

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF ERGATIVITY IN WRITING SKILL  
OF THE ELEVENTH GRADERS AT SMA DARUSY SYAFA'AH KOTAGAJAH  
IN THE ACADEMIC YEAR OF 2020 / 2021**

**By:**

**LAILA NURMALASARI**

**Student Number: 1601070100**



**TARBIYAH AND TEACHERS TRAINING FACULTY**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1443 H/ 2021 M**

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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

**By:**

**LAILA NURMALASARI**

**Student Number: 1601070100**

**TARBIYAH AND TEACHERS TRAINING FACULTY  
ENGLISH EDUCATION DEPARTMENT**

Sponsor : Dr. Umi Yawisah, M.Hum

Co. Sponsor : Yeni Suprihatin, M.Pd

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1443 H/ 2021 M**



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INSTITUT AGAMA ISLAM NEGERI METRO  
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Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507, Faksimili (0725) 47296,  
Website: www.metroiaiv.ac.id/ e-mail: iainmetro@metroiaiv.ac.id

**APPROVAL PAGE**

The Title : AN ANALYSIS OF ERGATIVITY IN WRITING SKILL OF THE  
ELEVENTH GRADERS AT SMA DARUSY SYAFAAH  
KOTAGAJAH IN THE ACADEMIC YEAR OF 2020 / 2021

Name : Laila Nurmalasari

St. Number : 1601070100

Department : English Education

Faculty : Tarbiyah

**APPROVED BY:**

To be examined munaqosahin Tarbiyah Faculty of State Institute of  
Islamic Studies (IAIN) of Metro.

Metro, 26 August 2021

Sponsor

Co- Sponsor

**Dr. Umi Yawisah, M.Hum**  
NIP. 196920424 199903 2 001

**Yeni Suprihatin, M.Pd**  
NIDN. 198903012006

Head of English Education  
Department

**Andianto, M.Pd**  
NIP. 198710220150310044



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FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
Jalan R. Husein Sastranegara Kampus 15A Dagoasri Metro, Timur Kota Metro Lampung 34111  
Telp. (0720) 41301, Faksimili (0723) 47296  
Website: www.iainmetro.ac.id, email: admin@iainmetro.ac.id

### NOTIFICATION LETTER

Number : -  
Appendix : 1 (One) Bundle  
Matter : In order to hold the Munaqosyah of Laila Nurmalasari

To The Honorable,  
The Head of Tarbiyah Faculty  
State Institute of Islamic Studies  
(IAIN) of Metro

*Assalamua'alaikumWarahmatullahiWabarakatuh*

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

Name : Laila Nurmalasari  
Student Number : 1601070100  
Faculty : Tarbiyah  
Department : English Education  
Title : AN ANALYSIS OF ERGATIVITY IN WRITING SKILL OF THE ELEVENTH GRADERS AT SMA DARUSY SYAFAAH KOTAGAJAH IN THE ACADEMIC YEAR OF 2020 / 2021

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

*Wassalamu'alaikumWarahmatullahiWabarakatuh*

Metro, 26 August 2021

Sponsor

**Dr. Umi Yawisah, M.Hum**  
NIP. 196920424 199903 2 001

Co-Sponsor

**Yeni Suprihatin**  
NIDN. 198903012006



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Jalan Ki. Haji Dewantara Kampus 15A Iringmudjo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507, Faksimili (0725) 47296,  
Website: www.metroiaain.ac.id/ email: iainmetro@metroiaain.ac.id

### NOTA DINAS

Number :  
Appendix :  
Matter : In order to hold the Munaqosa of Laila Nurmalasari

*Assalamu'alaikum, Wr. Wb*

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

Name : Laila Nurmalasari  
St. Number : 1601070100  
Department : English Education  
Faculty : Tarbiyah  
Title : AN ANALYSIS OF ERGATIVITY IN WRITING SKILL OF THE ELEVENTH GRADERS AT SMA DARUSY SYAFAAH KOTAGAJAH IN THE ACADEMIC YEAR OF 2020 / 2021

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

*Wassalmu'alaikumWr.Wb*

Metro, 26 August 2021

Sponsor

**Dr.Umi Yawisah, M.Hum**  
NIP. 196920424 199903 2 001

Co- Sponsor

**Yeni Suprihatin, M.Pd**  
NIDN. 198903012006



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FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan No. 104B Dewantara Karangas 15A Inopridyo Metro Tama Kota Metro Lampung 34111  
Telp. (0726) 41607; Faksimil (0725) 47296; Website: www.iainmetro.ac.id; e-mail: iainmetro@iainmetro.ac.id

**RATIFICATION PAGE**

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The Undergraduate Thesis entitled: AN ANALYSIS OF ERGATIVITY IN WRITING SKILL OF THE ELEVENTH GRADERS AT SMA DARUSY SYAFAAH KOTAGAJAH IN THE ACADEMIC YEAR OF 2020/2021 written by: LAILA NURMALASARI, Student Number 1601070100, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, October 1, 2021 at 14.00-16.00 p.m.

**BOARD OF EXAMINERS**

Chairperson : Dr. Umi Yawisah, M.Hum  
Examiner I : Drs. Kuryani, M.Pd  
Examiner II : Yemi Suprihatin, M.Pd  
Secretary : Leni Setiyana, M.Pd



The Dean of Tarbiyah and Teachers Training Faculty



**AN ANALYSIS OF ERGATIVITY IN WRITING SKILL  
OF THE ELEVENTH GRADERS AT SMA DARUSY SYAFA'AH KOTAGAJAH  
IN THE ACADEMIC YEAR OF 2020/2021**

**ABSTRACT**

**By:**

**LAILA NURMALASARI**

The objectives of this research were to investigate the most dominant type of ergativity investigated in students' writing and to analyze the use of ergativity in students' writing skill of the eleventh graders at SMA Darusy Syafaah. The researcher analyzed the problem based on the written consideration of the problem which was carried out in the pre-survey process. Therefore, this research is expected to be useful in describing the phenomenon of using ergativity in students' writing.

This research method is a qualitative research in the form of a case study conducted at SMA XI Darusy Syafaah Kotagajah. The main source of this research is the documentation of writing assignments of XI at SMA Darusy Syafaah Kotagajah which consists of 10 students. The researcher used observation and documentation in collecting data. Observation was made to determine the most frequent types of ergativity and to find out the use of ergativity that was most often used in students' writing.

Furthermore, the results of the first research were related to the most dominant type of ergativity used in students' writing, namely the transitivity type. This is because there are 12 or (53%) uses of Transitivity found in the student's writing. In addition, the result of the second research is the use of ergativity in the writings of eleventh graders. Based on the results of the research, the researcher concluded that the use of ergativity in students' writing was dominated by appropriate use. That is because there are 16 correct or (70%) in student writing.

***Keywords: analysis, ergativity, intransitivity, transitivity, writing.***

**ANALISIS *ERGATIVITY* PADA KEMAMPUAN MENULIS SISWA  
DI KELAS SEBELAS SMA DARUSY SYAFAAH KOTAGAJAH  
TAHUN AKADEMIK 2020/ 2021**

**ABSTRAK**

**Oleh:  
LAILA NURMALASARI**

Penelitian ini bertujuan untuk mengetahui jenis ergativiti yang paling dominan diselidiki dalam tulisan siswa dan untuk menganalisis penggunaan ergativiti dalam keterampilan menulis siswa kelas sebelas di SMA Darusy Syafaah. Peneliti menganalisis masalah berdasarkan pertimbangan tertulis dari masalah yang dilakukan dalam proses pra-survei.

Oleh karena itu, penelitian ini diharapkan dapat bermanfaat dalam mendeskripsikan fenomena penggunaan ergativiti dalam karya tulis siswa. Metode penelitian ini adalah penelitian kualitatif berupa studi kasus yang dilakukan di SMA XI Darusy Syafaah Kotagajah. Sumber utama penelitian ini adalah dokumentasi tugas menulis siswa kelas XI SMA Darusy Syafaah Kotagajah yang berjumlah 10 siswa. Peneliti menggunakan observasi dan dokumentasi dalam mengumpulkan data. Pengamatan dilakukan untuk mengetahui jenis ergativiti yang paling sering digunakan dan untuk mengetahui penggunaan ergativiti yang paling sering digunakan dalam tulisan siswa.

Selanjutnya, hasil penelitian pertama terkait dengan jenis ergativitas yang paling dominan digunakan dalam tulisan siswa, yaitu jenis transitivitas. Ini karena ada 12 atau (53%) penggunaan Transitiviti ditemukan dalam tulisan siswa. Selain itu, hasil belajar kedua adalah penggunaan ergativitas dalam menulis siswa kelas sebelas. Berdasarkan hasil penelitian, peneliti menyimpulkan bahwa penggunaan ergativitas selama pembelajaran siswa didominasi oleh penggunaan yang tepat. Hal tersebut dikarenakan terdapat 16 koreksi yang benar atau (70%) dalam tulisan siswa.

***Kata kunci: analisis, ergativiti, intransitiviti, transitiviti, penulisan,***



## STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : Laila Nurmalasari  
Student Id : 1601070100  
Department : English Education Department  
Faculty : Tarbiyah and Teacher Training Faculty

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, October 1<sup>st</sup>, 2021

Researcher,



**Laila Nurmalasari**  
St. Id. 1601070100

## ORISINILITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Laila Nurmalasari  
NPM : 1601070100  
Jurusan : Tadris Bahasa Inggris (TBI)  
Facultas : Tarbiyah dan Ilmu Keguruan (FTIK)

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

Metro, 1 Oktober 2021

Peneliti,



**Laila Nurmalasari**  
St. Id. 1601070100

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

“Allah Does not Burden A Soul Beyond What It Can Bear”

(Al-Baqarah:286)

## **DEDICATION PAGES**

*This piece of work is dedicated to:*

*My Beloved Parents (Mr. Muhammad Solihun and Mrs. Kasriyati)*

*My Beloved Friends in the Islamic Boarding School*

*My Beloved Lectures of English Education Department*

*of State Institute for Islamic Studies of Metro*

*My Beloved Friends*

*Absolute (B) Class of English Education Department*

*and my Beloved Campus IAIN Metro*

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*Alhamdulillah rabil'amin*, the researcher expresses her highest Gratitude to *Allah Subhanahu Wa Ta'ala* for blessing, opportunity, health, and mercy to can complete undergraduate thesis entitled "An Analysis of Ergativity in Writing Skill of the Eleventh Graders at SMA Darusy Syafa'ah Kotagajah in the Academic Year of 2020/2021"

I would like thanks to both of advisors, Dr. Umi Yawisah, M.Hum. and Miss Yeni Suprihatin, M.Pd. for their correction and suggestion to improve this undergraduate thesis, and also their endless encouragement and the patient guidance to make this research become into its present condition.

In addition, the researcher realizes that the undergraduate thesis still needs to be improved. Therefore, the researcher expects the evaluation and suggestions from the readers in order to complete in the inappropriateness of this undergraduate thesis. It is hoped that the deeds of worship, encouragement and prayer given to the researcher sincerely to get the Grace of Allah Subhanallahu Wa Ta'ala.

*Wassalamu'alaikum Wr. Wb*

Metro, 28<sup>th</sup> July 2021



**Laila Nurmalasari**  
St. ID 1601070100

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

English is widely considered to be the first foreign language in Indonesia which is taught in informal or formal education. English communication can be carried out effectively, students must master it correctly and perfectly. It can be said that mastery of the English language is an important component of the requirements for entering the global community. Thus, having good English language skills is a prerequisite for improving science and technology. In addition, based on the description above, it refers to four English skills, namely listening, reading, speaking, and writing that must be mastered by students. In the other words the four skills as the ultimate goal of teaching English where students can use the language effectively in communication.

As one of the skills in English, writing is the task of making a note or information on a medium through the use of letters. In addition, writing is the practice of communicating the thoughts, ideas, and feelings of someone conveyed in a written language. It should also be emphasized that writing is the task of a person to express ideas to the reader in a written language, so that the reader can understand them.

The ability to write enough in English has a variety of benefits. Writing can sharpen intelligence and insight about the topic increase because

the process of writing tries to find sources about the topic to be written. In addition, writing can develop initiative and creativity.

However, writing is not an easy language skill to master. There is a lot of problems got by students in the process of writing texts in English. Various problems that arise due to the low aspects of the linguistic and nonlinguistic aspects. Problems related to writing caused by low aspects of linguistic contribution include limitation of English vocabulary words, low grammar mastery, difficulty in developing written ideas, and inability to apply written writing concepts. The non-linguistics aspects are related to the mismatch in the selection of learning media and learning methods, lack environmental support, low motivation to write, lack interest in writing, and interest in writing an English text.

In line with the writing problem in question by students, the researcher had conducted a pre survey to find out the students' problems in writing. Pre survey was conducted on June 15<sup>th</sup>, 2020 in the eleventh graders of SMA Darusy Syafaah Kotagajah in the Academic Year of 2020/2021. Furthermore the researcher met the English teacher in the class to be asked for information about the student's previous writing assignment. The pre survey was conducted face to face before school was closed due to outbreak of the virus Covid-19. results of the survey are illustrated in the following table:

**Table 1**  
**The result of pre-survey data**  
**at SMA Darusy Syafa'ah Kotagajah**

No	Student Name	Grade	Criteria
1	DR	72	Complete
2	HNH	50	Incomplete
3	KI	80	Complete
4	LH	50	Incomplete
5	M	78	Incomplete
6	MQ	75	Complete
7	NAP	50	Incomplete
8	NAA	73	Incomplete
9	RCC	65	Incomplete
10	RNS	75	Incomplete
	Total Score	645	
	Highest	80	
	Lowest	50	
	Average	64.5	

Source : English teacher archive, taken on June 15<sup>th</sup>, 2020.

The pre-survey results above are categorized based on KKM (minimum mastery criteria (MMC)) into 2 categories: complete and incomplete. The MMC in English class eleventh grades is 72. The assessment is given based on the consideration of several indicators in writing, namely the use of correct grammar which includes tenses and sentence patterns as well as vocabulary development.

The results of the categorization of writing skill of the eleventh grades students of SMA Darusy Syafaah are illustrated in the following table:

**Table 2**  
**The Categorization of Pre Survey Results**  
**at SMA Darusy Syafaah Kotagajah**

No.	Grade	Frequency	Percentage	Criteria
1.	< 72	4 students	$4/10 \times 100\% = 40\%$	Incomplete
2.	$\geq 72$	6 students	$6/10 \times 100\% = 60\%$	Complete
Total of student (n) = 10				

Based on the table above it is known that the percentage of students which writing skills is less than MCC is 40%, while the percentage of students with writing skills is more than MMC is 60%. That means that the percentage of students less than MMC is less than the percentage of students who are more than MMC. Therefore it can be concluded that the writing skills of eleventh grades students at SMA Darusy Syafaah Kotagajah are unsatisfactory.

In the pre-survey process, the researcher observed the results of student assignments in the form of English essays. From the results of the observation of the assignment, the researcher found out that there was a phenomenon of the use of ergativity in students' writing in the form of an imbalance in the use of the type of ergativity. This is because students tend to use one type of ergativity and tend to have many errors in one type.

Related to the writing problem above, there needs to be an effort to uncover the components that can influence and support writing skills. One such component is the written discourse in the scope of grammar. One of the grammar principles that has an influence on writing is ergativity. The label

"ergative" is used to refer to a scheme for marking grammatical relations in which the object of the transitive verb patterns has a single argument for the intransitive verb (absolutive) while the transitive subject patterns have a distinct pattern (ergative).

Understanding ergativity leads greatly to the merits of one's writing efficiency. Understanding the different roles of these two verbs can help any student dealing with the use of these two types of verbs to avoid grammatical errors, such as incomplete sentences, which can lead to confusing sentences that lose their exact meaning. Students, especially speakers of other languages, often find it difficult to decide which verbs require an object and which do not. When students confuse transitive and intransitive verbs, the sentences they create orally and in writing can be incomplete.

Based on the entire description above, the researcher considers an attempt to study the phenomenon of understanding and use of ergativity in writing. In this case the researcher conducted qualitative research with a typical type of study to analyze the understanding and use of ergativity in writing. Therefore, the researcher constructs a research proposal entitled "An Analysis of Ergativity in Writing Skills among the Eleventh Grades at SMA Darusy Syafaah in Kotagajah in Academic Year of 2020/2021."

**B. Research Question**

1. What are the most frequent types of ergativity investigated in students' writing skill of the eleventh graders at SMA Darusy Syafaah?
2. How is the use of ergativity analyzed in students' writing skill of the eleventh graders at SMA Darusy Syafaah?

**C. Objective and Benefits of the Research**

1. Objective of the study
  - a. To investigate the most dominant type of ergativity investigated in students' writing skill of the eleventh graders at SMA Darusy Syafaah.
  - b. To analyze the use of ergativity in students' writing skill of the eleventh graders at SMA Darusy Syafaah.

2. Benefit of study

This research is expected to have significant benefits for students, teachers, and subsequent researcher.

- a. For the students

This research is expected to be useful for students who study English, particularly students of SMA Darusy Syafah. As a consequence of this evaluation, the phenomenon of the use of ergativity in writing in the context of the most difficult type of ergativity in writing and the limitations on the use of repetition in writing by students overlap. After learning about the phenomenon,



students are required to make numerous efforts to enhance the quality of their writing, in particular the use of ergativity.

b. For the teachers

This study is intended to provide benefits for teachers to explore by having access to knowledge on the phenomena of the use of ergativity in literature. Knowing the real quality conditions of student writing that are affected by ergativity, the instructor creates practical measures to help students increase the quality of student writing. One of the efforts that can be made by the teacher is to improve the quality of the writing of students by emphasizing the realistic understanding and application of the use of ergativity in teaching English, particularly in writing skills.

c. For the next researcher

This research is very useful for the next researcher who investigates the same topic area. This research can be one of the references regarding the use of ergativity in writing. The next researcher gets proof of the problems related to the use of the effect of ergativity in writing. In addition, this research can be one of strong foundations for the next researcher who can develop this research topic into other research.

#### **D. Prior Research**

This research was conducted by considering some prior researches conducted by several prior researcher in the same research topic. The first

study was performed by Teddy Fiktorius with the title *The Relationship between Transitive and Intransitive Verb in English Language*<sup>1</sup>. The purpose of the study was to expand on the relationship and distinction between transient and transient verbs in the English language. Moreover, the approach used is a descriptive method (library research). Research samples from the first prior research are from SMA student Bina Mulia Pontianak.

The second research was conducted by Pakpinun Kamluejirachai, And Nutprapha K. Dennis in the *International Research Journal*, with the title *A Analysis Of Verb Used In An English News Online Website*<sup>2</sup>. The goal of this independent study was to examine the types of English verb frequency used, transitive and intransitive verbs on the *BreakingNewsEnglish.com* website. In addition, the approach used is a quantitative analysis method. The study sample consisted of 40 news selected by simple random sampling.

The third study was conducted by Geoff Thompson and Rosinda Guerra Ramos in the *International Research Journal* under the title *Ergativity In The Review of Business Texts*.<sup>3</sup> The goal of this independent study was to examine the types of English verb frequency used, transitive and intransitive verbs on the *BreakingNewsEnglish.com* website. In addition, the approach used is a quantitative analysis method. The research sample consisted of 40 news chosen by simple random sampling.

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<sup>1</sup> Teddy Fiktorius ,*The Relationship between Transitive and Intransitive Verb in English Language*,*Journal of linguistic,literature and culture*, 2009, p.62-67, vol. 01no.02

<sup>2</sup> Pakpinun Kamluejirachai, Nutprapha K. Dennis ,*An Analysis Of Verb Used In An English News Online Website*, *International Research Journal Granthaalayah* ,Vol. 4, No. 3 (2016): 21-26.

<sup>3</sup> Geoff Thompson,Rosinda Guerra Ramos, *Ergativity In The Review of Business Texts* in the *International Research Journal*

This study has similarities and differences with the earlier research. The relation between this analysis and the first prior research is the equation on the research subject and the subject of the research. Subjects related to the use in writing of transitive and intransitive verbs. The topic of the first prior research is SMA student Bina Mulia Pontianak. The discrepancy between this study and the first prior research based on the research process. This analysis has been using qualitative research. While the first prior research was using a descriptive method ( library method).

The similarity of this research with the second previous research based on the research goal of defining the relationship between transitive and intransitive verbs. This research used qualitative methods while the second prior research used quantitative methods. In addition, the object of this research is the eleventh grade students of SMA Darusy Syafaah Kotagajah that equipped with 20 students and the second research was before the sample study which was equipped with 40 news.

Furthermore, the similarity of this research with the third prior research is the topic of research, namely the types of transitive and intransitive verbs used by students in writing English. The difference is that the research used qualitative methods while the previous third research used quantitative methods with a research sample of 40 news items selected by simple random sampling.

Based on the information above, the researcher intends to continue the research using qualitative methods to focus on analyzing ergativity in the form of writing for eleventh grade students at SMA Darusy Syafaah Kotagajah.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### A. The Concept of Writing

##### 1. The definition of Writing

Writing is an essential skill that must be learned in studying English as a foreign language. According to Siahaan, writing is a researcher's talent to provide knowledge to the reader or club of readers. This means that writing is an ability that the researcher explores on the main subject, which is intended to communicate knowledge to the reader. Writing is difficult because students need to know more about their own language, vocabulary, grammar structure and well-written characteristics in writing. In addition, they must use the right terminology to help readers understand what they are saying. In other words, students need to work harder to write well. Writing, on the other hand, is an essential skill that must be mastered in studying English as a foreign language.

Jordan believed that writing is a tool used by humans to socialize through recognizable traditional signs or symbols. It is often used for conveying or transmitting non-verbal messages, concepts, expressions, feelings or thoughts. By writing, people build their communication in different ways.<sup>4</sup>

Writing is the psychological practice of the language user to bring knowledge into the written word. Brown states that written products are

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<sup>4</sup>R.R Jordan, *Academic Writing Course*, (England: Longman, 2003), p. 41

often the result of thinking, compiling and revising procedures that involve specialized skills, skills that not every speaker naturally learns.<sup>5</sup>

Based on the explanation above, writing is a communication method that uses traditional graphics systems to communicate messages to readers that need to be understood. And the skill cannot be learned naturally. In order to have writing skills, it is important to know the steps to write letters, sentences, phrases, paragraphs and texts using knowledge of structure and a variety of other items related to each other. This is also important because writing draws graphic symbols that depict a language so that it can be understood by the public.

## **2. The Process of Writing**

As previously mentioned, writing is a method that has been studied and used. There are, therefore, several stages of proses. They're:

### **a. Pre-writing**

Prewriting is a way to get some ideas. In this stage, the writer chooses a subject and gathers ideas to illustrate the subject. There are a variety of strategies that you can use to get ideas like listing. Listing is a pre-writing method in which you write the subject at the top of a piece of paper and then quickly list the words or phrases that fall into your mind. Don't stop worrying whether it's a good idea or not. Keep writing until the flood of ideas ceases.

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<sup>5</sup> Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy* (2<sup>nd</sup> Ed), Addison Wesley, (New York, 2001), p.335

b. Organizing

The next step in the writing process is to organize the ideas into a simple outline. An outline is a working plan for a piece of writing. It is a list of all the ideas that are going to be in the piece in the order they should go. By this outline, it should be easy to you to write an essay or paragraph.

c. Writing

The third step is to write a rough draft, using it as a reference. Write the rough draft as soon as you can without stopping to think about grammar, pronunciation, or punctuation. You'll probably see a lot of mistakes here, but it's perfectly natural and appropriate. A rough draft isn't meant to be flawless. The bugs will be patched later.

d. Polishing

You polish what you've written in this phase. This stage is also called the revision and editing process. Polishing is the most effective if you do it in two phases. Next, attack the main problems of content and organisation (revising). Study on the minor problems of spelling, punctuation, and mechanics (editing).

Based on the method written above, the researcher concluded that there are four phases of writing that are pre-writing, arranging, writing and polishing, and that pre-writing itself is a way to get ideas. In this stage, the writer chooses a subject and gathers ideas to illustrate the subject. There are a variety of strategies that you can use to get ideas like

listing. Listing is a pre-writing method in which you write a theme at the beginning of a sheet of paper and then quickly make a list of words or phrases that come into your mind as you originate to organize ideas into a concise checklist. An outline is a work plan for a piece of writing. It's a list of all the ideas that are going to be in the order in which they're meant to go. By this outline, it should be simple for you to compose an essay or a paragraph, and Polishing is the most effective if it is done in two stages. Next, attack the main problems of content and organization (revising). Study on minor problems of spelling, punctuation, and mechanics (editing).

### **3. Technical Writing**

#### **a. Using Correct Grammar:**

##### **1) Subjects and verbs**

Subjects and Verbs It is important for the text to flow smoothly. The quality and agreement of the subject and verb is very important for readers to browse the text. To ensure understanding of the related meanings, obey the following subject and verb rules and use the correct form of the verb:

- a) The subject and the verb must agree personally and the singular number is the singular, the plural is the plural.
- b) The verb must match the subject,
- c) Subjects combined with "and" usually use a plural verb.



- d) When the subject is combined with "or" or "nor", the verb agrees with the subject closest to it.
- e) When using a sub-clause with the pronoun as the subject, the verb corresponds to the antecedent to which the pronoun refers.  
Robert had very good grades, because he worked so hard.
- f) When using conjunctive verbs (is, is, was, where, types of be) the subject is a noun that precedes the verb, not a noun that follows the verb. The dogs are on the lane.
- g) Choose a quality verb that demonstrates an action.

b. Active and Passive Voice

The active voice clearly defines the subject matter and the actions taken by the subject. The passive voice indicates that the subject receives, rather than does, the action.

c. The marking of capitalization

Capitalize the name of a specific person, place or object, as well as an adjective that refers to a particular name.

d. Marking Punctuation

The punctuation is used to explain the structure of the sentence and to avoid misreading. A comma is used to avoid "general errors" from being read in the following sentence

1) Comma

Commas are the smallest breaks in the sentence structure

2) Colon

The colon connects the thoughts that are related, but one of these thoughts must be able to stand alone as a sentence. The set of elements after the colon reinforces what precedes the colon.

### 3) Semicolon

Place the semicolon in the middle between the comma and the relevant time and restrict the use of the semicolon in the following situations: before the transition adverbs (however, therefore, indeed, therefore, apart from that, therefore). Brochure has been printed; however, it has not yet been circulated.

### 4) Quotation mark

Using quotation marks to include direct quotes. Using single quotation marks if quotes are rendered inside other quotations. Place timeframes and commas inside quotation marks.

## 4. Component of Writing

Writing requires mastering all components of the target language, such as grammar, material, vocabulary, spelling and mechanics. This requires a complicated operation. There are five general components in process:<sup>6</sup>

- a. Content : The substance or the writing of ideas is conveyed It's unity.
- b. Vocabulary : The selection word that is suitable with the content.
- c. Organization : The organization of contents or ideas, it is coherence.

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<sup>6</sup> Joy M. Reid, *Teaching ESL Writing*, (USA: Prentice Hall Regent, 1993), Page 236-

- d. Grammar : The use of sentence that appropriate.
- e. Mechanic : The use of graphic conventions Language.

## B. The Concept of Ergativity

### 1. The definition of ergativity

Ergativity is Subjects of intransitive verbs pattern with objects of transitive verbs, and differently from subjects of transitive verbs.<sup>7</sup> In other words, the label "ergative" is used to refer to a grammatical relationship marking scheme in which the object of the transitive verb pattern is marked with the single argument of the intransitive verb (absolutive) while the transitive subject patterns are clearly defined (ergative).<sup>8</sup> The traditional definition of ergativity relied on the labels for the two arguments of the transitive verb that could then be aligned with the single argument of the intransitive verb. Initial definitions considered ergativity to be any pattern that treats the object of a transitive verb in the same way as the subject.<sup>9</sup> On the other explanation an ergative verb is a verb that can be either transitive or intransitive, and whose subject when intransitive corresponds to its direct object when transitive<sup>10</sup>

Based on the explanation above, the researcher concludes that ergativity is a verb that can be both transitive and intransitive, where the

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<sup>7</sup> Coon, Jessica. *Introduction to Ergativity* jessica.coon@mcgill.ca EGG, 2019

<sup>8</sup> Coon, Jessica. *Aspect of Split Ergativity*. Oxford University Press. 2013

<sup>9</sup> Gildea Spike, Queixalós, Francesc. *ergativity in Amazonia*. John Benjamins Publishing Company Amsterdam/Philadelphia vol.89. 2010

<sup>10</sup> Mohammad Al- Khawalda, *Arabic Versus English Ergative Verbs*, Damascus university journal, Vol. 27 No.3+4, 2011

object of the intransitive verb is the same as the subject of the transitive verb. Ergative verbs may also be called mysterious verbs. Most of the verbs in the English vocabulary can be used intransitively without changing the role of the subject.

## 2. The Types of Ergativity

According to Mohammad Al- Khawalda, ergativity has two types that are transitive and intransitive verb.<sup>11</sup>

### a. Transitive Verb

Verbs that are followed by an object are called "transitive verbs."<sup>12</sup> It means that transitive sentence include subject verb and object. Teddy Fiktorius said that "An action verb which has an object, either direct or indirect, is called a transitive verb".<sup>13</sup> Transitive verbs express an action and are followed by an object. Moreover, a transitive verb requires more than one noun or noun phrase for it to occur in a sentence. One of the nouns or noun phrases serves as the subject (as in intransitive verbs), while the other noun or noun phrase serves as object. Because the subject is typically the instigator of an action, it is also referred as the actor. The object, on the other hand, is the person or thing that is affected by that action. The object is referred as the patient.<sup>14</sup> For example :

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<sup>11</sup> *Ibid.*

<sup>12</sup> Azar, Betty Schramper, *Understanding And Using English Grammar*, The Library of Congress: Longman, 3<sup>rd</sup> ed. P. 25

<sup>13</sup> Teddy Fiktorius ,*The Relationship between Transitive and Intransitive Verb in English Language* ,Journal of linguistic,literature and culture, 2009, p.62-67, vol. 01no.02

<sup>14</sup> *Ibid*

- 1) My Older sibling reads the letter (subject, verb, object)
- 2) Mother carries the basket. (subject, verb, object)

Many of the transitive verbs listed in above sentences can also Function as intransitive verbs when they are used without an object.

On the other hand, transitive verbs 'must be followed directly by an object; there cannot be a preposition intercepting between the verb and the object. The transformation below from intransitive [verb + preposition) to transitive [verb with prefix and either suffix).

For example:

- 1) Intransitive: Rita loves Faisal. (Literally 'loves to')

Transitive: Rita loves Faisal.

- 2) Intransitive: I like that film. (Literally 'like at')

Transitive : I like that film

Intransitive verbs take a subject but no object (Subject –Verb).  
 Transitive verbs take a subject and an object (Subject -Verb – Object).  
 Only intransitive verbs can be followed directly by a preposition, such as in, at, to, with, or will. Transitive verbs have to be followed directly by an object.

On the other words, transitive clauses have an action being transferred from one entity onto the other, that is, one entity is acting

and the other one is being acted upon. The two terms describing this relationship are agreed upon as “agent” and “patient”.<sup>15</sup>

### **b. Intransitive Verb**

Intransitive verb is a verb that is not followed by an object. *Rise, sit, and lie* are intransitive; they are not followed by an object.”<sup>16</sup>

For example:

- 1) rise, rose, risen ( The sun rises in the east)

rises is not followed by an object.

- 2) sit, sat, sat ( I sit in the front row)

sit is not followed by an object.

Dwi Noverini Djenar explain that “an intransitive verb is a verb that needs only one noun or noun phrase. It is accompany it in a sentence. We refer to this noun phrase as the subject.”<sup>17</sup> Sit and run are examples of intransitive verbs.

- 1) Anto sits.
- 2) Grandmother walks.
- 3) My younger sibling cries.

In a sentence the writer can add something other than a noun after the intransitive verb, such as a prepositional phrase (a preposition followed by

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<sup>15</sup> Nataliia Nescheret, *Passive Construction With Intransitive Verbs: Typology And Distribution*, 2016

<sup>16</sup> Azar, Betty Schramper, *Understanding And Using English Grammar*, The Library of Congress: Longman, 3<sup>rd</sup> ed.

<sup>17</sup> Dwi Noverini Djenar, *A Students Guide to Indonesian Grammar*, Oxford University Press, New York 2003, ISBN 019 551466 1. p. 40

a noun) or a manner adverb (a word placed after a verb that tells us the manner in which an action is done).

Some intransitive verbs can be transformed into transitive verbs by either changing the affixation or by adding some affixes when there are none. When we do this, the meaning of the verbs sometimes stays the same and sometimes changes.

1) Intransitive ( she talks in class).

transitive ( she talks about (discusses) that matter in class).

2) Intransitive ( Mira meets with him)

Transitive ( Ali came to see me at home).

An intransitive verb is simply defined as a verb that does not take a direct object.<sup>18</sup> There is no word in the sentence that tells who or what receives the action. Most intransitive verbs are complete without a direct object. Here are some examples of intransitive verbs in sentences:

1) Sujannah grew up.

2) Sukirman slept soundly.

In the sentences above, “Sujannah”, “Sukirman” are the subjects, and “grew up”, and “slept”, are the intransitive verbs, while “soundly” is an adverb of manner . Other couples of intransitive verbs are provided in the following sentences.

1) It rained.

2) It snowed.

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<sup>18</sup> Teddy Fiktorius ,*The Relationship between Transitive and Intransitive Verb in English Language*,Journal of linguistic,literature and culture, 2009, p.62-67, vol. 01no.02

The sentences above are complete. The subject “it” is followed by the intransitive verb “rained” and “snowed”. Intransitive verbs can be followed by a prepositional phrase or an adverb to add to the thought being expressed, but they can never be followed by a noun, which would act as the object of the sentence.

Therefore, In the passive, the object of transitive verb becomes the subject of the intransitive verb. Here the example sentences:

- 1) Mary helped the boy.  
     S           v       o
- 2) The boy was helped by Mary.  
     S           v

The features of English Passive the participants had difficulties with are:

- a) The situations when the passive sentence should be used;
- b) How tense and aspect changes;
- c) Conjugation of the past participle forms of irregular verbs, and distinguishing between be as a primary auxiliary and as a passive auxiliary;
- d) the syntactic structure of English passive sentences, especially with the sequence of verbs in the VP structure. These findings reveal that the students lack both grammatical and pragmatic



knowledge to enable them construct and use the English passive sentence correctly and appropriately.<sup>19</sup>

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<sup>19</sup> Scholastica Chinyere Amadi, *Learning the English Passive Voice: Difficulties, learning strategies of Igbo ESL learners and pedagogical implications*, International Journal of English and Literature, Vol.9(5) ISSN: 2141-2626

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Types and Characteristics of Research

The researcher investigated the most frequent form of ergativity in this context. The researcher would prefer to use qualitative analysis to evaluate the use of ergativity at SMA Darusy Syafaah Kotagajah in the eleventh grade writing skills of students. Qualitative analysis, Creswell explained, is to analyze and understand the nature of a person or community that is considered a social or human problem.<sup>20</sup> It can be concluded that qualitative research examines and understands person or community human or social issues. Qualitative analysis includes a study aimed at identifying, learning and explaining the phenomenon. By explaining and investigating by narration, understanding of phenomena can be achieved. It can be summarized that the study steps generate written or oral descriptive knowledge and observable behaviour from the participants. It also involves descriptive research that recommends gathering current knowledge, making comparisons or evaluations, and learning about other people's experiences to make decisions. The aspect of this analysis is that it focuses on qualitative descriptive research. The researcher will perform a survey that can be used to explain and summarize the phenomenon. The aim of using a survey for descriptive research is to make a good step in a certain direction. Descriptive qualitative analysis includes the description of the data's general underlying features.

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<sup>20</sup>John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 3<sup>rd</sup> Ed*(New Delhi: Sage Publications, 2003), 4.

Descriptive qualitative research is beneficial since valuable data about the typical member of a group can be given.

In line with the explanation above, the research "to know the use of ergativity in students' writing skills of the eleventh grade at SMA Darusy Syafaah Kotagajah"

## **B. Data Resources**

In this research, the researcher divided the sources into two parts: primary and secondary.

### 1. First source

The original materials on which the study is based are primary sources. They are testimony or direct evidence on the subject under consideration. They present knowledge in its original form, not interpreted or summarized or evaluated by other writers. The primary source of this research is the writing products of SMA Darusy Syafaah Kotagajah's eleventh grade students. The total number of students are 10.

### 2. Secodary Sources

Secondary source provides explanation or analysis based on primary sources. Primary sources can be clarified and sometimes used to endorse a particular theory or statement, or to convince the reader to consider a certain point of view. The secondary source for this study is interviews, documentation, papers, e-books and research related posts.

### C. Data Collecting Technique

Qualitative analysis is typically accompanied by an inductive method. This means that the collection of data taken from the process of analyzing data becomes a theory or an interpretation. Creswell said that "in many qualitative studies, the investigation of various forms of data and the transmission of considerable time in natural settings to gather information."<sup>21</sup> Data collection is an accumulation of evidence that will enable the researcher to correctly analyze the results of all activities through his research design and procedures.

Data are needed in the research work to be used as raw materials for data generation. It offers a straightforward path and a definitive response to study investigations. Any investigation must offer a definitive response to the investigation. Data is very important for scientific research. In addition, data are required to support different claims in the results of the study.

Qualitative researcher often have a data-gathering toolbox, including in-depth interviews, participant observation, and analysis. The researcher in this study uses a paper to collect the data. As part of the data collection process, the researcher collects student writing results to evaluate and classify the use of ergativity in student writing.

In this study, the researcher uses three techniques to collect the data, interview, observation, and documentation.

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<sup>21</sup> John W. Creswell, *Research Design*(California: Sage Publications, 2000), 184.

### 1. Interview

The researcher interview students one by one by giving several questions related to the material to be analyzed, namely about ergative verbs which include transitive and intransitive verbs then to collect data the researcher records all the answers given by the students.

### 2. Observation

The researcher used observation to get data about students and teacher activities in learning process. The researcher noted their activities in learning process in the class.

### 3. Documentation

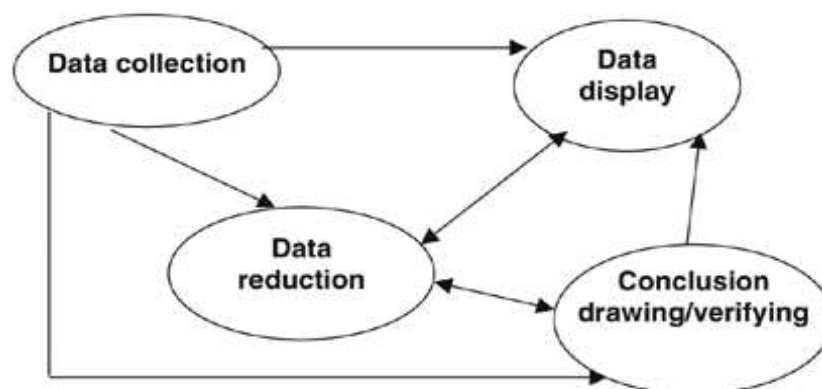
Researcher used this method to obtain data about students' writing assignments related to the material to be analyzed. Then from the student documents, the researcher analyzed the difficulties that students can see in working on the material. In addition, this method is used to obtain data about the history of the school, the number of teachers, employees who work at SMA Darusy Syafa'ah Kotagajah.

## **D. Data Analysis Technique**

The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of

interpretation. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The researcher must arrange and categorize or encode a vast volume of data so that it can be represented and interpreted. In qualitative research, the analysis of the data involves two elements, which consist of a text analysis and include the creation of a summary and themes.

The researcher used the Miles and Huberman model to analyze the data<sup>22</sup>. The components of this research model are shown in this figure.



**Figure I.** *Analysis Components of Miles and Huberman Model*

The data analysis of the Miles and Huberman model takes the following steps:

1. Data collection

Data Collection is the phase in which the researcher collects all the data that are used to complete the analysis.

2. Data Reduction

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<sup>22</sup> Michael Huberman M. and Miles, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), p. 429

The researcher reduces the data he has obtained by summarizing and selecting particular objects.

### 3. Data Display

Typically, the researcher uses graphics, figures or charts to display the data. The display should be able to represent the entire content of the data.

### 4. Finally, the researcher verifies his analysis by concluding the results of the data.

It is therefore assumed that data analysis has certain roles in the analysis of research data that include; making relevant raw data, testing null hypothesis, obtaining significant results, explaining inferences or making generalizations, and measuring parameters.

## **E. Research Approach**

In this study, the researcher uses six steps in the research process as follows:

### 1. Identifying a research issue

Writer starts a research project by finding a subject to study that is usually a problem or issue in education that needs to be discussed. Identifying the research problem consists of defining the issue to be studied, establishing the reasoning for studying it, and proposing the relevance of the analysis to selected audiences who will be reading the paper.

### 2. Reviewing the Literature

The skills needed for the literature review are built over time and through practice. You can learn how to find journal articles and books in

an academic library, access computerized databases, choose and compare the quality of research on your subject, and summarize it in a summary. Library resources can be daunting, so having a literature search and review plan is critical.

### 3. Specifying a Purpose for Research

If the research issue involves a large subject of interest, the author needs to concentrate it so that the author can analyze it. The objective statement is a centered re-statement of the issue. This statement conveys the overall purpose or goal of the study. As such, this is the most significant statement in your research report.

### 4. Collecting Data

Proof helps to provide answers to study questions and theories. In order to get these responses, the writer is engaged in the process of gathering or collecting data. Collecting data involves identifying and choosing individuals for research, obtaining their consent to study, and collecting information by asking people questions or analyzing their behaviour.

### 5. Analyzing and Interpreting the Data

During or immediately after data collection, the author needs to make sense of the details given by the individuals in the sample. Analysis consists of "separating the data" to decide the individual responses and then "putting it together" to summarize them.

### 6. Reporting and Evaluating Research



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

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. General Description**

##### **1. Description Of Research Location**

###### **a. History of SMA Darusy Syafaah Kotagajah**

SMA Darusy Syafa'ah Kotagajah is under the auspices of the Department of Education. Darusy Syafa'ah High School is located in Kotagajah, namely in the village of Kauman which is located at Jalan Jendral Suderman No. 60 Kotasari 1 RT. 12 RW. 06 Kotagajah Subdistrict, Central Lampung Regency, Lampung Province, Easy access makes this school the right choice for the community.<sup>23</sup>

Darusy Syafa'ah High School Kotagajah began in 2012 The founder is Mr. KH. Ngaliman Marzuqi, M.Pd.I with operational license 34.2.12.03.23.053 for the first time this Darusy Syafa'ah High School is lead by Mr. Agus Junaidi. M.Pd and as his representative is Mr. Poniran, S.Pd. The following is the vision that has been set by SMA Darusy Syafa'ah Kotagajah which is to produce a generation that excels in achievement, Alim, Amil, Hafidz and Morals. Therefore the mission of this school is to organize an integrated education system between islamic boarding and the public, carry out learning and guidance in an efficient and Islamic fun way, realize student activities

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<sup>23</sup> Archieve of documentation school 2020

for the formation of noble character through self-development activities of at least 4 types every week and also strive to become an educational institution who are professional, competitive, qualified and carry a reliable young Hafidz generation.

The school's accreditation is "B". The school uses the 2013 curriculum for all grade levels. In the 2013 curriculum, especially in English, eleventh grade students study writing material. One of the writing materials listed in the 2013 curriculum is to explain the function and structure of the text.

## **2. Description of Research Results**

The results of this study are described to answer the research objectives which include of investigating *the most frequent types of ergativity; and analyzing the use of ergativity analized in students' writing.*

### a. The most dominant type of ergativity

Based on the result of the research the most dominant type of ergativity found on transitivity 53%. It can be shown on the diagram.

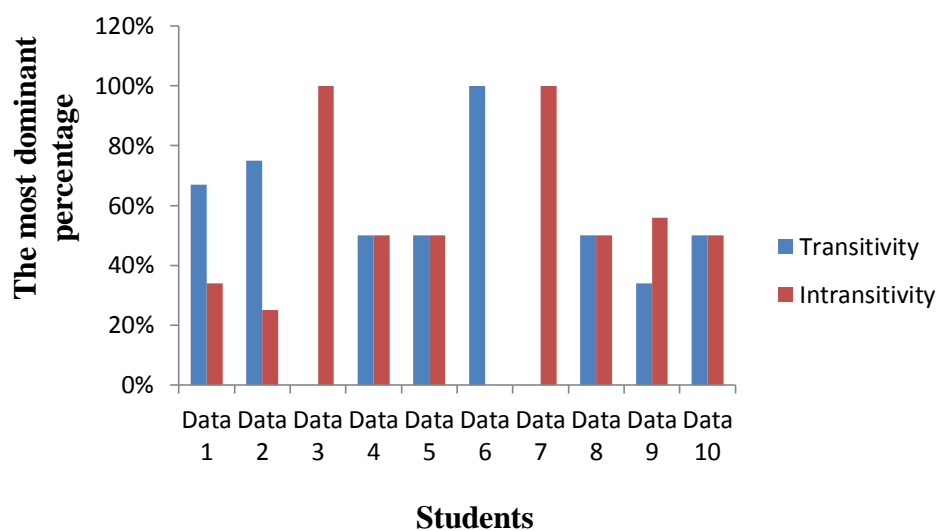


Figure 2. Diagram of The Most Dominant Type of Ergativity.

The results of the first study related to the type of ergativity that is most dominantly used in writing student factual report texts. In this case the researcher describes the types in each data which include:

- 1) In the first data, the researcher found ergativity which includes transitivity and intransitivity. One of the transitivity is as follow:

*Cows are left looking for food.*

In this sentence, the researcher finds the verb *Looking for* which is included in the verb that requires an object. According to Betty Schramper , verbs that are followed by an

object are called transitive verb”<sup>24</sup>, transitivity appears in sentences accompanied by objects (transitive verbs). In this sentence, food is the object. Therefore, it can be said that the sentence is a transitivity. While the sentences that show the intransitivity that the researcher found in the first data is:

*The grass is eaten by the cow.*

In this sentence, the researcher found the transitive verb eat in the form of a passive sentence. Transitive verbs in the form of passive sentences are intransitivity. This is stated that “In the passive, the object of active verb become the subject of passive verb the grass in that sentence becomes the subject of the passive verb”<sup>25</sup> Therefore, the sentence is classified as intransitivity. The data was also obtained from the results of student interviews. In this data, students stated that they could make ergativity sentences with either transitive or intransitive types.

- 2) In the second data, the sentence that the researcher found that indicate transitivity and intransitivity include:

*She catches mice.*

The researcher found the verb catches in the sentence above which was followed by the object mice. According to

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<sup>24</sup> Azar, Betty Schramper, *Understanding And Using English Grammar*, The Library of Congress: Longman, 3<sup>rd</sup> ed. P. 25

<sup>25</sup> Nataliia Nescheret, *Passive Construction With Intransitive Verbs: Typology And Distribution*, 2016 p. 1

Noel Burton Roberts, “A transitive verb is one which requires a direct object to complement it”.<sup>26</sup> Transitivity appears in sentences accompanied by objects (transitive verbs). In this sentence, *mice* is the object that is captured by the subject *she*. Therefore, it can be said that the sentence is a transitivity. While the sentence that state intransitive verb is:

*The cupboard was open.*

Based on the theory that intransitivity in the passive is the object of active verb become the subject of passive verb *the cupboard* in that sentence becomes the subject of the passive verb.<sup>27</sup> Therefore, the sentence is an intransitivity because *cupboard* is the subject even though it does not directly perform an action but is influenced by the action on the verb. It means that it has an active form but feels passive.

- 3) In the third data, the researcher found 2 ergativity which includes transitivity and intransitivity. The sentences that indicated transitivity were:

*The elephant draws up water by its trunk.*

The sentence is a transitivity because there is a transitive verb followed by an object.

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<sup>26</sup> Burton-Roberts, Noel, *Analysing Sentences An Introduction To English Syntax*, (Library Of Congress Cataloging: Longman), 2011, 3<sup>rd</sup> .ed. p. 70

<sup>27</sup> Ibid p. 70

While the sentences that the researcher found in the data indicating intransitivity are:

*Elephant can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight.*

In this sentence, the researcher found the transitive verb in the form of a passive sentence. Transitive verbs in the form of passive sentences are intransitivity.

- 4) In the fourth data, the sentences that the researcher found that indicated transitivity were:

*My father and my older brother grew roses attentively.*

The sentence above is a transitivity because *grew* is a transitive verb accompanied by an object and in that case *roses* is an object that is subject to action by the subject my father and my older brother.

While the sentences that show the intransitivity that the researcher found in the data are:

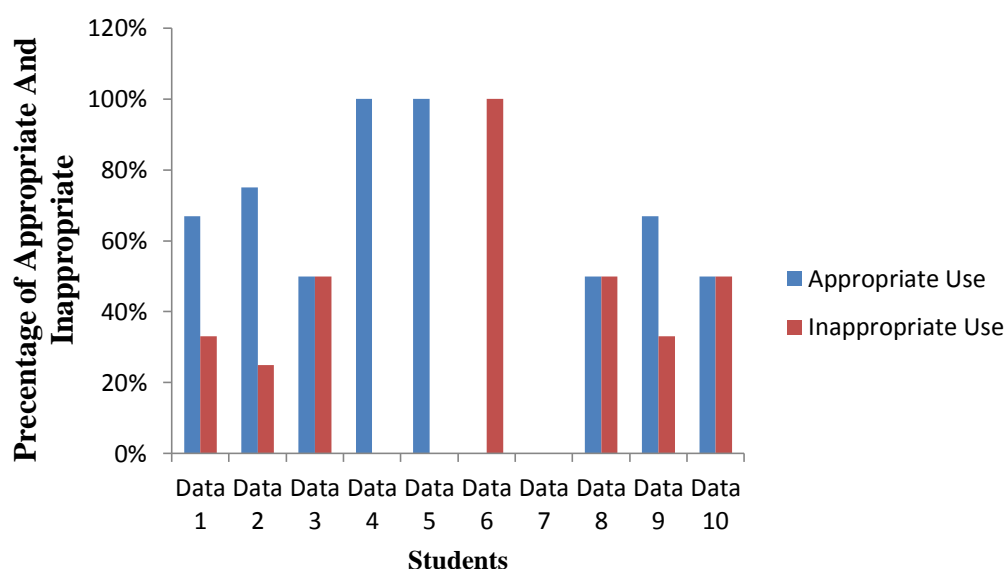
The roses grew attentively.

In this sentence, the researcher found a transitive verb, namely, *grew* in the form of a passive sentence. Transitive verbs in the form of passive sentences are intransitivity. The word *roses* is a subject even though it does not directly perform an action but is influenced by the action of the verb. It means that it has an active form but feels passive. This is stated that In

the passive, the object of active verb become the subject of passive verb *the roses* in that sentence becomes the subject of the passive verb.<sup>28</sup> Therefore, the sentence is classified as intransitivity. In addition, students in this data also stated that it was easier for them to make transitive sentences than intransitive sentences, this is because intransitive sentences are more complicated in their composition.

#### b. The Use of Ergativity in Students' Writing

The use of ergativity in the writing of factual report texts by analytical researcher by categorizing it into 2, namely the use of appropriate ergativity and the use of inappropriate ergativity. The results of research related to the use of ergativity are described in the following diagram:



<sup>28</sup> Nataliia Nescheret, *Passive Construction With Intransitive Verbs: Typology And Distribution*, 2016 p. 1



**Table.4 Diagram of The Use Appropriate and Inappropriate**

- 1) In the first data, the appropriate use of ergativity is shown in the following sentence:

*The grass is eaten by the cow.*

The verb *eat* in the passive voice comes from *eat* in the transitive active sentence, namely *The cow eats the grass*. So there is ergativity in the sentence. Passive sentences that use transitive verbs are classified as intransitivity. The passive component of the intransitivity found in the first data contains a complete component, namely the subject followed by the verb *be* and the past participle<sup>29</sup>. Therefore, it can be concluded that the use of ergativity in intransitivity is appropriate.

*The cow eat.*

The use of ergativity is not appropriate because the verb is a transitive verb but in that sentence the object is not explained. In addition, the sentence structure does not match the grammar. It should be "*The cow eats*".

- 2) In the second data, the appropriate use of ergativity is shown in the following sentence:

*She catches mice.*

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<sup>29</sup> Azar Betty Schramper, *Understanding And Using English Grammar*, The Library of Congress: Longman, 3<sup>rd</sup> ed. P. 25

The use of ergativity is appropriate because the verb is a transitive verb which requires the existence of an object.<sup>30</sup> *Mice* is the object that is captured by she.

The inappropriate use of ergativity is shown in the following sentence:

*She eats.*

The use of ergativity is not appropriate because the verb is a transitive verb but is not followed by an object so that the meaning of the sentence is not clear. The correct sentence should be *She eats mice* because the sentence is a continuation of the previous sentence.

3) In the third data, the appropriate use of ergativity is shown in the following sentence:

*The elephant draws up water by its trunk.*

The sentence contains an ergative component consisting of a transitive verb followed by a direct object so that the sentence is said to be appropriate.

*Elephant can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight.*

The use of ergativity is not appropriate because the verb is a transitive verb in the form of a passive sentence and requires an object. But in that sentence the researcher

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<sup>30</sup> *Ibid.* p.24

did not find the object. in other words, the sentence does not meet the ergativity requirements. Therefore, the sentence is classified as inappropriate intransitivity.

- 4) In the fourth data, the researcher found of appropriate sentence of ergativity. Appropriate use of ergativity includes:

*My father and my older brother grew roses attentively.*

The sentence above contains the transitive verb *grew* which is accompanied by an object and in that case roses is an object that is subject to action by the subject my father and my older brother. It can be concluded that the use of ergativity in transitivity is appropriate.

*The roses grew attentively*

The verb *grew* in the passive voice comes from *grew* in the transitive active sentence in the previous sentence. Therefore, the components of the sentence meet the requirements of an ergative sentence in an intransitive form. Therefore, it can be concluded that the use of ergativity for intransitivity is appropriate.

## B. Discussion

In this section, the researcher discussed the results of the research by describing case study and theories related to the cases that the writer found in student text reports.

The discussion of the research results examines the dominant type of ergativity in students' writing and the use of ergativity while the results of the discussion are explained as follows:

1. The most frequent types of ergativity investigated in students' writing skill of the eleventh graders at SMA Darusy Syafaah Kotagajah

According to Mohammad Al-Khawalda, an ergative verb is a verb that can be either transitive or intransitive, and the subject when it is intransitive corresponds to the direct object when it is transitive.<sup>31</sup> Based on the results of the study, it was found that the transitive type found in student data was 12 (53%); while the intransitive type was found to be 11 (47%). The types of transitivity are more dominant than the those of intransitivity. That is because transitivity found is generally in the form of active sentences that make it easier for students to explore their writings, while the forms of intransitivity in the passive form and passive concepts are concepts that are difficult for students to understand and apply which is

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<sup>31</sup> Mohammad Al- Khawalda, *Arabic Versus English Ergative Verbs*, Damascus university journal ,Vol. 27 No.3+4, 2011

easy for students to master and practice in developing written English.<sup>32</sup>

Therefore, the researcher concludes that the most dominant form of ergativity in students' writing is transitivity.

2. The use of ergativity analyzed in students' writing skill of the eleventh graders at SMA Darusy Syafaah

According to Azar Betty Schramper ergativity can be assessed from appropriate or inappropriate<sup>33</sup>. While the results of this study indicate that the use of ergativity includes appropriate and inappropriate use. The correct use of ergativity is 16 or with a percentage (70%); while the use of inappropriate ergativity is 7 with a percentage (30%). Based on the description above, it is clear that the use of ergativity in students' report writing is dominated by the use of appropriate ergativity.

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<sup>32</sup> Scholastica Chinyere Amadi, *Learning the English Passive Voice: Difficulties, learning strategies of Igbo ESL learners and pedagogical implications*, International Journal of English and Literature, Vol.9(5) ISSN: 2141-2626

<sup>33</sup> Azar, Betty Schramper, *Understanding And Using English Grammar*, The Library of Congress: Longman, 3<sup>rd</sup> ed. P. 25

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

In this chapter the researcher describes the conclusion of this research in the form of providing the research results. The results of the research consisted of the most frequent types of ergativity and the use of ergativity investigated in students' writing skill of the eleventh graders at SMA Darusy Syafaah Kotagajah. The first research result is related to the most frequent types of ergativity used in students' writing, namely the transitivity type. This is because there are 12 or (53%) uses of Transitivity found in the student's writing.

The second research result is the use of ergativity in the writing of eleventh graders. Based on the results of the research, the researcher concluded that the use of ergativity in students' writing was dominated by appropriate use. That is because there are 16 correct or (70%) in students' writing.

#### B. Sugesstion

The researcher provides some suggestions for students, teachers and principals, as follows: first, it is recommended: students enrich their English vocabulary, understand the concept of ergativity, and become more active in writing by applying vocabulary variations. Second, it is recommended that English teacher to assist students in understanding ergativity, to motivate students to increase vocabulary, and guide students to concentrate more on

writing practice by applying grammatical concepts and word choice. Finally, it is suggested to the principal to support teachers and students to be more intensive in developing English learning activities by providing infrastructure and providing meaningful activities for students.

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# **APPENDICES**

## 1. The Blue Print Of Interview Sheet

Aspect		Sub Aspect	Reference
The most frequent types of ergativity investigated in students' writing skill.	1. Transitivity	What are the problems that you have in using transitivity and intransitivity in writing?	Scholastica Chinyere Amadi, <i>Learning the English Passive Voice: Difficulties, learning strategies of Igbo ESL learners and pedagogical implications</i> , International Journal of English and Literature, Vol.9(5) ISSN: 2141-2626
	2. Intransitivity	why is this type difficult?	
The use of ergativity analyzed in students' writing skill.	1. Appropriate Use	What is the cause of your difficulties in using transitivity and intransitivity in writing?	
	2. Inappropriate Use	Which type is easier to use in writing (transitive or intransitive)?	

## 2. The Blue Print Of Observation Sheet

Aspect	Sub Aspect	Reference
The most frequent types of ergativity investigated in students' writing skill.	Transitivity	Azar, Betty Schramper, <i>Understanding And Using English Grammar</i> , The Library of Congres: Longman, 3 <sup>rd</sup> ed. P. 25
	Intransitivity	
The use of ergativity analized in students' writing skill.	The appropriate use of ergativity. a. The appropriate use of transitivity. b. The appropriate use of intransitivity.	Mohammad Al-Khawalda, <i>Arabic Versus English Ergative Verbs</i> , Damascus university journal ,Vol. 27 No.3+4, 2011
	The inappropriate use of ergativity. a. The inappropriate use of transitivity. b. The inappropriate use of intransitivity.	

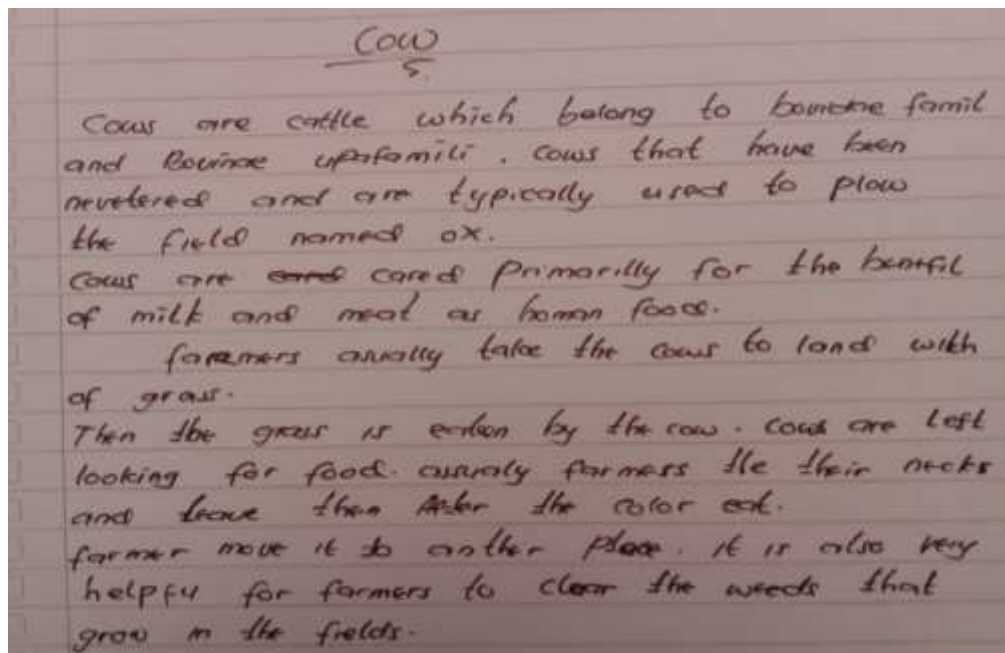
### 3. The Documentation Of Research

The Researcher Interview The Teacher

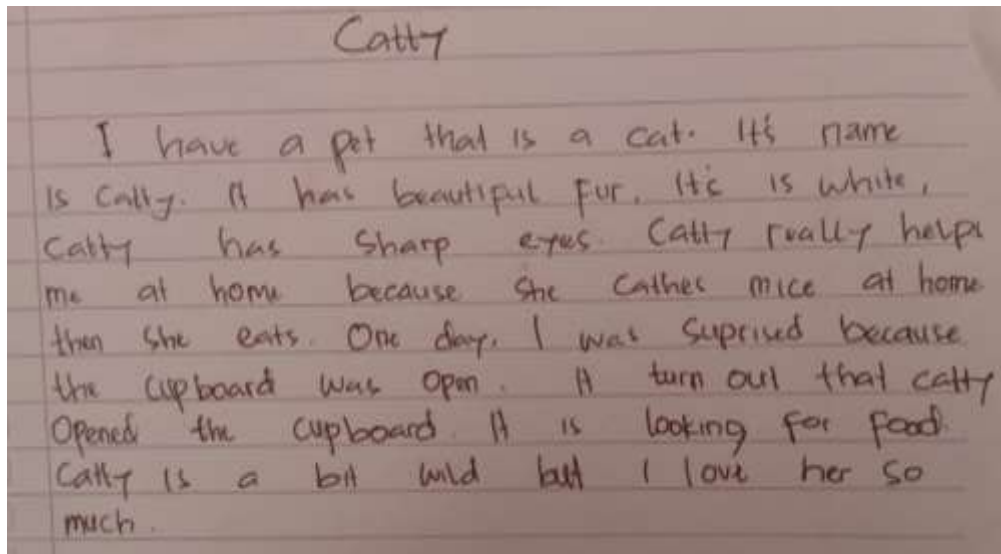


The Documentation Of the Students English Writing Assignments

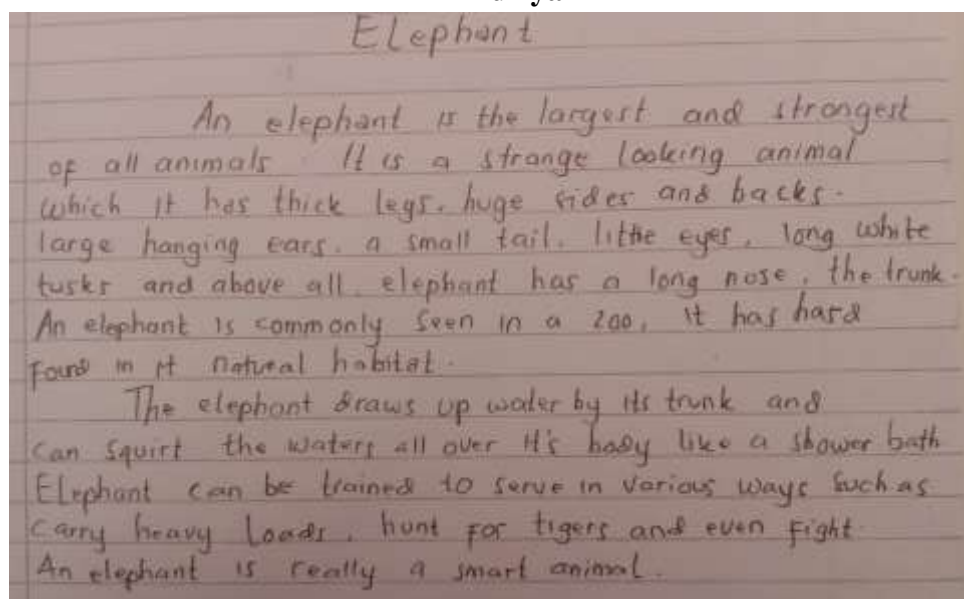
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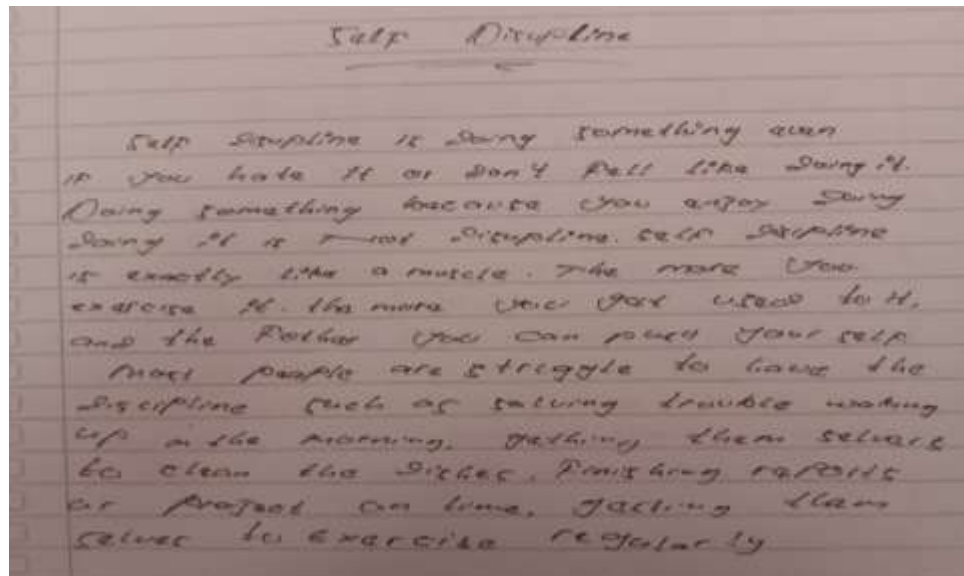
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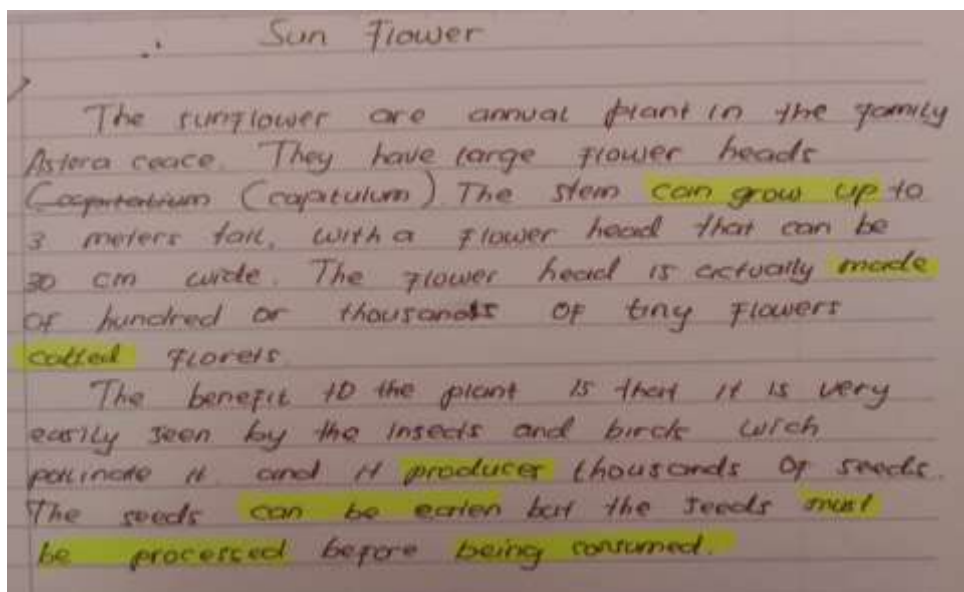
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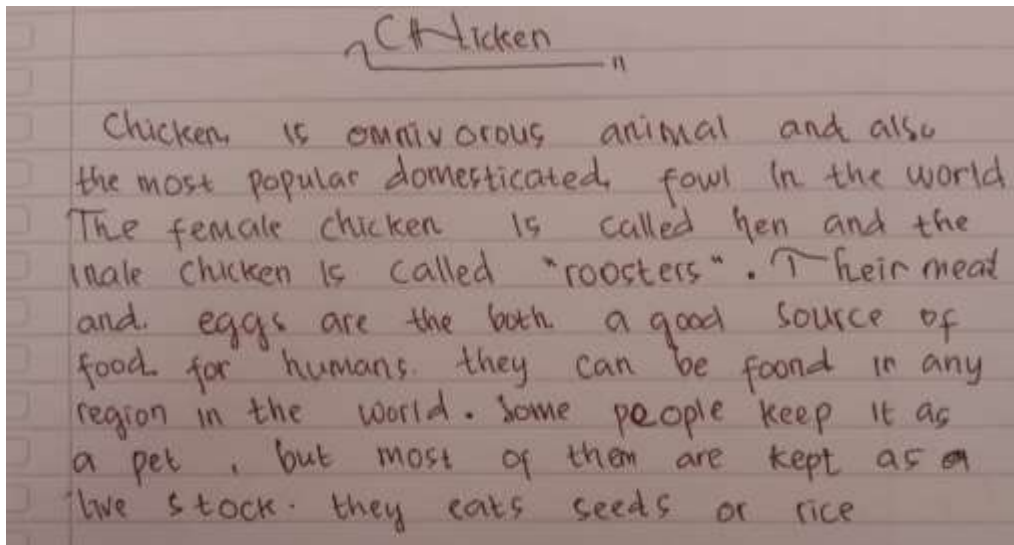
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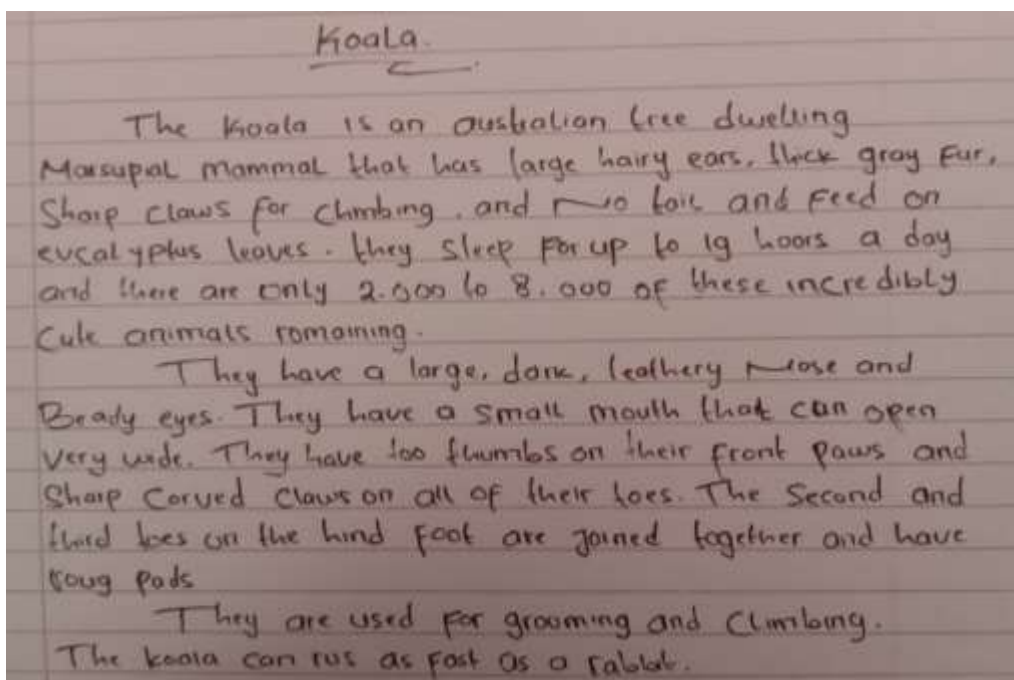
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## Maidatul Qori'ah

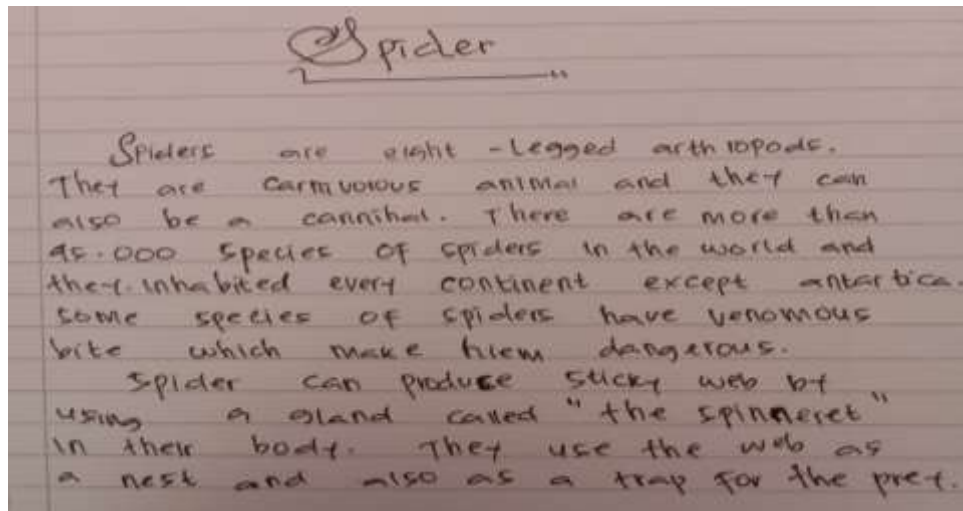


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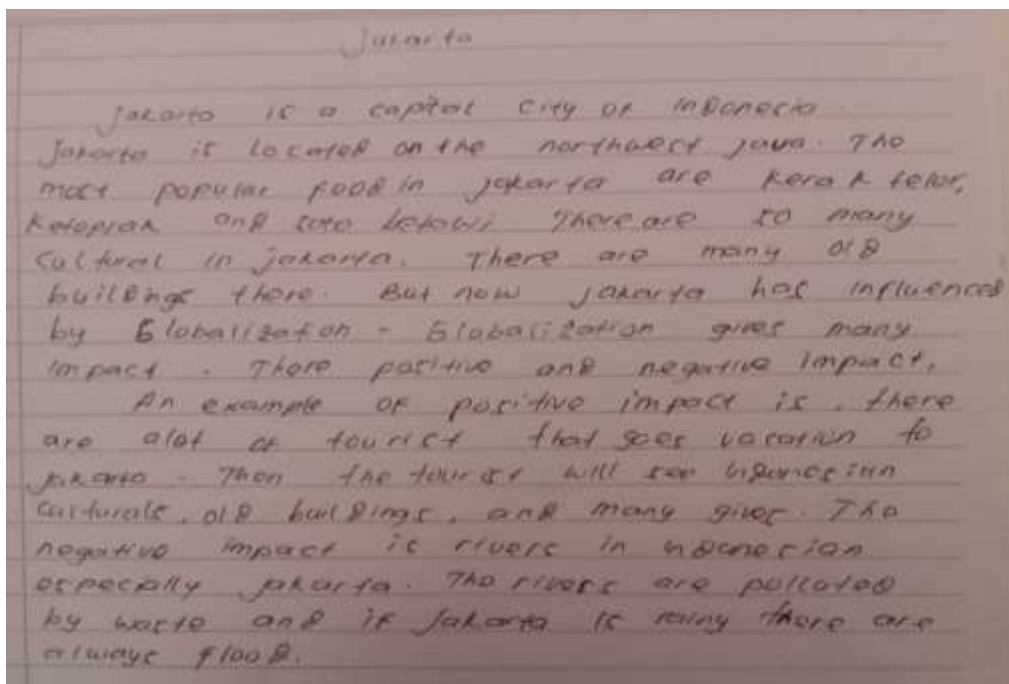




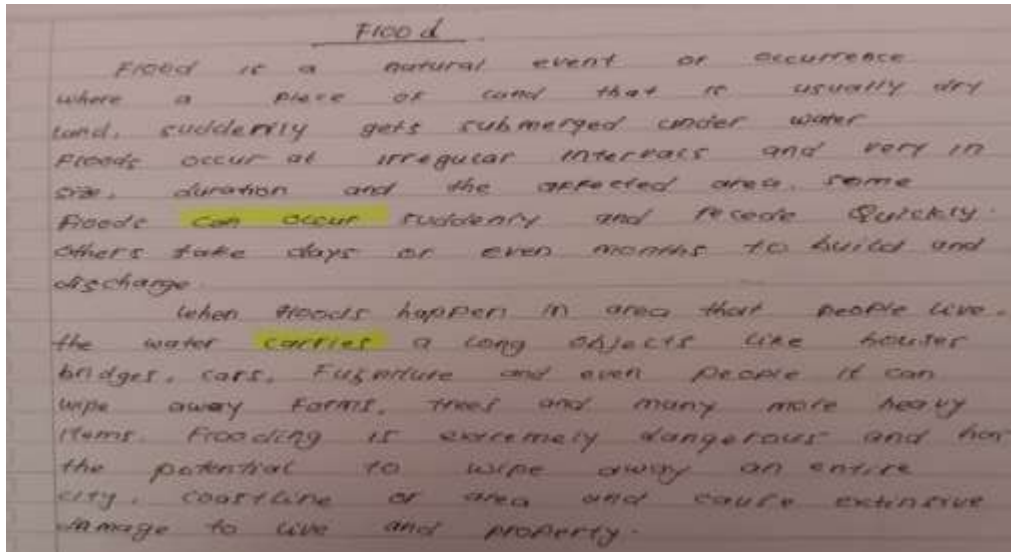
## Nurul Azizah Azahra



## Rebina Cindy Claudia



**Rike Nur Syafitri**



**4. Observation Sheet**

**The Most Frequent Types Of Ergativity Investigated In Students' Writing Skill Of The Eleventh Graders At SMA Darusy Syafaah**

No	Data	Sentence	Types Of Ergativity	
			Transitivity	Intransitivity
1	DR	The grass is eaten by the cow.		√
		Cows are left looking for food.	√	
		The cow eat.	√	
2	HNN	She cathe mice.	√	
		She eats.	√	
		The cupboard was open.		√
		It is looking for food.	√	
3	KI	The elephant draws up water by its trunk.		√
		Elephant can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight.		√
4	LH	My father and my older brother grew roses attentionally.	√	
		the roses grew attentionally.		√
5	M	The flower head is actually made of hundred or thousands of tinny flowers.	√	

		It called florets.		√
		It produces thousands of seeds.	√	
		The seeds can be eaten.		√
6	MQ	They eats rice.	√	
7	NAP			
8	NAA	The spider produces sticky web.	√	
		The sticky web use to trap for the prey.		√
9	RCC	Jakarta has influenced by globalization.		√
		Globalization gives many impact.	√	
		The rivers are polluted.		√
10	RNS	My mother boiled potatos perfectly.	√	
		the potatos boiled perfectly.		√

**The Use Of Ergativity In Students' Writing Skill Of The Eleventh Graders At SMA Darusy Syafaah.**

No	Data	Sentence	The Use of Ergativity					
			Transitivity		Correction	Intransitivity		Correction
			Appropriate Use	Inappropriate Use		Appropriate Use	Inappropriate Use	
1	DR	The grass is eaten by the cow.				√		
		Cows are left looking for food.	√					
		The cow eat.		√	The cow eat [the grass].			
2	HN H	She cathes mice.	√					
		She eats.		√	<b>She eats</b> <b>[mice].</b>			
		The cupboard was open.				√		
		It is looking for food.	√					
3	KI	The elephant draws up water by its trunk.	√					
		Elephant can be trained to serve in various ways such as carry heavy loads, hunt for					√	

		tigers and even fight.						
4	LH	My father and my older brother grew roses attentively.	√					
		the roses grew attentively.				√		
5	M	The flower head is actually made of hundred or thousands of tinny flowers.				√		
		It called florets.				√		<b>It is called florets.</b>
		It produces thousands of seeds.	√					
		The seeds can be eaten.				√		
6	MQ	They eats rice		√	<b>They eat rice</b>			
7	NAP		√					
			√					
8	NA A	The spider produces sticky web.	√					
		The sticky web use to trap for the prey.					√	<b>The sticky web is used</b>

								<b>to trap for the prey.</b>
<b>9</b>	RCC	Jakarta has influenced by globalization.					√	<b>Jakarta has been influenced by globalization .</b>
		Globalization gives many impact.	√					
		The rivers are polluted.				√		
<b>10</b>	RNS	My mother boiled potatos perfectly.	√					
		the potatos boiled perfectly.					√	<b>the potatos are boiled perfectly.</b>

## 5. Interview Sheet

### The Question Of Interview Given To The Teacher:

1. How is the quality of using transitivity and intransitivity in students' writing?

**Answer:** The quality of students' writing in making transitive and intransitive is quite good, it's just that they tend to master the transitive because the sentence form is easy to understand.

2. Which type is more difficult for students to use in writing (transitive or intransitive)?

**Answer:** The most difficult type for students to understand is the Intransitive type, this is because the transitive sentence is a little complicated for them.

3. Why is this type more difficult for students to use in writing?

**Answer:** Intransitive types tend to be poorly understood because apart from a slightly complicated form, they also don't really understand how to make the correct sentence structure and lack of vocabulary.

4. What is the solution to overcome students' difficulties in using transitivity and intransitivity?

**Answer:** The trick is that they must be trained or given more explanation about the difference between transitive and intransitive sentences and how to arrange them then they can also look for transitive or intransitive sentences in a paragraph.

## SILABUS

MATA PELAJARAN : **Bahasa Inggris**

Satuan Pendidikan : SMA Darusy Syafaah Kelas : XI (Sebelas)

Kompetensi Inti :

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>should, can</i> )	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</li> <li>• Struktur Teks                             <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan                             <ul style="list-style-type: none"> <li>- Ungkapan yang menunjukkan saran dan tawaran, dengan modal <i>should</i> dan <i>can</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisikan dan tawaran dengan ucapan dan tekanan kata yang benar</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>- Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang</li> <li>- Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas</li> <li>- Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	menumbuhkan perilaku yang termuat di KI	
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>I think, I suppose, in my opinion</i> )	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran</li> <li>- Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud</li> </ul>
4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan menyatakan pendapat <i>I think, I suppose, in my opinion</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda</li> <li>- Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas</li> <li>- Melakukan pengamatan di lingkungan daerahnya dan sekitarnya kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjaga hubungan interpersonal dalam konteks resmi</li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda</li> </ul>
4.3 Teks undangan resmi	<ul style="list-style-type: none"> <li>• Struktur Teks Dapat mencakup:</li> </ul>	<ul style="list-style-type: none"> <li>- Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar</li> </ul>
4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja	<ul style="list-style-type: none"> <li>- Sapaan</li> <li>- Isi</li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan</li> </ul>
4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis,	<ul style="list-style-type: none"> <li>- Penutup</li> </ul>	<ul style="list-style-type: none"> <li>- Diberikan beberapa undangan resmi yang tidak</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan dan istilah yang digunakan dalam undangan resmi</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik <p>Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</p> </li> <li>• Multimedia <p>Layout yang membuat tampilan teks lebih menarik.</p> </li> </ul>	<p>lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai</p> <ul style="list-style-type: none"> <li>- Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya</li> <li>- Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial <p>Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis</p> </li> <li>• Struktur Teks <p>Dapat mencakup</p> <ul style="list-style-type: none"> <li>- Pendapat/pandangan</li> <li>- Argumentasi secara analitis</li> <li>- Kesimpulan</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan seperti <i>I believe, I think</i></li> <li>- Adverbia <i>first, second, third</i> ...</li> <li>- Kata sambung <i>Therefor, consequently, based on the arguments</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda.</li> <li>- Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya</li> </ul>
<p>4.4 Teks eksposisi analitis</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual</p> <p>4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Mendengarkan dan membaca teks eksposisi analitis lisan dan tulis, terkait isu aktual</li> <li>- Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual</li> <li>- Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti aslinya</li> <li>- Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar</li> <li>- Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya.</li> <li>- Menempelkan teks tsb di dinding kelas dan bertanya</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<ul style="list-style-type: none"> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>passive voice</i>)</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Mendeskripsikan, memaparkan secara obyektif</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam <i>passive voice</i></li> <li>- Preposisi</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Benda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca dan mencermati beberapa deskripsi tentang produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif</li> <li>- Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar</li> <li>- Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar</li> <li>- Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>4.5. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan beberapa</li> </ul>
<p>3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan beberapa</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya</p>	<p>Menjalin kedekatan hubungan antar pribadi</p>	<p>contoh surat pribadi dengan ucapan, dan tekanan kata yang benar.</p>
<p>4.6 Teks surat pribadi</p> <p>4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya</p> <p>4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Struktur Teks           <ul style="list-style-type: none"> <li>Dapat mencakup</li> <li>- Tempat dan tanggal</li> <li>- Penerima</li> <li>- Sapaan</li> <li>- Isi surat</li> <li>- Penutup</li> </ul> </li> <li>• Unsur Kebahasaan           <ul style="list-style-type: none"> <li>- Ungkapan keakraban yang lazim digunakan dalam surat pribadi</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik           <ul style="list-style-type: none"> <li>Pengalaman, informasi, hal lain yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Membaca dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar</li> <li>- Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya</li> <li>- Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga surat pribadi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi yang koheren, seperti aslinya</li> <li>- Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
<p>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>because of ..., due to ..., thanks to ...</i>)</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial           <ul style="list-style-type: none"> <li>Menjelaskan, memberikan alasan, mensyukuri, dsb.</li> </ul> </li> <li>• Struktur Teks           <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan           <ul style="list-style-type: none"> <li>- Kata yang menyatakan hubungan sebab akibat: <i>because of ..., due to ...</i>,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan sebab akibat</li> <li>- Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud</li> <li>- Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda</li> <li>- Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan pernyataan sebab akibat dan kemudian dibacakan ke kelas</li> </ul>
<p>4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial           <ul style="list-style-type: none"> <li>Menjelaskan, memberikan alasan, mensyukuri, dsb.</li> </ul> </li> <li>• Struktur Teks           <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan           <ul style="list-style-type: none"> <li>- Kata yang menyatakan hubungan sebab akibat: <i>because of ..., due to ...</i>,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan sebab akibat</li> <li>- Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud</li> <li>- Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda</li> <li>- Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan pernyataan sebab akibat dan kemudian dibacakan ke kelas</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<p><i>thanks to ...</i></p> <ul style="list-style-type: none"> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <ul style="list-style-type: none"> <li>• Topik Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI.</li> </ul>	<ul style="list-style-type: none"> <li>- Melakukan pengamatan di lingkungan daerahnya dan sekitarnya kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena</li> <li>• Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> <li>- fenomena</li> <li>- identitas gejala</li> <li>- rangkaian penjelasan</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Adverbia <i>first, then, following, finally</i></li> <li>- Hubungan sebab-akibat (<i>if – then, so, as a consequence, since, due to, because of, thanks to</i>)</li> <li>- Kalimat pasif, dalam tenses yang <i>present</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX</li> <li>- Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan</li> </ul>
<p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</p>		<ul style="list-style-type: none"> <li>- Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda</li> <li>- Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana.</li> <li>- Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya</li> <li>- Mempresentasikan teksnya kepada teman-teman yang datang membaca</li> <li>- Melakukan langkah yang sama dengan topik fenomena sosial</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<p>Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI</p>	
<p>3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif</li> <li>• Unsur kebahasaan               <ul style="list-style-type: none"> <li>- Kosakata dan tata bahasa dalam lirik lagu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca</li> <li>- Membaca dan mencermati isi lirik lagu terkait dengan pembahasan sebelumnya</li> <li>- Menyimak, dan menirukan guru membaca lirik lagu secara bermakna</li> <li>- Menyebutkan bagian-bagian yang terkait dengan pesan-pesan tertentu</li> <li>- Membahas pemilihan kata tertentu terkait dengan tema lagu</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>		

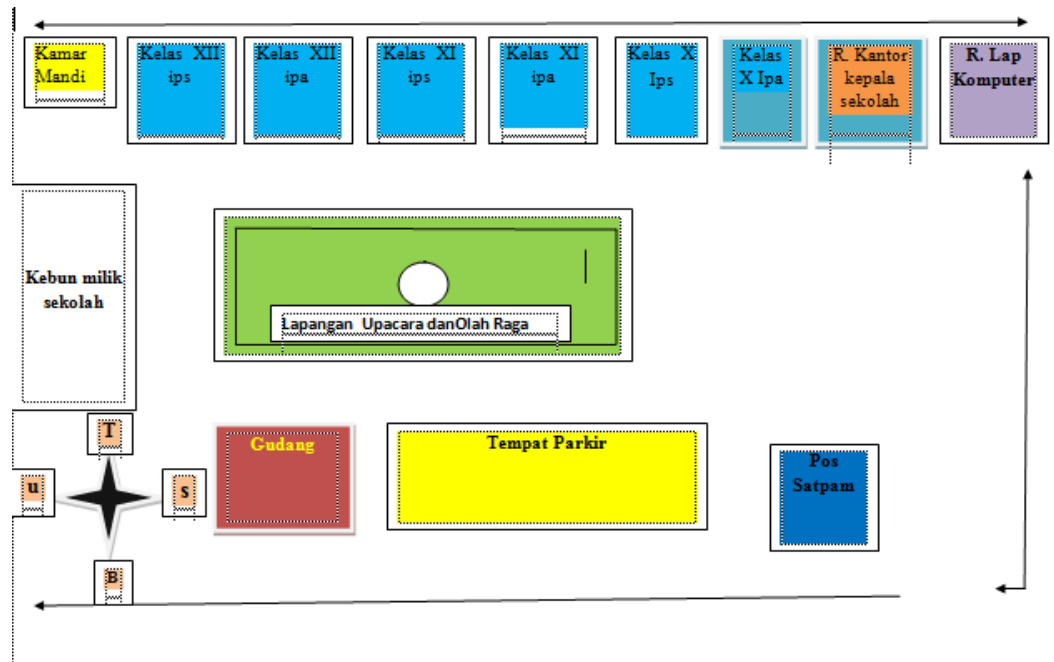
The List Of Teacher at SMA Darusy Syafa'ah Kotagajah

No	Name	Education	Study Program	Position
1	Aan Khunaidi, S.Sy	S.1	Islamic Education	Head master
2	Ali Ghufron, S.Pd	S.1	Arabic	Head Of Curriculum
3	Sugiarto Widodo S.Pd	S.1		Student Respresentative
4	Anita Kurnia Agustin, S.Pd	S.1	Economy	Treasure
5	Poniran, S,Pd	S.1	Chemist	School Operator
6	Tri Yulianti, S.Pd	S.1	Biology	Homeroom Teacher
7	Andi Apriyanto, S.Pd	S.1	Health and Science	Homeroom Teacher
8	Aldi Stia Utama, S.Si	S.1	Physics	Teacher
9	Dwi Aryani, S.Pd	S.1	History	Homeroom Teacher
10	Sulaiman, S.Pd	S.1	Health and Science	Homeroom Teacher
11	Ali Mustofa, S.Pd.I	S.1	Arab Education	Teacher
12	Wiki Wulandari, S.Pd	S.1	Civic Education	Teacher
13	Emi Rizawati, S.Sos	S.1	Sociology	Teacher
14	Fitri Larasari, S.Pd	S.1	English	Teacher
15	Eko Susilowati, S.Pd	S.1	Economy	Teacher
16	Wiwik Wimbawani, S.Pd	S.1	Physics	Teacher
17	Heri Eko Prasetiawan, S.Pd	S.1	Mathematic	Teacher
18	Melia Tria Prasita	S.1	Indonesian	Teacher
19	Mei Siskawati, S.Pd	S.1	English	Teacher
20	Drs. Supardi	S.1	Mathematic	Teacher
21	Maslikhawati, S.Pd.I	S.1	Islamic Education	Teacher
22	Nanang Choirul Annam, S.Kom	S.1	Computer	Teacher
23	M. Nasrudin Afandi	SMA	Tahfidz	Teacher
24	Sururudin	SMA	Tahfidz	Teacher
25	Dewi Puspita Ningrum C, S.Si	S.1	Chemist	Teacher
26	Karlina Dwi Yulianti, S.Pd	S.1	History	Teacher
27	Farida Noviandari, S.Pd	S.1	Biology	Teacher
28	Dona Ratnasari, S.Pd	S.1	Indonesia	Teacher
29	Warisno, S.Pd	S.1	Geographic	Teacher
30	Septi Mustika	S.1	Thafidz	Teacher
31	Ahmad Rifai	S.1	Mathematic	Teacher

### List of Students of Darusy Syafaah Kotagajah

Class	Gender		Total
	M	L	
X IPA DAN IPS	25	30	55
XI IPA DAN IPS	25	43	68
XII IPA DAN IPS	18	46	64
JUMLAH	68	119	187

The location plan of Darusy Syafa'ah High School, Kotagajah, Central Lampung







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

Jalan Ki Hajar Dewantara Kampus 15A Inggrewajo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507, Faksimil (0725) 47290, Website: [www.iaimetro.ac.id](http://www.iaimetro.ac.id) E-mail: [iaimetro@iaimetro.ac.id](mailto:iaimetro@iaimetro.ac.id)


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

Nama : Laila Nurmalasari  
NPM : 160107100

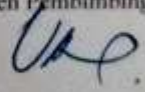
Jurusan : TBI  
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Pembimbing
		I	II		
1	Rabu 11/11/20	✓		- Mistyping → revise - Bibliography → revise use the English books - chapter 2 → enrich content	
2	Selasa 17/11/20	✓		→ Revision is ok - ACC for seminar	

Mengetahui,  
Ketua Jurusan TBI

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

Dosen Pembimbing I

  
**Dr. Umi Yawisah, M.Hum**  
NIP. 196920424 199903 2 001



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

Jln. K1. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507, Fax. (0725) 47296 Email: stalinjusi@otaimetro.ac.id Website: www.ataimetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Laila Nurmalasari Fakultas/Jurusan : FTIK/TBI  
NPM : 1601070100 Semester/TA : X/2021

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1.	Senin 24/2-21	✓	Acc for APD (Research Instrument)	

Diketahui :  
Kepala Jurusan TBI

Andianto, M.Pd  
NIP. 198711022015031004

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum  
NIP. 196920424 199903 2 001



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

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507, Fax. (0725) 47296 Email: [stainjursiy@stainmetro.ac.id](mailto:stainjursiy@stainmetro.ac.id) Website: [www.stainmetro.ac.id](http://www.stainmetro.ac.id)

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI**

Nama : Laila Nurmalasari                      Fakultas/Jurusan : FTIK/TBI  
NPM : 1601070100                              Semester/TA : X/2021

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
	Senin 23/ 08		Revise the Cover - Abstract - Acknowledgment	
	Kamis 26/ 08		Revise Bibliography See for memasukan	

Diketahui :  
Kepala Jurusan TBI

Andanto, M.Pd  
NIP. 198711022015031004

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum  
NIP. 196920424 199903 2 001



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Jalan Ki Hajar Dewantara Kampus 15A Hingmahy Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507, Faksimil (0725) 47296, Website: [www.iaimetro.ac.id](http://www.iaimetro.ac.id) E-mail: [iaimetro@iaimetro.ac.id](mailto:iaimetro@iaimetro.ac.id)

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

Nama : Laila Normalasari  
NPM : 1601070100

Jurusan : TBI  
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Pembimbing
		I	II		
	04/09/2020		✓	Review chapter I, so on chapter II & III	
	24/10/2020		✓	- Add the basic matter the research methodology. - Read the related journal	
	26/10/2020		✓	- Add Referensi A cc for Seminar	

Mengetahui,  
Ketua Jurusan TBI

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

Dosen Pembimbing II

Yeni Suprihatin M.Pd.  
NIDN. 198903012006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507, Fax. (0725) 47296 Email: stajustai@stainmetro.ac.id Website: www.stainmetro.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI**

Nama : Laila Nurmalasari Fakultas/Jurusan : FTIK/TBI  
NPM : 1601070100 Semester/TA : X/ 2021

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
	23/21 06		Acc for App. going on research data	

Diketahui :  
Kepala Jurusan TBI

**Andianto, M.Pd**  
NIP. 198711022015031004

Dosen Pembimbing II

**Yeni Suprihatin, M.Pd**  
NIDN. 198903012006



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507. Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI**

Nama : Laila Nurmalasari Fakultas/Jurusan : FTIK/TBI  
NPM : 1601070100 Semester/TA : XI/ 2021

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
	22/ 07/2021		Revise the appendices	
	2/ 08/2021		Give the chart of the data result.	
	9/ 08/2021		Revise the result Data.	
	13/ 08/2021		Acc for worded	

Diketahui :  
Kepala Jurusan TBI

**Andhiana, M.Pd**  
NIP. 198711022015031004

Dosen Pembimbing II

**Yeni Suprihatin, M.Pd**  
NIDN. 198903012006



Nomor : 072/421/03.C.23/SMADA/VI/2020  
Lampiran : -  
Perihal : **Surat Telah Melakukan Pra-Survey**

Kepada  
Rektor IAIN Metro  
Di  
Metro  
Dengan Hormat,

Yang bertanda tangan dibawah ini Kepala SMA Darusy Syafa'ah Kotasari Kecamatan Kotagajah Kabupaten Lampung Tengah perihal pra-survey, menyatakan bahwa mahastiswa dibawah ini :

Nama : LAILA NURMALASARI

NPM : 1601070100

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : **" AN ANALYSIS OF ERGATIVITY IN STUDENT WRITING SKILL AMONG THE ELEVENTH GRADERS AT SMA DARUSY SYAFAAAH KOTAGAJAH IN ACADEMIC YEAR 2019/ 2020"**

Bahwa telah melakukan PRA-SURVEY Di SMA Darusy Syafa'ah Kotasari Kecamatan Kotagajah Kabupaten Lampung Tengah dalam melaksanakan tugas yang bersangkutan berjalan dengan baik dan tertib. Demikian surat keterangan ini diberikan agar dapat dipergunakan sebagaimana mestinya

Kotagajah, 15 Juni 2020

Kepala SMA Darusy Syafa'ah



Ali Chufon, S.Pd



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Inggabaya Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimil (0725) 47296, Website: www.iainyah.metro.go.id, e-mail: tarbiyah@iaimetro.ac.id

Nomor : B-1077/In.28.1/J/TL.00/04/2021  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Umi Yawisah (Pembimbing 1)  
Yeni Suprihatin (Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

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

Nama : **LAILA NURMALASARI**  
NPM : 1601070100  
Semester : 10 (Sepuluh)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : **AN ANALYSIS OF ERGATIVITY IN WRITING SKILL OF THE ELEVENTH GRADERS AT SMA DARUSY SYAFAAH KOTAGAJAH IN THE ACADEMIC YEAR OF 2020/2021**

Dengan ketentuan sebagai berikut :

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

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 19 April 2021  
Ketua Jurusan  
Pendid. Bahasa Inggris  
  
**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750810 200801 1 014





**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](http://digilib.metrouniv.ac.id), [putaka.iaim@metrouniv.ac.id](mailto:putaka.iaim@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-915/In.28/S/U.1/OT.01/09/2021**

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

Nama : LAILA NURMALASARI  
NPM : 1601070100  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1601070100

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 16 September 2021  
Kepala Perpustakaan

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



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

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

**SURAT KETERANGAN BEBAS PUSTAKA**

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

Nama : Laila Nurmalasari  
NPM : 1601070100  
Jurusan : TBI

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

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 16 September 2021  
Ketua Jurusan TBI

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



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

Jalan Ki Hajar Dewantara Komplek 15 A Tringmulyo Metro Timur Kota Metro Lampung 34111

Telepon: (0720) 41381 Faksimil: (0720) 47296 Website: www.tarbiyah.metroiaain.ac.id e-mail: tarbiyah@metroiaain.ac.id

## SURAT TUGAS

Nomor: B-2434/In.28/D.1/TL.01/06/2021

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

Nama	<b>LAILA NURMALASARI</b>
NPM	1601070100
Semester	10 (Sepuluh)
Jurusan	Tadris Bahasa Inggris

- Untuk :
1. Melaksanakan observasi/survey di SMA DARUSY SYAFAAH KOTAGAJAH, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF ERGATIVITY IN WRITING SKILL OF THE ELEVENTH GRADERS AT SMA DARUSY SYAFAAH KOTAGAJAH 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 tersebut.

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

Dikeluarkan di : Metro  
Pada Tanggal : 28 Juni 2021

Wakil Dekan Akademik dan  
Kelembagaan,

Mengetahui,  
Pejabat Setempat

*G. G. S. R. I.*

**Dr. Yudyanto S.Si., M.Si.**  
NIP 19760222 200003 1 003



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

Jalan Ki. Haji Dewantara Kampus 15 A Linggajaya Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507. Faksimili (0725) 47296. Website: www.tarbiyah.metroainiv.ac.id. e-mail: tarbiyah@ainimetro.ac.id

Nomor B-2433/In.28/D.1/TL.00/06/2021  
Lampiran -  
Perihal **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMA DARUSY SYAFAAH  
KOTAGAJAH  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Berdasarkan dengan Surat Tugas Nomor: B-2434/In.28/D.1/TL.01/06/2021, tanggal 28 Juni 2021 atas nama saudara:

Nama : **LAILA NURMALASARI**  
NPM : 1601070100  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris

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

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

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 28 Juni 2021  
Wakil Dekan I,

Dr. Yudiyanto S.Si., M.Si.  
NIP. 19760222 200003 1 003



PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMA DARUSY SYAFA'AH KOTAGAJAH**

E-Mail : smadarusysyafaah@yahoo.co.id

NPSN : 69757268 Status : TERAKREDITASI NSS : 30.2.12.03.23.053



Nomor : 104/421/03.C.23/SMADA/TX/2021  
Lampiran : -  
Prihal : Surat Telah Melakukan Research

Kepada  
Rektor IAIN Metro  
Di  
Metro

Dengan Hormat,

Yang bertanda tangan dibawah ini Kepala SMA Darusy Syafa'ah Kotasari Kecamatan Kotagajah Kabupaten Lampung Tengah perihal Research, menyatakan bahwa mahasiswa dibawah ini :

Nama : LAILA NURMALASARI

NPM : 1601070100

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : " AN ANALYSIS OF ERGATIVITY IN STUDENT WRITING SKILL AMONG THE ELEVENTH GRADERS AT SMA DARUSY SYAFAAH KOTAGAJAH IN ACADEMIC YEAR 2020/ 2021"

Bahwa telah melakukan Research Di SMA Darusy Syafa'ah Kotasari Kecamatan Kotagajah Kabupaten Lampung Tengah dalam melaksanakan tugas yang bersangkutan berjalan dengan baik dan tertib. Demikian surat keterangan ini diberikan agar dapat dipergunakan sebagaimana mestinya.

Kotagajah, 01 September 2021

Kepala SMA Darusy Syafa'ah



Ah Ghufron, S.Pd

## **CURRICULUM VITAE**



The writer's name is Laila Nurmalasari. She was born in Kutopengasih on November 16<sup>th</sup>, 1998. She is the first child of married couple of Mr. Muhammad Solihun and Mrs. Kasriyati. She enrolled his studies at SD Negeri 1 Candiretno in 2004-2010.

She continued his education at SMP Negeri 1 Pagelaran in 2010-2013. She continued his education at Darusy Syafaah Kotagajah High School in 2013 and finished in 2016. After graduating from Darusy Syafaah Kotagajah High School, the researcher continued her studies in Metro City. In 2016, She was registered as an undergraduate student in the Department of English Education at the State Islamic Institute (IAIN) Metro. Furthermore, the researcher took the study as an English S1 Student Ministry of Education, State Islamic Institute (IAIN) Metro.