at SMK ACI Metro still has a lot of error in writing ability, such as in tense, subject verb agreement, preposition, and article. The errors appeared because they rarely get writing assignments and they are lazy to practice writing independently.

In addition, the second research result is about the dominant error in students writing. Tense is dominant error in students writing text. The students do not understand the use of tense so that they mostly experience errors in this category, by reading about tense students will definitely be more proficient in making a sentence.

Furthermore, the third research result is about the implications of dominant error in teaching English. With the finding of dominant errors in student writing, the researcher concludes the implications for learning English, namely with this research students can also practice writing correctly according to what has been corrected by the researcher. Not only that the teacher can also provide knowledge about the most dominant error made by

students and provide a lot of practice so that students do not repeat their mistakes in writing.

B. Suggestion

Based on the conclusion above, the researcher would like to give some suggestions to the students, the English teachers and the next researchers, as follows:

1. For the students at class XI SMK ACI Metro

    The students are expected to improve their writing ability.

    The student also should know the tenses in order to make them easy to make sentence in English.

2. For the English Teacher at SMK ACI Metro

    The teacher pays attention in error and ability in writing text.

    The teacher should create a good English language environment to teaching and increase the student's ability in English especially in writing.

3. For the next researcher

    The result of this research can also be used as an additional references further research with different discussion for the next researchers.

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APPENDICES

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

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

Nomor   : B-1402/In.28.1/D/TL.00/04/2021
Lampiran   : -
Perihal   : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA SMK ACI METRO
di-
   Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami.

Nama	:	**ROSITA DEVI**
NPM	:	1701070200
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	AN ERROR ANALYSIS OF STUDENTS ENGLISH SPEAKING ABILITY IN HOSPITALITY DEPARTMENT AT SMK ACI METRO

untuk melakukan *pra-survey* di SMK ACI METRO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 30 April 2021
Dekan,
Fakultas Tarbiyah dan Ilmu
Keguruan,

Andianto, M.Pd
NIP 19871102 201503 1 004

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH KEJURUAN NEGERI 1 METRO
Jalan Kemiri No. 4 Iringmulyo Kecamatan Metro Timur Kota Metro Kode Pos : 34112
Telp. (0725) 41295-42774 Fax. (0725) 41295 NPSN :10807612 NSS :401126104001
e-mail : smkn1metro@gmail.com website:smkn1metro.sch.id

Nomor   : 070/423/V.01/421.5/2019

Lampiran   : -

Hal   : **Izin Pelaksanaan Pra-Survey**   Yth.: Ketua jurusan Institut Agama Islam

                                                       Negeri Metro

                                                       di –

                                                       Tempat

Sehubungan dengan surat saudara Nomor : B-1531/In.28.1/J/TL.00/06/2020 tanggal 25 Juni 2020 perihal tersebut pada pokok surat.

Dengan ini kami sampaikan bahwa pada prinsipnya kami dapat memberikan izin pra-survey kepada:

     Nama   : **ROSITA DEVI**

     NPM   : 1701070200

Dengan catatan :

1. Mentaati peraturan dan tata tertib yang berlaku di SMK Negeri 1 Metro.
2. Segala sesuatu yang timbul akibat penelitian menjadi tanggung jawab mahasiswa yang bersangkutan.

Demikian untuk dijadikan periksa, atas perhatian dan kerjasamanya diucapkan terima kasih.

                                        Metro, 27 Agustus 2020

                                        Kepala Sekolah,

                                        Dra. DWI WIDYANINGSIH

                                        NIP 19650616 199203 2 005

PRASURVEY SHEET

LEMBAR KUISIONER

Nama   **:**
Nomor Absen :
Kelas   **:**
Jurusan   **:**

Berilah tanda silang pada jawaban yang sesuai!

1. Menurut kamu, menulis dalam bahasa Inggris adalah kegiatan yang?
   a. Sangat penting
   b. Penting
   c. Kurang penting
   d. Tidak penting

2. Menurut kamu seberapa pentingkah memiliki kemampuan menulis dalam bahasa Inggris?
   a. Sangat penting
   b. Penting
   c. Kurang penting
   d. Tidak penting

3. Menurut kamu, seberapa besarkah kemampuan anda menulis dalam bahasa Inggris?
   a. Sangat mampu
   b. Mampu
   c. Kurang mampu
   d. Tidak mampu

4. Menurut kamu, seberapa seringkah kamu menulis dalam bahasa inggris?
   a. Sangat sering
   b. Sering
   c. Kadang-kadang
   d. Tidak pernah

5. Materi dan tugas guru yang guru saya berikan dalam belajar bahasa Inggris khususnya menulis sudah bertujuan?

    a. Meningkatkan pengetahuan saya dalam menulis

    b. Meningkatkan pengetahuan saya dalam kosakata

    c. Meningkatkan pengetahuan saya dalam menulis dengan menggunakan tata bahasa dan kosa kata yang benar

    d. Meningkatkan pengetahuan saya dalam membuat teks sesuai dengan genre/bentuk teks

6. Apakah faktor kesulitan terbesar kamu dalam menulis bahasa inggris?

    a. Kesulitan dalam penyusunan kata-kata (structure and grammar)

    b. Kesulitan dalam kosakata (vocabulary)

    c. Kesulitan dalam penggunaan bahasa (Language use)

INSTRUMENT OF DATA COLLECTION

**AN ERROR ANALYSIS OF STUDENTS ENGLISH WRITING ABILITY
IN HOSPITALITY DEPARTMENT AT SMK ACI METRO**

1. **THE STUDENTS WRITING ASSIGMENT
   "DESCRIBE ABOUT YOUR ONLINE LEARNING EXPERIENCE"**

1.
Name : Nisa Maeida
Class : XI
Department : Hospitality

That's the ups and downs of my experience when study in house. I hope this pandemic want to pass quickly, so thats me and my friends can go to back to school. And also so that everyone can back to their normal activity.

2.
Name : Muhammad Arifudin
Class : XI
Department : Hospitality

A different experience from before I were a study in the pandemic. Although, the real is very different. I love to write, I love study in a times like this. But, this is really different, I am not understand what is explain, but, I really like it. Even I study during this pandemic, I want to still follow the school schedule.

3.
Name : Putri Maharani
Class : XI
Department : Hospitality

This pandemic change my daily routine a lot start from day activity and school. When study offline I can meet my friend and teacher faces to faces while in online I just meet them in video call, especially online there are many of annoying start from internet connection, our family and etc.

4.
Name : Rahma Oktaviani
Class : XI
Department : Hospitality

I am not go to school, but I study in home with online system. It is so fun, because we can get the learning and tasks from teachers without worry. The teachers delivered the lesson with video web cam. They also give the tasks to us. We doing, collect, and sent it with email. In the next meeting, we discuss them and announce the score, so we can add ourselves for a better result. That is how I spent my days of home learning.

5.
Name : Maezura Rakhelia Yasinta
Class : XI
Department : Hospitality

Introduce my name is Maezura Rakhelia Yasinta. I study at SMK ACI Metro in class XI. My experience about online learning is that I have a little of difficulty in learning online, because of many something, like: don't understanding the material by teacher, difficult in signal and sometimes in kuota. In the house also can annoying learning process like people around who are too busy so that is can make me not focus.

6.
Name : Yoan Muara Dita
Class : XI
Department : Hospitality

My experience when learning online is that I get new experiences in technology, I also get more time to clean the house. Although sometimes I get bored because I see the smartphone or the monitor screen for long. Regardless of the good and the bad I support online learning programs to cut the chain of COVID-19.

7.
Name : Ayu Saputri
Class : XI
Department : Hospitality

My name is Ayu Saputri, I from Metro Kibang, class eleven in hospitality department. My experience about learning by home it really hard, because I am not concentration to learn. I have many homework. And from my teacher I have many homework too. I look of motivation because I feel lonely in home. I have no friends, I confuse, I lazy, I bored.

8.
Name : Rahma Oktaviani
Class : XI
Department : Hospitality

My name is Rahma, I will to tell about love and bad experience when study at house. Love experience like many time at home, I can help my parents at home from morning until afternoon. I can sleep in the afternoon, after that I can play with my friends. After that, bad experience that I feel are difficult to access the material or task from the teachers, because at my village internet network is so bad. So, I have to go out far from home to get good internet network. And then, the learning process cannot occur effectively. I difficult to understand the material that give by the teacher.

9.
Name : Siti Rohana
Class : XI
Department : Hospitality

My name is Rahma, I class eleven from hospitality department, I want to tell about my experience about my online learning. Sometimes online learning make me feel very happy because I can play my phone to playing a game, watching youtube, but sometimes its make me cost my motivation to learning. Its make my score is down, and my mother dispointed to me, sometimes I feel very stress and unproductive.

10.
Name : Yenny Febri Yanti
Class : XI
Department : Hospitality

Indonesia is still attack by covid-19 virus, the ministry of education and culture decided to study online, of course there are some obstacles, especially network problems for areas far from urban areas. Parents increasingly feel unfair with online learning, besides being less effective, students become less potential. But from here I found a lot wisdom, I can divide my time by helping parents work, they become thinking how to not to be too much of a burden on parents. Until now I have stepped on XI class. All I hope is that God will give the best, so that everything will return to normal.

2. OBSERVATION SHEET

The researcher will choose class observation and documentation to gathering the information. In this observation, researcher will observe an error Writing English Ability in Hospitality Department at XI grade class.

1. TENSE

NO	STUDENTS NAME	ERROR TEXT ANALYSIS
1.	Nisa Maida	1) That's the ups and downs of my experience when <u>study</u> in house. **(studying)** **Category : Past continuous tense (subject + was/were + verb-ing) *continues form** 2) I hope this pandemic <u>want to</u> pass quickly. **(will)** **Category : Simple future tense (subject + be (is / are / am) + going to + verb 1) / subject + will + verb 1 *present form**
2.	Muhammad Arifudin	1) I <u>were</u> study in the pandemic. **(have)** **Category : Present perfect continuous tense (subject + has/have + been + verb-ing) *continuous form** 2) I were <u>study</u> in the pandemic. **(studying)** **Category : Past continuous tense (subject + was/were + verb-ing) *continues form** 3) I love <u>to write</u>. **(writing)** **Category : present continuous** 4) I love <u>study</u> in the time like this. **(studying)** **Category : present continuous** 5) Even I <u>study</u> during this pandemic. **(studying)** **Category : present continuous** 6) I <u>want to</u> still follow the school schedule. **(will)**

		Category : Simple future tense (subject + will + verb 1) / subject + be (is/are/am) + going to + verb 1 *present form
3.	Putri Maharani	1) This pandemic <u>change</u> my daily routine. **(changed)** **Category : simple past tense (simple + verb 2)** 2) When <u>study</u> offline I can meet my friend and teacher faces to faces. **Category : Past continuous tense (subject + was/were + verb-ing) *continues form** 3) I just meet them in video call, especially online there are many of annoying <u>start</u> from internet connection, our family and etc. **(started)** **Category : simple past**
4.	Rahma Oktaviani	1) I am not go to school. **(I did not)** **Category : simple past tense (subject + verb 2)** 2) I <u>study</u> in home. **(studying)** **Category : present continuous** 3) It <u>is</u> so fun, because we can get the learning and tasks from teachers without worry. **(it was so fun)** **Category : simple past** 4) They also <u>give</u> the tasks to us. **(gave)** **Category : simple past**
5.	Yoan Muara Dita	1) My experience when learning online is that <u>I get</u> new experiences in technology. **(I am getting)** **Category : present continuous/progressive tense (subject + am/is/are + verb-ing *continuous form**
6.	Ayu Saputri	1) My experience about learning by home <u>it really hard.</u> **(it was very hard)** **Category : simple past**
7.	Rahma Anggraini	1) I <u>will</u> to tell about love and bad experience when study at house. **(want)** **Category : simple future tense (subject + will + verb 1) / subject + be (is/are/am) +**

		going to + verb 1) *present form
		2) I will to tell about love and bad experience when <u>study</u> at house. **(studying)**
		Category : Past continuous tense (subject + was/were + verb-ing) *continues form
		3) I difficult to understand the material that <u>give</u> by the teacher. (given)
		Category : past participle
8.	Siti Rohana	1) I can play my phone to playing a game. **(play)**
		Category : infinitive
		2) I can play my phone to playing a game, <u>watching youtube</u>, but sometimes its make me cost my motivation to learning. **(to watch)**
		Category : infinitive
		3) <u>Its make</u> my score is down. **(it brought)**
		Category : past tense (past participle of bring)
		4) Sometimes I <u>feel</u> very <u>stress</u> and unproductive. **(felt) (stressed)**
		Category : Past participle, simple past
9.	Rima Suci Oktavia	1) Indonesia <u>is still attack</u> by covid-19 virus. **(being attacked)**
		Category : Present participle
		2) they <u>become</u> thinking how to not to be too much of a burden on parents. **(became)**
		Category : simple past

2. S+VERB AGREEMENT

NO	STUDENTS NAME	ERROR TEXT ANALYSIS
1.	Ayu Saputri	1) I from Metro Kibang. **(I am)** 2) I confused, I lazy, I bored. **(I am confused, I am lazy, I am bored)**
2.	Rima Suci Oktavia	1) I class eleven from hospitality department. **(I am in eleventh grade)**

3. PREPOSITION

NO	STUDENTS NAME	ERROR TEXT ANALYSIS
1.	Muhammad Arifudin	1) A different experience from before. **(than)** 2) I love study <u>in</u> a time like this. **(at the time)**
2.	Putri Maharani	1) I just meet them <u>in</u> video call. **(on)**
3.	Rahma Oktaviani	1) I study in home. **(from)** 2) We doing, collect, and sent it <u>with</u> email. **(by)**
4.	Ayu Saputri	1) I look <u>of</u> motivation. **(for)**
5.	Siti Rohana	1) I can help my parents at home from morning <u>until</u> afternoon. **(to)** 2) Because <u>at</u> my village my internet network is so bad. **(in)**

4. ARTICLE

NO	STUDENT NAME	ERROR TEXT ANALYSIS
1.	Muhammad Arifudin	I love study in <u>a</u> times like this. **(I love studying at the time like this)**

3. **DOCUMENTATION SHEET**

Table List of Document Point at SMK ACI Metro

No.	Aspect	Availability
1.	Profile of SMK ACI Metro	√
2.	The building condition and school	√
3.	The quantity of students at SMK ACI Metro	√
4.	Organization structure of SMK ACI Metro	√
5.	Location sketch	√
6.	Students' writing document	√

RATIFICATION PAGE

The Research Proposal entitled: AN ERROR ANALYSIS OF STUDENTS ENGLISH SPEAKING ABILITY IN HOSPITALITY DEPARTMENT AT SMK ACI METRO. Written by: ROSITA DEVI, Student Number: 1701070200, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Monday, April 22 2021 at 11.00 – 12. 00 p.m.

BOARD OF EXAMINERS:

Chairperson   : Dr. Mahrus Asad, M.Ag

Examiner I   : Dr. Dedi Irwansyah, M.Hum

Examiner II   : Andianto, M.Pd

Secretary   : Leny Setyana, M.Pd

Head of English Education Department

Ahmad Subhan Roza, M.Pd
NIP. 19750610 2008001 1 014

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AN ERROR ANALYSIS OF STUDENTS ENGLISH WRITING ABILITY IN THE HOSPITALITY DEPARTMENT OF SMK ACI METRO

24%	19%	5%	10%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Universitas Muhammadiyah Makassar Student Paper	4%
2	core.ac.uk Internet Source	3%
3	repository.ar-raniry.ac.id Internet Source	3%
4	repository.uinjkt.ac.id Internet Source	3%
5	docplayer.net Internet Source	2%
6	repository.radenintan.ac.id Internet Source	1%
7	jurnal.lp2msasbabel.ac.id Internet Source	1%
8	www.slideshare.net Internet Source	1%

geej.stkipgetsempena.ac.id

Nomor   B-1566/In.28.1/J/TL.00/05/2021
Lampiran   -
Perihal   **SURAT** *BIMBINGAN SKRIPSI*

Kepada Yth ,
Mahrus Asad (Pembimbing 1)
Andianto (Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**ROSITA DEVI**
NPM	:	1701070200
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	AN ERROR ANALYSIS OF STUDENTS ENGLISH SPEAKING ABILITY IN HOSPITALITY DEPARTMENT AT SMK ACI METRO

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 10 Mei 2021
Ketua Jurusan
Tadris Bahasa Inggris

Andianto, M.Pd
NIP 19871102 201503 1 004

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

Nama : Rosita Devi   Jurusan : TBI
NPM : 1701070200   Semester : VIII

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	25 juni 2021	✓		1. buat table of contents 2. Sertakan sumber pada background of study 3. tambahkan implikasi pada Research questions 4. Revisi chapter III	Rosita
2.	12 juli 2021	✓		1. tambahkan article "the" dan ganti preposition at ke "of" pada judul 2. tambahkan teori "beda antara Error dengan mistakes" pada bab 2 3. Revisi chapter II	Rosita
3.	21 juli	✓		1. pada sub implikasi kesalahan pada writing siswa harus ada rujukannya!	Rosita

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 2015031004

Dosen Pembimbing I

Dr. Mahrus Asad, M.Ag
NIP. 196112211996031001

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

Nama   : Rosita Devi   Jurusan   : TBI
NPM   : 1701070200   Semester : VIII

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4	22 Juli	✓		① yrutkan sub bab pada bab 2 yang relevant dengan judul ② hasil temuan pada sub bab discussion harus disertakan rujukan dari para pakar !	Rosita
5	27 Juli	✓		① tambahkan ~~test ja~~ implikasi dari kesalahan writing pada siswa di bagian bawah discussion.	Rosita
6	29 Juli	✓		① pengkoreksian kalimat pada students error in writing masih banyak yang salah. ② the implication] dominant error in writing dijadikan sub bab di bawah discussion	Rosita 13

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 2015031004

Dosen Pembimbing I

Dr. Mahrus Asad, M.Ag
NIP. 196112211996031001

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faksimil (0725) 47296, Website www.metrouniv.ac.id E-mail iainmetro@metrouniv.ac.id

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

Nama   : Rosita Devi   Jurusan   : TBI
NPM   : 1701070200   Semester : VIII

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
7	3 / 2021 agustus	V		- Narasikan pengalaman yang kamu rasakan ketika pertama kali ke SMK ACI, tambahkan narasi tsb ke "the brief history of SMK ACI" - tambahkan narasi ke dalam struktur organisasi, sketsa fasilitas, dan populasi siswa. - tambahkan sekhnik yg dipakai utk mengajar di smk ACI pada "general of research Data" - buatlah table mengenai kesalahan siswa pada writing!	Rosita
8	16 / 2021 agustus			*(tanda tangan)*	Rosita

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 2015031004

Dosen Pembimbing I

Dr. Mahrus Asad, M.Ag
NIP. 196112211996031001

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

Nama : Rosita Devi   Jurusan : TBI
NPM : 1701070200   Semester : VIII

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	23/6/21		✓	→ Make a list of Student problem.	Rosin
2	27/1		✓	Define problem Tulisan Chapter IV	Rosin
3	30/6/21			Revise Chapter I, II, III Chapter IV Describing the problem Discussion.	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 2015031004

Dosen Pembimbing II

Andianto, M. Pd.
NIP. 19871102 2015031004

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

Nama : Rosita Devi   Jurusan   : TBI
NPM   : 1701070200   Semester : VIII

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4.	04 / 2021 Juli		✓	- Complet all chapter ... - add theories of writing	Rosi
5.	9/Juli 2021			Complet Cover ...	Rosi
6.	14/Juli 2021			Revi spesi ... complet cover	Rosi
7.	15/Juli 2021			Exam	Rosi

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 2015031004

Dosen Pembimbing II

Andianto, M. Pd.
NIP. 19871102 2015031004

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Nomor	B-1829/In 28/D.1/TL.00/06/2021	Kepada Yth	
Lampiran	-	KEPALA SMK ACI METRO	
Penhal	**IZIN RESEARCH**	di-	
			Tempat

Assalamu'alaikum Wr. Wb.

Berdasarkan dengan Surat Tugas Nomor B-1818/In 28/D.1/TL.01/06/2021 tanggal 04 Juni 2021 atas nama saudara

Nama	**ROSITA DEVI**
NPM	1701070200
Semester	8 (Delapan)
Jurusan	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK ACI METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS OF STUDENTS ENGLISH WRITING ABILITY IN HOSPITALITY DEPARTMENT AT SMK ACI METRO".

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 04 Juni 2021
Wakil Dekan I,

Dr. Yudiyanto S.Si., M.Si
NIP 19750222 200003 1 003

YAYASAN GENERASI EMAS INDONESIA CEMERLANG

SMK AKU CINTA INDONESIA
METRO LAMPUNG
AKREDITASI B   NPSN 69952019

Alamat: S Raya Stadion 24 Tejo Agung Metro Timur Kota Metro Tlp (0725) 78566.32

Email: smkaci.smetro@gmail.com   Website: http://www.smkaci.smetro.sch.id   An.T.05/4771/04/06/2016

Nomor   : 275 /KET/SMK-ACI/C/VI/2021
Lampiran   : -
Prihal   : **Balasan Izin Research**

Kepada Yth,
Rektor Institut Agama Islam Negeri (IAIN) Metro

Di-
    Tempat

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Berdasarkan surat Tugas Nomor B-1818/In.28/D.1/TL.01/06/2021 tertanggal 04 Juni 2021 tentang Izin Research mahaiswa Institut Agama Islam Negeri (IAIN) Metro, maka kami Kepala SMK Aku Cinta Indonesia Metro memberitahukan bahwa:

Nama   : **ROSITA DEVI**
NPM   : 1701070200
Semester   : 8 (Delapan)
Jurusan   : Pendidikan Bahasa Inggris
Program Studi : Tarbiah dan Ilmu Keguruan

Kami memberikan izin kepada mahasiswa tersebut untuk melaksanakan research/penelitian dalam rangka menyelesaikan tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul

"AN ERROR ANALYSIS OF STUDENTS ENGLISH WRITING ABILITY IN HOSPITALITY DEPARTMENT AT SMK ACI METRO"

Pelaksanaan research/penelitian tanggal 13 Juli 2021 sesuai dengan ketentuan yang telah ditetapkan pihak sekolah

Demikian surat izin research/penelitian ini kami buat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya

وَالسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

18 Juni 2021
Kepala SMK ACI Metro

DENI WIDYANTO, S.Pd
NIP.T 2016 0009

Tembusan disampaikan kepada Yth.
1. Yayasan Generasi Emas Indonesia Cemerlang.
2. Arsip

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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S U R A T   T U G A S
Nomor: B-1818/In.28/D.1/TL.01/06/2021

Wakil Dekan Akademik dan Kelembagaan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**ROSITA DEVI**
NPM	:	1701070200
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk   1. Melaksanakan observasi/survey di SMK ACI METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS OF STUDENTS ENGLISH WRITING ABILITY IN HOSPITALITY DEPARTMENT AT SMK ACI METRO".

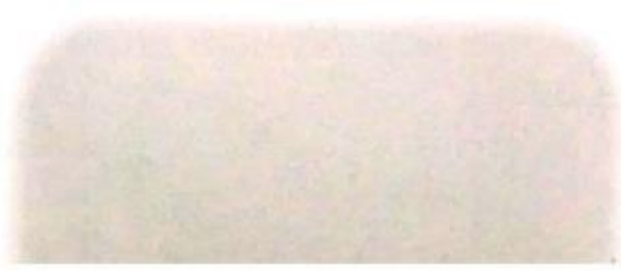2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa tersebut.

Demikian surat tugas ini dikeluarkan untuk dilaksankan dengan penuh rasa tanggung jawab.

Dikeluarkan di   : Metro
Pada Tanggal   : 04 Juni 2021
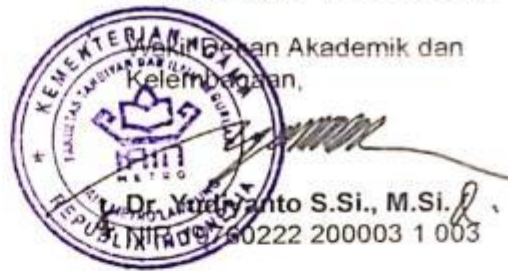
Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19720222 200003 1 003

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faks (0725) 47296; Website. digilib metrouniv ac id; pustaka iain@metrouniv ac id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-863/In.28/S/U.1/OT.01/08/2021

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Rosita Devi
NPM	: 1701070200
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1701070200

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 26 Agustus 2021
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Rosita Devi

NPM   : 1701070200

Jurusan   : TBI

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 20 agustus 2021
Ketua Jurusan TBI

Andianto, M.Pd
NIP: 1987 1102 201503 1 004

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DOCUMENTATION RESEARCH

1. Students do the task of writing a narrative in English about the learning experience at home, ordered by their teacher.

2. The writer takes the paper containing the student narration that has been ordered by the teacher.

CURRICULUM VITAE

The name of writer is Rosita Devi. Born in Pugung Raharjo, on 18 February 1997. She's the only child of Mrs. Mutini (RIP) is Javanese and Mr. Endam Arifin Subecty is Sundanese. In 2009 she graduated from SD Negeri 1 Pugung Raharjo.

At that time, she graduated from SMPN 1 Sekampung Udik. Then, she continued her studies at SMAN 1 Sekampung Udik and graduated in 2015. In 2017 she continued her study at the English Department of IAIN Metro (State Institute for the Islamic Studies of Metro).