

AN UNDERGRADUATE THESIS

AN ANALYSIS

ON MECHANICAL ASPECTS OF WRITING SKILL OF THE

ELEVENTH GRADERS OF THE SMA NEGERI 1 SEKAMPUNG

IN THE ACADEMIC YEAR OF 2020/2021

By:

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TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1442 H / 2021 M

AN ANALYSIS
ON MECHANICAL ASPECTS OF WRITING SKILL OF THE ELEVENTH
GRADERS OF THE SMA NEGERI 1 SEKAMPUNG
IN THE ACADEMIC YEAR OF 2020/2021

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

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1442 H / 2021 M



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APPROVAL PAGE

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Assalamu 'alaikum, Wr. Wb

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

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

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RATIFICATION PAGE

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The Undergraduate Thesis entitled: AN ANALYSIS ON MECHANICAL ASPECTS OF WRITING SKILL OF THE ELEVENTH GRADERS OF THE SMA NEGERI 1 SEKAMPUNG IN THE ACADEMIC YEAR OF 2020/2021. Written by: KHAULA ANNISA, Student Number 1601070022, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, February 19, 2021 at 09.00 – 11.00 a.m.

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**AN ANALYSIS
ON MECHANICAL ASPECTS OF WRITING SKILL OF THE
ELEVENTH GRADERS OF THE SMA NEGERI 1 SEKAMPUNG
IN THE ACADEMIC YEAR OF 2020/2021**

ABSTRACT

By: KhaulaAnnisa

The objectives of this research are to find out the most difficult type of mechanical aspects in students' writing skill and to analyze the students' writing problem in using mechanical aspects in their writing skill. The researcher analyzed those phenomenon based on the consideration of mechanical aspects in students' writing skill at the eleventh grader at SMA Negeri 1 Sekampung investigated in the process of pre-survey. Therefore, it is hoped that this research is beneficial to in illustrate the phenomenon of mechanical aspects in students' writing skill.

The research method was qualitative research in the form of case study carried out through students' writing document. The primary sources are the students' writing document written by 20 students of the eleventh graders at SMA Negeri 1 Sekampung, particularly the students in class of science one. Techniques of collecting data that the researcher used were observation, documentation, and interview. Observation was conducted to know the most difficult type of mechanical aspects in students' writing skill. The interview was conducted to investigate the causes of students' problems in using mechanical aspects in their writing skill.

Based on the first research question is about the students' problems in using mechanical aspects in their writing skill, the researcher concluded that the causes of the students' writing problems in using mechanical aspects in their writing skill were caused by spelling, punctuation, and capitalization. In the spelling, the students' problem caused lack of English vocabulary mastery. Students also confused because the pronunciation and written of words is different, so it makes the students confuse and wrong in spelling of the words. Moreover, in punctuation, the students' problems caused because students still confused to make a sentence with the punctuation well, like using a comma and forget to use full stop in the end of the sentence. Besides, in the capitalization, the students' problem are frequently students still confused to used capitalize in a specific word, such as for the name of people, place, brand, and others. Hence, the researcher concludes that the students have the problems in using mechanical aspects in writing skill, particularly in spelling. Furthermore, the second research question is about the most difficult types of mechanical aspects that is used the students in writing skill, the researcher concluded that the most difficult type of mechanical aspects in students' writing skill is spelling. It was because the researcher was found that there were 93 items (42%) total spelling errors that conducted the students in writing and it was the highest percentage than

punctuation and capitalization. It was followed by capitalization error which had percentage 30%. Then, the lowest one was punctuation with the percentage 28%.

Keyword: mechanical aspects, spelling, writing skill

**ANALISIS ASPEK MEKANIK
KETERAMPILAN MENULIS KELAS SEBELAS
SMA NEGERI 1 SEKAMPUNG
TAHUN PELAJARAN 2020/2021**

ABSTRAK

Oleh: KhaulaAnnisa

Tujuan dari penelitian ini adalah untuk mengetahui jenis aspek mekanik yang paling sulit dalam keterampilan menulis siswa dan menganalisis masalah menulis siswa dalam penggunaan aspek mekanis dalam keterampilan menulisnya. Peneliti menganalisis fenomena tersebut berdasarkan pertimbangan aspek mekanis dalam keterampilan menulis siswa kelas XI di SMA Negeri 1 Sekampung yang diselidiki dalam proses pra-survei. Oleh karena itu, penelitian ini diharapkan bermanfaat untuk menggambarkan fenomena aspek mekanik dalam keterampilan menulis siswa.

Metode penelitian yang digunakan adalah penelitian kualitatif dalam bentuk studi kasus yang dilaksanakan melalui dokumen tulisan siswa. Sumber utama adalah dokumen tulisan siswa yang ditulis oleh 20 siswa kelas XI SMA Negeri 1 Sekampung, khususnya siswa kelas IPA satu. Teknik pengumpulan data yang digunakan adalah observasi, dokumentasi, dan wawancara. Observasi dilakukan untuk mengetahui jenis aspek mekanis yang paling sulit dalam keterampilan menulis siswa. Wawancara dilakukan untuk mengetahui penyebab masalah siswa dalam menggunakan aspek mekanik dalam keterampilan menulis mereka.

Berdasarkan pertanyaan penelitian pertama yaitu tentang masalah siswa dalam menggunakan aspek mekanik dalam keterampilan menulisnya, peneliti menyimpulkan bahwa penyebab masalah menulis siswa dalam menggunakan aspek mekanik dalam keterampilan menulisnya disebabkan oleh ejaan, tanda baca, dan penggunaan huruf besar. . Dalam hal ejaan, masalah siswa disebabkan kurangnya penguasaan kosakata bahasa Inggris. Siswa juga bingung karena pengucapan dan penulisan kata yang berbeda, sehingga membuat siswa bingung dan salah dalam mengeja kata. Selain itu, pada tanda baca, permasalahan siswa disebabkan karena siswa masih bingung membuat kalimat dengan tanda baca yang baik, seperti menggunakan koma dan lupa menggunakan tanda titik di akhir kalimat. Selain itu, dalam penggunaan huruf kapital, permasalahan siswa seringkali siswa masih bingung untuk menggunakan huruf besar pada kata tertentu, seperti untuk nama orang, tempat, merek, dan lain-lain. Oleh karena itu, peneliti menyimpulkan bahwa siswa memiliki kendala dalam menggunakan aspek

mekanik dalam keterampilan menulis, khususnya dalam mengeja. Selanjutnya pertanyaan penelitian kedua adalah tentang jenis aspek mekanik yang paling sulit digunakan siswa dalam keterampilan menulis, peneliti menyimpulkan bahwa jenis aspek mekanik yang paling sulit dalam keterampilan menulis siswa adalah aspek mengeja. Hal ini dikarenakan peneliti menemukan ada 93 item (42%) total kesalahan ejaan yang dilakukan siswa dalam menulis, dan itu merupakan persentase tertinggi dibandingkan tanda baca dan kapitalisasi. Diikuti oleh kesalahan kapitalisasi yang memiliki persentase 30%. Kemudian yang paling rendah adalah tanda baca dengan persentase 28%.

Kata kunci: aspek mekanik, mengeja, keterampilan menulis

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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

Metro, February 2021



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

Metro, Februari 2021



Khaula Annisa
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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

Allah does not burden a soul beyond that it can bear (Q.S Al-Baqarah: 286)

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

1. *Allah SWT, the Most Gracious, the Most Merciful, who has given his blessing and mercy.*
2. *My beloved parents, Mr. Misbah and Mrs. Rohaila, who has always gives pray and support, thanks a lot.*
3. *My brothers are Syaihunal Muslim, RullyNasrudin and Rudi Setiawan. My sisters are Mas Amah, Roheti, and Meynarwati, who has always support me.*
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Praise to be Allah SWT the Almighty for is blessings. The greeting always gives to Prophet Muhammad SAW as the best role model. Peace is upon him, who becomes an inspiration for all people to live as Moslem.

This undergraduate thesis is requirement for the Degree of Sarjana Pendidikan (S.Pd.) entitled "AN ANALYSIS OF MECHANICAL ASPECTS OF WRITING SKILL OF THE ELEVENTH GRADERS OF THE SMA NEGERI 1 SEKAMPUNG IN THE ACADEMIC YEAR OF 2020/2021."

The deep gratitude is intended to sponsor, Dr. Umi Yawisah, M.Hum and the co-sponsor, Ning Setio Wati, M.Pd. who have sincerely guided to accomplish this proposal in time.

In addition, by realizing this undergraduate thesis has limitation, the researcher extremely needs the suggestion for the improvement that this research will beneficial to others.

Wassalamu'alaikum Wr. Wb.

Metro, 18 February 2021



Khaula Annisa
St. ID1601070022

TABLE OF CONTENTS

| | |
|--|-------------|
| COVER | i |
| TITLE | ii |
| APPROVAL PAGE | iii |
| NOTIFICATION LETTER | iv |
| NOTA DINAS..... | v |
| RATIFICATION PAGE..... | vi |
| ABSTRACT | vii |
| ABSTRAK | ix |
| STATEMENT OF RESEARCH ORIGINALITY | xi |
| ORISINILITAS PENELITIAN | xii |
| MOTTO | xiii |
| DEDICATION PAGE..... | xiv |
| ACKNOWLEDGEMENTS..... | xv |
| TABLE OF CONTENTS..... | xvi |
| LIST OF TABLES | xix |
| LIST OF FIGURES | xx |
| CHAPTER I INTRODUCTION..... | 1 |
| A. Background of Study | 1 |
| B. Research Questions | 6 |
| C. Objectives and Benefits of Study | 6 |
| D. Prior Research | 7 |

| | |
|--|-----------|
| CHAPTER II THEORETICAL REVIEW | 10 |
| A. Concept of Writing..... | 10 |
| 1. Definition of Writing Skill | 10 |
| 2. Process of Writing..... | 12 |
| 3. Assessment of Writing | 14 |
| 4. Analytical Exposition Text | 17 |
| B. Concept of Mechanical Aspects..... | 20 |
| 1. Definition of Mechanical Aspects..... | 20 |
| 2. Function of Mechanical Aspects | 21 |
| 3. Components of Mechanical Aspects | 22 |
| 4. Factors That Cause Problems of Applying Mechanical Aspects in Writing Skill..... | 30 |
| CHAPTER III RESEARCH METHOD | 32 |
| A. The Types and Characteristic of Research | 32 |
| B. Data Resources..... | 33 |
| C. Data Collecting Technique..... | 34 |
| D. Data Analysis Technique | 36 |
| E. Process of Research..... | 39 |
| BAB IV RESULT OF THE RESEARCH AND DISCUSSION..... | 41 |
| A. Result of the Research..... | 41 |
| B. Discussion | 68 |
| BAB V CONCLUSION AND SUGGESTION | 73 |
| A. Conclusion | 73 |

B. Suggestion..... 74

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

| | |
|---|----|
| Table 1 Result of the Pre-survey | 3 |
| Table 2 Scoring Rubric in Writing | 15 |
| Table 3 The Students' Quantity of SMA Negeri 1 Sekampung..... | 43 |
| Table 4 Recapitulation Error in the Types of Mechanical Aspects in Students' Writing Skill..... | 66 |
| Table 5 Percentage the Most Difficult Type of Mechanical Aspects in Students' Writing Skill..... | 67 |

LIST OF FIGURES

| | |
|---|----|
| Figure 1 Teachers and Official Employees Educational Background of SMA Negeri 1 Sekampung | 43 |
| Figure 2 The Organization of SMA Negeri 1 Sekampung | 44 |
| Figure 3 The Location Sketch of SMA Negeri 1 Sekampung | 45 |
| Figure 4 The Percentage of Using Mechanical Aspects Errors in Writing Skill | 72 |

LIST OF APPENDICES

- Appendix 1 Blue Print of Observation Sheet
- Appendix 2 Blue Print of Documentation Sheet
- Appendix 3 Blue Print of Interview Sheet
- Appendix 4 Observation Sheet
- Appendix 5 Interview Sheet
- Appendix 6 Students' Writing Document
- Appendix 7 Result of Interview
- Appendix 8 Documentation
- Appendix 9 Kartu Bimbingan I
- Appendix 10 Kartu Bimbingan II
- Appendix 11 Surat Izin Pra Survey
- Appendix 12 Surat Bimbingan Skripsi
- Appendix 13 Surat Bebas Pustaka Perpustakaan
- Appendix 14 Surat Bebas Pustaka Jurusan
- Appendix 15 Surat Tugas
- Appendix 16 Surat Izin Research
- Appendix 17 Surat Balasan Izin Research
- Appendix 18 Curriculum Vitae

CHAPTER I INTRODUCTION

A. Background of Study

English is a foreign language that used by almost all people to communicate in every aspect of life. English is a language that used as a media of communication and as the first foreign language used to communicate with other people around the world. English mastery has advantages that significantly help people to fulfill their needs in communication through spoken and written. English is also widely used in technology, such as smartphones, computers, the internet, until the software. English can help someone to find out work because almost the job requirement must have good English skills.

English has four skills, including listening, speaking, reading, and writing. Writing is very complicated, so it is important to learn. Writing is a social activity that can support each other and involves writers and readers coming together to exchange and sharing about information, ideas, opinions, and experiences.¹ Writing is an activity that expresses ideas, and someone's feelings are expressed in written form. It is intended that the activity to be understood by the reader. Therefore, writing is a pouring idea to know the author's opinion to produce an article in the form of letters or numbers so that the readers easier understand it.

¹Luis A. Nazario, Deborah D. Borchers, and William F. Lewis, *Bridges to Better Writing*, 1st ed (Boston, MA: Wadsworth Cengage Learning, 2010), p. 7.

Writing skill contain many incredible benefits in the communication process. Writing can be a media of creativity because through writing, people can express and communicate the ideas. It can also expand knowledge because when people want to write, they will look for as many sources of information. Therefore, by writing, people can get a lot of information and even unknown information.

However, writing is not a natural language skill. There are many problems of the students that found in the process of writing an English text. The contribution of linguistics aspects causes these problems. Generally, problems in linguistics may include syntax, grammar, vocabulary, and mechanics.²Mechanics in writing refer to ways the writer handles basic writing principles, such as punctuation, spelling, and capitalization.³In terms of mechanics, the problems indicate that most students apply imperfect basic rules of convention. Mostly, mechanical problems appear in term of the wrong use of punctuation such as period, comma, question mark, colons. Spelling errors and capitalization are frequently indicated that knowledge of English rules is low.⁴

In connection with the problems above, the researcher had conducted a pre-survey to find out the writing problems got by the eleventh graders at SMA Negeri 1 Sekampung. The pre-survey done on Thursday, March 19, 2020, based on the students' grade result data of writing document and

²Imroatus Solikhah, "Linguistic Problems in English Essay By EFL Students," *IJOLTL: Indonesian Journal of Language Teaching and Linguistics* 2, no. 1 (January 3, 2017): p. 39.

³*Ibid.*, p. 36.

⁴*Ibid.*, p. 40.

interview of the teacher. Data on students' writing problems obtained from the pre-survey evaluated based on the writing rubrics that include content, organization, vocabulary, language use, and mechanical skill. The students should achieve grade 72 to be categorized in complete criteria. The categorization of writing skill of the eleventh graders at SMA Negeri 1 Sekampung shown in the following table:

Table 1
The Result of Pre-Survey

| No. | Grade | Frequency | Percentage | Criteria |
|-------|-----------|-------------|------------|------------|
| 1 | ≥ 72 | 10students | 33.33 % | Complete |
| 2 | < 72 | 20 students | 66.67 % | Incomplete |
| Total | | 30 students | 100 % | |

The pre-survey data shows that the students who get complete criteria are smaller than incomplete criteria. Therefore, it can be concluded that the eleventh graders of SMA Negeri 1 Sekampung have limited writing skill. Based on the interview of the teacher, the main students' writing problems are limitations of the students' English vocabulary mastery. Besides, students' writing problems also caused by limit grammar mastery, structure of the sentences, and using verb. Students are also unable to develop writing ideas into coherent and cohesive paragraphs. Students' writing problems also caused by their inability to apply the concept of mechanical aspects in students' writing skill. The students are difficult in

understanding and implementing the concept of mechanical aspects in writing.⁵

In this part, the researcher highlights some previous research that are relevant to this research to support the theories used in this research. The first previous research conducted by Abbas and Asy'ari, about Mixed Method: Students Ability in Applying Writing Mechanics in Analytical Exposition. The purpose of this study was to investigate the ability of students to apply writing mechanics in Analytical Exposition texts and clarify the factors that influence the ability of students to apply writing mechanics of the eleventh grade at SMA Serirama YLPI Pekanbaru.⁶ Moreover, the previous research conducted by Ibrahim Mohamed Alfaki, about University Students' English Writing Problems: Diagnosis and Remedy. The purpose of the study is to recognize the problems of university students' writing in English and to suggest ways to solve these problems.⁷ Therefore, based on all of the main points of prior researches above, the researcher conducted the qualitative research had been conducted by the first previous research above. It is because the researcher would like to explore the phenomenon of mechanical aspects in students' writing skill.

⁵Ikhwanudin, *Interview an English Teacher*. SMA Negeri 1 Sekampung, Lampung Timur, March 19, 2020.

⁶M. Fadhly Abbas and Nabila Asy'ari, "Mixed Method: Students' Ability in Applying Writing Mechanics in Analytical Exposition Text" 6 (August 2, 2019): 8.

⁷Ibrahim Alfaki, "University Students' English Writing Problems: Diagnosis and Remedy," *Nile Valley University* 3 (May 2015): 40.

The writing problems needs to be studied by revealing the phenomena related to the writing problem. One of these phenomena is mechanical aspects of students' writing. Mechanical aspects refer to the rules of the written language consist of spelling, punctuation, and capitalization. Mechanical aspects are the part of writing used in their essay writing who can help to deliver clearer intended messages.⁸ The use of good mechanics is one aspect that makes a text can be said as a perfect text. By having good mechanics in writing, it can help the readers is easier to read, and it will attract more readers.

Sometimes, newbie writer ignores to give their attention to the writing mechanics in their writings. Whereas, writing without appropriate spelling, appropriate capital letters, and appropriate punctuation marks can make the readers misunderstand the actual point that the writer wants to deliver.⁹ In addition, it will make the readers think the story made by the writer is not good enough to read because the writing is not written well. Therefore, writing mechanics are important and should not be ignored by the writer.

Furthermore, the researcher intends to reveal the phenomenon of mechanical aspects in students' writing skill at SMA Negeri 1 Sekampung to achieve it. The researcher conducted qualitative research method in the form of case study. Therefore, the researcher composed an undergraduate thesis entitled "An Analysis on Mechanical Aspects Writing Skill of the

⁸Siti Yuliah, Agustia Widiastuti, and Ghea Meida, "The Grammatical and Mechanical Errors of Students in Essay Writing," *Department of English, Politeknik Negeri Bandung Bandung, Indonesia* 5 (Oktober 2019): 5.

⁹Abbas and Asy'ari, "Mixed Method: Students' Ability in Applying Writing Mechanics in Analytical Exposition Text," 150.

Eleventh Graders of the SMA Negeri 1 Sekampung in the Academic Year of 2020/2021.”

B. Research Questions

1. What are the students' problems in using mechanical aspects in their writing skill of the eleventh graders at SMA Negeri 1 Sekampung?
2. What is the most difficult type of mechanical aspects in students' writing skill of the eleventh graders at SMA Negeri 1 Sekampung?

C. Objective and Benefits of the Study

1. Based on research questions that have been formulated, the writer construct the research objectives, as follows:
 - a. To analyze the students' problems in using mechanical aspects in their writing skill.
 - b. To find out the most difficult type of mechanical aspects that is used by the students.
2. Benefits of the Study
 - a. For the Students

This research is intended to provide benefits for the students by uncovering the phenomenon of using mechanical aspects in students' writing skill. This phenomenon is the most difficult type of mechanical aspects that is used by the graders. After knowing the mechanical aspects of students' writing skill, this research will be the basis for finding alternative solutions to solve problems.

b. For the Teacher

The benefits of this study are also intended for English teachers, especially at SMA Negeri 1 Sekampung. It is because this study can help to give the information that is useful for the teacher about the most difficult type of mechanical aspects that are used by the graders and the students' writing problems in using mechanical aspects in their writing skill. This study will also direct the teacher to prepare an alternative effort to update the quality of student writing.

c. For the Next Researchers

This research is supposed to provide a valuable contribution for the next researchers who will conduct research with the same research topic, which is related to mastery of mechanical aspects in students' writing skill. The results of this study will later become one of the references for the next researcher who will solve the problem of the low quality of student writing. This is because this study will provide a summary of the procedure for retrieving and processing data related to the use of mechanical aspects in writing skill of the students.

D. Prior Research

This research was done based on the consideration some prior researchers in the same topic. The previous research conducted by Abdel Rahman and Majed Al-Jallad about the use of Twitter and Facebook in

teaching mechanics of writing to Arabic-Speaking EFL learners.¹⁰ The aim of this study is to compare the influence Twitter and Facebook's effect on teaching 20 Arabic-speaking EFL learners L2 mechanics of writing in an attempt to determine which tool is more successful. These previous research use the experimental design of pre- and post-test. The researcher involves the EFL learners and the result revealed that the differences between the numbers of errors produced by both groups were not statistically significant even though the group that used Facebook produced a lower number of errors on the post-test. The subsequent semi-structured focus group discussion provided more insight into the answers of both groups on the post-test.

In addition, the previous research had been conducted by Abbas and Herdi about Investigating EFL Learners' Ability in Applying Writing Mechanics in an Argumentative Essay.¹¹ The purpose of this research is to investigate EFL learners' ability in applying writing mechanics in writing an argumentative essay. This research used quantitative method with descriptive quantitative design. The result of the writing test showed that the learners' mean score was 64.6 and it was categorized into fair level of ability. Moreover, based on result of the interview the learners said that they get the problems in applying good mechanics in their writing.

¹⁰Abdel Rahman Mitib Altakhaineh and Majed Z Al-Jallad, "The Use of Twitter and Facebook in Teaching Mechanics of Writing to Arabic-Speaking EFL Learners," *International Journal of Emerging Technologies in Learning (IJET)* 13, no. 09 (September 29, 2018): p. 4.

¹¹M. Fadhly Abbas and Herdi, "Investigating EFL Learners' Ability in Applying Writing Mechanics in an Argumentative Essay," *University of Lancang Kuning* 6 (2018): 45.

The last previous research conducted by Ika Sari, Jamiluddin and Hastini about Mechanics Problem in Writing Faced by The Fourth Semester Students of The English Study Program.¹² The objective of this research is to know the number of mechanics problem in writing short paragraph faced by the fourth semester students of English Education Study Program, Tadulako University. Moreover, the researcher used descriptive qualitative to collect the data. The researcher involves the University students and found the problems in mechanics, particularly in capitalization.

Based on all of main points of prior researchers above, the researcher concluded the students get the problems in mechanical aspects of writing so that the researcher conducted the qualitative research had been conducted by the last previous research above. It is because the researcher would like to explore the phenomenon of mechanical aspects in students' writing skill. The researcher wants to analyze the students' problems in using mechanical aspects in their writing and to know the most difficult type of mechanical aspects that is used by the students in writing.

¹²Ika Sari, Jamiluddin, and Hastini, "Mechanics Problem in Writing Faced by The Fourth Semester Students of The English Study Program," *E-Journal of English Language Teaching Society (ELTS)* 2 (2014): 1.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Writing

1. Definition of Writing Skill

There are four skills in English, include speaking, listening, reading, and writing. Writing as one of skills in English is an activity that used by someone to express ideas that cannot deliver through direct communication. Writing is a social activity that can support each other that involves writers and readers coming together to exchange and sharing about information, ideas, opinions, and experiences.¹³ Writing is a pouring idea to know the writer's idea to produce an article in the form of letters or numbers so that the readers easier understand it.

According to Hyland, writing is an interactive, as well as cognitive, activity that uses resources received to share meanings in context.¹⁴ Cognitive means the person is thinking process, while interactive means a communication that has reciprocal relationship between one another. It means that writing is the process or activity that used the writer and the reader to express their ideas. It can be concluded that writing can be the best place to express your idea and your feelings.

¹³Nazario, Borchers, and Lewis, *Bridges to Better Writing*, p. 7.

¹⁴Ken Hyland, *Teaching and Researching Writing*, 2nd ed. (United Kingdom: Pearson Education Limited, 2009), p. 30.

In some ways, it is assumed that each one writing as being an equivalent. Writing may be a group of words, and these words are put together in order that establishes sentences. Then, sentences are grouped together to become a paragraph.¹⁵ However, even now, things begin to urge tricky if we expect all writing to be equivalent. It is quite possible to speak what we would like to mention in writing with an incomplete sentence.

According to Kaptan in Davut Hotaman, skill is defined as ‘proficiency, ability, and the proficiency of doing something’ or ‘the functionality of doing a work or activity appropriately’. Development of the skill is more related to learning in the level of knowledge. Skill is a new structure that combines of much information and incorporates the use of this information.¹⁶ The skill would possibly also be an obtained achievable to feature an exercise well, typically one that is made up of several coordinated approaches and actions.

Regarding to the explanations above, it can be concluded that writing skill is more complicated than those of other language skill. The writing skill needs a well-structured way of presenting ideas in a prepared and planned way.¹⁷ Writing skill is complex and occasionally difficult to learned, requiring not only mastery of grammatical and

¹⁵Phyllis Creme and Mary Lea, *Writing at University (A Guide for Students)*, 3rd ed. (USA: McGraw-Hill, 2008), p. 5.

¹⁶Davut Hotaman, “The Examination of The Basic Skills Levels of The Students’ in Accordance With The Perceptions of Teachers, Parents and Students,” *International Journal of Instruction* 1 (July 2008): p. 41.

¹⁷Muhammad Javed, Wu Juan, and SaimaNazli, “A Study of Students’ Assessment in Writing Skill of the English Language,” *International Journal of Instruction* 6 (July 2013): p. 130.

rhetorical devices, but also of conceptual and judge mental elements.¹⁸

Writing skill is complex in the production of a qualified writing activity. The complex activity consists of written phases as the steps.

Writing as productive skill is viewed as a cognitive challenge because it can helps to verify language competence, skill to remember, and ability to think.¹⁹ As a result, the teachings of writing skill are well taught based on their students' requirement, capability, and capacity.

2. Process of Writing

Process of writing is a rich mix of elements that are shared with cognition, including the experiences and background of the writer, as well as a sense of self, others, situation, and goals.²⁰ Essentially, the process of writing involves making a text that we think the reader will recognize and expect.²¹ The process of writing is rules to deliver the steps that are appropriate for writers to obey, from the initial point of coming up with an idea for writing to the final point of reading the paper by the intended audience.

¹⁸J.B. Heaton, *Writing English Language Tests* (New York: Longman Group UK Limited, 1988), p. 135.

¹⁹Javed, Juan, and Nazli, "A Study of Students' Assessment in Writing Skill of the English Language," p. 131.

²⁰Hyland, *Teaching and Researching Writing*, p. 25.

²¹*Ibid.*, p. 31.

According to Harmer, process of writing consists of four steps.²²

a. Planning

Writer need to think about three key issues when preparing. First, the writer must examine the intent of writing, as this will influence (among other things) not only the type of text that produced, but also the using of language, and the information that want to include. Second, experienced writer suppose of the audiences they are writing for influences not only the form of writing, but also the choice of language. Third, writer needs to think about the article's content material structure – that is, how to order the fact, idea, or argument they have determined to include.

b. Drafting

Drafting is first stage in writings, which the writer begins to develop writing that is more cohesive. People may refer to the first version of a piece of writing as a draft so that it is commonly referred to as a writing framework. In addition, as the writing process continues with the editing, several drafts may additionally be created on the ways to the final version.

c. Editing (Reflecting and Revising)

After the writer have created a drafts, commonly the writer examined through what they have written to see where it works

²²Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Limited, 2004), p. 4–5.

and where it does not. Perhaps the sequence of information sequence is not precise, and the ways is written being ambiguous and confusing. They can also then move paragraphs to other paragraphs or arrange a new introduction. In addition, various types of words may be used for a specific sentence.

More skillful writer seems to be organized in general and overall terms of context before focusing on detailed features such as individual words and grammatical precision. Of course, those two things are essential and are frequently dealt with later in the writing process. Reflection and revision are frequently assisted other readers (or editors) who can give comments and suggestions. The reaction of another reader to a piece of writing would enable the writer to make required revisions.

d. Final Version

After the writer has revised the draft, the writer makes the changes they deem required, and then created the final version. This can also seem different from both the initial design and the first draft, since many things have changed in the editing process. However, the writer is now able to send the written text to his planned messages.

3. Assessment of Writing

The writing skill is complicated and sometimes difficult to learned, involve not only mastery of grammatical and rhetorical

devices, but also of logical and judge mental elements. The aim of this following study is to categorize many various skills required to write a successful prose into five general components or indicators.

- a. Language use: the capability to write correctly and suitable sentences;
- b. Mechanical skill: the capability of the particular conventions for the written language correctly, such as punctuation, spelling;
- c. Treatment of content: the ability to suppose creatively and construct ideas, except all knowledge that is irrelevant;
- d. Stylistic skill: the capability to manipulates sentences and paragraphs, and the use of language effectively;
- e. Judgment skill: the capability to write appropriately for a specific objective with a specific audience in mind, along with an ability to choose, arrange and order relevant information.²³

The following rating scale is the product of thorough establish in the scoring of compositions.²⁴

Table 2
Scoring Rubric of Writing

| Component | Grade | Indicator | Qualification |
|-----------|-------|-------------------------------------|------------------------|
| Content | 30-27 | Knowledgeable – substantives – etc. | Excellent to Very Good |
| | 26-22 | Several knowledge of subjects – | Good to Average |

²³Heaton, *Writing English Language Tests*, p. 135.

²⁴*Ibid.*, p. 146.

| | | | |
|--------------|-------|---|------------------------|
| | | sufficient range – etc. | |
| | 21-17 | Restricted knowledge of the subject – little substance – etc. | Fair to Poor |
| | 16-13 | Does not represent knowledge of the subject – non substantives – etc. | Very Poor |
| Organization | 20-18 | Fluent expression – idea – clearly presented – etc. | Excellent to Very Good |
| | 17-14 | Something that is choppy – loosely organized but the main idea is to stand out – etc. | Good to Average |
| | 13-10 | Non-fluent – ideas is ambiguous or disconnected - and so on. | Fair to Poor |
| | 9-7 | Does not interact – no organizations – etc. | Very Poor |
| Vocabulary | 20-18 | Effective complex construction – etc. | Excellent to very Good |
| | 17-14 | Sufficient range – occasionally word/idiom form is errors, choice, but the meaning is not obscured. | Good to Average |
| | 13-10 | Restricted range – often word/idiom form, word choice, are errors – etc. | Fair to Poor |
| | 9-7 | Fundamentally translation – limit mastery of vocabulary in English. | Very Poor |
| Language Use | 25-22 | Effective complex sonstructions – etc. | Excellent to Very Good |
| | 21-19 | Effective but simple constructions – | Good to Average |

| | | | |
|-----------|-------|--|------------------------|
| | | etc. | |
| | 17-11 | Main problems in simple/complex structure – etc. | Fair to Poor |
| | 10-5 | Virtually no mastery the rules of sentences structure – etc. | Very Poor |
| Mechanics | 5 | demonstrates mastery of conventions – etc. | Excellent to Very Good |
| | 4 | Occasionally problems of spelling, punctuation error – etc. | Good to Average |
| | 3 | Frequently errors of spelling, punctuation – etc. | Fair to Poor |
| | 2 | No mastery of conventions – dominated by errors of using spelling, punctuation, and capitalization, etc. | Very Poor |

4. Analytical Exposition Text

There are many types of text according to the purpose in English such as descriptive text to describe a thing, narrative text to entertain the reader, and exposition text to persuade the reader. According to Djuharria in Amilia and Susbiyanto, analytical exposition is argumentative text because the writer provides readers or listeners with a point of view, ideas, or opinions of topic or problem that required to be discussed or explanation without any obvious attempt to persuade the readers.²⁵ Analytical exposition text is a text which tells

²⁵Abbas and Asy'ari, "Mixed Method: Students' Ability in Applying Writing Mechanics in Analytical Exposition Text," p. 152.

about the writers' arguments about an issue in social life to persuade the readers or the listeners. It is concluded that analytical exposition text is a text that develop the idea from the writer about an issue, happened in the society. The researcher used this text to analysis the data in this research.

This text purposes to persuade the readers to give attention to the issue, in the other words, the writer wants to persuade and tell the readers that the issue is an important matter. Even though analytical exposition text wants to persuade the readers, this text does not give any suggestions to do something to the issue. This text does not give solution to prevent a bad effect made by the issue. Usually, analytical exposition text tells a phenomenon that currently happening in society such as global warming issue, transportation issue, and education related issue. Usually, analytical exposition text tells a phenomenon that currently happening in society such as global warming issue, transportation issue, and education related issue. Writing a text in English should be followed by the appropriate generic structures and language features. Every text uses different generic structure and language features.

a. The Generic Structure of Analytical Exposition Text

According to Mulya in Elita the generic structure of analytical exposition, consist of three components.²⁶

²⁶*Ibid.*

- 1) Thesis statements; introduce the topic and indicate the main point of view that the writer wants to share.
- 2) Arguments; explain the writer's arguments to support the thesis statement. The number of argument paragraph could be varied yet the argument should be supported by proof and clarification.
- 3) Reiteration; restate and conclude the point of view in order to reinforce the thesis statement.

b. Example of Analytical Exposition Text

The Importance of Education

Education is most important among all of us. Education plays a very important role in your life. For living a luxurious life or for living a better life, you should be educated.

Education is that which transforms a person to live a better life and even in a social well-being. Education is the one that doing something constructive in our near future. It helps a person to show their best by their mind and spirit. It gives you a lot of knowledge in whatever aspects.

Education plays a vital role in your success in the personal growth. The more you have knowledge the more you grow. Being educated and earning, a professional degree prepares you to be a part in reputed organizations, companies or institutions.

In today's competitive world, education is necessity for man after food, clothing, and shelter. Education is the solution of any problem; it is the only education which promotes good habits, values and awareness towards anything like terrorism, corruption and much more. Education is the strength to a person and education need to a person.

B. Concept of Mechanical Aspects

1. Definition of Mechanical Aspects

According to Travis Koll, mechanical aspects of writing are indeed important. Mechanical aspects are vital steps in writing that develop the associated skills to be a good writer.²⁷ To construct a good text and acceptable to the readers, there are many rules that the writer needs to do while writing. Content, organization, grammar, vocabulary, and mechanics are five components in writing will be evaluated.

Besides, Kane in Abbas and Asy'ari mentioned that mechanics indicate to the look of words, and how they are spell of word or arrange on the paper.²⁸ The ability to arrange the word becomes a sentence then arrange it to a paragraph is not an easy job. Mechanical aspects refer to the rules or way of the written language consisting of

²⁷Travis Koll, *Better Writing (Beyond Periods and Commas)* (United Kingdom: Rowman & Littlefield Education, 2012), p. 12.

²⁸Abbas and Asy'ari, "Mixed Method: Students' Ability in Applying Writing Mechanics in Analytical Exposition Text," p. 150.

capitalization, punctuation, and spelling.²⁹ Always remember that mechanics are reality, a tiny part of the writing process. However, there are many other significant aspects upon which to focus.

2. Function of Mechanical Aspects

Mechanical aspects are meaningful as the rules of written language consisting of spelling, capitalization, punctuation.³⁰ Sometimes, newbie writer ignores to give their attention to the writing mechanics in their writings. Whereas, writing without appropriate spelling, appropriate capital letters, and appropriate punctuation marks can make the readers misunderstand to the actual point that the writer wants to deliver. In addition, it will make the readers think the story made by the writer is not good enough to be read because the writing is not well-written.

Mechanics are part of writing; it will help the students to deliver clearer intended messages in their essay writing.³¹ The use of good mechanics is one aspect that makes a text can be said as a complete text. Having good mechanics in writing will help the reader be more comfortable to read, and it will attract more readers. That is why writing mechanics are important and should not be ignored by the writer.

²⁹Yuliah, Widiastuti, and Meida, "The Grammatical and Mechanical Errors of Students in Essay Writing," p. 5.

³⁰Abbas and Asy'ari, "Mixed Method: Students' Ability in Applying Writing Mechanics in Analytical Exposition Text," p. 150.

³¹Yuliah, Widiastuti, and Meida, "The Grammatical and Mechanical Errors of Students in Essay Writing," p. 5.

3. Components of Mechanical Aspects

There are three components in the mechanical aspects of writing that used to evaluate of writing.

a. Spelling

According to Mastropieri and Scruggs in Peter Westwood, spelling is a more difficult activity than reading because it takes the result of an appropriate and correct sequence of letters. They are also stated that error analysis in spelling is also required to help define the students' difficulties.³²It means that spelling is known as the correct ways to write a word, using the correct order of letters. Spelling is an essential component of successful writing. Having perfect spelling in writing is a plus point in writing skills. It is because of the correct spelling uses in writing will help the reader not to face the difficulties and misunderstandings while reading the text.

According to Cook, there are four types of spelling errors explained as follows:³³

- 1) Substitution error occurs when a letter of a word is submitted by another letter, such as <e> in dicided (decided), and <i> in devided (divided).

³²Peter Westwood, *Learning and Learning Difficulties (A Handbook for Teachers)* (Australia: ACER Press, 2004), p. 104.

³³Yuliah, Widiastuti, and Meida, "The Grammatical and Mechanical Errors of Students in Essay Writing," p. 5.

- 2) Omission error occurs when a letter of the target word is omitted whether it is vowels or consonants, such as <h> in wich (which), and <l>especialy (especially).
- 3) Insertion error occurs when a letter is added to the target word, such as <a> in tray(try), <c> in reccommend (recommend), and <l> in gratefull (grateful).
- 4) Transposition error occur when the order of two letters or more of the target word is reversed, such as <ie> in freid (fried), and sceince (science).

b. Punctuation

According to Frederick W. Hamilton, punctuation is specific information that explain about punctuation marks and their uses, both grammatically and typographically (art of lettering).³⁴ The punctuation positioned in the text to make the context understandable and easier to read. Linton in McCaskill stated that the function of punctuation marks is the fundamental for the rules regulating its use and should be the fundamental for deciding whether or not it is required.³⁵ It means giving the right punctuation at the right place to indicate the length of the sentence and its meaning exactly. Giving proper punctuation in English is

³⁴Frederick Hamilton, *Punctuation (A Primer of Information About The Marks of Punctuation and Their Use Both Grammatically and Typographically)* (USA: The Committee on Education United Typothetae of America, 1920), p. 56.

³⁵Mary McCaskill, *Grammar, Punctuation and Capitalization (A HANdbook for Technical Writer and Editors)* (Washington, DC: National Aeronautics and Space Administration (NASA), 1990), p. 47.

important to make it simpler for the readers to apprehend what is written.

There are so many types or kinds of punctuation. Here are the types and explanations of it.

1) Comma (,)

The comma is positioned between the words which it is expected to separate. When used in connection with quotation marks, it is constantly positioned inside them.³⁶ Commas indicate pauses in complex sentences or indicate multiple items separated in long sentences.

Correct usage of commas is very important because it is determined by content or meaning in sentences.³⁷ The role of a particular comma is important: when it separated, it is alone, but when it is enclosed, it requires a partner.³⁸ Comma has the main functions that are useful to separates and to enclose component of the sentences.

For example: Tita went to the Cinema with her best friend, Lia, Esti, and Ana to watch the new film last night.

2) Full Stop (.)

The full stop is a sign of separation. The main purpose of full stop is to separates complete ideas, to mark the end of

³⁶Hamilton, *Punctuation (A Primer of Information About The Marks of Punctuation and Their Use Both Grammatically and Typographically)*, p. 13.

³⁷*Ibid.*, p. 14.

³⁸Lauren Starkey, *How to Write Great Essays* (New York: Learning Express, 2004), p. 49.

each declarative and imperative sentence.³⁹ The keyword here is clear; if the period must be used only after a sentence with the subject and the predicate that has been completed.

The period, or the full stop, marks the end of the declarative sentences.⁴⁰ Period is a punctuation used to end a sentence in the form of a statement. Moreover, this punctuation mark is also used in the abbreviation and indirect question.

For example: The teams have 15 min. to talk with their coach.

3) Colon (:)

The colon's function is to separates and introduces lists, clauses, quotations, and some conventional make use of.⁴¹ Colon is punctuation which is used to separate the general statement from the following specifics (details which can be a quotation, list or subtitle. Moreover, colon is also used after salutation on business letters, writing hours, and ratios.

For example: to makes a delicious meatball, we need to prepare some ingredients as follows: beef, water, flours, salt, pepper, and garlic.

³⁹Laurie Rozakis, *English Grammar for the Utterly Confused* (USA: McGraw-Hill, 2003), p. 150.

⁴⁰McCaskill, *Grammar, Punctuation and Capitalization (A HAndbook for Technical Writer and Editors)*, p. 71.

⁴¹*Ibid.*, p. 48.

4) Semicolon (;)

The semicolon is employed to show a level of separation larger than that demonstrated by the comma, but still less than that indicated by the colons.⁴² The semicolon is usually utilized in a long sentence, but it can also be utilized appropriately in short sentences. This punctuation used to connect two closely related independent clauses into one sentence.

For example: it's mine; it's not yours.

5) Question Marks (?)

The interrogation or question marks is a sign that asks the questions. It should be constantly put outside of quotation marks, except it is a part of the quotation itself.⁴³ The aim of question mark is to put an end to a direct question as to whether the question is an independent sentence, a sentence clause, or a direct quotation.⁴⁴ This punctuation used to end the direct questions and question tags.

For example: he can repair this motorcycle, can't he?

6) Quotation Marks (“ ”)

Quotations marks are often used to enclose words cited from other sources, directs discourse, or words that require

⁴²Hamilton, *Punctuation (A Primer of Information About The Marks of Punctuation and Their Use Both Grammatically and Typographically)*, p. 20.

⁴³*Ibid.*, p. 33.

⁴⁴McCaskill, *Grammar, Punctuation and Capitalization (A HAndbook for Technical Writer and Editors)*, p. 74.

distinction from the surrounding text.⁴⁵ Quotation marks are a sign used to indicate that the researcher is giving the exact words of another person. This punctuation is used to display quotes, both written and spoken by other people.

For example: “It wasn’t me!” Ferdi screamed.

7) Parentheses {}

Use parentheses to set off non-essential information. In essence, the parentheses' information is a non-essential modifier because it gives the reader additional information that is not crucial.⁴⁶ The additional information may not match the flow of the original text but the author feels the need to add it. The goal is to emphasize in writing. Besides, these punctuation marks can also be used in numbering or representing choices.

For example: this page (like others in the book) had been damaged.

8) Apostrophes (')

The apostrophes are usually utilized in three ways: to indicate possession, to indicate plural forms, and to indicate where a letter or number has been omitted.⁴⁷ The functions of the apostrophes are to denote possession; to establish the plurals of abbreviations, characters, and signs; and to denote

⁴⁵*Ibid.*, p. 75.

⁴⁶Rozakis, *English Grammar for the Utterly Confused*, p. 154.

⁴⁷*Ibid.*, p. 148.

omitted characters in contractions. An apostrophe is unused to establish the possessives of personal pronouns.⁴⁸ This punctuation used to form a possessive form, contraction, and plural.

For example: Anis's shoes, the women's house, Rian's book.

9) Hyphen (-)

The hyphen may be used to connect words or components of words: connects broken words syllables at the end of lines, connects prefixes and suffixes to words, and connects compound words.⁴⁹ This punctuation used to form a complete meaning in compound words (for example compound nouns). This punctuation also used without space between the two ends when enclosed in letters.

For example: hand-in-hand, self-esteem, and grand-aunt.

10) Exclamation Marks (!)

The exclamation mark is the marks of powerful emotion.⁵⁰ An exclamation mark used to show when something is surprising or forceful. Exclamation mark also used to end the exclamatory sentence.

For example: I cannot believe it! Close your book!

⁴⁸McCaskill, *Grammar, Punctuation and Capitalization (A Handbook for Technical Writer and Editors)*, p. 47.

⁴⁹*Ibid.*, p. 64.

⁵⁰Hamilton, *Punctuation (A Primer of Information About The Marks of Punctuation and Their Use Both Grammatically and Typographically)*, p. 34.

c. Capitalization

Capitalization is important both for particular words and for beginning sentences and quotes. However, a lot of writers overuse it and thus tend to be too casual.⁵¹ The capital letter is used at the beginning of a word.⁵² It shows the readers the actual meaning that the researcher wants to deliver and facilitates the reader to indicate changing the meaning in the paragraph. By using the capital letter in the first letter of a word meaning, a new sentence has begun.

According to Riyanto, there are some uses of capital letters as follows⁵³:

1) Used in the first sentence, for instance:

Football is a sport that is loved by everyone almost in the world.

2) Used for the first letter in the name of country, nationality, language, religion, person's name, place, event, trademark, title, for instance:

a) Indonesia

b) English

c) Catholic

d) Jennifer

⁵¹Starkey, *How to Write Great Essays*, p. 52.

⁵²Rozakis, *English Grammar for The Utterly Confused*, p. 154.

⁵³Abbas and Asy'ari, "Mixed Method: Students' Ability in Applying Writing Mechanics in Analytical Exposition Text," p. 151.

- e) London
 - f) Jakarta Trade Expo
 - g) Nokia
 - h) Mr./Mrs.
 - i) M.Ed/ Dr/ Ph.D
- 3) Used for the title of a book, film, etcetera, for instance:
- a) The Adventure of Tom Sawyer
 - b) Terminator

4. Factors that Cause Problems of Applying Mechanical Aspects in Writing Skill

The students' difficulty in applying writing mechanics was influenced by the alertness and the capability to write carefully in the essay.⁵⁴ The students do not understand writing mechanics, so that make they are written carefully in their writing. The students get problems using writing mechanics were influenced by three factors: the students have low motivation to write, the students have low confidence when writing, and rarely practice writing at spare time.⁵⁵ The factors of the problems that make the students difficult to apply writing mechanics in their writing.

Mostly, the students get problems to organize the good mechanics of writing, such as; punctuation, spelling, and

⁵⁴M. Fadhly Abbas and Herdi, "Investigating EFL Learners' Ability in Applying Writing Mechanics in an Argumentative Essay," *University of LancangKuning* 6 (2018): p. 49.

⁵⁵*Ibid.*

capitalization.⁵⁶ Because of the difficulty in the organization of writing, many students are difficult to write a paragraph, although they have learned writing for several years. Sometimes, they are still confused about using punctuation in the sentences, writing with proper spelling, and using capitalization well. Writing mechanics may be simple, but students often do this problem because they do not understand it well.

⁵⁶Ika Sari, Jamiluddin, and Hastini, "Mechanics Problem in Writing Faced by The Fourth Semester Students of The English Study Program," *E-Journal of English Language Teaching Society (ELTS)* 2 (2014): p. 3.

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of the Research

The researcher considers the phenomena of mechanical aspects in students' writing skill to be explored. The researcher decides to use qualitative research to know the most difficult type of mechanical aspects in students' writing skill and to analyze the students' writing problems in using mechanical aspects in their writing skill at SMA Negeri 1 Sekampung.

According to Creswell, qualitative research is an approach to investigating and comprehends the importance of individuals or groups identified ascribe social or human issues.⁵⁷ Qualitative research is research aimed to identifying, understanding, and describing the phenomenon. The comprehension of phenomenon can be accomplished by explaining and investigating through narration. It can be said that the research procedures that results in descriptive oral or written data of the participants and actions are observed. It is also part of a descriptive study that recommends collecting current information, identifying problems, making comparisons or evaluations, and teaching from others people to make to decisions.

The characteristic of this research focused on the descriptive qualitative research. A survey taken by the researcher to describe

⁵⁷John Creswell, *Research Design (Qualitative, Quantitative and Mixed Method Approaches)*, 4th ed. (Thousand Oaks, California: SAGE Publications, 2014), p. 32.

phenomena and to describe summarizes. The survey is used to get a good step of certain thing in the descriptive research. In line with the explanation above, the researcher uses descriptive qualitative research to do this research entitled “An Analysis on Mechanical Aspects of writing Skill of the Eleventh Graders of the SMA Negeri 1 Sekampung in the Academic Year of 2020/2021”.

B. Data Resources

In this research, the researcher splits the sources into two sections. They are primary sources and secondary sources.

1. Primary sources

Primary sources literature consists of literature who originated the ideas or individuals that conducted the research. Primary sources provide the original literature and provide the original viewpoint of the writer.⁵⁸ However, primary sources are frequently give the description of original research is better than do secondary sources. The primary sources of this research are students’ writing documents of the eleventh graders at SMA Negeri 1 Sekampung particularly in analytical exposition text. The researcher conducted this research of the eleventh graders at SMA Negeri Sekampung especially in class of science one. The totals of students’ sample in this research are 20 students.

⁵⁸John Creswell, *Educational Research (Planning, Conducting and Evaluating Quantitative and Qualitative Research)*, 4th ed. (New York: Pearson Education, 2012), p. 83.

2. Secondary sources

Secondary sources are the literature that summarizing primary sources. It is not a material written by the original researcher or the creator of the concept.⁵⁹ Secondary sources are useful as you begin your analysis, to investigate and specify the range of materials on a topic. The secondary sources in this research are interview, documentation, journals, e-books, and articles related to the research.

C. Data Collecting Technique

Data collection normally includes unstructured observation and informal interviewing, note-taking, audio recording, and sometimes video recording that used to record the data.⁶⁰ It can be said that the data collection taken from process of analyzing data becomes theory or interpretation. According to Creswell, qualitative research usually required more time than quantitative studies because of the long process of data collection at the location of the research and the detailed process of analyzing sentences and words.⁶¹ Data collection is accumulations of particular data that will enable the writer to appropriate analyze the result of all activities through his research designs and procedures.

In this research, the researcher used three techniques to collect the data. There are observation, documentation and interview.

⁵⁹*Ibid.*

⁶⁰Lisa Given, *The SAGE Encyclopedia of Qualitative Research Methods.*, vol. 1 & 2 (Thousand Oaks, California: SAGE Publications, 2008), p. 550.

⁶¹Creswell, *Educational Research (Planning, Conducting and Evaluating Quantitative and Qualitative Research)*, p. 62.

1. Observation

Observation is the activity of collecting optional directly information by observing people and location of the research.⁶² The researcher observed the students' writing document got from the English teacher in the context of writing in English about analytical exposition text.

2. Documentation

Documents consist of public and personal notes obtained in a qualitative study about the site or participants. In a qualitative study, documents can be a good source for text (word) data.⁶³ Documents can be a meaningful source of information in qualitative research.

The documents that collected in this study are in the form of documents needed to obtain primary sources and secondary sources. The documents needed to fulfill the primary sources are in the form of students' writing documents in English in the form of Analytical exposition text obtained from the English teacher's assignment archive. Based the students' writing documents, the researcher investigated the most difficult type of mechanical aspects in students' writing skills, and to analyze the students' problems in using mechanical aspects in students' writing skill. While the documents needed to fulfill secondary sources in the form of the documents related to the completeness of the research setting; history of research

⁶²Creswell, *Educational Research (Planning, Conducting and Evaluating Quantitative and Qualitative Research)*, p. 213–14.

⁶³*Ibid.*, p. 223.

location, vision and mission, organization of research location and others references that are related to this research.

3. Interview

A qualitative interview happens when the researcher asks more than one participants with several open-ended questions, then records their answers. The researcher then writes and copies the data into a computer file to analyze.⁶⁴ The researcher conducted an interview with the students to know the students' problems in using mechanical aspects in their writing skill. The researcher gave the interview sheet for students in school but the students send the result of interview with photos in online chat-room. It is because the students have limited time to at school so that the researcher cannot conduct interview directly with the students. The numbers of the students that had been interviewed were 20. In this case, the researcher conducted the interview to the students in order to investigate the causes of the students' problems in using mechanical aspects in writing skill of the eleventh graders at SMA Negeri 1 Sekampung.

D. Data Analysis Technique

Data analysis is essential part of the research study because the outcome is the conclusion of all the research. It means that understanding the tabulated material to establish meanings of the character. It requires

⁶⁴*Ibid.*, p. 217.

breaking down existing complex variables into simple parts and bringing them in new understandings arrangements.

Qualitative data usually embraces transcribed interview or focus group transcripts, field notes, observations and others. It can also contain audio recordings and video recordings or pictures.⁶⁵ The researcher arranged and classified or encrypts a big amount of data so that it can be represented and explained. In qualitative research, the analysis of data involves two aspects; that consist of analysis of the text and include developing description and themes.

In order to analyze the data, the researcher used Miles and Huberman model. Component data analysis of Miles and Huberman model include of data collection, data condensation, data display, and conclusions, drawing/verifying.⁶⁶

1. Data Collection

Data collection is an important part of research because it is one of the main phases of obtaining all essential data. The data collection is used to answer or achieve research objectives. In this case, the researcher collects the data from the students' writing document about analytical exposition text.

2. Data Condensation

Data condensation refers to choosing, concentrating, simplification, abstraction, and/or transformation of data that exist in

⁶⁵Given, *The SAGE Encyclopedia of Qualitative Research Methods.*, 1 & 2: p. 194.

⁶⁶Matthew Miles, Michaels Huberman, and Johnny Saldana, *Qualitative Data Analysis (A Methods Sourcebook)*, 3rd ed. (Thousand Oaks, California: SAGE Publications, 2014), p. 33.

the complete of written field notes, transcripts of interview, documents, and other analytical materials. In this case, the researcher specified the data relating to the error of use of mechanical aspects in writing, particularly in analytical exposition by referring to the research question.

3. Data Display

Moreover, a display is an ordered, compressed array of information that facilitates conclusions, drawing, and action. Looking at the displays allows the researcher to comprehend what is going on and doing something—either analyzes more or takes action—based on that comprehending. In this case, the researcher displayed the research data by using word.

4. Conclusion, Drawing and Verification

The last component of the analysis activity is conclusion, drawing, and verification. Start from data collection; the qualitative analyst explains what it means by noting scheme, interpretations, causal flows, and propositions. “Final” conclusions could not emerge until data collection has been completed, depending on the size of the corpus field notes, the coding, storage and retrieval methods used, the researcher and any requires deadlines to be met. After getting the research results, the researcher concluded them clearly by answering the research questions.

E. Process of Research

In this research, the writer uses six steps in the process of this research, as follows:⁶⁷

1. Identifying a Research Problem

The researcher analyzed the phenomenon that happen in the process of research. Identifying a research problem begins with identifying the topic based on the phenomenon. It consists of specifying issues to study, developing a fact for studying, and suggesting the significance of the study.

2. Reviewing the Literature

Reviewing the literature is investigated the theory that related to the topic of research it refers to the academic literature that can be developed in research topic. It was got by the researcher in scientific book, journal, and journal article from various sources both online or offline sources.

3. Specifying a Purpose for Research

A broad topic in the research problem needs to get concern so that the writer will be focus on learning it. The objective statement is a centered re-statement of the problems. These statements deliver the overall purpose or purpose of the study. Therefore, it can be the most essential statements in your research study.

⁶⁷Creswell, *Educational Research (Planning, Conducting and Evaluating Quantitative and Qualitative Research)*, p. 7–11.

The specifying of aim for research include of define the primary purpose or objective of the study and limit it to particular research questions or hypotheses. The purpose statement includes of the main subject of the study, the study participants, and the location or place of the survey.

4. Collecting Data

The researcher collecting the data uses various instruments to support the research. The instruments are observation, documentation, and interview. The collecting data refers to the researcher's objective and it is developed based on academic literature.

5. Analyzing and Interpreting the Data

After the data collected, the researcher analyzing and interpreting the data. The researcher analyze the data based on the research objective. The aim of it is to answer the research objective. The next step is interpreting the data to investigate the research result.

6. Reporting and Evaluating Research

After completing the study, the writer will expand and distribute the written report for chosen audiences who can use it (such as fellow teachers, administrators, parents, and students). Reporting research includes defining the audiences, compiling the report in a format that is appropriate for the audiences, and then writing the report in a ways that is appropriate to all readers.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of the Research

1. Description of the Research Setting

a. The Brief History of SMA Negeri 1 Sekampung

SMA Negeri 1 Sekampung was established in 2004, which was approved by the Minister of National Education lead by Mr. BambangSudibyo. SMA Negeri 1 Sekampung is located at the Dusun IV, DesaHargomulyo 66C, Sekampung Lampung Timur. This school has land area of 14.175 m² and building area of 1.779 m².

b. Vision and Mission of SMA Negeri 1 Sekampung

1) Vision of the School

The visions of SMA Negeri 1 Sekampung are:

“DISCIPLINE, PERFORMANCE, MANNERS AND TAQWA”

- a) Discipline in the Teaching and Learning.
- b) Achievers in Intra and Extracurricular.
- c) Politeness in the Field Relationships.
- d) Be God-Fearing In Religious Spiritual.

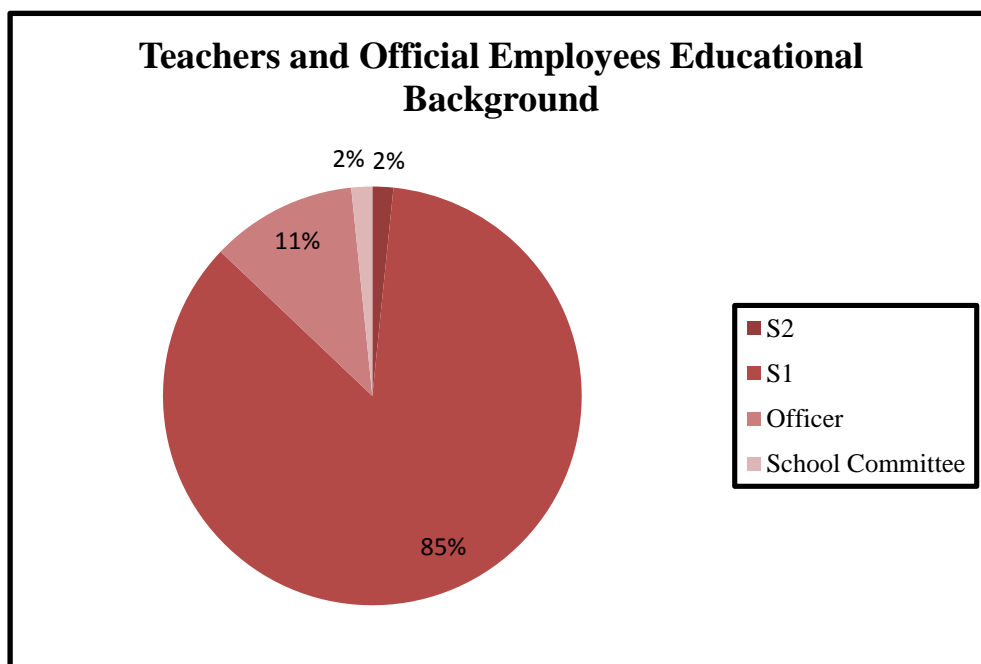
2) Mission of the School

The missions of SMA Negeri 1 Sekampung are state as follows:

- a) Implementing the learning process optimally.
- b) Encouraging the professional abilities of Teachers, Employees, Administration, Laboratory Managers and Librarians.
- c) Fostering self-awareness in students to know their duties and obligations.
- d) Fostering the spirit of discipline in all school residents.
- e) Helping students to recognize their potential so they can be polite to others. Implement participatory, transparent and accountable management.
- f) Performing Extra-Curricular Activities optimally.

c. Teachers and Official Employees Educational Background of SMA Negeri 1 Sekampung

Figure 1



Source: Documentation of SMA Negeri 1 Sekampung

d. The Students' Quantity of SMA Negeri 1 Sekampung

The students' quantity at SMA Negeri 1 Sekampung is identified, as follows:

Table 3
The Students' Quantity of SMA N 1 Sekampung

| No. | Class | Total |
|--------------|-------|------------|
| 1 | X | 325 |
| 2 | XI | 287 |
| 3 | XII | 283 |
| Total | | 895 |

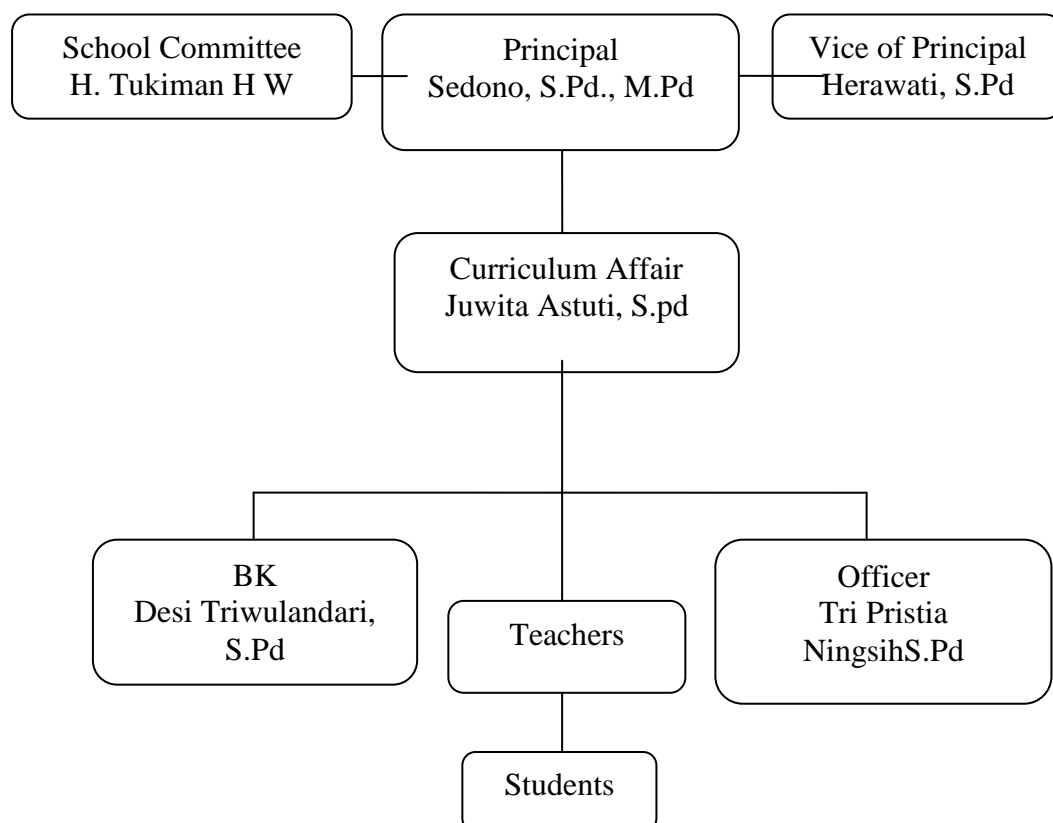
Source: Documentation of SMA Negeri 1 Sekampung

The researcher conducted this research at the eleventh graders of SMA Negeri 1 Sekampung particularly in class of science one. The totals of students in this class are 37 students but the researcher used 20 students for sample in this research.

e. The Organization Structure of SMA Negeri 1 Sekampung

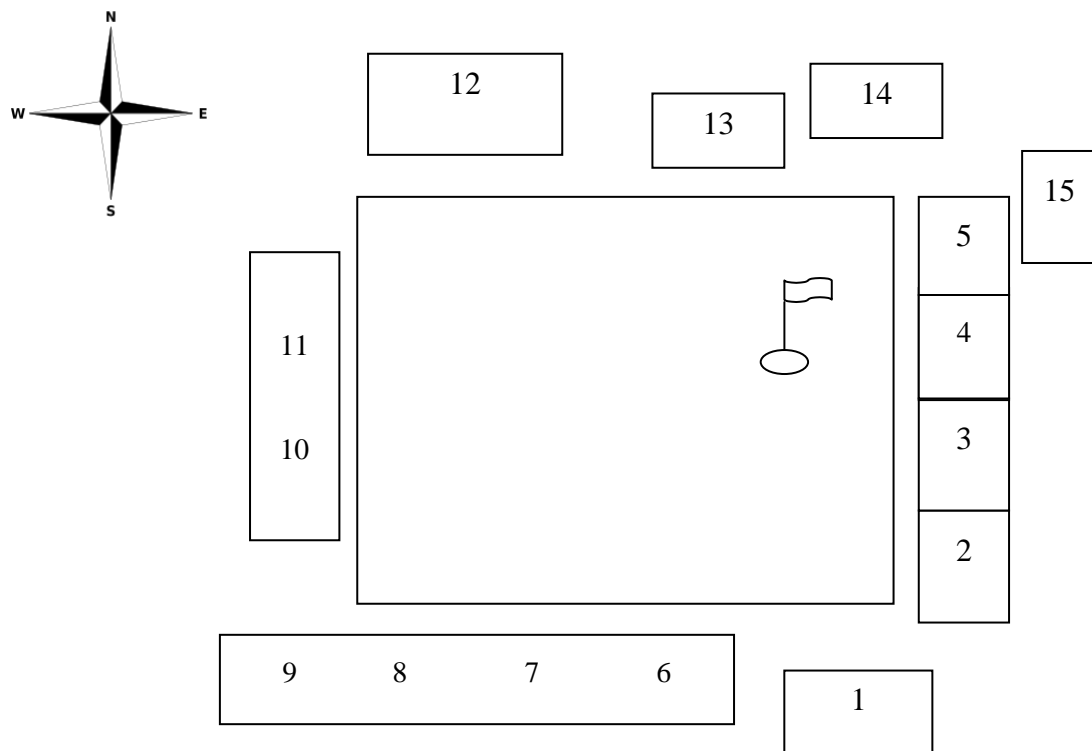
The Organization Structure of SMA Negeri 1 Sekampung in the academic year of 2020/2021 is illustrates in the following figure:

Figure 2
The Organization Structure of SMA Negeri 1 Sekampung



f. Location Sketch of SMA Negeri 1 Sekampung

Figure 3
Location Sketch of SMA Negeri 1 Sekampung



Notes:

1. Teacher's parking area
2. Library
3. Headmaster office
4. Teacher's room
5. Warehouse
6. Computer laboratory room
7. Classroom of X class
8. Classroom of XI class
9. Classroom of XII class
10. Social science laboratory
11. Library
12. Mosque
13. Toilets
14. Student's parking area
15. Canteen

2. Description of the Research Result

Description of Research Result to the research question including of: *What are the problems of the students in using mechanical aspects in their writing skill of the eleventh graders at SMA Negeri 1 Sekampung; what is the most difficult type of mechanical aspects in students' writing skill of the eleventh graders at SMA Negeri 1 Sekampung.*

a. The causes of the students' problems in using mechanical aspects in their writing skill

This research is to analyze the causes of the students' writing problems in using mechanical aspects in their writing skill. In collecting the data, the researcher uses the technique of interview. Interview was conducted by giving the questions to the students on paper but the students sent to online.

1) Spelling

The students of the eleventh graders at SMA Negeri 1 Sekampung got the problems in spelling. Based on the interview to the 20 students, there are 14 of 20 students mentions that spelling is the most difficult type and became problem of the students in using mechanical aspects in their writing. The students explain that have the problems in spelling because students lack mastery of vocabulary in English well and do not know the meaning of each word. The

students also explain that when the teacher mentions the vocabulary in English, the students confuse how they are written the vocabulary in English well because they are said that the way to read and write a vocabulary is different so it often makes mistakes in spelling. This research in line with the previous research from Abbas and Asy'ari, they stated that in term of spelling, the students lacked of motivation to check the correct spelling on the dictionary. It was because of the pronunciation and the written form of a word in English was different and some of the words were similar, they were lazy to check it on the dictionary. They felt that it would waste their time.⁶⁸ Shortly, the researcher concludes that the previous research and this research having same problems in spelling.

2) Punctuation

The students' problem of the eleventh graders at SMA Negeri 1 Sekampung in using punctuation of mechanical aspects is often doing in their writing. Based on the results of interview to the 20 students, there are two students said that they have the problems in punctuation. The students' problem in punctuation is caused almost of the students not too understand the sentences in English so that they do not

⁶⁸Abbas, "Investigating EFL Learners' Ability in Applying Writing Mechanics in an Argumentative Essay," 155.

understand when the sentence must be add comma, full stop and others. They are also explaining that sometimes they are forgetting to use punctuation in their writing. This research in line with the previous research from Abbas and Asy'ari, they stated that in term of punctuation, they found difficult to differentiate where to use period and where to use comma. They also stated that, they should translate the text first before putting the appropriate punctuation in their text. They also found difficult to determine the appropriate punctuation to use in a running sentence.⁶⁹Therefore, the previous research and this research were having similar problems in punctuation.

3) Capitalization

The problem of the students of the eleventh graders at SMA Negeri 1 Sekampung in using capitalization of mechanical aspects is often doing the students in their writing. Based on the results of interview to the 20 students, there are seven students said that they have the problems in capitalization. The problems of the students in capitalization are almost caused by they are still confused the word that should be use capital letter, such as name of people, place, scientific, and others. They are also saying that sometimes

⁶⁹*Ibid.*

forget to use capital letter in a specific word. In contrast, the previous research from Gowere et al in Alfaki, stated that students got the problems in using appropriate capitalization. There are reasons the students got the problems in using correct capitalization. The rules of capitalization are not universal and it is difficult for students to identify nouns as proper and common nouns.⁷⁰ The researcher concludes that the previous research and this research having different problems in capitalization.

b. The most difficult type of mechanical aspects in students' writing skill

In collecting the data of the first research question, the researcher used the techniques of observation. Therefore, the instrument is observation sheet.

1) The Data Analysis Based on the Observation Sheet

The data result of observation sheet related with the most difficult type of mechanical aspects in students' writing skill.

The data analysis is illustrated in the following description:

a) Spelling

The researcher conducted this research in the eleventh graders at SMA Negeri 1 Sekampung especially in class of science one and the name of students are

⁷⁰Alfaki, "University Students' English Writing Problems: Diagnosis and Remedy," 45.

presented using initial names in accordance with the research code of ethics. Based on the result of observation, it is investigated that there are 20 students became the primary source. There are 17 of 20 students are use wrong spelling in writing.

(1) FA

Incorrect spelling: Jogging can be done anytime, **aniday**, and **aniwhere**.

The word that is bold at the above sentence is wrong; it should be “**any day**, and **anywhere**”

(2) AA

Incorrect spelling: In the learning system, it is combined with the values of the unity and unity in order to **contineu** the **progres** of Islam in the future as well.

The word that is bold at the above sentence is wrong; it should be “**continue** and **progress**”

(3) NH

Incorrect spelling: On the **orther** hand, lack of physical activity is associated with increased risks of healthy problems.

The word that is bold at the above sentence is wrong; it should be “**other**”

(4) NM

Incorrect spelling: At first I thought I **didn't** to go to school and doing my homework would be much better.

The word that is bold at the above sentence is wrong; it should be “**didn't**”

(5) HD

Incorrect spelling: It can be indicated that white air is very vital. There are still many who underestimate **drinking** 2 liters of white air a day.

The word that is bold at the above sentence is wrong; it should be “**drinking**”

(6) APS

Incorrect spelling: **Howerver**, it can be challenging if parents can create casual learning environment.

The word that is bold at the above sentence is wrong; it should be “**however**”

(7) AP

Incorrect spelling: Like trying to **stary** the car with no petrol!

The word that is bold at the above sentence is wrong; it should be “**start**”

(8) SS

Incorrect spelling: Breakfast provides the **bady** and brain with fuel after an overnight fast-that's where its name originates, breaking the fast!

The word that is bold at the above sentence is wrong; it should be "**body**"

(9) RWTR

Incorrect spelling: For example, **wathing**, **liistening** to music, or taking online classes is also lying down.

The word that is bold at the above sentence is wrong; it should be "**watching and listening**"

(10) GJG

Incorrect spelling: **Acually**, there are many benefits of learning English.

The word that is bold at the above sentence is wrong; it should be "**actually**"

(11) UM

Incorrect spelling: it can even help you live-longer research from the American Journal of Preventative Medicine indicates that regular **exercicise** can add up to five years to your life.

The word that is bold at the above sentence is wrong; it should be "**exercise**"

(12) SMA

Incorrect spelling: The **frist** reason is it bothers the regular **fleepsycle**.

The word that is bold at the above sentence is wrong; it should be “**first, sleep, and cycle**”

(13) NER

Incorrect spelling: However, **reconizing** something is not the same as recalling it.

The word that is bold at the above sentence is wrong; it should be “**recognizing**”

(14) AF

Incorrect spelling: Less sleep can make the students with a **memomy** about something that they have seen before.

The word that is bold at the above sentence is wrong; it should be “**memory**”

(15) AGS

Incorrect spelling: It causes many problems such as **caffsine**, intoxication **syndrom**, **anxipty**, panic, headaches, and so on.

The word that is bold at the above sentence is wrong; it should be “**caffeine, syndrome, and anxiety**”

(16) SM

Incorrect spelling: Additionally, the stimulant such as coffe also gives bad efects to its consumers.

The word that is bold at the above sentence is wrong; it should be “**coffee** and **effects**”

(17) FNF

Incorrect spelling: First, English opens **cereer** opportunities.

The word that is bold at the above sentence is wrong; it should be “**career**”

b) Punctuation

The researcher conducted this research in the eleventh graders at SMA Negeri 1 Sekampung especially in class of science one and the name of students are presented using initial names in accordance with the research code of ethics. Based on the result of observation, it is investigated that there are 20 students became the primary source. There are 14 of 20 students are use wrong punctuation in writing.

(1) KF

Incorrect punctuation: For example, exposure to UV from gadgets to the eyes, there are some cases of it

causing serious problems, such as radiation exposure, minds and other problems.

The word that is underlined at the above sentence is wrong; it should be add comma after the word “minds, and”

(2) SM

Incorrect punctuation: It causes many problems such as caffeine intoxication syndrome, anxiety, headaches, panic, and so on.

The word that is underlined at the above sentence is wrong; it should be add comma after the word “caffeine,”

(3) AGS

Incorrect punctuation: In conclusion cramming is terrible because it bothers our regular sleep cycle.

The word that is underlined at the above sentence is wrong; it should be added comma after the word “in conclusion,”

(4) NER

Incorrect punctuation: If the students study all the material in the last hours or minutes it is terrible for them, this is what we call cramming

The word that is underlined at the above sentence is wrong; it should be add comma after the word “minutes.” and full stop after the word “cramming.”

(5) GJG

Incorrect punctuation: Being a bilingual person, you can get the opportunity to work in a global company

The word that is underlined at the above sentence is wrong; it should be add full stop after word “company.”

(6) SMA

Incorrect punctuation: However, recognizing something is not the same as recalling it

The word that is underlined at the above sentence is wrong; it should be added full stop after the word “it.”

(7) CAI

Incorrect punctuation: Exercise can also make us fresh and happy, then we can improve the quality of life and always have energy and make the body strong.

The word that is underlined at the above sentence is wrong; it should be add comma after the word “life.” and “energy.”

(8) AA

Incorrect punctuation: On the other hand Pesantren also includes dormitories that bring together a number of people who are different in terms of character, personal and place of origin and they try to become wholeness bound by the rope Ukhuwah Islamiyah.

The word that is underlined at the above sentence is wrong; it should be added comma after the word “hand, personal, and origin,”

(9) NM

Incorrect punctuation: At first I thought I did’nt need to go to school and doing my homework would be much better.

The word that is underlined at the above sentence is wrong; it should be added apostrophes after the letter n not d “didn’t”

(10) HD

Incorrect punctuation: The function of white air when drunk by humans as a substance that is useful for launching the body, giving oxygen intake, regulating body temperature and cleaning the whole body.

The word that is underlined at the above sentence is wrong; it should be added comma after the word “temperature.”

(11) AP

Incorrect punctuation: “Breakfast like a king, lunch like a prince and dine like a pauper”

The word that is underlined at the above sentence is wrong; it should be added comma after the word “prince.” and added full stop after the word “pauper.”

(12) SS

Incorrect punctuation: Breakfast provides energy, studies have shown how eating breakfast can improve memory and concentration level and it can also make us happier as it can improve mood and lower stress levels.

The word that is underlined at the above sentence is wrong; it should be added comma after the word “level.”

(13) RWRE

Incorrect punctuation: lying down can indeed rest a tired body but too often is not a good thing because it has a bad effect, namely making the body lazy to move, making joints feel, back pain, increasing the

risks of stroke, heart attack and the risk of obesity and many more.

The word that is underlined at the above sentence is wrong; it should be added comma after the word “attack, and obesity.”

(14) FA

Incorrect punctuation: Jogging can be done anytime, any day and anywhere. And jogging can be done alone or with friends

The word that is underlined at the above sentence is wrong; it should be added comma after the word “any day, anywhere, and added full stop after the word friends.”

c) Capitalization

The researcher conducted this research in the eleventh graders at SMA Negeri 1 Sekampung especially in class of science one and the name of students are presented using initial names in accordance with the research code of ethics. Based on the result of observation, it is investigated that there are 20 students became the primary source. There are 17 of 20 students are use wrong capitalization in writing.

(1) KF

Incorrect capitalization: *for* example, exposure to UV from gadgets to the eyes, there are some cases of it causing serious problems, such as radiation exposure, minus and other problems.

The word that is italic at the above sentence is wrong; it should be use capitalize in the first letter of “*for*”, because the word is located at the beginning of the sentence.

(2) CAI

Incorrect capitalization: Exercise cal also make us fresh and happy, then we can improve the *Quality of LiFe* and always have energy and make the body strong.

The words that are italic at the above sentence is wrong; it should be not use capitalize letter in the middle of sentence and in the middle of word. It should be “*quality of life*”

(3) AA

Incorrect capitalization: Islamic *boarding school* are buildings in which there is a special learning system.

The words that are italic at the above sentence is wrong; it should be use capitalize, because it is one

name of institution. It should be “*Islamic Boarding School*”

(4) RWRE

What are you activities to fill your spare time during school holidays? *or* just lying down?

The words that are italic at the above sentence is wrong; it should be use the capitalize letter at the beginning of the sentence, include after question mark or full stop. It should be “*Or*”

(5) UM

Incorrect capitalization: *it* offers great mental and social benefits as well.

The words that are italic at the above sentence is wrong; it should be use capitalize letter at the beginning of sentence. It should be “*It*”

(6) AP

Incorrect capitalization: Breakfast provides many benefits to our health *And* wellbeing.

The words that are italic at the above sentence is wrong; it should be not use the capitalize letter in the middle of sentence, except for the name of people, place, and others. It should be “*and*”

(7) SS

Incorrect capitalization: *like* trying to start the car with no petrol!

The words that are italic at the above sentence is wrong; it should be use capitalize letter at the beginning of sentence. It should be “*Like*”

(8) APS

Incorrect capitalization: *the* answer is, indeed, the earlier the better. *why* is it so?

The words that are italic at the above sentence is wrong; it should be use capitalize letter at the beginning of sentence, either after full stop or question mark.

(9) NH

Incorrect capitalization: Why is physical *Activity* and *Fitness iMportant*?

The words that are italic at the above sentence is wrong; it should be not use capitalize in the middle of the sentence and in the middle of word, except for the name of people, place, and others. It should be “*activity, fitness, important?*”

(10) SMA

Incorrect capitalization: *less* sleep can make students with a memory about something that they have seen before.

The words that are italic at the above sentence is wrong; it should be use capitalize letter at the beginning of sentence. It should be “*Less*”

(11) FNF

Incorrect capitalization: In the modern era, there are a lot of people who still can't speak *english*.

The words that are italic at the above sentence is wrong; it should be use capitalize for the name of language, such as American, Indonesian, British, include English, and others. It should be “*English*”

(12) ERW

Incorrect capitalization: *many* countries have registered casualties in their places.

The words that are italic at the above sentence is wrong; it should be use capitalize letter at the beginning of sentence, either after full stop or question mark. It should be “*Many*”

(13) SM

Incorrect capitalization: If the students study all the material in the last hours or *Minutes*, it is terrible for them.

The words that are italic at the above sentence is wrong; it should be not use capitalize in the middle of the sentence and in the middle of word, except for the name of people, place, and others. It should be “*minutes*”

(14) AGS

Incorrect capitalization: *the* first reason is it bothers the regular sleep cycle.

The words that are italic at the above sentence is wrong; it should be use capitalize letter at the beginning of sentence, either after full stop or question mark. It should be “*The*”

(15) NER

Incorrect capitalization: *less* sleep can make students with a memory about something that they have seen before.

The words that are italic at the above sentence is wrong; it should be use capitalize letter at the

beginning of sentence, either after full stop or question mark. It should be “*Less*”

(16) GJG

Incorrect capitalization: Actually, there are many benefits of learning *english*.

The words that are italic at the above sentence is wrong; it should be use capitalize for the name of language, such as American, Indonesian, British, include English, and others. It should be “*English*”

(17) AF

Incorrect capitalization: *this* is what we call cramming. The words that are italic at the above sentence is wrong; it should be use capitalize letter at the beginning of sentence, either after full stop or question mark. It should be “*This*”

The researcher analyzes the total errors of mechanical aspects in students’ writing document about analytical exposition text and the researcher found the result of this research. The researcher has concluded the total of errors in each type of mechanical aspects using percentage. In order to make every reader is easier in understanding the result, the researcher has presented the result of the research in the table below.

Table 4
Recapitulation Error in the Types of Mechanical Aspects in Students' Writing Skill

| No. | Name of Students | Type of Mechanical Aspects | | | Total |
|-------|------------------|----------------------------|-------------|----------------|-------|
| | | Spelling | Punctuation | Capitalization | |
| 1 | UM | 2 | - | 3 | 5 |
| 2 | FA | 8 | 6 | - | 14 |
| 3 | RWRE | 3 | 4 | 1 | 8 |
| 4 | SS | 4 | 4 | 2 | 10 |
| 5 | AP | 2 | 4 | 8 | 14 |
| 6 | APS | 3 | - | 9 | 11 |
| 7 | HD | 2 | 1 | - | 3 |
| 8 | CAI | - | 3 | 3 | 6 |
| 9 | SM | 14 | 5 | 2 | 21 |
| 10 | NH | 2 | - | 3 | 5 |
| 11 | NMS | 1 | 1 | - | 2 |
| 12 | GJG | 3 | 6 | 12 | 21 |
| 13 | NER | 18 | 11 | 1 | 29 |
| 14 | AGS | 11 | 5 | 4 | 20 |
| 15 | SM | 10 | 4 | 4 | 17 |
| 16 | FNF | 3 | - | 5 | 8 |
| 17 | KF | - | 2 | 1 | 3 |
| 18 | ERW | - | - | 1 | 1 |
| 19 | AF | 3 | 2 | 2 | 7 |
| 20 | AA | 4 | 4 | 5 | 13 |
| Total | | 93 | 62 | 66 | 218 |

Regarding to the table above about recapitulation error in the types of mechanical aspects in students' writing skill, the researcher found the errors students' made about mechanical aspects in students' writing document about analytical exposition text. The total errors of mechanical aspects in students' writing skill are 218 errors, that consists of spelling (93 errors), punctuation (62 errors), and capitalization (66 errors). Spelling becomes the most frequently error of

mechanical aspects in writing because the researcher found that the highest frequent problem was spelling usage that are 93 items. The researcher presents the result of percentage the total errors of mechanical aspects in students' writing document in the table below.

Table 5
Percentage the Most Difficult Type of Mechanical Aspects in Students' Writing Skill

| No. | Types of Error | Frequency of Error | Percentage |
|-----|----------------|--------------------|------------|
| 1 | Spelling | 93 | 42 % |
| 2 | Punctuation | 62 | 28 % |
| 3 | Capitalization | 66 | 30 % |

Referring the result on the table about percentage the most difficult type of mechanical aspects in students' writing skill, the researcher can conclude the most frequently error that found in students' writing document about mechanical aspects is spelling. It means that, the most difficult type of mechanical aspects in students' writing skill is spelling. It is because the highest total errors from the result of recapitulation error in the types of mechanical aspects in students' writing skill so that resulting in a percentage of 42%.

B. Discussion

The results of this research are related about what are the students' problems in using mechanical aspects in their writing skill and the most difficult type of mechanical aspects in students' writing skill of the

eleventh graders at SMA Negeri 1 Sekampung. The results of this research are discussed as follow:

1. The causes of the students' problems in using mechanical aspects in their writing skill

Mechanical aspects of writing are indeed important. Mechanical aspects are vital steps in writing that develop the associated skills to be a good writer.⁷¹ Mechanical aspects refer to the rules or way of the written language consisting of capitalization, spelling, and punctuation.⁷² Referring to the first research question of this research is about the students' problems in using mechanical aspects in writing skill of the eleventh graders at SMA Negeri 1 Sekampung, the researcher investigate of the students' problems in using mechanical aspects in their writing skill through the interview to the students. The researcher explains that the students get the problems in using mechanical in their writing involve spelling, punctuation, and capitalization. The students' problem in applying writing mechanics was influenced by the alertness and the capability to write carefully in the essay.⁷³ Mostly, the students get problems to organize the good

⁷¹Koll, *Better Writing (Beyond Periods and Commas)*, p. 12.

⁷²Yuliah, Widiastuti, and Meida, "The Grammatical and Mechanical Errors of Students in Essay Writing," p. 5.

⁷³Abbas, "Investigating EFL Learners' Ability in Applying Writing Mechanics in an Argumentative Essay," p. 49.

mechanics of writing, such as punctuation, spelling, and capitalization.⁷⁴

Based on the first objective of this research is about an analysis the students' problem in using mechanical aspects in writing skill. After the researcher conducted the interview to the students, the researcher analyzed and concluded the result of this research. The researcher stated that the problems of the students caused by several problems when using mechanical aspects in writing. The students' writing problem in spelling was caused the lack of English vocabulary mastery. It also caused because the way read and write of vocabulary are different so it often makes the mistakes when they are writing. Furthermore, in punctuation, the students' problems caused by the students still confuse to make a sentence with the punctuation well, like using a comma. Sometimes the students also forget to add the full stop in the last sentence. Besides, in the capitalization, the students' problems are frequently students still confuse to use capitalize in a specific word, such as for the name of people, place, brand, and others.

The result of this research in line with the previous research that conducted by Abbas and Asy'ari with the study aimed to investigate students' ability to apply writing mechanics in Analytical Exposition text and explained the factors that influence students' ability to apply

⁷⁴Sari, "Mechanics Problem in Writing Faced by The Fourth Semester Students of The English Study Program," p. 3.

writing mechanics. Researcher found that there are some factors influences the students' ability in applying writing mechanics in Analytical Exposition text, for instances: the students are lack of motivation to open dictionary in order to check their spelling whether it is correct or not, the pronunciation and the written form of English word that different makes the students confuse to write the correct spelling of a word, the students are lack of knowledge. Most of the students only know the basic usage of capitalization and punctuation while writing a text, and the teacher never tells the students what writing mechanics is.⁷⁵ Based on the result of previous research and this research, the researcher concludes that the result of interview about the causes of the students' problems in using mechanical aspects in writing skill have the similar factor, particularly in spelling.

2. The most difficult type of mechanical aspects in students' writing skill

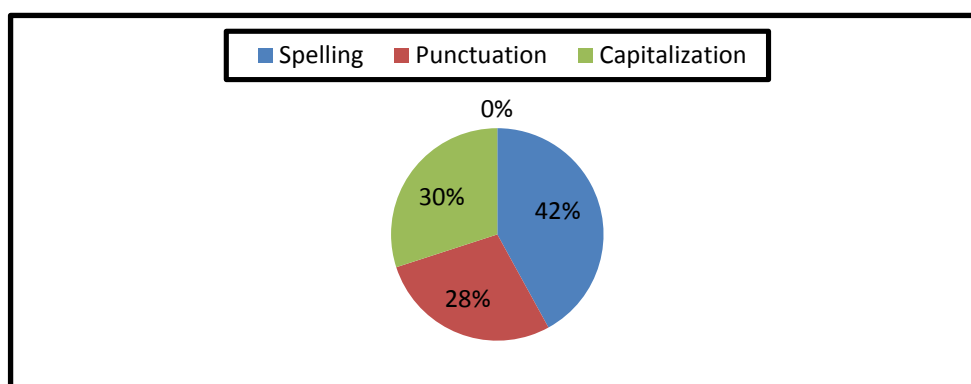
Referring to the second research objective of this research is about the most difficult type of mechanical aspects that is used the students in writing skill, the researcher concluded the result of this research based on analysis of students' writing document about exposition text. The researcher found there are three types of mechanical aspects that used of the students, which consist of spelling, punctuation and capitalization. In line with the theory from Imroatus

⁷⁵Abbas and Asy'ari, "Mixed Method: Students' Ability in Applying Writing Mechanics in Analytical Exposition Text," p. 157.

Solikhah in *Indonesian Journal of Language Teaching and Linguistics (IJOLTL)* explain that in terms of mechanics, the problems indicate that most students apply imperfect basic rules of convention. Mostly, mechanical problem appear in term of the wrong use of punctuation such as period, comma, question mark, colons, and others. Spelling errors and capitalization are frequently indicated that knowledge of English rules is low.⁷⁶

Kane also said that mechanics in writing paragraph includes spelling, punctuation, and capitalization.⁷⁷ Therefore, the researcher explains there are three types of mechanical aspects that are used the students in writing exposition text. The researcher presented the result of this research based total errors of students' writing document in exposition text and found that the result about the most difficult type of mechanical aspects in writing is spelling and presented used percentage. The researcher shows the result in the following chart:

Figure 4
The percentage of using mechanical aspects errors in writing



⁷⁶Solikhah, "Linguistic Problems in English Essay By EFL Students," p. 40.

⁷⁷Abbas and Asy'ari, "Mixed Method: Students' Ability in Applying Writing Mechanics in Analytical Exposition Text," p. 150.

Regarding on the chart above, the researcher investigated three items of using mechanical aspects in writing; consist of spelling, punctuation, and capitalization. In this research, the researcher focused on students' writing document about analytical exposition text. By looking at the total error found, the researcher decided that spelling was the higher frequent problem. The percentage of spelling error was 42%. It was followed by capitalization error which had percentage 30%. Then, the lowest one was punctuation error with percentage 28%. The result of students' writing document showed that spelling was the most frequent one and it was supported by the result of interview. In interview result, most of the students argued that the most difficult type of mechanical aspects in writing was spelling.

Referring to the result found from the previous research conducted by Ika Sari and others, the researcher found a difference between the recent result and the previous result. In the recent result, spelling problem was higher than capitalization one. The spelling problem was 42% and capitalization problem was 30%. In contrast, the previous research found that percentage of capitalization problem was higher than spelling. The capitalization problem was 60.2% and spelling one was 42%. Shortly, the researcher concluded that the previous result and the recent result were different based on the total error found.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher briefly illustrates the conclusion of this research about an analysis of mechanical aspects in students' writing skill of the eleventh graders at SMA Negeri 1 Sekampung. The researcher explains the causes of the students' writing problems in using mechanical aspects in their writing skill are caused by several problems. In the spelling, the students' problem caused the pronunciation and the written form of English word that different so it makes the students confuse to write the correct spelling of a word. Moreover, in punctuation, the students' problems are frequently caused by the students still confuse to make a sentence with the punctuation well, like using a comma and forget to use full stop in the last sentence.

Besides, in the capitalization, most of the students are frequently still confused to use capitalize in a specific word, such as for the name of people, place, brand, and others. Furthermore, the most difficult type of mechanical aspects in students' writing skill is spelling. It is because the researcher found that there were 93 items error with percentage 42% that found in students' writing and it is the highest percentage than other. It was followed by capitalization error, which had percentage 30%. Then, the lowest one was punctuation error with percentage 28%. Therefore, the

researcher concludes that the students have the problems in using mechanical aspects in writing skill, particularly in spelling.

B. Suggestion

The researcher provides some suggestions for the writer, the students, and the teacher, as follows: the first, it is suggested for the researcher to more understand about mechanical aspects in writing, in order to make the reader is easier and more understand about this thesis. Moreover, it is suggested for the students in order to can study more about mechanical aspects, especially in the spelling, punctuation, and capitalization so that the students can decrease the use of mechanical aspects error in their writing skill. Besides, it is suggested for the teacher in order to can motivate the students to study more about mechanical aspects so that it can help the students to decrease the use of mechanical aspects error in writing.

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APPENDICES

1. Blueprint of Observation sheet

| Aspects | Sub Aspects | References |
|--|----------------|--|
| The type of mechanical aspects in students' writing skill. | Spelling | Siti Yuliah, Agustia Widhiastuti, and Ghea Meida, "The Grammatical and Mechanical Errors of Students in Essay Writing," <i>Department of English, Politeknik Negeri Bandung, Indonesia</i> 5 (Oktober 2019). |
| | Punctuation | |
| | Capitalization | |

2. Blueprint of Documentation Sheet

| No. | Aspects |
|-----|--|
| 1. | Profile of SMA Negeri 1 Sekampung |
| 2. | The total of Students of SMA Negeri 1 Sekampung |
| 3. | The organization structure of SMA Negeri 1 Sekampung |
| 4. | The facilities of SMA Negeri 1 Sekampung |
| 5. | The students' writing document at the eleventh graders of SMA Negeri 1 Sekampung |

3. Blueprint of Interview Sheet

| Aspects | Sub Aspects | References | Questions |
|--|--|---|--|
| The students' writing problems in using mechanical aspects in their writing skill. | The students' difficulty in applying writing mechanics was influenced by the alertness and the capability to write carefully in the essay. | M. Fadhly Abbas and Herdi, "Investigating EFL learners' ability in Applying Writing Mechanics in an Argumentative Essay," <i>University of Lancang Kuning</i> 6 (2018). | <ol style="list-style-type: none"> 1. Could you write in English? 2. Do you find the difficulties when you write in English? 3. What are the difficulties that you find when you write in |

| | | | |
|--|--|---|----------|
| | | | English? |
| In terms of mechanics, the problems indicate that most students apply imperfect basic rules of convention. Mostly, mechanical problem appear in term of the wrong use of punctuation such as period, comma, question mark, colons, and others. Spelling errors and capitalization are frequently indicated that knowledge of English rules is low. | Imroatus Solikhah, "Linguistic Problems in English Essay by EFL Students," <i>IJOLTL: Indonesian Journal of Language Teaching and Linguistics</i> 2, no. 1 (January 3, 2013) | 4. Do you know about mechanical aspects in writing and types of them? 5. Do you know what are spelling, punctuation, and capitalization ? 6. Do you understand the use of mechanical aspects in your writing? 7. What is the most difficult type of mechanical aspects that you get when you write in English? 8. Could you apply the mechanical aspects well in your English writing text? | |
| The students get problems to organize the good mechanics of writing, such as; punctuation, spelling, and capitalization. | Ika sari, Jamiluddin, and Hastini, "Mechanics Problem in Writing Faced by The Fourth Semester Students of The English Study | 9. What are the problems or difficulties that you find in using mechanical aspects in your English writing text? 10. What is the | |

| | | | |
|--|--|--|--|
| | | Program,” <i>E-Journal of English Language Teaching Society (ELTS) 2</i> (2014). | cause you have the problems in using mechanical aspects in your English writing text? 11. Please mention the difficulties of each type in mechanical aspects? |
|--|--|--|--|

4. Observation Sheet

Analysis the Most Difficult Type of Mechanical Aspects in Students' Writing

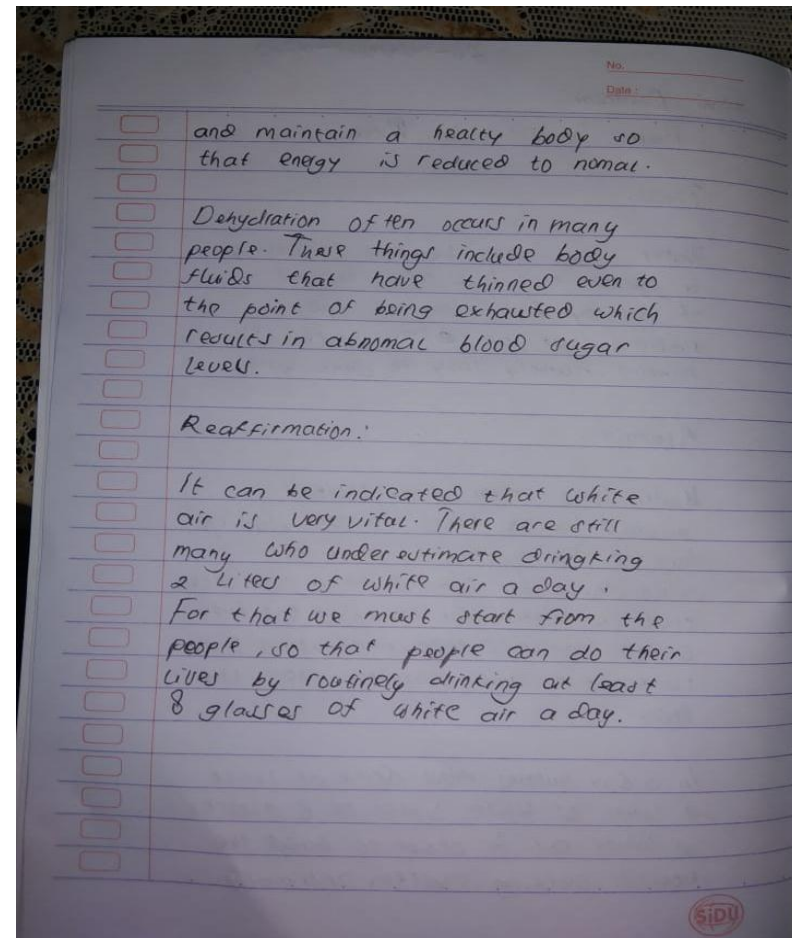
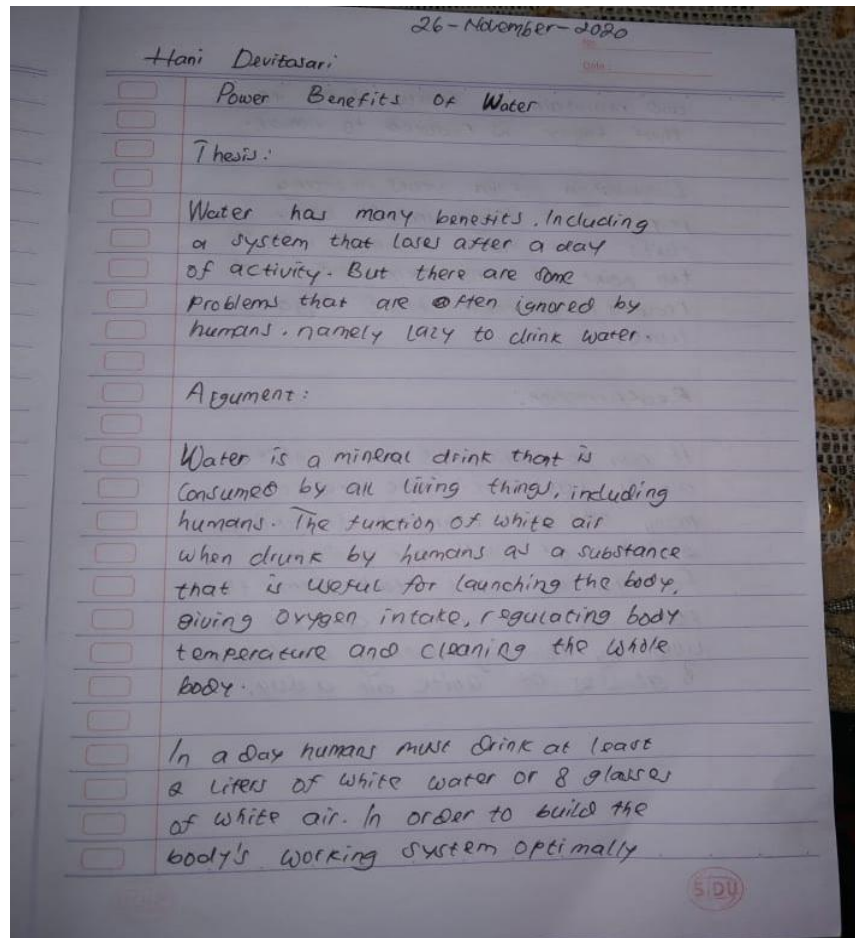
| No. | Name of Students | Types of Mechanical Aspects | | | Total |
|-------|------------------|-----------------------------|-------------|----------------|-------|
| | | Spelling | Punctuation | Capitalization | |
| 1 | UM | 2 | - | 3 | 5 |
| 2 | FA | 8 | 6 | - | 14 |
| 3 | RWRE | 3 | 4 | 1 | 8 |
| 4 | SS | 4 | 4 | 2 | 10 |
| 5 | AP | 2 | 4 | 8 | 14 |
| 6 | APS | 3 | - | 9 | 11 |
| 7 | HD | 2 | 1 | - | 3 |
| 8 | CAI | - | 3 | 3 | 6 |
| 9 | SM | 14 | 5 | 2 | 21 |
| 10 | NH | 2 | - | 3 | 5 |
| 11 | NMS | 1 | 1 | - | 2 |
| 12 | GJG | 3 | 6 | 12 | 21 |
| 13 | NER | 18 | 11 | 1 | 29 |
| 14 | AGS | 11 | 5 | 4 | 20 |
| 15 | SM | 10 | 4 | 4 | 17 |
| 16 | FNF | 3 | - | 5 | 8 |
| 17 | KF | - | 2 | 1 | 3 |
| 18 | ERW | - | - | 1 | 1 |
| 19 | AF | 3 | 2 | 2 | 7 |
| 20 | AA | 4 | 4 | 5 | 13 |
| Total | | 93 | 62 | 66 | 218 |

5. Interview Sheet

The questions of interview given to the eleventh graders of the SMA Negeri 1 Sekampung to investigate the causes of the students' problems in using mechanical aspects in their writing.

1. Could you write in English?
2. Do you find the difficulties when you write in English?
3. What are the difficulties that you find when you write in English?
4. Do you know about mechanical aspects in writing and types of them?
If you know, can you mention it?
5. Do you know what are spelling, punctuation, and capitalization?
6. Do you understand the use of mechanical aspects in your writing?
7. What is the most difficult type of mechanical aspects that you get when you write in English?
8. Could you apply the mechanical aspects well in your English writing text?
9. What are the problems or difficulties that you find in using mechanical aspects in your English writing text?
10. What is the cause you have the problems in using mechanical aspects in your English writing text?
11. Please mention the difficulties of each type in mechanical aspects!

6. Students' Writing Document



No.: _____ Date: _____

The Importance of Physical Fitness

Why is physical Activity and Fitness Important ?

There are some advantages when we get Fitness.

Some of them are :

Physical activity is essential to prevent and reduce risks of many diseases and improve physical and mental health.

It can even help you live longer - research from the American Journal of Preventative Medicine indicates that regular exercise can add up to five years to your life.

Physical activity also keeps you in shape so you can enjoy leisure activities and safely perform work and home chores. It offers great mental and social benefits as well. The Lancet released a series of studies that attribute positive outcomes to physical activity, including "a sense of purpose and value, a better quality of life, improved sleep, and reduced stress, as well as stronger relationships and social connectedness."

On the other hand, lack of physical activity is associated with increased risks of healthy problems.

Nama : Nur Hidayah

Mapel : Bhs. Inggris

kelas : XI IPA 1

Nama = Utut Miranda
Kelas = XI IPA 1
Date = 26-Nov-2020
Mapel = B. Inggris
No absen = 35

"Materi analytical exposition"

"The Importance Of Physical Fitness"

Why is Physical activity and Fitness Important? There are some advantage when we get Fitness. Some of them are:

Physical activity is essential to prevent and reduce risk of many diseases and improve physical and mental health. It can even help you live longer - research from the American Journal of Preventative medicine indicates that regular exercise can add up to five years to your life.

Physical activity also keeps you in shape so you can enjoy leisure activities and safely perform work and home chores. It offers great mental and social benefits as well. The Lancet released a series of studies that attribute positive outcomes to Physical activity, including "a sense of Purpose and value, a better quality of life, Improved sleep, and reduced stress, as well as stronger relationships and social connectedness".

On the other hand, lack of physical activity is associated with increased risks of healthy Problems.

Charles Ade Irawan

Why Exercise Is Important To Life

Most of the people think they don't have time to practice whereas exercise plays a big role for the body to avoid disease attacks.

Exercise can also make us fresh and happy, then we can improve the quality of life and always have energy and make the body strong.

And exercises can be done in simple ways such as sweeping the floor, washing, and gardening using our muscles and even though we are as busy as possible we have to take the time to exercise so that the body is always fit and has stamina.

Nama : Aedi Azizansuban
Kelas : XI IPA 1

"Islamic Boarding School"

Thesis :

Islamic boarding school are buildings in which there is a special learning system. Even though there are general knowledge lesson like school that are the same level.

Argument :

The ulama argue that Islamic boarding school can change the nature, character and personalities of santri to be more religious. Religious in thinking about the future and realistic world that is progressing.

on the other hand Pesantren also includes dormitories that bring together a number of people who are different in terms of character, personal and place of origin and they let to become wholeness bound by the rope ukhuwah islamiyah.

Regeneration :

So Islamic boarding school were established to form the character of student namely santri who were more religious who obeyed religion and state in the learning system it is combined with the values of the unity and unity in order to continue the progress of Islam in the future as well.

By: ATISTA PUTRI
Date: XI IPA 1

The Importance of Breakfast

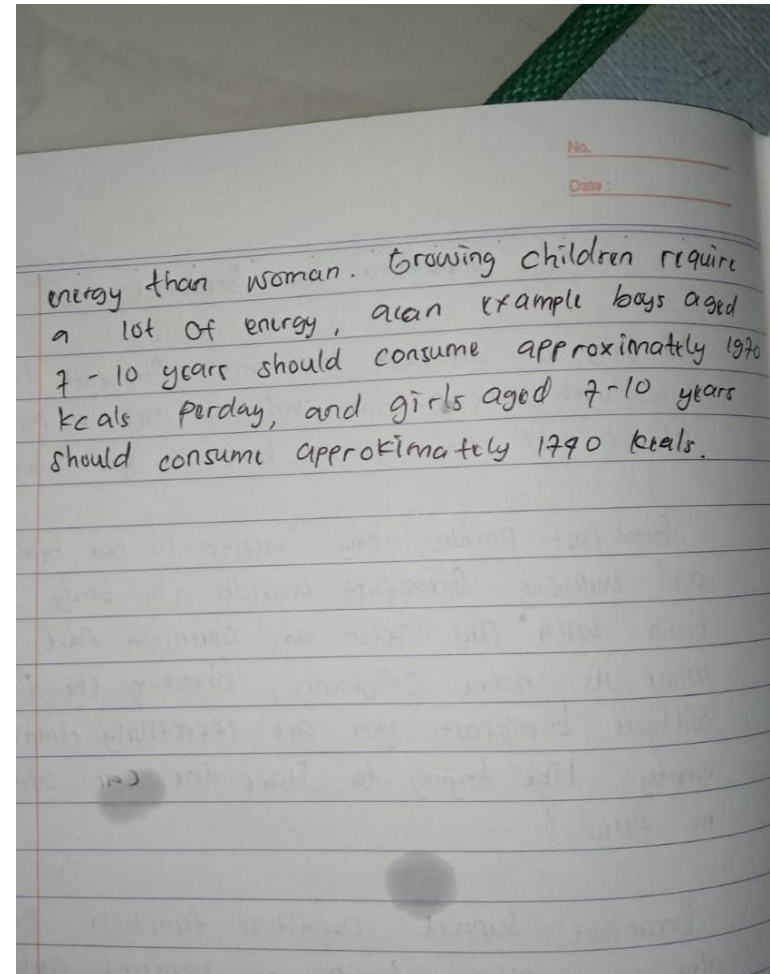
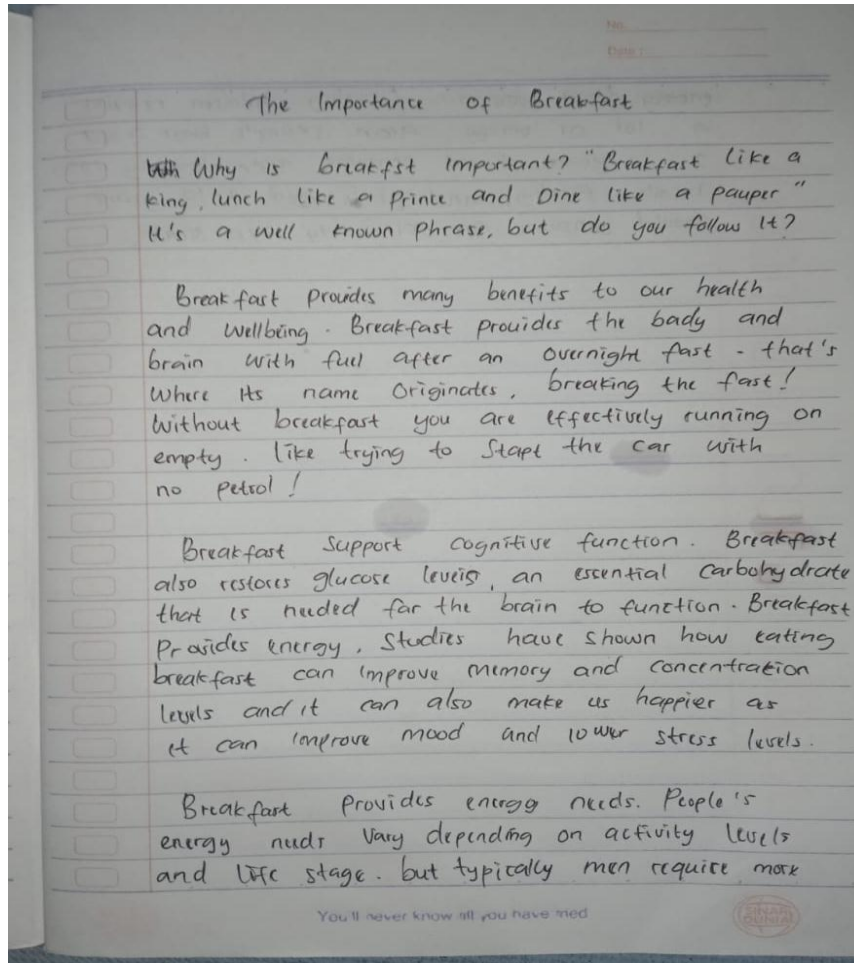
Why is breakfast important? "Breakfast like a king, lunch like a prince and dine like a pauper"
"It's a well know phrase, but do you follow it?"

Breakfast provides many benefits to our health and wellbeing. Breakfast provides the body and brain with fuel after an overnight fast - that's where its name originates: breaking the fast! Without breakfast you are effectively running on empty. Like trying to start the car with no petrol!

Breakfast support cognitive function. Breakfast also restores glucose levels, an essential carbohydrate that is needed for the brain to function. Breakfast provides energy, studies have shown how eating breakfast can improve memory and concentration levels and it can also make us happier as it can improve mood and lower stress levels.

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

Salma Saraswati



Nama : : Nayla elly Revalina
Kelas : XI IPA 1
No Absen : 22.

Students should not Do Cramming.

The way students study before the test comes varies. Some of them start to prepare for the test weeks or months before, and some others study in the last hours before the test begins. It is great if they start studying weeks or months before the test, yet if the students study all the material in the last hours or minutes it is terrible for them, this is what we call cramming (Introduction).

Cramming is the situation when students stay up all night to study before the test begins. This habit brings negative impacts for some season. The first reason is it bothers the regular sleep cycle. Less sleep can make students with a memory about something that they have seen before. However, recognizing something is not the same as recalling it (Argument 1). Besides that each student has their different sleeping time, so some of them often may

Experience is the best teacher

use a stimulant for cramming. Additionally the stimulant such as coffee also gives bad effects to its consumers. It causes many problems such as caffeine intoxication syndrome, anxiety, panic, head aches and so on (Argument 2).
In conclusion, cramming is terrible because it bothers our regular sleep cycle. It also causes a nuisance in concentrating and can lead us to consume stimulants which are not good for our health (Conclusion).

Arad Galih. S

No absen. 1

Students should not do cramming

The way students study before the test comes varies. Some of them start to prepare for the test weeks or months before, and service others study in the last hours before the test begins. It is great if they start studying weeks or months before the test. Yet if the students study all the material in the last hours or minutes, it is terrible for them. This is what we call cramming (introduction).

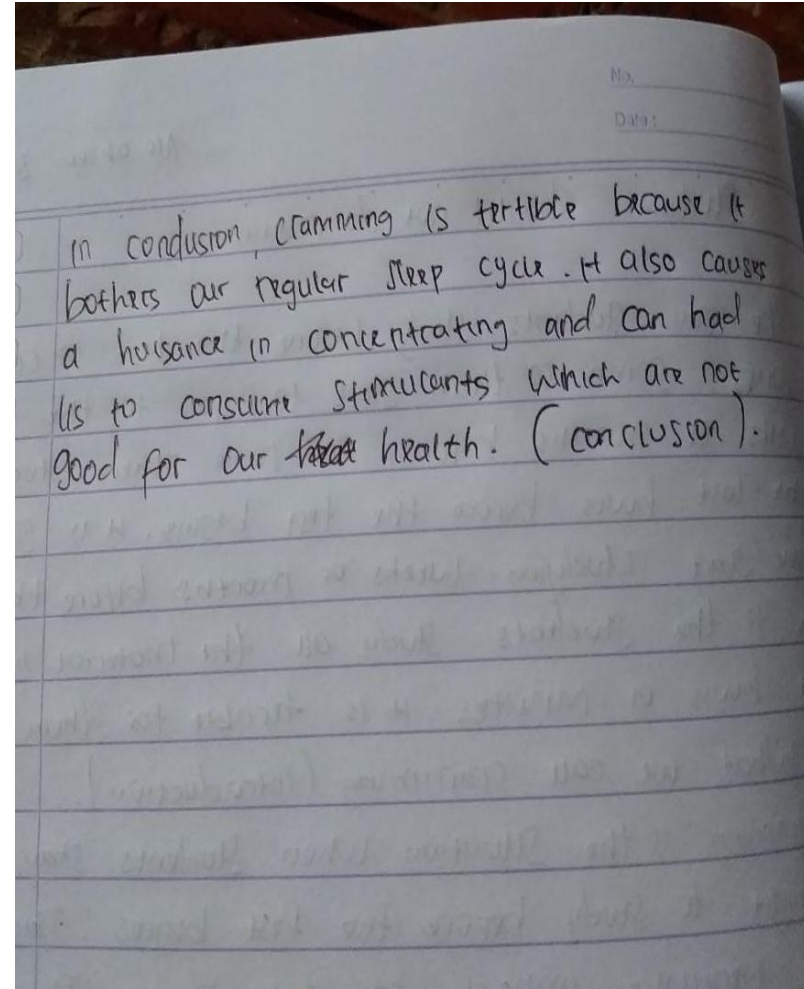
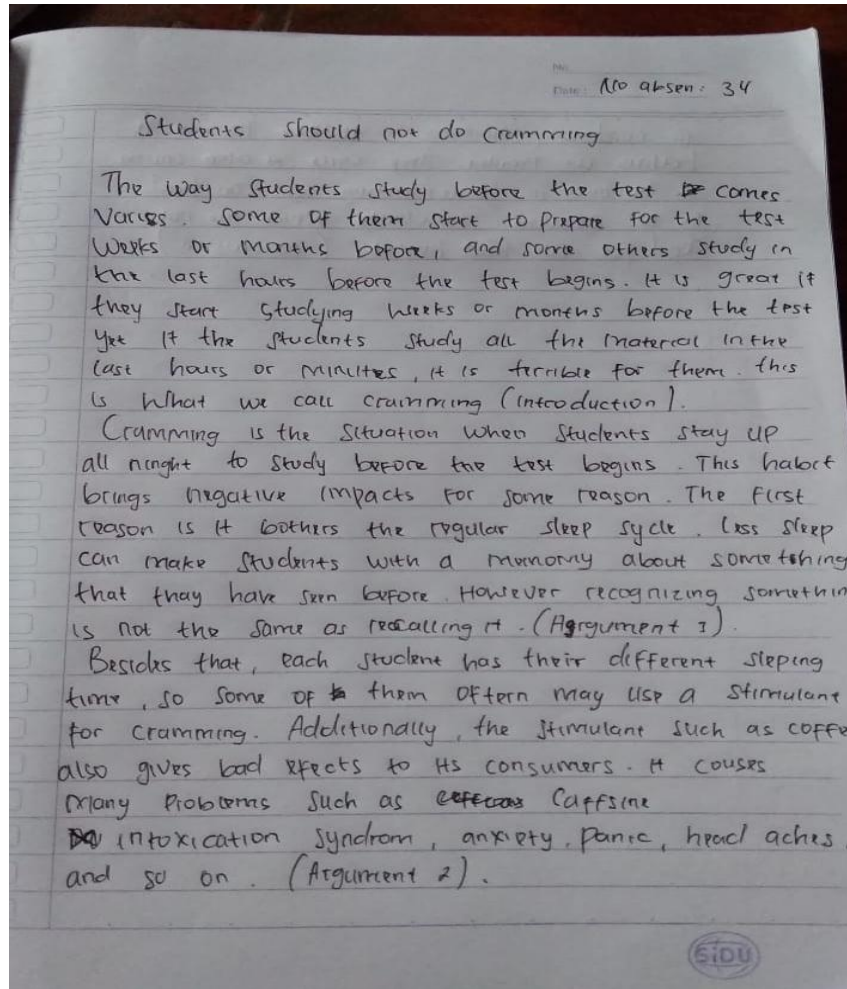
Cramming is the situation when students stay up all night to study before the test begins. This habit brings negative impacts for some reason. The first reason is that it bothers the regular regular sleep cycle. Less sleep can make students with a memory about something that they have seen before. However recognizing something is not the same as recalling it. (Argument 1).

Besides that, each student has their different sleeping sleeping time, so some of them of them may use a stimulant for cramming. Additionally, the stimulant such as coffee also gives bad effects to its consumers. It causes many problems such as caffeine intoxication syndrome, anxiety, panic, head aches, and so on.

(Argument 2).

In conclusion cramming is terrible because it bothers our regular sleep cycle. It also causes a nuisance in concentrating and can lead us to consume stimulants which are not good for our health. (Conclusion).

Syelpi Marcellina



Nama : Sinta Mulya Astoro
XI IPA 1 (No Absen : 33)
Bihar Inggris

Students should not do cramming

The way students study before the tests varies. Some of them start to prepare for the test weeks or months before, and some others study in the last hours before the test begins. It is great if they start studying weeks or months before the test, yet if the students study all the material in the last hours or minutes, it is terrible for them. This is what we call cramming (Introduction).

Cramming is the situation when students stay up all night to study before the begins. This habit brings negative impacts for some reason. The first reason is it bothers the regular sleep cycle. Less sleep can make students with a memory about something that they have seen before. However, recognizing something is not the same as recalling it (Argument 1)



Stimulant such as coffee also gives bad effects to its consumers. It causes many problems such as caffeine intoxication syndrome, anxiety, panic, head aches, and so on. (Argument 2)

In conclusion, cramming is ~~the~~ terrible because it bothers our regular sleep cycle. It also causes a nuisance in concentrating and can lead us to consume stimulants which are not good for our health (Conclusion).

Reina wulandari¹²
XI IPA¹
28

Lying Down Too Often

What are your activities to fill your spare time during school holidays? or just lying down? If so, you should know what the consequences are if you lie down too often.

During this pandemic, you are advised to do everything at home. It cannot be denied that we do almost all activities while lying down. For example, watching, listening to music or taking online classes is also lying down.

Lying down can indeed rest a tired body but too often is not a good thing because it has a bad effect, namely making the body lazy to move, making joints feel, back pain, increasing the risk of stroke, heart attack and the risk of obesity and many more. Therefore, the conclusion is that lying down is fine, but not too often until almost every day just lying down because



it is not good for our bodies.

Lying Down Too Often

What are your activities to fill your spare time during school holidays? or just lying down? If so, you should know what the consequences are if you lie down too often. During this pandemic, you are advised to do everything at home. It cannot be denied that we do almost all activities while lying down. For example, watching, listening to music or taking online classes is also lying down. Lying down can indeed rest a tired body but too often is not a good thing because it has a bad effect, namely making the body lazy to move, making joints feel, back pain, increasing the risk of stroke, heart attack and the risk of obesity and many more. Therefore, the conclusion is that lying down is fine, but not too often until almost every day just lying down because

Galoh Julia Garini

No. _____
Date: 8-Dec-2020

The importance of learning english

In this modern era, there are a lot of people who still can't speak english. Actually, there are many benefits of learning english. Here are two reasons why it's important

First, english open new career opportunities. these days, many companies need employees who can communicate with clients from around the world usually it means someone who can speak english, because english is an international language. Being a bilingual person, you can get the opportunity to work in a global company

Second, english tests can get you into schools. you probably already know english tests such as TOEFL and IELTS. If you learn english well enough to pass English test like TOEFL, you can study in English-language universities across the globe. Although you aren't going to study abroad, learning

SIDU

No. _____
Date: _____

English can help you in making the thesis because there are a lot of sources use English languages.

There are indeed many other benefit of learning the English language. But, the now reasons above help us to ~~better~~ believe that english is important for our life and by learning English languages we can communicate with many people from other countries

No. _____
Date: _____

Nama : Kusni fatmawati
Kelas : XI IPA 1

Eye Health at the Online School

How are your eyes at this online school period? Is it healthy? If you feel strange symptoms in the eye, you should immediately see an eye doctor / eye specialist.

In this online school period, the eyes were really engraved to stay focused on the gadgets, no doubt it often causes dry or red eyes. UV rays generated and reflected by gadgets and electronic goods around us can create several problems. for example, exposure to UV from gadgets to the eyes, there are some cases of it causing serious problems, such as radiation exposure, minus and other problems.

Therefore, apart from keeping our school grades good. It's not wrong we also pay attention to our eye health. So let's keep our eyes health with a 10 minute break every 1 hour we go to school online. consume healthy foods and fruits. Keep fighting spirit value!!

P

No. _____
Date: _____

Nama: Elsa Prita wah
Kelas: XI IPA 1

No Absen: 11

Covid 19

Covid 19 is a disease that ravages the world today. With the death toll in the thousands the disease was quickly declared a pandemic. The granting of this status is not without reason. The spread of this virus is very fast. Not only does it attack citizens in their home countries, this virus is also rapidly spreading throughout the world. Many countries have registered casualties in their places. Not a few of them lead to death. This is what than makes this disease so feared. One of the things that plays a big role is the people's lifestyle. An unhealthy and clean lifestyle makes this virus spread rapidly. Therefore, handling this virus must be done quickly. To deal with it as a pandemic, it requires hard work from the whole country.

Nama: ALFIZA Puspita SARI
Kelas: XI IPA 1

Teaching English in Early Childhood is important

Nowadays, almost all people in the world can speak English. English is an international language and one of the most used language in the world. It is more than 50 countries that use English as the official or primary language in communication. English is also commonly used in science, economy and politics, tourism, also entertainment. Therefore, learning English is important because it provides many opportunities and gives much knowledge.

The main question is when is the best time for people to start learning English? the answer is, indeed, the earlier the better. why is it so? It is because kids have the best learning period known as the Golden Age. this period allows children to learn many things quickly, especially language used in daily communication. When kids are in their early childhood, their brains are like sponge that can quickly absorb anything. Based on some research findings, there are several benefits of learning English in early childhood which are kids will have better reading skill, get higher academic scores, have greater confidence, and get higher opportunities for career in the future.

It is not really hard teaching English to children. However, it can be challenging if parents can create casual learning environment so that kids with engaging activities such as playing music, watching, kids cartoons or movies, singing English songs, or playing games will definitely help parents to teach English easily. Experts say that if kids have positive and fun experiences in learning, they will be eager to learn more about English.

To sum up, according to the arguments that have been stated above, learning English in early childhood is very important because it provides kids with many opportunities and gives them much knowledge.

Fubria Amanata

Jogging is Good Exercise for Everyone

Jogging is the simplest and cheapest sport you will ever find in this world. So it is good exercise for everyone.

Jogging can be done anytime, anyday and anywhere. And jogging can be done alone or with friends.

On average, it's about 100 calories a mile, but it depends on your weight, shape and intensity of training. For example, a woman weighing 68 kg burns 600 calories per 10 km.

Jogging will keep your cardiovascular (heart pumping) in a good shape. And also you will find very few people who will suffer from heart attack and stroke if they do this regularly.

Jogging is also good for your mental health. Everytime you finish jogging, you will feel fresh. Some studies have shown that people who jog will have better outlook of life and this will make them more happier than the average people.

So based on facts above, jogging is good for everyone.

2020
16
Kamis

English

Nama: Anisa Fitri
Kelas: XI IPA
No absent: 06

Students should not Do Cramming

The way students study before the test comes varies. Some of them start to prepare for the test weeks or months before, and some others study in the last hours before the test begins. It is great if they start studying weeks or months before the test, yet if the students study all the material in the last hours or minutes, it is terrible for them. this is what we call cramming. (Introduction)

Cramming is the situation when students stay up all night to study before the test begins. This habit brings negative impacts for some reason. The first reason is it bothers the regular sleep cycle. less sleep can make students with a memory about about something that they have seen before. However, recognizing something is not the same as recalling it. (Argument 1)

Besides that, each student has their different sleeping time, so some of them often may use a stimulant for cramming. Additionally, the

stimulant such as coffee also gives bad effects to its consumers. It causes many problems such as caffeine p intoxication syndrome, anxiety, panic, head aches, and so on. (Argument 2).

In conclusion, cramming is terrible because it bothers our regular sleep cycle. It also causes a nuisance in concentrating and can lead us to consume stimulants which are not good for our health. (Conclusion).



Nama: Tajar Nur Fadhilah
Kelas: XI IPA 1
Materi: B. Inggris

The Importance of Learning English

In the modern era, there are a lot of people who still can't speak English. Actually, there are many benefits of learning English. Here are two reasons why it's important.

First, English opens new career opportunities. These days, many companies need employees who can communicate with clients from around the world. Usually, it means someone who can speak English because English is an international language. Being a bilingual person, you can get the opportunity to work in a global company.

Second, English tests can get you into schools. You probably already know English tests such as TOEFL and IELTS. If you learn English well enough to pass English tests like TOEFL, you can study in English-language universities across the globe. Although you aren't going to study abroad, learning English can help you in making the thesis because there are a lot of sources use English languages.

There are indeed many other benefits of learning the English language. But, the two reasons above help us to believe that English is important for our life and by learning English languages we can communicate with many people from other countries.

7. Result of Interview

Name: Abed Galih Setiawan

Class: XI IPA 1

1. Could you write in English?
Answer: Yes could
2. Do you find the difficulties when you write in English?
Answer: Yes, sometimes I miswrote the word
3. What are the difficulties that you find when you write in English?
Answer: a lot of hard word to write and some with double letter
4. Do you know about mechanical aspects in writing and types of them? If you know, can you mention it?
Answer: Im sorry, I dont know
5. Do you know what are spelling, punctuation, and capitalization?
Answer: Well, I know, normally, capital letters are used at the beginning of a sentences and punctuation is a lot the question marks and exclamation.
6. Do you understand the use of mechanical aspects in your writing?
Answer: Yes, I know quite well
7. What is the most difficult type of mechanical aspects that you get when you write in English?
Answer: actually, writting english essays is very difficult and sometimes misspelled
8. Could you apply the mechanical aspects well in your English writing text?
Answer: I will try my best to apply
9. What are the problems or difficulties that you find in using mechanical aspects in your English writing text?
Answer: Im trouble in writing vocabulary
10. What is the cause you have the problems in using mechanical aspects in your English writing text?
Answer: Because of my ignorance of the aspects of writing english
11. Could you mention the difficulties of each type in mechanical aspects?
Answer: I ~~can't~~ don't know much about the mechanical aspects of difficults but usually the mechanical mistakes are based on wrong writing and spelling and capitalization of letters.

Name: Ardi Apriansyah

Class: XI IPA 1

1. Could you write in English?
Answer: Yes, I could
2. Do you find the difficulties when you write in English?
Answer: Yes, of course
3. What are the difficulties that you find when you write in English?
Answer: I don't understand in vocabulary and grammar
4. Do you know about mechanical aspects in writing and types of them? If you know, can you mention it?
Answer: I don't really know about the mechanical aspects of writing and its types
5. Do you know what are spelling, punctuation, and capitalization?
- Spelling is the depiction of language sounds, words or sentences in writing.
- Punctuation marks are signs that are used as explanations in a sentence.
- Capitalization is the use of capital letters or capital letters.
6. Do you understand the use of mechanical aspects in your writing?
Answer: Yes, I understand the mechanics of my writing
7. What is the most difficult type of mechanical aspects that you get when you write in English?
Answer: I can't, because I don't understand the types of mechanical aspect of writing in English.
8. Could you apply the mechanical aspects well in your English writing text?
Answer: Yes, but maybe not quite right
9. What are the problems or difficulties that you find in using mechanical aspects in your English writing text?
Answer: Usually the difficulty is when writing the spelling of words, and the use of punctuation marks such as in statements and questions. I often find it difficult to distinguish them because small things.
10. What is the cause you have the problems in using mechanical aspects in your English writing text?
Answer: The reason may be because I do not really understand the aspects of writing in English, and do not understand the meaning of each word.
11. Could you mention the difficulties of each type in mechanical aspects?
Answer: I can't, because I don't really understand the kind of mechanical aspects of writing in English.

Name: Nur Hidayah

Class: XI IPA 1

1. Could you write in English?

Answer: Yes I can

2. Do you find the difficulties when you write in English?

Answer: Yes I have trouble because of the difference in words and pronunciation

3. What are the difficulties that you find when you write in English?

Answer: Yes I have trouble because of the difference in words and pronunciation

4. Do you know about mechanical aspects in writing and types of them? If you know, can you mention it?

Answer: Yes I know : Grammar, Korter, Com-piler, Vocabulary

5. Do you know what are spelling, punctuation, and capitalization?

Answer: I don't know

6. Do you understand the use of mechanical aspects in your writing?

Answer: Yes I understand the mechanical that I wrote

7. What is the most difficult type of mechanical aspects that you get when you write in English?

Answer: I think the most difficult mechanical aspect is Vocabulary

8. Could you apply the mechanical aspects well in your English writing text?

Answer: I hope I could

9. What are the problems or difficulties that you find in using mechanical aspects in your English writing text?

Answer: I don't know

10. What is the cause you have the problems in using mechanical aspects in your English writing text?

Answer: Yes, I have difficult in laying word

11. Could you mention the difficulties of each type in mechanical aspects?

Answer: I don't mastery English, so I don't it and I have difficulty in English. When I read sentence in English I often wrong in spelling, so that I wrong in punctuation. I think capitalitation is not too.

UIN Sunan Darmasari
Jember, 21 April 2023

1. Could you write in English?
Answer: Yes I can
2. Do you find the difficulties when you write in English?
Answer: Yes I have trouble because of the difference in words and pronunciation
3. What are the difficulties that you find when you write in English?
Answer: Yes I have trouble because of the difference in words and pronunciation
4. Do you know about mechanical aspects in writing and types of them? If you know, can you mention it?
Answer: Yes I know: Konten, grammar, vocabulary, compiler
5. Do you know what are spelling, punctuation, and capitalization?
Answer: I don't know
6. Do you understand the use of mechanical aspects in your writing?
Answer: Yes I understand the mechanical that I wrote
7. What is the most difficult type of mechanical aspects that you get when you write in English?
Answer: I think the most difficult mechanical aspect is vocabulary
8. Could you apply the mechanical aspects well in your English writing text?
Answer: I hope I could
9. What are the problems or difficulties that you find in using mechanical aspects in your English writing text?
Answer: I don't know
10. What is the cause you have the problems in using mechanical aspects in your English writing text?
Answer: I don't know many word in English
11. Could you mention the difficulties of each type in mechanical aspects?
Answer: Yes, I think spelling is difficult for me

Name: ATISTA PUTRI

Class: XI IPA 1

1. Could you write in English?

Answer: Yes, I can

2. Do you find the difficulties when you write in English?

Answer: Yes I have trouble because of the difference in words and ^{pronunciation} ^{phon}

3. What are the difficulties that you find when you write in English?

Answer: Yes I have trouble because of the difference in words and pronunciation

4. Do you know about mechanical aspects in writing and types of them? If you know, can you mention it?

Answer: Yes I know kontri, grammar, vocabulary, compiler

5. Do you know what are spelling, punctuation, and capitalization?

Answer: I don't know

6. Do you understand the use of mechanical aspects in your writing?

Answer: Yes I understand the mechanical that I write

7. What is the most difficult type of mechanical aspects that you get when you write in English?

Answer: I think the most difficult mechanical aspect is vocabulary

8. Could you apply the mechanical aspects well in your English writing text?

Answer: I hope I could

9. What are the problems or difficulties that you find in using mechanical aspects in your English writing text?

Answer: I don't know

10. What is the cause you have the problems in using mechanical aspects in your English writing text?

Answer: Yes I have difficulty in saying words

11. Could you mention the difficulties of each type in mechanical aspects?

Answer: I'm sorry, I can't mention the difficulty of mechanical aspects

Name: Abed Galih Setiawan

Class: XI IPA 1

1. Could you write in English?
Answer: Yes could
2. Do you find the difficulties when you write in English?
Answer: Yes, sometimes I miswrote the word
3. What are the difficulties that you find when you write in English?
Answer: a lot of hard word to write and some with double letter
4. Do you know about mechanical aspects in writing and types of them? If you know, can you mention it?
Answer: Im sorry, I dont know
5. Do you know what are spelling, punctuation, and capitalization?
Answer: Well, know, normally, capital letters are used at the beginning of sentences and punctuation is a lot the question marks and exclamation.
6. Do you understand the use of mechanical aspects in your writing?
Answer: Yes, I know quite well
7. What is the most difficult type of mechanical aspects that you get when you write in English?
Answer: actually, writting english essays is very difficult and sometimes misspelled
8. Could you apply the mechanical aspects well in your English writing text?
Answer: I will try my best to apply
9. What are the problems or difficulties that you find in using mechanical aspects in your English writing text?
Answer: Im trouble in writing vocabulary
10. What is the cause you have the problems in using mechanical aspects in your English writing text?
Answer: Because of my ignorance of the aspects of writing english
11. Could you mention the difficulties of each type in mechanical aspects?
Answer: I ~~can't~~ don't know much about the mechanical aspects of difficults but usually the mechanical mistakes are based on wrong writing and spelling and capitalization of letters.

Name: CHARLES ADE RAHMAN
Class: XI IPA 2

1. Could you write in English?

Answer: I can not

2. Do you find the difficulties when you write in English?

Answer: Yes

3. What are the difficulties that you find when you write in English?

Answer: I have difficulties such as using less or more words

4. Do you know about mechanical aspects in writing and types of them? If you know, can you mention it?

Answer: I don't know the aspect in English

5. Do you know what are spelling, punctuation, and capitalization?

Answer: Yes

6. Do you understand the use of mechanical aspects in your writing?

Answer: Yes

7. What is the most difficult type of mechanical aspects that you get when you write in English? ↓

Answer: Punctuation dan Spelling

8. Could you apply the mechanical aspects well in your English writing text?

Answer: No

9. What are the problems or difficulties that you find in using mechanical aspects in your English writing text?

Answer: Spelling and Punctuation

10. What is the cause you have the problems in using mechanical aspects in your English writing text?

Answer: What causes me to have problems when using the mechanical aspect is that I don't know the meaning of English very well

11. Could you mention the difficulties of each type in mechanical aspects?

Answer: - Spelling: I don't know the meaning of words

- Punctuation: Sometimes I don't know use punctuation well,

- Capitalization: I confuse use capitalize well, example: name, place

Name: Hut Milanda

Class: Xi Ipa¹

1. Could you write in English?

Answer: Yes I could

2. Do you find the difficulties when you write in English?

Answer: I think no

3. What are the difficulties that you find when you write in English?

Answer: I think the difficulty is written in words

4. Do you know about mechanical aspects in writing and types of them? If you know, can you mention it?

Answer: Yes I know but not^{so} much, (spelling, punctuation and capitalization)

5. Do you know what are spelling, punctuation, and capitalization?

Answer: Yes I know

6. Do you understand the use of mechanical aspects in your writing?

Answer: Yes I understand

7. What is the most difficult type of mechanical aspects that you get when you write in English? Maybe, is spelling

Answer:

8. Could you apply the mechanical aspects well in your English writing text?

Answer: Yes I can do it

9. What are the problems or difficulties that you find in using mechanical aspects in your English writing text?

Answer: I don't have problem ~~to~~ wear mechanical aspects in my English writing text because me always learn about English text

10. What is the cause you have the problems in using mechanical aspects in your English writing text?

Answer: ~~I don't know~~

I don't have problems to using mechanical aspects to my English writing text

11. Could you mention the difficulties of each type in mechanical aspects?

Answer: I can't say about it

I think it is not difficulties

Name: Alipia Puspita Sari

Class: XI IPA 1

1. Could you write in English?

Answer: Yes, I could

2. Do you find the difficulties when you write in English?

Answer: Yes, I do

3. What are the difficulties that you find when you write in English?

Answer: I get some difficulties at grammar. I can write in Indonesia, but to translate in English, it will need long time.

4. Do you know about mechanical aspects in writing and types of them? If you know, can you mention it?

Answer: Yes, I do. I ever learned in bahasa. So I think it's same with English. The types is spelling, punctuation, capitalization, the types of sentences, conjunction, and many more, maybe.

5. Do you know what are spelling, punctuation, and capitalization?

Answer: Yes, I do

6. Do you understand the use of mechanical aspects in your writing?

Answer: Yes, I understand

7. What is the most difficult type of mechanical aspects that you get when you write in

English? The most difficult type that I get is in Spelling.

Answer:

8. Could you apply the mechanical aspects well in your English writing text?

Answer: I just think I could do that

9. What are the problems or difficulties that you find in using mechanical aspects in your

English writing text?

Answer: The using of English Spelling

10. What is the cause you have the problems in using mechanical aspects in your English

writing text?

Answer: Because I don't mastery English spelling yet at all.

11. Could you mention the difficulties of each type in mechanical aspects?

Answer: Spelling in bahasa is easier than in English.

I mean, I just know some English word. As I said before, there is so much word in English that I don't know yet, I still have to learn at it.

Name: Nila Melia Sari

Class: XI IPA 1

1. Could you write in English?

Answer: Yes, I can

2. Do you find the difficulties when you write in English?

Answer: Yes, I found a complication

3. What are the difficulties that you find when you write in English?

Answer: Difficulty when writing into English

4. Do you know about mechanical aspects in writing and types of them? If you know, can you mention it?

Answer: Yes, I do. Spelling, capitalization, punctuation

5. Do you know what are spelling, punctuation, and capitalization?

Answer: Yes, I know but it's just basic of spelling, punctuation, and capitalization

6. Do you understand the use of mechanical aspects in your writing?

Answer: Yes, I do

7. What is the most difficult type of mechanical aspects that you get when you write in English?

Answer: Yes, I do. The most difficult type is spelling

8. Could you apply the mechanical aspects well in your English writing text?

Answer: I think, I could do it.

9. What are the problems or difficulties that you find in using mechanical aspects in your English writing text?

Answer: The problem is using of spelling

10. What is the cause you have the problems in using mechanical aspects in your English writing text?

Answer: The cause because I don't mastery English spelling well

11. Could you mention the difficulties of each type in mechanical aspects?

Answer: Spelling, because I don't mastery English spelling well.
Punctuation, because I don't understand the punctuation in English
Capitalization, because I often forget to write capitalization in first sentence.

Name: Nayla Elly Revalina
Class: XI IPA 1

1. Could you write in English?

Answer: Yes I could

2. Do you find the difficulties when you write in English?

Answer: Yes, I am in a little trouble

3. What are the difficulties that you find when you write in English?

Answer: Create a word or text

4. Do you know about mechanical aspects in writing and types of them? If you know, can you mention it?

Answer: Yes I know Spelling, Punctuation and capitalization

5. Do you know what are spelling, punctuation, and capitalization?

Answer: Yes, I know

6. Do you understand the use of mechanical aspects in your writing?

Answer: Yes I understand a little

7. What is the most difficult type of mechanical aspects that you get when you write in English?

Answer: Spelling

8. Could you apply the mechanical aspects well in your English writing text?

Answer: Yes, I could

9. What are the problems or difficulties that you find in using mechanical aspects in your English writing text?

Answer: Maybe my trouble in the Spelling

10. What is the cause you have the problems in using mechanical aspects in your English writing text?

Answer: I don't know many word in English

11. Could you mention the difficulties of each type in mechanical aspects?

Answer: - Spelling: I don't know many word in English well
- Punctuation: Sometimes, I forget to use punctuation
- Capitalization: There is nothing

Name: Fajar Nur Fadhillah
Class: XI IPA 1

1. Could you write in English?
Answer: Yes
2. Do you find the difficulties when you write in English?
Answer: Sometimes
3. What are the difficulties that you find when you write in English?
Answer: quite a bit, I don't know when one can't
4. Do you know about mechanical aspects in writing and types of them? If you know, can you mention it?
Answer: Yes, I know spelling, punctuation, and capitalization
5. Do you know what are spelling, punctuation, and capitalization?
Answer: Yes, I know
6. Do you understand the use of mechanical aspects in your writing?
Answer: Yes, I know
7. What is the most difficult type of mechanical aspects that you get when you write in English?
Answer: Spelling
8. Could you apply the mechanical aspects well in your English writing text?
Answer: Of course, I can
9. What are the problems or difficulties that you find in using mechanical aspects in your English writing text?
Answer: Spelling
10. What is the cause you have the problems in using mechanical aspects in your English writing text? sometimes the mention of the same writing is different
Answer: so it's often wrong when writing
11. Could you mention the difficulties of each type in mechanical aspects?
Answer: a. sometimes the mention of the same writing is different so it's often wrong when writing
b. sometimes it's still wrong, because some of the punctuation is different from Indonesia.
c. Maybe there are still difficulties, but not many

Name: Kurnia Fatmawati

Class: XI IPA 1

1. Could you write in English?

Answer: Yes, I can write in English

2. Do you find the difficulties when you write in English?

Answer: Yes, I found it, a little bit difficult.

3. What are the difficulties that you find when you write in English?

Answer: I have a little trouble writing in English vocabulary on the double letter part.

4. Do you know about mechanical aspects in writing and types of them? If you know, can you mention it?

Answer: Yes I know about it.

5. Do you know what are spelling, punctuation, and capitalization?

Answer: Yes I know, what are spelling, punctuation, and capitalization.

6. Do you understand the use of mechanical aspects in your writing?

Answer: Yes I understand how to use of mechanical aspects in my write.

7. What is the most difficult type of mechanical aspects that you get when you write in English?

Answer: I think the type of mechanical aspects that is most difficult for me is

8. Could you apply the mechanical aspects well in your English writing text? the spelling.

Answer: My application of writing English not well, but also not too bad.

9. What are the problems or difficulties that you find in using mechanical aspects in your English writing text?

Answer: My problem lies in the spelling, maybe.

10. What is the cause you have the problems in using mechanical aspects in your English writing text?

Answer: Because the lack of English vocabulary that I understand.

11. Could you mention the difficulties of each type in mechanical aspects?

Answer: a. For spelling, the difficulty lies in words that have double letters such as business etc.
b. There is no difficulty in punctuation etc.
c. There is nothing problems

Name: Tubria Amanata

Class: XI IPA 1

1. Could you write in English?

Answer: Yes, I could

2. Do you find the difficulties when you write in English?

Answer: Yes, I do

3. What are the difficulties that you find when you write in English?

Answer: when determining the correct grammar

4. Do you know about mechanical aspects in writing and types of them? If you know, can you mention it? Yes, I know

Answer: Types of mechanical aspects are spelling, punctuation and capitalization

5. Do you know what are spelling, punctuation, and capitalization?

Answer: Yes, I know

6. Do you understand the use of mechanical aspects in your writing?

Answer: I don't completely understand

7. What is the most difficult type of mechanical aspects that you get when you write in English?

Answer: The most difficult type of mechanical aspect is punctuation

8. Could you apply the mechanical aspects well in your English writing text?

Answer: maybe I could but a little bit

9. What are the problems or difficulties that you find in using mechanical aspects in your English writing text? on spelling, sometimes I write it wrong

Answer: maybe because I haven't memorized all the vocabulary

10. What is the cause you have the problems in using mechanical aspects in your English writing text?

Answer: because it lacks a detailed explanation during learning

11. Could you mention the difficulties of each type in mechanical aspects?

Answer: 1. spelling, it's a bit difficult because I haven't memorized all the vocabulary

2. punctuation, sometimes I forget to put the correct punctuation

3. capitalization, there seems to be no difficulty in capitalization yet

Name: SALMA SARASWATI

Class: XI IPA 1

1. Could you write in English?

Answer: Yes I could

2. Do you find the difficulties when you write in English?

Answer: Yes I am in a little trouble

3. What are the difficulties that you find when you write in English?

Answer: Create a word or text

4. Do you know about mechanical aspects in writing and types of them? If you know, can you mention it?

Answer: Yes I know, Spelling, Punctuation, and Capitalization

5. Do you know what are spelling, punctuation, and capitalization?

Answer: Yes, I know

6. Do you understand the use of mechanical aspects in your writing?

Answer: Yes I understand a little

7. What is the most difficult type of mechanical aspects that you get when you write in English?

Answer: Spelling

8. Could you apply the mechanical aspects well in your English writing text?

Answer: Yes, I could

9. What are the problems or difficulties that you find in using mechanical aspects in your English writing text?

Answer: Maybe my trouble in the capitalization

10. What is the cause you have the problems in using mechanical aspects in your English writing text?

Answer: Sometimes, I confuse when we must use Capitalize word

11. Could you mention the difficulties of each type in mechanical aspects?

Answer: - Spelling: I don't understand vocabulary in English

- Punctuation: Sometimes I forget

- Capitalization: I often confuse when we must use Capitalize word very well

Name: Anisa Fitri
Class: XI IPA

1. Could you write in English?

Answer: I can a little write in English

2. Do you find the difficulties when you write in English?

Answer: yes I do

3. What are the difficulties that you find when you write in English?

Answer: I have difficulties spelling writing in English

4. Do you know about mechanical aspects in writing and types of them? If you know, can you mention it?

Answer: yes I know, (spelling, punctuation and capitalization).

5. Do you know what are spelling, punctuation, and capitalization?

Answer: yes I know

6. Do you understand the use of mechanical aspects in your writing?

Answer: I understand a little use of mechanical aspect

7. What is the most difficult type of mechanical aspects that you get when you write in English? the most difficult type of mechanical aspect

Answer: is spelling

8. Could you apply the mechanical aspects well in your English writing text?

Answer: no I couldn't apply the mechanical aspect well

9. What are the problems or difficulties that you find in using mechanical aspects in your English writing text? Spelling and Capitalization

Answer: ~~to have problem with the word that is hard~~

10. What is the cause you have the problems in using mechanical aspects in your English writing text? Lack mastery of vocabulary, and I don't understand

Answer: because I don't know many words in English

11. Could you mention the difficulties of each type in mechanical aspects?

Answer: ~~grammar and punctuation~~

1. spelling = I don't know many words in English

2. Punctuation: I don't understand many punctuation well, sometimes I forget.

3. Capitalization: Sometimes, I forget to use Capitalization in a word.

Name: SYELDI MARCELINA
Class: XI IPA 1 (SATU)

1. Could you write in English?

Answer: Yes I could

2. Do you find the difficulties when you write in English?

Answer: Yes I am in a little trouble

3. What are the difficulties that you find when you write in English?

Answer: Create a word or text

4. Do you know about mechanical aspects in writing and types of them? If you know, can you mention it?

Answer: Yes I know: Spelling, punctuation and capitalization

5. Do you know what are spelling, punctuation, and capitalization?

Answer: Yes I know

6. Do you understand the use of mechanical aspects in your writing?

Answer: Yes I understand a little

7. What is the most difficult type of mechanical aspects that you get when you write in English?

Answer: Spelling

8. Could you apply the mechanical aspects well in your English writing text?

Answer: Yes, I could

9. What are the problems or difficulties that you find in using mechanical aspects in your English writing text?

Answer: Maybe my trouble in the capitalization

10. What is the cause you have the problems in using mechanical aspects in your English writing text?

Answer: In Capitalization, I still confuse when we use capitalize

11. Could you mention the difficulties of each type in mechanical aspects?

Answer: - Spelling: I don't have many words that I understand in English
- Punctuation: Sometimes, I am forget to use punctuation
- Capitalization: I'm confuse when we use capital letter

P. Ann Wulandari
XI IPA 1

1. Could you write in English?
Answer: Yes, I can a little
2. Do you find the difficulties when you write in English?
Answer: Yes, I have difficulty writing in English
3. What are the difficulties that you find when you write in English?
Answer: my difficulties when I have to make sentences and how to write them
4. Do you know about mechanical aspects in writing and types of them? If you know, can you mention it?
Answer: yes, I understand a little maybe, spelling
5. Do you know what are spelling, punctuation, and capitalization?
Answer: Yes I know
6. Do you understand the use of mechanical aspects in your writing?
Answer: Maybe I understand a little
7. What is the most difficult type of mechanical aspects that you get when you write in English?
Answer: The difficult thing is in spelling and punctuation
8. Could you apply the mechanical aspects well in your English writing text?
Answer: yes, I can a little
9. What are the problems or difficulties that you find in using mechanical aspects in your English writing text?
Answer: I think my problem is with spelling and capitalization
10. What is the cause you have the problems in using mechanical aspects in your English writing text?
Answer: The way to read the same writing is different
the name of a person or a place it must be capital
11. Could you mention the difficulties of each type in mechanical aspects?
Answer: a. The difficulty is sometimes the way to read the same writing is different, so it often makes mistakes.
b. I'm not good at English so I'm confused, for example, I kept making sentences like sometimes confused where the comma was.
c. This is the most difficult in my opinion because sometimes there is a word, I think it means it turns out to be the name of a person or a place, it must be capital.

Name: Galon Julia Garini
Class: XI IPA 1

1. Could you write in English?
Answer: yes, I can write English
2. Do you find the difficulties when you write in English?
Answer: yes, there is difficulty in writing in English
3. What are the difficulties that you find when you write in English?
Answer: the difficulty when asked to write while listening to the teacher explain
4. Do you know about mechanical aspects in writing and types of them? If you know, can you mention it?
Answer: yes, I know, spelling, punctuation and capitalization
5. Do you know what are spelling, punctuation, and capitalization?
Answer: yes, I know
6. Do you understand the use of mechanical aspects in your writing?
Answer: yes I understand a little
7. What is the most difficult type of mechanical aspects that you get when you write in English?
Answer: Spelling
8. Could you apply the mechanical aspects well in your English writing text?
Answer: Yes I could
9. What are the problems or difficulties that you find in using mechanical aspects in your English writing text?
Answer: maybe my trouble in the capitalization
10. What is the cause you have the problems in using mechanical aspects in your English writing text?
Answer: Sometimes, I difficult to distinguish name of people or place in English
11. Could you mention the difficulties of each type in mechanical aspects?
Answer: - Spelling: difficult to write in English, because when the teacher read in English, it is different, spelling and writing.
- Punctuation: Sometimes, I don't know the final of sentence
- Capitalization: I can not distinguish name of people or not, or place and etc.

Name: Elsa Rosita Wati
Class: X1 IPA'

1. Could you write in English?

Answer: Yes I could

2. Do you find the difficulties when you write in English?

Answer: Yes I am in a little trouble

3. What are the difficulties that you find when you write in English?

Answer: Create a word or text

4. Do you know about mechanical aspects in writing and types of them? If you know, can you mention it?

Answer: Yes I know, Spelling, Punctuation and Capitalization

5. Do you know what are spelling, punctuation, and capitalization?

Answer: Yes, I know

6. Do you understand the use of mechanical aspects in your writing?

Answer: Yes I understand a little

7. What is the most difficult type of mechanical aspects that you get when you write in English?

Answer: Spelling

8. Could you apply the mechanical aspects well in your English writing text?

Answer: Yes I could

9. What are the problems or difficulties that you find in using mechanical aspects in your English writing text?

Answer: ... maybe my trouble in the Capitalization

10. What is the cause you have the problems in using mechanical aspects in your English writing text?

Answer: In writing Professions and Personal Pronouns

11. Could you mention the difficulties of each type in mechanical aspects?

Answer: a. To distinguish the spelling and writing of each
Verb 1 and Verb 2

b. Put a comma in writing

3. In writing Professions and Personal Pronouns

Name: Sinta Maula Achara

Class: XI IPA

1. Could you write in English?

Answer: Yes I could

2. Do you find the difficulties when you write in English?

Answer: yes I am in a little trouble

3. What are the difficulties that you find when you write in English?

Answer: create a word or text

4. Do you know about mechanical aspects in writing and types of them? If you know, can you mention it?

Answer: Yes I know, spelling, punctuation and capitalization

5. Do you know what are spelling, punctuation, and capitalization?

Answer: Yes I know

6. Do you understand the use of mechanical aspects in your writing?

Answer: Yes I understand a little

7. What is the most difficult type of mechanical aspects that you get when you write in English?

Answer: Spelling

8. Could you apply the mechanical aspects well in your English writing text?

Answer: yes I could

9. What are the problems or difficulties that you find in using mechanical aspects in your English writing text?

Answer: Maybe my trouble in the capitalization

10. What is the cause you have the problems in using mechanical aspects in your English writing text?

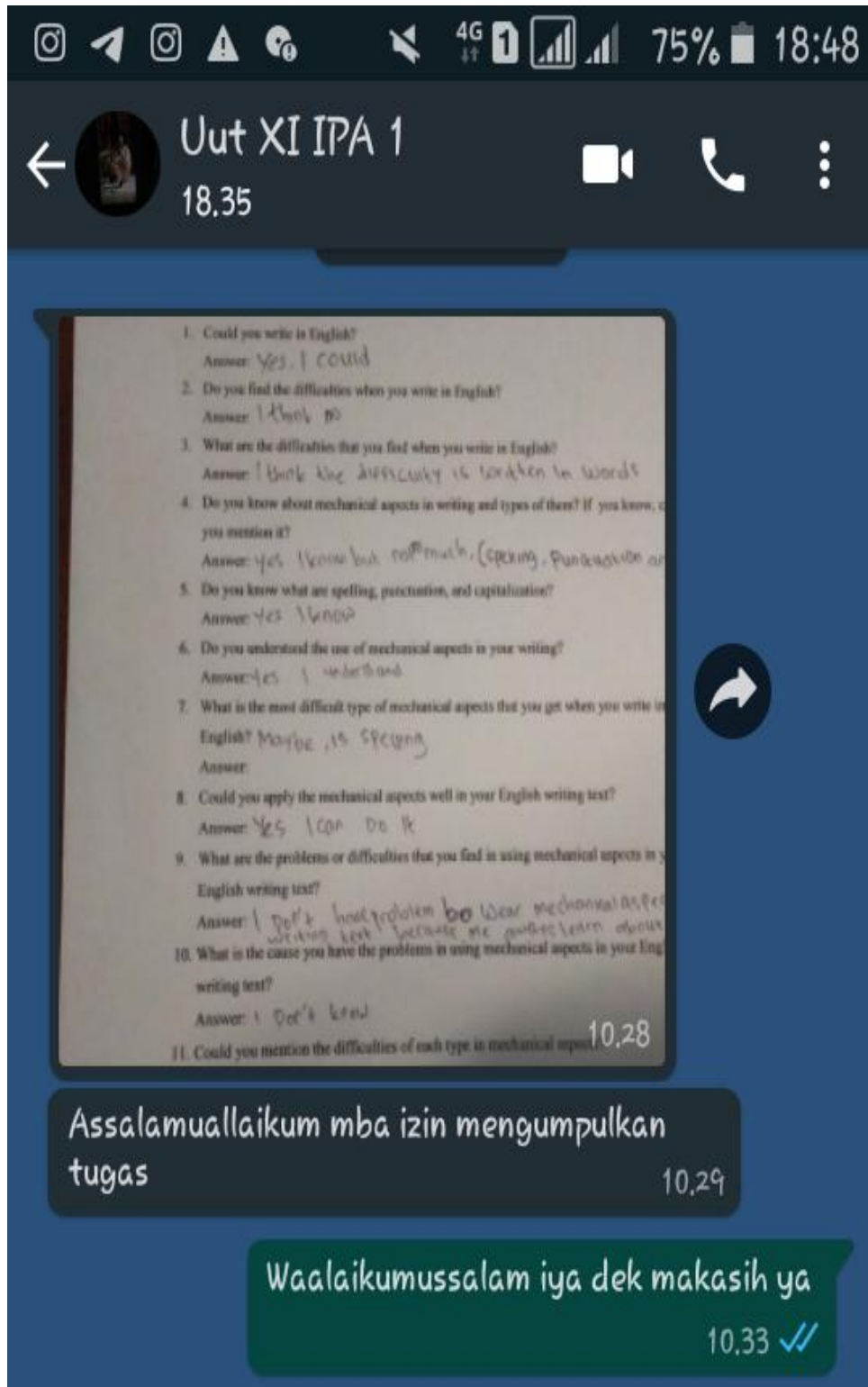
Answer: Sometimes, I still difficulties the word should be use capitalize

11. Could you mention the difficulties of each type in mechanical aspects?

Answer:

- Spelling = Many words that I know
- Punctuation = I still confuse punctuation in English
- Capitalization = I confuse to the word should be use Capitalize and small

8. Documentation



XI IPA 1 Salma Sa...
online

Class: XI IPA 1

1. Could you write in English?
Answer: Yes I could
2. Do you find the difficulties when you write in English?
Answer: Yes I am in a little trouble
3. What are the difficulties that you find when you write in English?
Answer: Create a word or text
4. Do you know about mechanical aspects in writing and types of them? If you know, can you mention it?
Answer: Yes I know, Spelling, Punctuation, and Capitalization
5. Do you know what are spelling, punctuation, and capitalization?
Answer: Yes I know
6. Do you understand the use of mechanical aspects in your writing?
Answer: Yes I understand a little
7. What is the most difficult type of mechanical aspects that you get when you write in English?
Answer: Spelling
8. Could you apply the mechanical aspects well in your English writing text?
Answer: Yes, I could
9. What are the problems or difficulties that you find in using mechanical aspects in your English writing text?
Answer: Maybe my trouble in the capitalization
10. What is the cause you have the problems in using mechanical aspects in your English writing text?
Answer: I don't know

Assalamualaikum kak nama Salma Saraswati kelas XI IPA 1, izin ngumpul interview kak

18.04

Waalaikumussalam dek 18.37 ✓✓



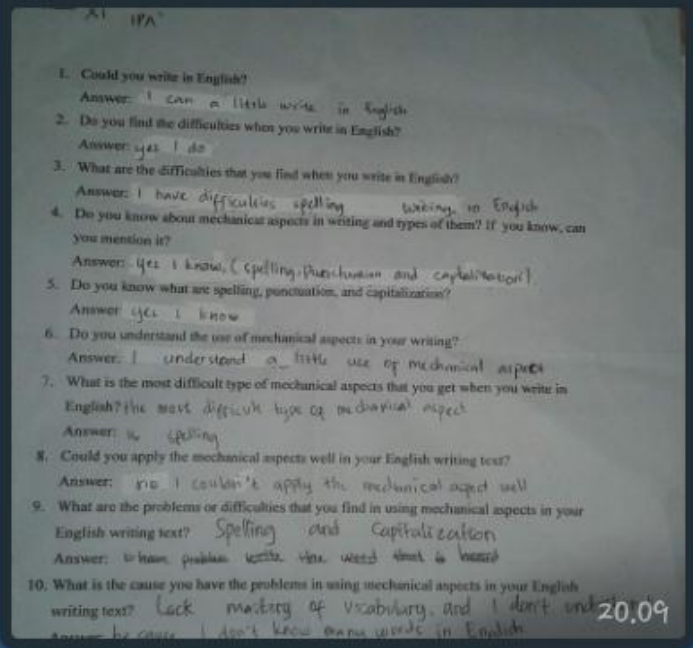
XI IPA 1 Anisa Fitri

Assalmualaiku mb khaul 20,07

Saya Anisa fitri dari kelas XI ipa 1 20,08

Mau mengumpulkan kertas interview punya saya mb 20,09

Diteruskan



Mohon diterima ya mb 20,09

Terima kasih 🍀 20,09

Walaikumussalam, iyaa dek makasih banyu yaa 20,12



Ketik pesan





XI IPA 1 Galoh Juli...
17.54



Name: Galoh Julia Garini
Class: XI IPA 1

1. Could you write in English?
Answer: yes, I can write english
2. Do you find the difficulty when you write in English?
Answer: yes, there are difficulty in writing in english
3. What are the difficulties that you find when you write in English?
Answer: the difficulty when asked to write while listening to the teacher explain
4. Do you know about mechanical aspects in writing and types of them? If you know, can you mention it?
Answer: yes I know, spelling, punctuation and capitalization
5. Do you know what are spelling, punctuation, and capitalization?
Answer: yes, I know
6. Do you understand the use of mechanical aspects in your writing?
Answer: yes I understand a little
7. What is the most difficult type of mechanical aspects that you get when you write in English?
Answer: spelling
8. Could you apply the mechanical aspects well in your English writing text?
Answer: yes I could
9. What are the problems or difficulties that you find in using mechanical aspects in your English writing text?
Answer: maybe my trouble in the capitalization



Assalamu'alaikum mba ngumpul tugas interview

20.08

Walaikumussalam dek, iyaa dek makasih banyak yaa

21.26 ✓✓

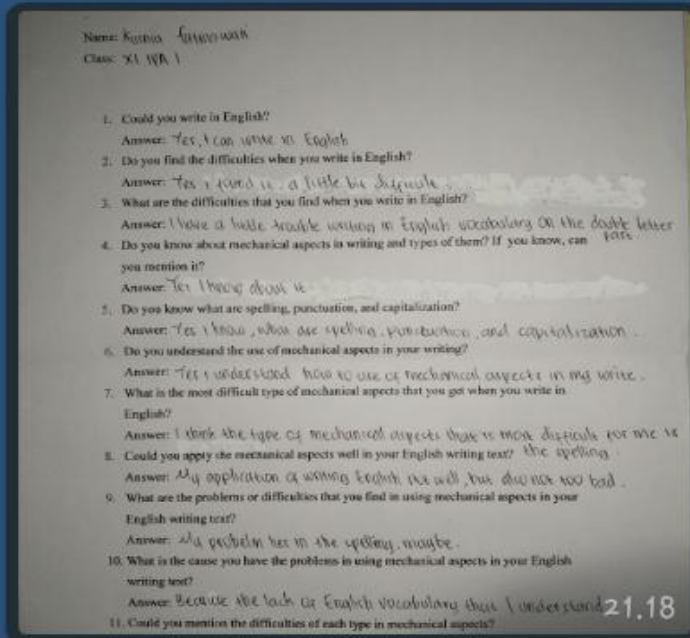


XI IPA 1 Kusnia Fa...
18.41



Assalamu'alaikum kak, ini kusnia fatmawati dari kelas XI ipa 1 21.18

Maaf baru mau mengumpulkan interview nya kak 🙏 21.18



Berarti sudah lengkap yah kak, karangan + interview nya 🙏 21.18

Walaikumussalam iya niaa 21.29 ✓✓

Iya dek gapapa, terimakasih banyak ya 21.30 ✓✓



Ketik pesan



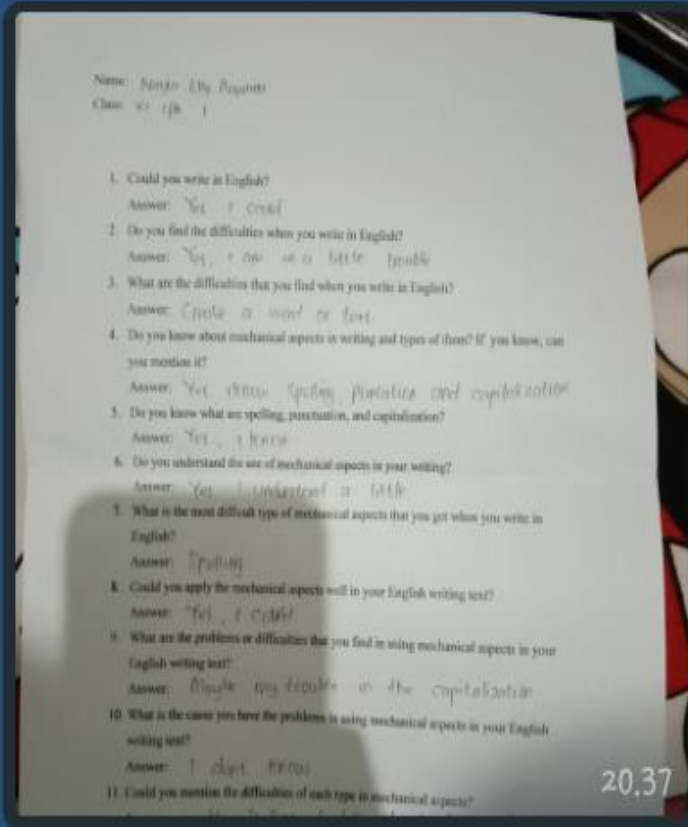


XI IPA 1 Nayla Elly...
online

selengkapnya.

Assalamualaikum kak saya Nayla Elly Revalina kelas XI IPA 1 mau ngumpul interview

20,37

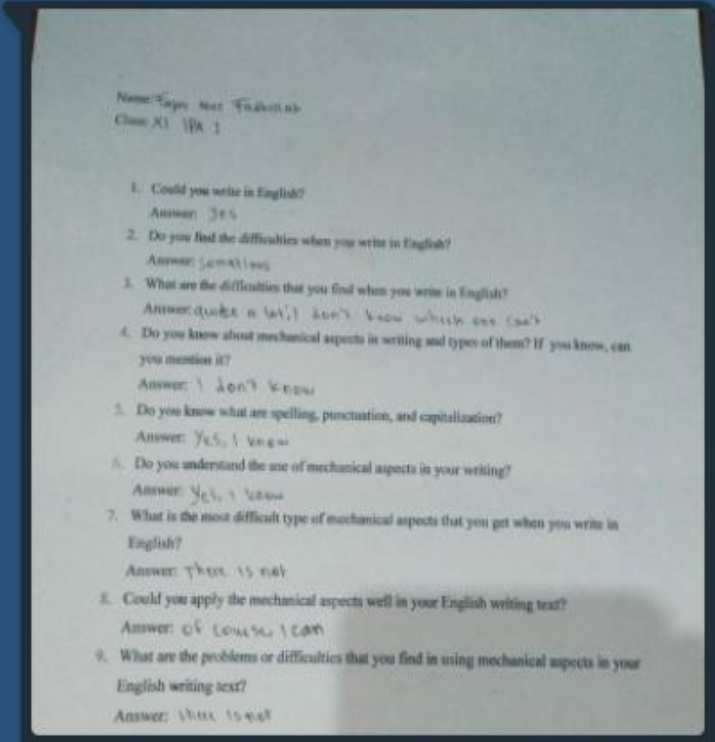


20,37

Waalaikumussalam dek 21,14 ✓✓

← XI IPA 1 Fajar
18.44

MEMERIKAKAN KEMAMPUAN, DAN KEMAMPUAN MENYIKIP, DAN LAIN LAIN
selengkapnya.

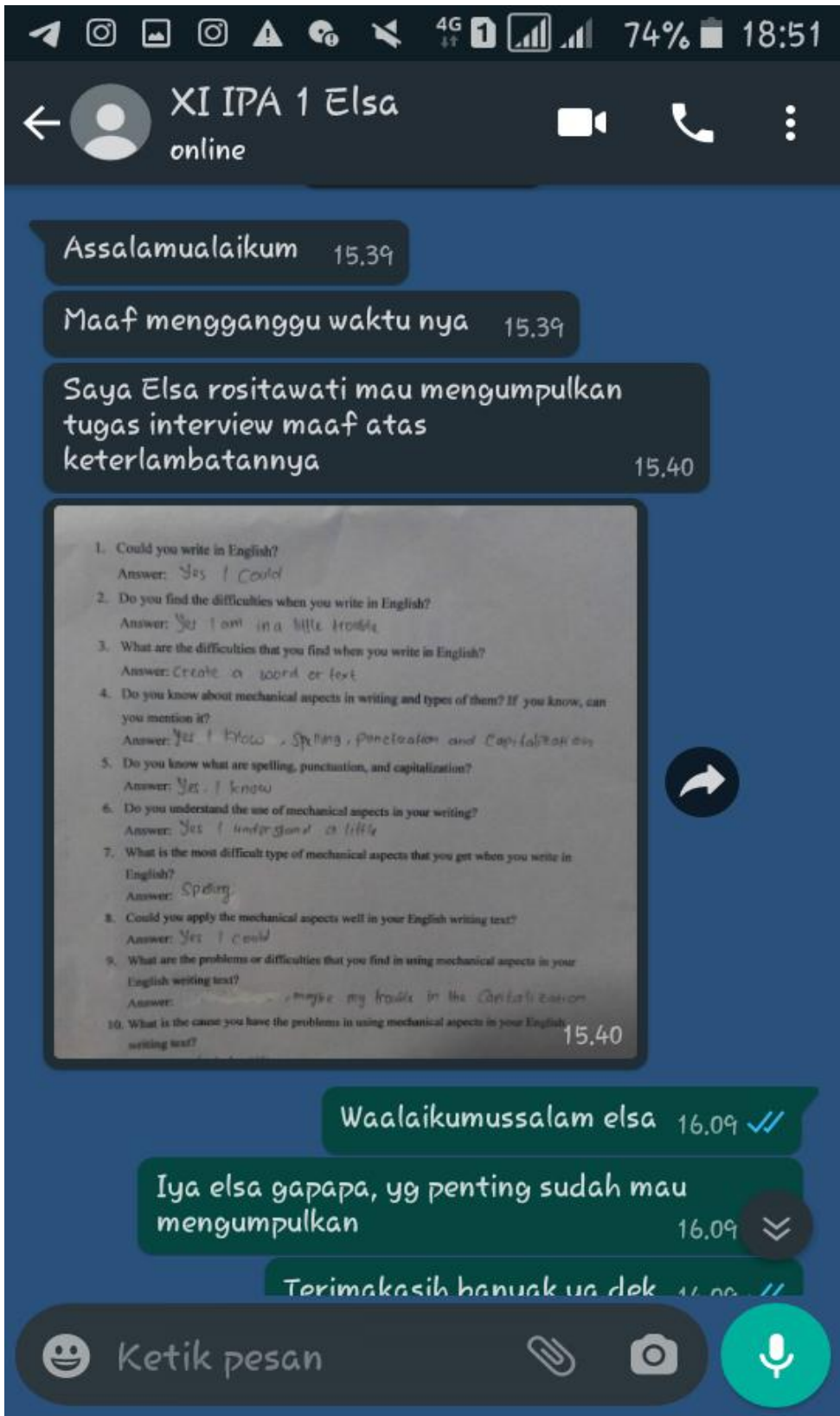


Assalamualaikum mbk, ini kertas interview saya... 08.31

Walaikumussalam, iya dek terima kasih banyak ya 08.38 ✓✓

Minta tolong temen2nya jga di suruh ngumpulin yaa fajar 08.38 ✓✓

Iya mbk 08.59

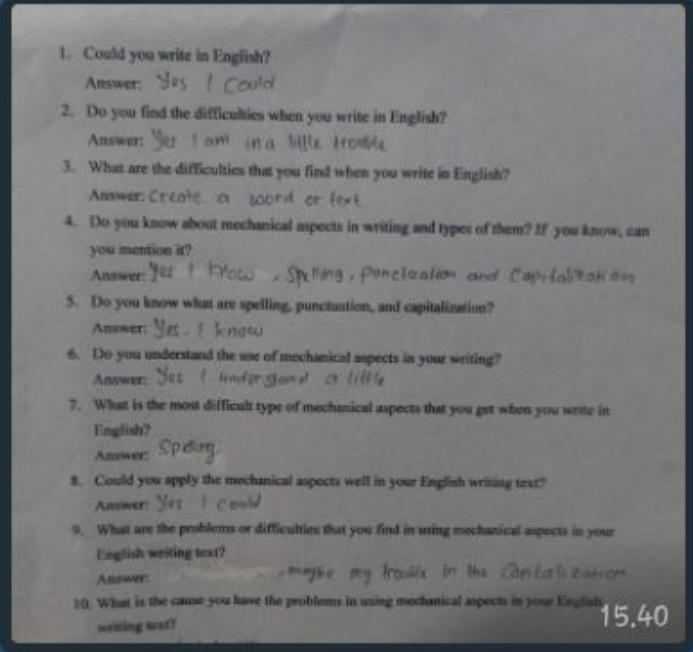


←  XI IPA 1 Elsa
online

Assalamualaikum 15.39

Maaf mengganggu waktu nya 15.39





Saya Elsa rositawati mau mengumpulkan tugas interview maaf atas keterlambatannya 15.40



Walaikumussalam elsa 16.09 ✓✓

Iya elsa gapapa, yg penting sudah mau mengumpulkan 16.09 ☹

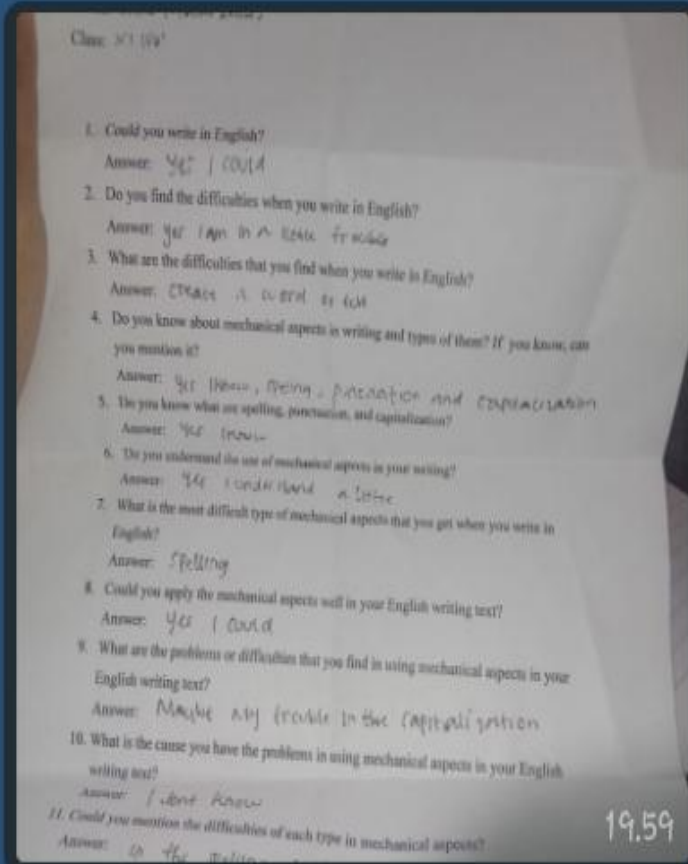
Terimakasih banyak ya dek 16.09 ✓✓

 Ketik pesan   

🔒 Pesan dan panggilan terenkripsi secara end-to-end. Tidak seorang pun di luar chat ini yang dapat membaca atau mendengarkannya, bahkan WhatsApp. Ketuk untuk info selengkapnya.

Assalamualaikum kak maaf mengganggu waktu nya saya Sinta Malika Ashara XI Ipa 1 mau mengumpulkan tugas yang diberikan kakak

19.59



19.59

Answer: Yes, I could

2. Do you find the difficulties when you write in English?
Answer: Yes, I do

3. What are the difficulties that you find when you write in English?
Answer: when determining the correct grammar

4. Do you know about mechanical aspects in writing and types of them? If you know, can you mention it? Yes, I know
Answer: Types of mechanical aspects are spelling, punctuation and capitalization

5. Do you know what are spelling, punctuation, and capitalization?
Answer: Yes, I know

6. Do you understand the use of mechanical aspects in your writing?
Answer: I don't completely understand

7. What is the most difficult type of mechanical aspects that you get when you write in English?
Answer: The most difficult type of mechanical aspect is punctuation

8. Could you apply the mechanical aspects well in your English writing text?
Answer: maybe I could but a little bit

9. What are the problems or difficulties that you find in using mechanical aspects in your English writing text?
Answer: difficult to determine additional words or letters

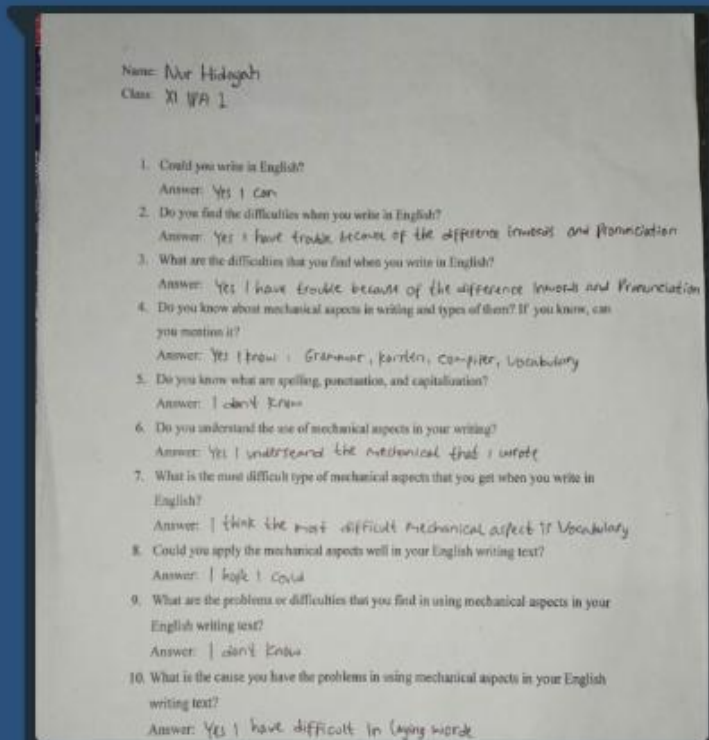
10. What is the cause you have the problems in using mechanical aspects in your English writing text?
Answer: because it lacks a detailed explanation during learning

11. Could you mention the difficulties of each type in mechanical aspects?
Answer: spelling and punctuation





XI IPA 1 Nur Hida...
online



Assalamu'alaikum mbak. Izin menyeter tugas interview. Maaf yaa mbak kalau telat ngumpul nya 🙏

19.39

Walaikumussalam iya dek, makasi yaa

21.23 ✓✓

Sama sama mbak 🙏

21.27

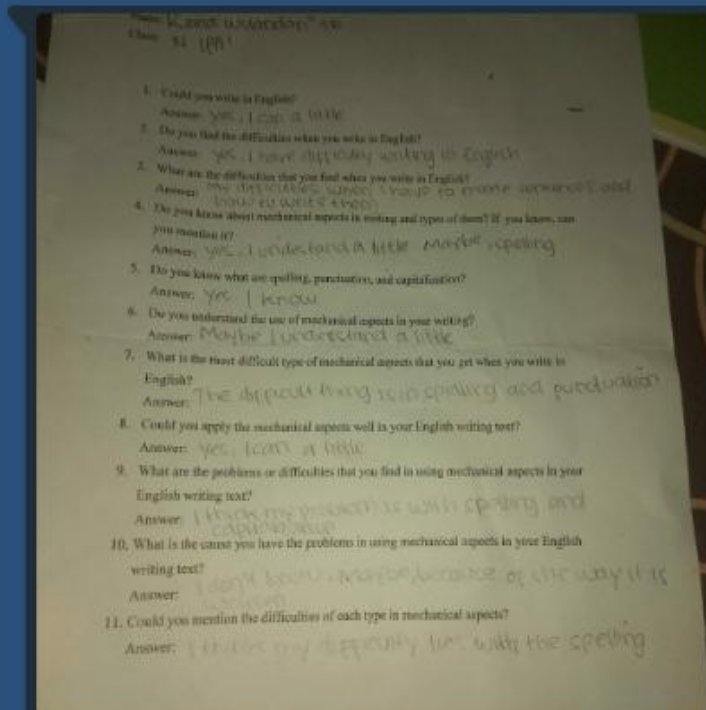


XI IPA 1 Reina Wul...

13.41



seorang pun di luar chat ini yang dapat membaca atau mendengarkannya, bahkan WhatsApp. Ketuk untuk info selengkapnya.

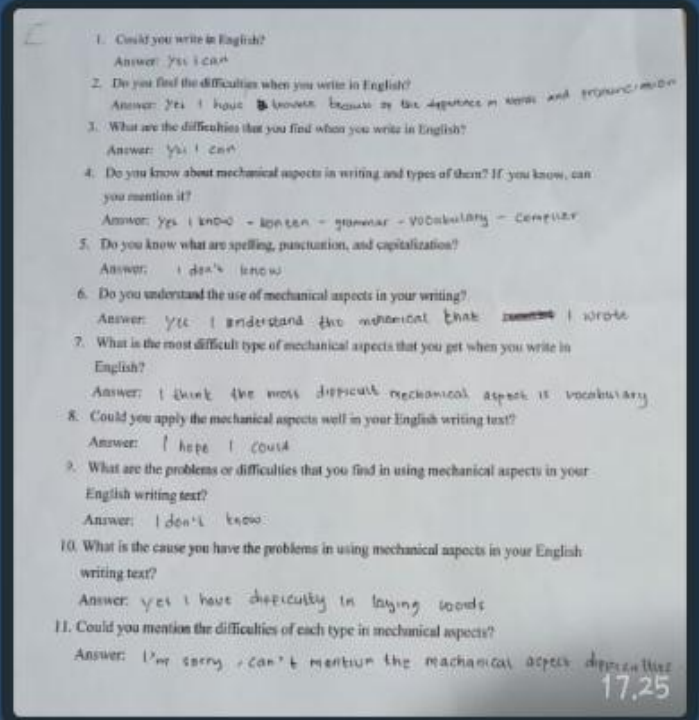


Assalamualaikum nama saya reina wulandari tr dari kelas XI IPA maaf kak sebelumnya saya tidak sopan ngechat kakak tengah malem, saya tau saya sudah telat tapi dari pada saya tidak ngirim sama sekali ini tugas saya kakak. Sekali lagi saya minta maaf kak 🙏

🔒 Pesan dan panggilan terenkripsi secara end-to-end. Tidak seorang pun di luar chat ini yang dapat membaca atau mendengarkannya, bahkan WhatsApp. Ketuk untuk info selengkapnya.

Assalamu'alaikum mb 17,22

MB saya mau mengumpulkan tugas 17,22



Walaikumussalam dek, maaf dek fotonya agak blur, kurang deket dikit hehe 17.35 ✓✓



XI IPA 1 Hani
18.29

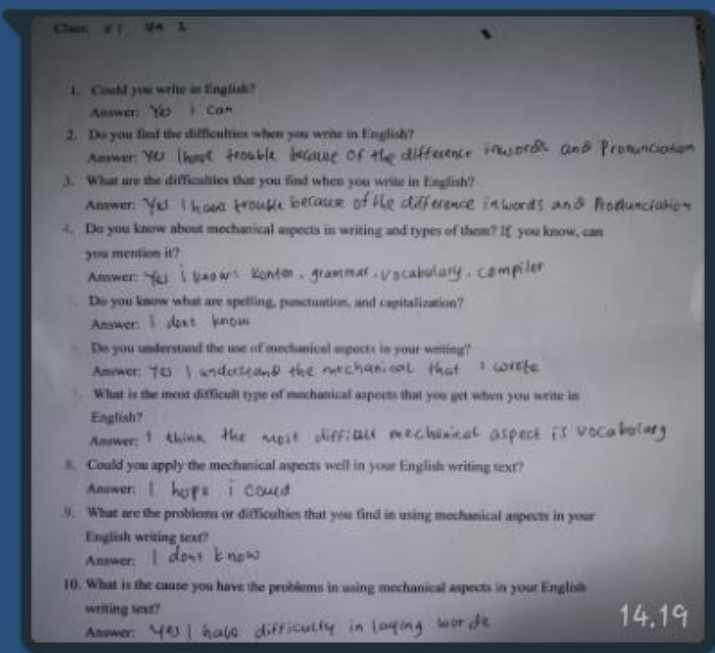


Sama temwn2nya yg belum dek 10.06 ✓✓

Oke 10.06

Siap mb 10.07

29 NOVEMBER 2020



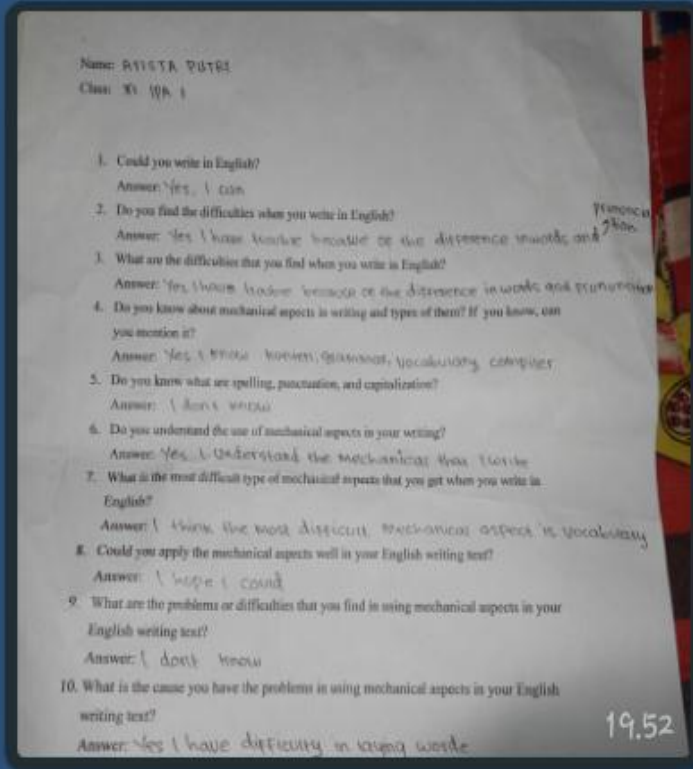
Terima kasih banyak dek 14.36 ✓✓

Oke mb 14.39



Assalamuallaikum mba 19,52

Ini mau ngumpul yg interview nya 19,52



Walaikumussalam, iya dek makasi yaa

21,24 ✓✓

Sama" mba 21,30



XI IPA 1 Ardi

21.37

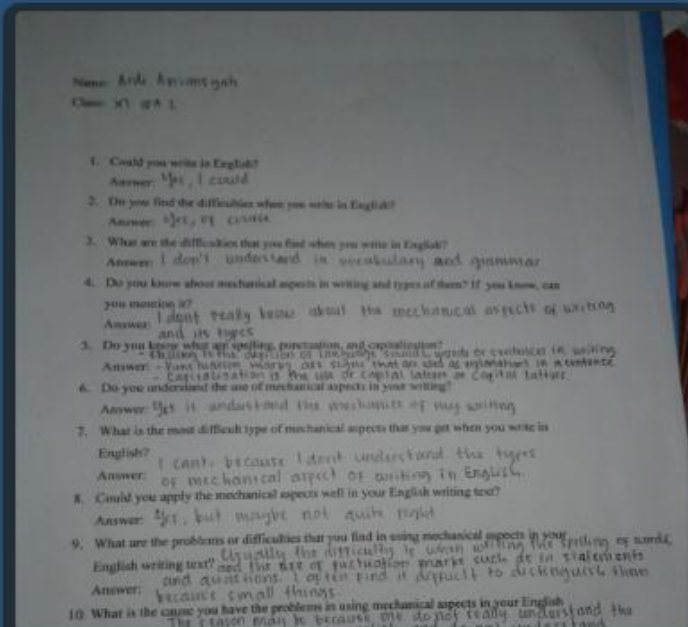


21.28

Assalamualaikum mbak khaula 21.35

Saya Ardi Apriansyah dari kelas IX Ipa 1 mau mengumpulkan tugas interview dari mba

21.36



Mohon diterima ya mbak 21.36

Maaf ganggu waktunya sebentar 😊 21.36

Walaikumussalam dek, terimakasih banyak yaa 21.41 ✓✓

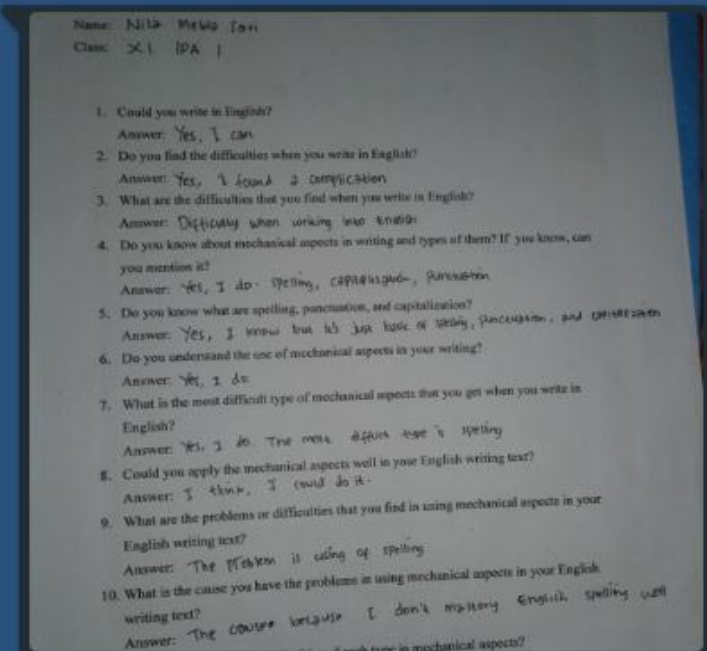


Ketik pesan



🔒 Pesan dan panggilan terenkripsi secara end-to-end. Tidak seorang pun di luar chat ini yang dapat membaca atau mendengarkannya, bahkan WhatsApp. Ketuk untuk info selengkapnya.

HARI INI

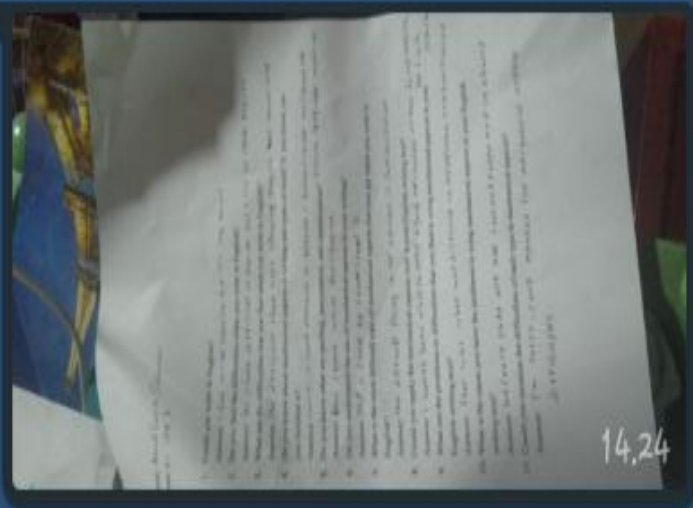


Assalamu'alaikum kak, saya nila melda sari, XI IPA 1 ingin mengumpulkan interview 23,23

Waalaikumussalam dek, 23,25 ✓✓

Terimakasih banyak ya 23,25 ✓✓

selengkapnya.



14,24

Assalamualaikum saya apsen no 1 mau ngumpul tugas dari mba.XI ipa 1

14,25

Walaikumussalam, maaf dek fotonya blurr

14,36 ✓✓

Minta tolong kirim ulang yaa

14,36 ✓✓



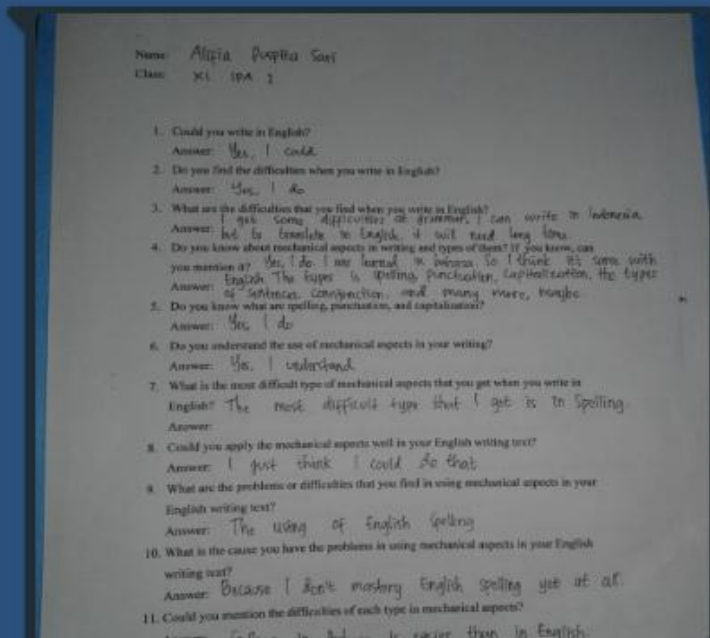
XI IPA 1 Alifia Pus...

online



Pesan dan panggilan terenkripsi secara end-to-end. Tidak seorang pun di luar chat ini yang dapat membaca atau mendengarkannya, bahkan WhatsApp. Ketuk untuk info selengkapnya.

HARI INI



Assalamualaikum kak, saya alifia puspita sari XI IPA 1 izin mengumpulkan interview

23.37

Walaikumussalam dek 23.38 ✓✓


Terimakasih banyak yaa 23.38 ✓✓



Ketik pesan






9. Kartu Bimbingan 1



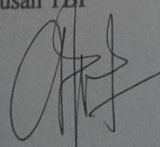
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INSTITUT AGAMA ISLAM NEGERI METRO
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 Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
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IAIN METRO

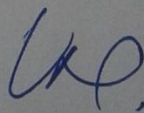
Nama : KHAULA ANNISA Fakultas/Jurusan : TBI
 NPM : 1601070022 Semester/TA : X / 2021

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|----------------|------------|----|---|---|
| | | I | II | | |
| 1 | Rabu 27/1 - 28 | ✓ | | Originality Research Question <i>revise</i> |  |
| 2 | Rabu, 3/2 - 21 | ✓ | | Chapter 3 : Respondent Research approach : <i>revise</i> |  |
| 3 | Senin 8/2 | ✓ | | - revision is OK - ACC for munasosyal |  |

Mengetahui :
Ketua Jurusan TBI


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

Dosen Pembimbing I


Dr. Umi Yawisah, M.Hum
 NIP. 19620424 199903 2 001

10. Kartu Bimbingan II



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 IAIN METRO

Nama : KHAULA ANNISA

Fakultas/Jurusan : TBI

NPM : 1601070022

Semester/TA : X / 2021

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|----------------------------|------------|----|--|------------------------|
| | | I | II | | |
| 1. | Rabu, 06 Januari 2021 | | √ | <ul style="list-style-type: none"> Revise in chapter IV, tambahkan teori/penelitian yg relevan. Revise in chapter V, sebaiknya conclusion dibuat menjadi paragraf bukan penomoran. | |
| 2. | Jum'at, 15 Januari 2021 | | √ | <ul style="list-style-type: none"> Revise in chapter III, ubah tenses dari present tense ke past tense. Revise in chapter IV, setelah tabel diberi penjelasan dari hasil tabel tersebut. | |

Mengetahui :
 Ketua Jurusan TBI

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

Dosen Pembimbing II

Ning Setio Wati, M.Pd
 NIDN. 1987 08142042



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IAIN METRO

Nama : KHAULA ANNISA

Fakultas/Jurusan : TBI

NPM : 1601070022

Semester/TA : X / 2021

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|---------------|------------|----|--|------------------------|
| | | I | II | | |
| | | | √ | <ul style="list-style-type: none">• Setiap paragraph pemaparan dari hasil penelitian diberi kesimpulan.• Setiap hasil dari pemaparan penelitian diberi supporting theory dari jurnal (previous research).• Perbaiki main sentences setiap awal paragraph dan chapter V revise in conclusion. | |

Mengetahui :

Ketua Jurusan TBI

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

Dosen Pembimbing II

Ning Setio Wati, M.Pd
NIDN. 1987 08142042



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IAIN METRO

Nama : KHAULA ANNISA

Fakultas/Jurusan : TBI

NPM : 1601070022

Semester/TA : X / 2021

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|----------------------------|------------|----|--|------------------------|
| | | I | II | | |
| 3. | Jumat, 22 Januari 2021 | | √ | <ul style="list-style-type: none">• Revise penggunaan grammar in abstract (penggunaan tenses).• Revise in chapter IV, gunakan referensi jurnal yang lain.• Sebaiknya beri penjelasan dulu mengenai hasil penelitian kamu baru diberi di kaitkan dengan penelitian orang lain.• Revise suggestion in chapter V | |
| 4. | Selasa, 26 Januari 2021 | | √ | ACC, lanjut ke pembimbing 1 | |



Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing II

Ning Setio Wati, M.Pd
NIDN. 1987 08142042

11. Surat Izin Pre-Survey

 **PEMERINTAH PROVINSI LAMPUNG**
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 SEKAMPUNG
(AKREDITASI A) 

NPSN : 10806079 NSS : 301120403011 NIS : 300110
Alamat : Jl. Raya Sekampung, Desa Hargomulyo Kec. Sekampung Kab. Lampung Timur Kode Pos 34182 Website: sman1sekampung.sch.id

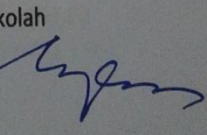
Nomor : 421.3/079/V.01/SMAN.1/2020
Lampiran : -
Hal : Izin Pra-Survey


Kepada Yth,
Ketua Jurusan Tadris Bahasa Inggris
Institut Agama Islam Negeri Metro
Di tempat

Dengan hormat,
Berdasarkan Surat dari Institut Agama Islam Negeri Metro dengan nomor : **B-0585/In.28.1/J/TL.00/03/2020** tertanggal 03 Maret 2020 tentang Izin Pra-Survey Mahasiswa:

Nama : KHAULA ANNISA
NPM : 1601070022
SEMESTER : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : AN ANALYSIS OF MECHANICAL ASPECTS STUDENTS WRITING SKILL
AMONG THE ELEVENTH GRADE OF SMA N 1 SEKAMPUNG IN THE ACADEMIC YEAR OF
2019/2020

Pada dasarnya kami Kepala Sekolah SMA Negeri 1 Sekampung tidak berkeberatan dan memberikan izin Pra-Survey kepada mahasiswa tersebut diatas.
Demikian surat izin ini dibuat, untuk dipergunakan dengan penuh rasa tanggung jawab.

Sekampung, 18 Maret 2020
Kepala Sekolah

Drs. MUJIONO, M.Pd
NIP. 19661020 199203 1 004



12. Surat Bimbingan Skripsi



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

Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-2818/In.28.1/J/TL.00/10/2020 Metro, 27 Oktober 2020
Lampiran : -
Perihal : **BIMBINGAN SKRIPSI**

Kepada Yth.,

1. Dra. Umi Yawisah, M.Hum (Pembimbing I)
2. Ning Setiowati, M.Pd (Pembimbing II)

Di-

Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : KHAULA ANNISA
NPM : 1601070022
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : TBI
Judul : AN ANALYSIS OF MECHANICAL ASPECTS IN STUDENTS' WRITING SKILL OF THE ELEVENTH GRADERS AT SMA NEGERI 1 SEKAMPUNG IN THE ACADEMIC YEAR OF 2020/2021

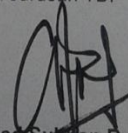
Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing II.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing I.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK Pembimbing Skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi yang ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 60 s.d 120 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

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

Wassalamu'alaikum Wr. Wb

Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd
NIP.197506102008011014

13. Surat Bebas Pustaka Perpustakaan



**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
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-861/ln.28/S/U.1/OT.01/10/2020**

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

Nama : KHAULA ANNISA
NPM : 1601070022
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1601070022.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 03 November 2020
Kepala Perpustakaan

Drs. Mokhtarid Sudin, M.Pd
NIP.195808311981031001

14. Surat Bebas Pustaka Jurusan

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Khaula Annisa

NPM : 1601070022

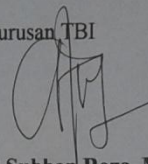
Fakultas : Tarbiyah / TBI

Angkatan : 2016

Telah menyerahkan buku berjudul

The Essential Speaking and Listening Talk for Learning at KEY STAGE 2

Metro,
Ketua Jurusan TBI



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

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Khaula Annisa

NPM : 1601070022

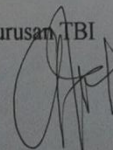
Fakultas : Tarbiyah / TBI

Angkatan : 2016

Telah menyerahkan buku berjudul

The Essential Speaking and Listening Talk for Learning at KEY STAGE 2

Metro,
Ketua Jurusan TBI



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

15. Surat Tugas

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH 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.iaim@metrouniv.ac.id

SURAT TUGAS
Nomor: B-3078/In.28/D.1/TL.01/11/2020

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

Nama : **KHAULA ANNISA**
NPM : 1601070022
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMA NEGERI 1 SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF MECHANICAL ASPECTS IN STUDENTS' WRITING SKILL OF THE ELEVENTH GRADERS AT SMA NEGERI 1 SEKAMPUNG IN THE ACADEMIC YEAR OF 2020/2021".
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 yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 24 November 2020


Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003


Mengetahui,
Pejabat Setempat

SEDONO, S.Pd M.MPd
NIP. 19620414 198601 1 002

16. Surat Izin Research

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH 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-3079/In.28/D.1/TL.00/11/2020
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA NEGERI 1
SEKAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

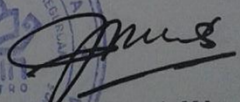
Sehubungan dengan Surat Tugas Nomor: B-3078/In.28/D.1/TL.01/11/2020, tanggal 24 November 2020 atas nama saudara:


Nama : **KHAULA ANNISA**
NPM : 1601070022
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 SEKAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF MECHANICAL ASPECTS IN STUDENTS' WRITING SKILL OF THE ELEVENTH GRADERS AT SMA NEGERI 1 SEKAMPUNG IN THE ACADEMIC YEAR OF 2020/2021".




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

Wassalamu'alaikum Wr. Wb.

Metro, 24 November 2020
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



17. Surat balasan Izin Research

| | | |
|---|---|---|
|  | PEMERINTAH PROVINSI LAMPUNG DINAS PENDIDIKAN DAN KEBUDAYAAN SMA NEGERI 1 SEKAMPUNG AKREDITASI A |  |
| NPSN : 10806079 | NSS : 301120403011 | NIS : 300110 |
| <small>Alamat : Jl. Raya Sekampung, Desa Hargomulyo Kec. Sekampung Kab. Lampung Timur Kode Pos 34182 Website : sman1sekampung.sch.id</small> | | |
| Nomor | : 421.3/207/V.01/SMAN.1/2020 | |
| Lampiran | : - | |
| Hal | : Izin Penelitian | |
| Kepada Yth, Wakil dekan I Institut Agama Islam Negeri Metro Di tempat | | |
| Dengan hormat, Berdasarkan surat dari Institut Agama Islam Negeri Metro dengan Nomor :B-3079/In.28/D.1/TL.00/11/2020 Tertanggal 24 November 2020 tentang izin Penelitian mahasiswa : | | |
| N a m a | : KHAULA ANNISA | |
| NPM | : 1601070022 | |
| Semester | : 9 (Sembilan) | |
| Jurusan | : Pendidikan Bahasa Inggris | |
| Fakultas | : Tarbiyah dan Ilmu keguruan | |
| Judul | : AN ANALYSIS OF MECHANICAL ASPECTS IN STUDENTS' WRITING SKILL OF THE ELEVENTH GRADERS AT SMA NEGERI 1 SEKAMPUNG IN THE ACADEMIC YEAR OF 2020/2021. | |
| Pada dasarnya kami Kepala SMA Negeri 1 Sekampung tidak berkeberatan dan memberikan izin penelitian kepada mahasiswa tersebut diatas. Demikian surat izin ini dibuat, untuk dapat dipergunakan dengan | | |
|  Sekampung, 03 Desember 2020 Kepala Sekolah | | |
| SEDONO, S.Pd, M.M.Pd NIP. 19620414 198601 1 002 | | |

CURRICULUM VITAE



The name of the writer is Khaula Annisa. She was born in Sukadana Baru, on April 30, 1998. She is the fifth child of Mr. Misbah and Mrs. Rohaila.

She was enrolled her study at TK PGRI Tanjung Harapan on 2003-2004. She continued her study at SD Negeri 1 Tanjung Harapan on 2004-2010. Then she continued her study at SMP Negeri 2 Sekampung on 2010-2013. She continued her study at SMA Negeri 1 Sekampung on 2013-2016.

After graduating from SMA Negeri 1 Sekampung, the writer continued her study at Metro City. In 2016, she was registered as a student of S1 English Education Department of State Institute for Islamic Studies of Metro.