GRAMMATICAL ERRORS IN WRITING PARAGRAPH: A CASE STUDY OF STUDENTS' WRITING SKILL

SKRIPSI

Submitted in Partial Fulfillment of the Requirements for the Degree of

Sarjana Pendidikan (S.Pd) English Education Program

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MEDAN

2020

ABSTRACT

Aswidar nur. 1602050027. Grammatical errors in writing paragraph: a case study of students' writing skill, Skripsi. English Education Program of the Faculty of the Teachers Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2020.

The aim of study is to analyze grammatical errors in writing paragraph: a case study of students' writing skill. The design of this research was qualitative research. There are three types of grammatical errors have been found in paragraph writing. They are: Omission, Misformation, and Misordering. The design of this research was qualitative research. There are three types of grammatical errors have been found in paragraph writing. They are: Omission, Misformation, and Misordering. The data was collected by the following steps, researcher : 1) took some of the second semester students' data in UMSU; 2) made a transcript of the students' paragraph writing; 3) rereaded the paragraph writing and focus on the grammatical error; 4) identified the types of grammatical error on paragraph writing which performed by students. The researcher analyzed the data as follows: Identification of errors In this stage the researcher found out any deviation which possibly could be found in students' writing. That could be omission, misformation and misordering. Classification of errors Then the researcher classified the errors which have been found based on their grammar aspects, such as third person singular verb, to be and so on. Tabulating the errors The next, the researcher calculated the frequency of each type of errors and their grammar aspects. Analyzing the errors This step dealt with deeper analysis of the errors found and the sources of errors in the students' writing. Drawing a conclusion After analyzing the errors, the researcher made a conclusion based on what have been found. From the data analysis, some conclusions can be seen from the writing paragraph by second semester students of English education in UMSU: 1. The types of error were discovered in writing paragraph based on analysis are 3 types omission, misformation and misordering. 2. The reasons of grammatical error were caused are carelessness, nescient and ignorance. The omission was caused by ignorance when the students are not intentional to do mistake, but the result approved that it was only mistake. The misformation was caused by intralingual interference, carlesness and nescience. And the misordering was caused by nescience.

Key word: Grammatical error, writing paragraph, types of errors.

ACKNOWLEDGEMENTS

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

First of all, The author is grateful for Allah, who has given health and blessing to finish this proposal. Secondly, Thank you to our prophet Muhammad SAW who has brought us from the darkness into brightness.

This Proposal was about grammatical errors in writing paragraph: a case study Of students' skill in writing. It was submitted to English Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara in Partial fulfillment of the require,ent for the Degree of Sarjana Pendidikan.

There were many persons who have assisted this in process of completing this proposal, Especially for my beloved parents, siblings, and sir Pirman ginting as my supervisor who always support, give some advice, and help me complete this Proposal In University of Muhammadiyah Sumatera Utara (UMSU).

As a result of this proposal, The author does appreciate people who will be mentioned below:

1. Dr. Agussani, M.AP, As rector of University of Muhammadiyah Sumatera Utara.
2. Dr. Elfrianto Nasution, S.Pd., M.Pd, As the Dean of FKIP University of Muhammadiyah Sumatera Utara.
3. Dra. Hj. Syamsuyurnita, M.Pd, As the Vice Dean I of FKIP University of Muhammadiyah Sumatera Utara.

4. Dr. Hj. Dewi Kesuma Nasution, M.Pd, As the Vice Dean III of FKIP University of Muhammadiyah Sumatera Utara.

5. Mandra Saragih, S.Pd., M.Hum and Pirman Ginting, S.Pd., M.Hum, As the Head and Secretary of English Education Program of FKIP in University of Muhammadiyah Sumatera Utara for administrative service. So she could finish this study.

6. Pirman Ginting, S.Pd., M.Hum as my supervisor who has given her guidance, suggestion and advice, so she could finish this study.

7. Every lecture especially those of English Education Program for guidance, advice, and suggestions during the years of my study.

8. My beloved parents and Siblings who truly support and help me finding the solution of any problems.

9. My beloved bestfriends who love me so much.

10. All of my classmates in A-Morning English Education in FKIP UMSU.

11. All of the members of Keluarga.

Finally, it is obvious that this proposal is not perfect yet either in content or grammar. Hopefully, this proposal can be useful to all of people.

Medan,   Mei 2020

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TABLE OF CONTENT

CHAPTER I

INTRODUCTION

A. Background of Study

Writing is one of the most important skills for people because it will help them easier to share the information and it can be read by much people without saying it once, twice, third, and So on. For instance, Students who would like to tell the information about Touring by writing/typing on Paragraph writing. Nunan (2003: 88) states that writing is the mental work of inventing ideas, thinking about how to express them, and organizing, them into statements and paragraphs that will be clear to a reader. Hansen (2011), writing skill can be the ticket to better grades and greater academic achievement. to make a good writing, the students should pay attention to some aspects. (Bustomi, 2009; Purwanti, 2013; Pupitasari, 2013) argue that English grammar still makes most of student do the mistakes. The previous studies discussed about some problems of grammatical error were made by mother tongue, using of Indonesian grammar, misspelings and lack of grammatical understanding. It said that there are still many students who don"t know how to type/write it on paper/Microsoft well so that making some mistakes (Grammatical error). Therefore, Students need to study more about grammar deeply so that they will not make any mistakes (e.g., Tenses and Idiom).

Even though, grammar and vocabulary are traditionally thought as one of the hardest language in the world because everything has rules, People need to understand all of it. For instance, students who want to learn more about english language. They may make some mistakes when writing it on Paragraph writing.

1

(Brown, 2001) states that from its characteristics, writing is considered as a complex skill with its five aspects of content, organization, vocabulary, mechanics, and grammar. Furthermore, Raimes (2003) claims that writing is not only an activity of transferring spoken language to a written one, but it is a mechanism for the flow of ideas, concepts and knowledge generated by correct structures, coherent paragraphs and free from mechanical errors. In addition, the difficulties in writing English also lays on writing about things that are relevant to the topic and having well organized ideas, sentences, and paragraphs (Wishon, 2004). Making errors in vocabulary, grammar, and spelling leads to further difficulties on paragraph writing. The reseracher"s result said that there are so many people who have not understood yet how to write/type it on paper/Ms.word correctly because grammar rules have not been studied by them deeply. For instance, students would like to write short story on paper, they have made so many mistakes in writing. In the process of language learning, learners will get more problems and face great difficulties when they learn foreign language. for instance, it might be in their pronounciation, vocabulary, grammar and other aspects of language, and of course this problem will cause the errors. it sometimes happens due to the interference from mother tongue. Besides by making errors, learners will build their new knowledge to use the target language, and making errors during studying the second language can be considered as a means of building learners" abilities because they can learn something from making errors.

Based on the explanation that the writer will analyze about students" writing skill on paragraph writing because they still make much mistake so that

they can"t understand each other. For example, when someone who would like to write something in the past time but he/she makes the wrong explanation, the reader will misunderstand because of it. That was one of the examples about grammatical error and the tittle of this reasearch is as follow: "Grammatical errors in writing paragraph: A case study of students' skill in writing".

B. Identification of the problem

Based on the background above, this research was be meant to analyze grammatical errors in writing paragraph: a case study of students' skill in writing. The problems found be as follows:

1. The students frequently make mistake in writing paragraph.

2. The students" writing skills are still low.

3. Students have so many limited vocabulary that makes students feel difficult to write it in writing paragraph.

C. The Scope and Limitation

The limitation of this proposal was 2th semester students at University muhammadiyah of north sumatera. There was 30 students taken as results.

The scope of this proposal is grammatical error, focus on six kinds of grammatical errors which frequently occur in students" paragraph writing. They are: tenses, noun singular/ plural, countable/uncountable, adjective/comparative, superlative, and V-ing form.

D. The Formulation of Problem

Based on the background of this study, the problem of this study was formulated in the form of question as follows:

1. What types of error will be made by students in writing paragraph?

2. How are the types of error produced by students in writing paragraph?

3. Why are the types of error in writing paragraph occurred the way they are?

E. The objective of the study

The objectives of this study was:

1. To analyze what types of error will be made by students in writing paragraph.

2. To describe how are the types of error produced by students in writing paragraph.

3. To clarify why are the types of error in writing paragraph occurred the way they are.

F. The Significance of

Research Theoretically

1. The research can be used as reference for people who have the same interested in the some fields.

2. The research can be used as the reference in increasing paragraph writing.

Practically

1. For the students, the researcher expects that students can improve their writing ability better than before.

2. For the researcher, the result of this proposal will be expected to give more information about students" writing skill in UMSU (Especially for 2nd semester).

CHAPTER II

RIVIEW OF LITERATURE

This chapter contains some theories and principles related to the formulated problems that support the research. To make the explanation more acceptable, the writer includes the resources people statements taken from some scientific books, internet, articles and other literatures related the problem investigated.

A. Theoretical Framework

1. Writing

Communication can be fixed in two ways: in written form and oral. When someone would like to explain something without talking. They can use a written form to communicate each other. There are some explanations about writing based on some experts. Gaith (2002: 1) states that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning. It motivates communication and makes thought available for reflection when thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

Writing is a way of thinking and learning. It gives a unique opportunity to share some ideas and information. Writing is one of four skills of English that has to be understood by the English learners. There are several ideas about writing in general. Nurgiyantoro (2001) defined a writing activity is the latest skills mastered by students after listening, speaking, and reading skills.

Nunan (2003: 88) argues that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

Based on the experts' opinion mentioned earlier, the researcher concludes that writing is a process to think deeply and to convey the message to the reader by producing a sequence of sentences arranged in particular orders and linked together in certain ways.

2. Characteristics of Good Writing

It is important to get the purpose of writing. If we can't get the purpose, it says that we do something useless. In order to get the purpose of writing activity, we have to build up our writing well.

Adelstein and Pival in Tarigan (1994 6) explain some characteristics of good writing, (a) A good writing result shows the abilities of the writer in using the tones, (b) A good writing result shows the abilities of the writer in arranging the materials to be a good structure, (c) A good writing result shows the abilities of the writer to write clearly (unambiguous), to use the sentence of structure well, language, and examples, therefore, it makes the readers easy in understanding the explicit and implicit meaning, d) A good writing result shows the abilities of the writer to write surely, it can take the readers' interest to the main idea of the writing: it can describe the main idea clearly and logically. In this case, the author has to avoid the use and repetition of useless phrases. The words used must support the main idea harmonically which want to be reached, (e) A good writing

shows the ability of the writer to criticize his draft of writing and then revise it to get the better one. The key of the successfulness in writing is the willingness and the abilities of the writer in revising his first draft, (f) A good writing result shows the proud of the writer to his writing; the willingness to use a good punctuation, to reread the words meaning in correlation to the grammar used before sending it to the readers. A good writer knows well that those things are important since they may give a bad effect to the result.

3. Writing Assessement

Writing assessement is one of the best known and most widely uses analytic scales in ESL was made by Jacobs (1981). In Jacobs scale, script are related on five aspect writing: content, organization, vocabulary, language use, and mechanics.

This specific criteria of assessing writing in The first language according to Jacobs.

Table 2.1

The Criteria of Assessing Writing

No	Level	Score	Criteria
1	Content	30-27	Excellent to very good: knowledge, substantive, through development of thesis, relevant to assigned topic.
		26-22	Good to average: some knowledge of subkect, adequate range, limited development of thesis, mostly relevant to topic, but lack detail.
		21-17	Fair to poor: limited knowledge of subject, little subject, inadequate development topic.
		16-13	Very poor: does not show knowledge of subject, non substantive, or not enough to evaluate.

No	Level	Score	Criteria
2	Organization	20-18	Excellent to very good: Fluency expression, ideas clearly started/supported, succinct, well organize, logical sequencing, cohesive
		17-14	Good to average: some what choppy, lososely, organize but main ideas stand out, limited support, logical but complete sequencing.
		13-10	Fair to fair: non-fluent, ideas confused or disconnected, lack logical, sequencing and development.
		9-7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, words form, or not enough to evaluate.

No	Level	Score	Criteria
3	Vocabulary	20-18	Excellent to very good: sophisticated range, effective word/idom choice and usage, word form mastery, appropriate register.
		17-14	Good to average: adequate range, occasional errors of word/idiom form, choice, usage but meaning most obscured.
		13-10	Fair to fair: limited range, frequent errors of word/idioms for choice, usage, meaning confused or obscured.
		9-7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.

No	Level	Score	Criteria
4	Language Use	25-22	Excellent to very good: effective complex construction, few errors of agreement, tense, number, word order/ function, articales, pronoun, preseptions.
		21-18	Good to average: effective but simple construction, minor problems in complex constructions, several error of agreement, tense, number, word/order fuction, articles, pronouns, preseptions but meaning seldom obscured.

| | | 17-11 | Fair to fair: major problems in simple/complex construction, frequent errors negation, agreement, tense, number, word./order fuction, articles, pronouns, preseptions or fragments, ruons, deletions, meaning confused or obscured. |
| | | 10-5 | Very poor: virtually no mastery of sentence contruction rules, dominated by errors, does not communication, or not enough to evaluate. |

No	Level	Score	Criteria
5	Mechanic	5	Excellent to very good: demonstrated mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
		4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
		3	Fair to fair: frequent errors of spealling, punctuation, capitalization,paragraphing,poorhandwriting, meaning confused or obscured.
		4	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate.

4. Paragraph

According to Reid, paragraph is a series of sentences that develop one idea. The arrangement of the sentences is discussing about one topic. One paragraph consists of many sentences, and each sentence must help or support other sentences in other ideas. With regard to this idea, Syafi'I argues that Paragraph is a unit of information in writing that unfied by central idea. In other words, paragraph is a tool for writer to share their ideas and information to the readers which develop a single topic.

Pertaining to this idea, Syafi'i states that a paragraph is made up of three kinds of sentences that develop the writer's main idea, opinion, or feeling about a topic. They are:

1. *Topic sentence* is the most general statement of the paragraph.

2. *Supporting sentence* Consist of two kinds, these are:

    a. Major supporting sentence is a sentence that directly supports the idea impressed in the topic sentence.

    b. Minor supporting sentence is directly supports the major supporting sentence and at the same time directly supports the topic sentences.

5. Characteristics of Good Paragraph Writing

Good writing is absolutely important for author, because it helps the readers understand about the information that is delivered by the author. There are four characteristics of a good paragraphs, they are:

a. *Unity*, it implies that all of the sentences in it discuss only one main idea, and every supporting sentence should directly explain or prove the main ideas, which is stated in the topic sentence.

b. *Coherence*, explaining that the parts of the paragraph are logically connected.

c. *Capitalization and punctuation*, in English there are some rules for using capital letters, like capitalizing the first letter of the first word of the sentences, capitalizing pronounce, and capitalizing all proper nouns. Punctuation is also necessary to make sentence meaning clear.*Coma rules* is used within some sentences to separate phrases, words, or clauses in series, to separate the part of dates and addresses, So on.

6. Writing Paragraph

Writing paragraph is to give students practice writing a good paragraph. Students are explained to the concept of some topic sentences, supporting sentences and concluding sentence as well as the concept of unity and coherence of a paragraph. On completing the course, students are able to: (a) Compose a good paragraph, (b) Write well using different types of writing genre, (c) Deconstruct the generic and schematic structure of each genre, (d) Find the social purposes and linguistic features of texts, write texts with the learned genres. This is a compulsory subject and offered in Semester 2 for students.

7. Error

Morris (1979: 259) argues that "Errors as an act, assertion, or belief that unintentionally deviates from what is correct, right or true. In other definitions he states that it is the condition of having incorrect or false knowledge or the act or an instance of deviation from the acceted code of behaviour, a transgression; wrongdoing." From these definitions, it can be concluded that error is clearly preferable to indicate belief in untruth or departure from what is morally or ethically right or proper.

Webster (1990: 340) defines errors in two terms. First, in her Desk Dictionary of Language, she states that "Errors is deviation from accuracy or correctness or belief in something untrue." Second, in Webster"s School Dictionary (1980: 304) she defines "Errors as a deviation from a code of behaviour, an act involving an unintentional deviation from truth or accuracy, an

act that through ignorance deficiency, or accident fails to achieve what should be done, the quality or state of erring, and the difference between an observed or calculated value and the true value, especially: variation in measurements, calculations or observations of quantity due to uncontrollable factors". From those definitions, it can be concluded that an error is a deviation from what is right, correct or sanctioned.

Dulay (1982: 138) explains that studying learner"s errors serves two major purposes: 1. It provides data from which inferences about nature of language learning process can be made, and 2. It indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly, and which error types detract most from learners" ability to communicate effectively.

8. Types of Errors

Dulay in Kuntjara (2013; 2-5) divides errors into 5 types. They are Omission, Addition, Misformation, Misordering, and Blends. a. Omission

Omission is any deletion of certain necessary items in sentences. Omission is indicated by the absence of certain item that must appear in sentences. This usually happens in the early stages of second language acquisition. For example: "My sister good at math." It should be, "My sister is good at math".

b. Addition.

Addition is any usage of unnecessary items in the sentences. Addition is indicated by the presence of an „unwanted‟ item in sentences. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language. For example: "He does not to like this cake." It should be, "He does not like this."

c. Misformation

Misformation is any wrong form of certain morphemes or structures. Misformation is indicated by the usage of wrong forms of certain morphemes or structures. For example: "Me don‟t want." It should be, "I don‟t want." d. Misordering

Misordering is any incorrect placement of certain morphemes in sentences. For example: "She hates everyday her brother." It should be "She hates her brother everyday."

e. Blends

Blends occur when two or more morphemes that have the same function appear in a sentence. For example: "The only one thing I like." It should be "The only thing I like."

9.   Grammatical Errors

Some of the example types grammatical errors which are found in the students" writing:

a. Verb in Tenses

Tenses are necessary for people to signal when the activities happen. Guntari (2011; 1) explains that the proper use of tenses makes it possible for the speakers of English to recognize whether an event or an action occurs at the time at, during, or over the time denoted by a verb change. Nugroho (2011; 1) explains that there are 16 tenses in English, but generally divided into 12 kinds. English tenses can be interpreted simply as a sentence patterns change over the time; referring to the present (Present), past (Past) and future (Future). In this part, the author will discuss four fundamental types of tenses; Simple Present Tense, Simple Past Tense, Simple Future Tense, and also Present Perfect Tense.

b.   Simple Present

The simple present describes daily habits or usual activities. It also explains general statement of facts. The simple present is used for events or situations that exist seldom, never, rarely, always, usually, or habitually in the past, present, and future. For example: "Khairunnisak and aulia rahman always go to school."

Table 1: Simple Present Tense

	Statement
Positive	I-You-We-They play He-She-it wants
Negative	I-You-We-They do not / don"t play He-She-it does not / doesn"t want

Question	Do i-you-we-they play football everday?
	Does he-she-it always want to play games online

Moreover, look at this form of the Simple Present: Be

Table 2: Simple Present Tense Using Be

	Subject	Main verb		
+	I	Am		Indonesian
	They,You,We	Are		Indonesian
	She, He, It	Is		Indonesian
_	I	Am	Not	Indonesian
	You, They,We	Are	Not	Indonesian
	She, He, It	Is	Not	Indonesian
?	Are	You, We, They		Beautiful?
	Is	She, He, It		Beautiful?
	Am	I		Beautiful?

c. Simple Past

According to Azzar (1941; 25-26), the simple past is used to talk about activities or situations that began and ended in the past. Most simple past verbs are formed by adding *–ed* to a verb, and some verbs have irregular past forms. For instance: "Umak cooked delicious food yesterday."

Here is the form of the Simple Past: Regular verbs

Table 3: Simple Past Tense Using Regular verbs

	Statement
Positive	I-You-We-They played yesterday
	Last night, He-She-it wanted to tell you something
Negative	I-You-We-They did not / didn‟t play
	He-She-it did not / didn‟t want to tell you the truth
Question	Did i-you-we-they play football yesterday morning?
	Did he-she-it always want to play games online?
Short Answer	Yes, I-You-She-He-It-We-They did
	No, I-You-She-He-It-We-They did not / didn‟t

Here is the form of the Simple Past: be

Table 4: Simple Past Tense Using be

	Statement
Positive	She-He-It Was in hospital yesterday We-You-They were in hospital yesterday
Negative	She-He-It Was not in hospital yesterday We-You-They were not in hospital yesterday
Question	Was She-He-It in hospital yesterday Were We-You-They in hospital yesterday
Short Answer	Yes, She-He-It was No, She-He-It was not Yes,We-You-They were No,We-You-They were not

d. Simple Future

Azzar (1941; 56) states that "be going to" and "will" are used to express future time. Be going to is used to express a prior plan. For example: "I bought new book because I am going to memorize some materials at dorm." The speaker plans to buy a book. Meanwhile, Will is used to express a decision the speaker makes at the moment of speaking. For example: "This chair is too heavy for you to carry alone. I"ll help you." The speaker decides to help at the immediate present moment; he did not have a prior plan to help.

Here is the form of the Simple Future with Be Going To.

Table 5: Simple Future with Be Going To.

a. We are going to study english tomorrow morning. b. She is going to sleep.	Be going to is followed by the simple form the verb
c. – I am not going to study english tomorrow morning. - She, He, It is not going to study english tomorrow morning. -They,we,you are not going to study english tomorrow morning.	Negative: be + not + going to
d. – Am I going to study english tomorrow morning? - Is she, he, it going to study english tomorrow morning?	Question: be + subject + going to

17

-Are they,we,you going to study english tomorrow morning?	

<p style="text-align:center">Here is the form of the Simple Future with Will.</p>

<p style="text-align:center">Table 6: Simple Future with Will</p>

	Statement
Positive	I-You-She-He-It-We-They will go tomorrow.
Negative	I-You-She-He-It-We-They will not go tomorrow.
Question	Will I-you-she-he-it-we-they go tomorrow?
Short Answer	Yes, I-you-she-he-it-we-they will No, I-you-she-he-it-we-they will not.

e. Present Perfect

Azzar (1941; 86) declares that the present perfect expresses an activity or situations that occurred (or did not occur) before now, at some unspecified time in the past. For instance: "Ismail has already eaten dinner."

Jim"s dinner occurred before the present time. The time in activity is not important or unknown. For the speaker, the only important information is that Jim"s dinner occurred in the past, sometime before now.

Here the form of the present perfect tense.

<p style="text-align:center">Table 7: Present Perfect Tense</p>

	Statement
Positive	She-He-It has done it I-We-You-They have done it
Negative	She-He-It has not done it yet I-We-You-They have not done it yet
Question	Has She-He-It done it yet? Have We-You-They done it?
Short Answer	Yes, She-He-It has No, She-He-It has not Yes, I-We-You-They have No, I-We-You-They have not

Rahman (2012; 27) explains that coordinating conjunctions are connectors of two or more elements that have the same syntactic interests. Ramsey (2014; 2) also says that coordinating conjunctions join two independent clauses to create a compound sentence.

There are seven things of coordinating conjunctions; And, For, Nor, Or, But, Yet, So. In this part, the author would like to discuss only two things of coordinating conjunctions; and & but.

a. And

According to Azzargrammar (2002; 3), "and" connects parallel elements, i.e., elements having the same structure. These elements may be compound subjects, verbs, or objects or may be two independent clauses.

When "and" connects only two items within a sentence, no comma is used. When "and" connects three or more items in a series in a sentence, comma is used. For instance:

1. They bought a rabbit and a kitten.

2. He brought a cat, a mouse, a man, and a woman. (And connects nouns)

3. she opened the door, walked into the room, and sat down at my desk

   (And connect verbs).

4. My flower is black, red, and pink. (And connects adjectives).

b. But

Based on the grammar commet (2013; 1) , there are some usages of "but". These are:

1. To suggest a contrast that is unexpected in light of the first clause: "Joey lost a fortune in the stock market, but he still seems able to live quite comfortably."

2. To suggest in an affirmative sense what the first part of the sentence implied in a negative way (sometimes replaced by *on the contrary*): "The club never invested foolishly, but used the services of a sage investment counselor."

3. To connect two ideas with the meaning of "with the exception of" (and then the second word takes over as subject): "Everybody but Golden breath is trying out for the team."

c. Gerund

According to Azzar (1941; 368), gerund is the –ing form of a verb. It is used as a noun. Because their function is that of a noun, gerunds may be used as the subject of a sentence. For instance:

1. Reading regularly will make you feel smarter.

2. Writing requires most of my time during the day.

The V-ing form can also be called a present participle; however, the function is that of a verb when used in the present or past progressive. For example: The teacher is speaking to her students.

If a gerund is combined with a preposition, it is called a Gerund phrase. For instance: Our daughter's life ambition is studying to be an astronot.

According to Hallan and Nirron (1983; 99), there are common verbs always followed by gerund, without to infinitive. They are: To mind, To enjoy, To finish, To imagine, To give up, To consider, To risk, To avoid, To deny, To suggest, To keep on, To leave off, and To feel like.

For instance: I enjoy playing football with my friends in front of school.

d. Passive Voice

According to Silitonga (2012; 1), passive voice is a grammatical construction which the subject of the sentence or clause indicates the recipient of the action. In English, passive sentences formed with an auxiliary verb and past participle form of verb. Meanwhile, Ardika (2011; 1) describes that passive voice is the sentence which the subject of it has the main work given by the object. The object of active voice is more important information than the subject in passive voice. From the two explanations, passive voice can be concluded as a sentence which the subject of it changes as the object and given the work by the object.

Azzar (1950; 120), in the passive, the object of an active verb becomes the subject of the passive verb.

Active :   (a) Ramli bought barbie.

Passive : (b) The barbie was bought by Ramli.

"The barbie" in (a) becomes the subject of the passive verb into (b). (a) and (b) have the same meaning.

According to Hallan and Nirron (1983; 20), to change an active sentence into passive, it can be done by placing an auxiliary verb (be) and the Past Participle form of verb into the active sentence. For instance: Active : she eats bakso

Passive : The bakso is eaten by her.

Active : Rizky al gave me delicious cake.

Passive : Delicious cake was given by Rizky al

Table 8: Passive voice

Be + Past Participle	Form of all passive verbs:
(a) Corn is grown by farmers. (b) Sara was surprised by the news. (c) The report will be written by Mary.	Be + Past Participle Be can be in any of its forms: am, is, are, was, were, has been, have been, will be, etc.

Table 9: The Use of Passive Voice

	Active	Passive
Simple Present	Farmers grow corn.	Corn is grown by farmers.
Simple Past	The news surprised Sara.	Sara was surprised by the news.
Present Perfect	Jack has mailed the letter.	The letter has been mailed by Jack.
Future	Mr. Lee will plan the meeting. Sue is going to write the report.	The meeting will be planned by Mr. Lee. The report is going to be written by Sue.

10. Types/Characteristics of Grammatical Errors

The proposal focuses on the grammatical errors in writing which is based on paragraph writing (Pulitzer and Ramirez:1973). In morphology terms, the analyses are about the students" writing errors in article use, possessive use, tense use, comparison use. While in syntax term, it focuses on noun phrase and verb phrase. Noun phrase covers the use of infinitive and gerund, number, pronoun, preposition. While, verb phrase includes the use of *to be*, progressive tense, verb-and-verb construction, auxiliary system, word order, and passive sentence.

B. Previous Related Study

Some writers have conducted the research about Error Analysis. These are:

1. Hasyim‟s work

Sunardi Hasyim has conducted his research (Universitas Kristen Petra, 2002). He conducted a research entitled "Error Analysis in the Teaching of English" in which discusses. 1) the teaching of English as a foreign language is important (Analyzing. 2) for the teacher, it aims to evaluate whether they have succeed in teaching English.

The method which is used by the writer is descriptive method. His post graduate student‟s theses abstract, Hasanuddin University. The data is the English sentences that consist of grammatical errors. The data collecting technique is by underlying error in the abstracts of the post graduate student‟s theses, Hasanuddin University. After that, he said the kinds of grammatical error and analyzed them in descriptive explanations.

Then, the author concludes that 1) error analysis is needed in increasing the techniques in teaching English. 2) the teachers can evaluate themselve, thus they can concentrate on the materials in which most learners made error.

2. Siminto‟s work

The second researcher is Siminto, The title is "Grammatical Errors in The Students‟ Thesis Abstract (A Study On The Students‟ Enhancement In English Grammar)". The result of the study is The most errors which were created by the

students as follows: word choice, word order, plural-singular nouns, verb tense, missing and misapplying article, ineffective sentence, punctuation, unparallel structure, misspelling, verb tense, punctuation, Indonesian terms used, run-on sentence, article (missing and misusing), meaning not clear, ineffective sentence, redundant words, misspelling words, word form, incomplete sentence, misusing possessive nouns and adjectives, adjectives order, misconstructing of wh-questions (Suminto, 2012). His research absolutely different with this study lies on the subject. His subject is the students" thesis abstract but this subject of the study is students" English paragraph.

Based on all these theses above, the researcher concluded that errors frequently happen to the people who learn second language. The author finds some similarities and differences between the present study and three previous studies. Their similarities are all of them focus on students writing either essay, thesis and other kinds of writing. Besides, the author has different problem explanation where the author will look for the causes of errors while they did not analyze the causes of the errors.
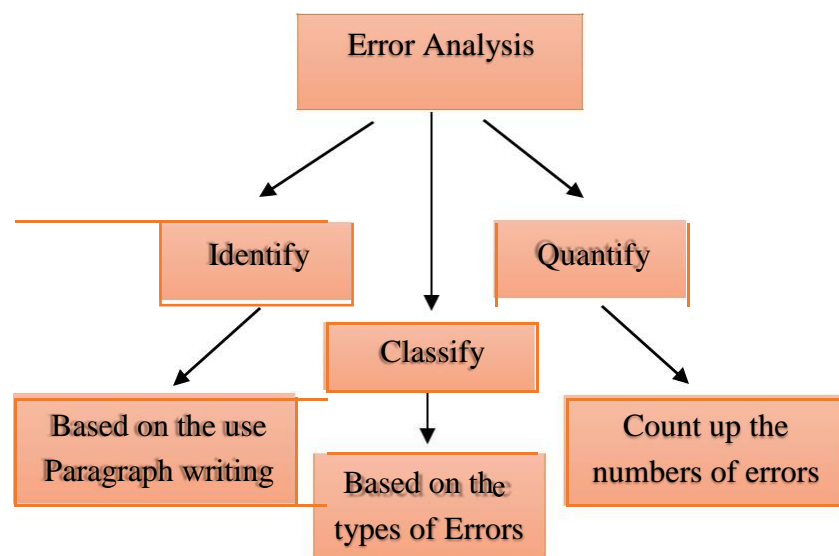
C. Conceptual Frame Work

The aims of teaching English argue in the School Based Curriculum that the students should be able to communicate both in written or oral language, the author is convinced that the students must master the four English skills. In regard with this statement, writing is one of the basic skills that should be mastered by the students in UMSU. Writing is usually realized as a complex activity as there

are some elements such as sentence structure, grammar, vocabularies and the type of texts that has to be understood by the students.

Therefore, This research wanted to investigate what are errors that occur when students use sentence, adj, noun singuar/plural, countable/uncountable in writing paragraph. Then, this research chooses error analysis as a method to analyze students" error in writing paragraph. based on explanation above, error analysis is a process of analyzing, observing, and classifying students" error.

The technique of analyzing data can be seen by looking at this diagram:

```
                    ┌──────────────────┐
                    │  Error Analysis  │
                    └──────────────────┘
          ┌────────────────┬────────────────┐
          ▼                ▼                ▼
   ┌────────────┐   ┌────────────┐   ┌────────────┐
   │  Identify  │   │  Classify  │   │  Quantify  │
   └────────────┘   └────────────┘   └────────────┘
        ▼                ▼                ▼
┌──────────────┐ ┌──────────────┐ ┌──────────────┐
│ Based on the │ │ Based on the │ │ Count up the │
│ use          │ │ types of     │ │ numbers of   │
│ Paragraph    │ │ Errors       │ │ errors       │
│ writing      │ │              │ │              │
└──────────────┘ └──────────────┘ └──────────────┘
```

If we want to know what type and how many errors that students have written in paragraph writing. First of all, the reasearcher should take some students" paragraph writing to analyze it. There are three classes from second semester morning in google classroom that researcher has to analyze it. Secondly, after collecting data the researcher start indentifying which based on the students" use in paragraph writing. Thirdly, the researcher classifies what thype of errors

25

that students have written in paragraph writing. Finally, the reaseracher has found what type of errors that students use the most. they are omission, misformation, and disordering. After all, the researcher counts how many they have made some mistakes in paragraph writing.

CHAPTER III

RESEARCH METHODOLOGY

A. Location of the research

The research was conducted in Faculty of English education (UMSU) which was located at jalan Kapten muchtar basri No.3, glugur darat II, kec medan tim, kota Medan, sumatera utara. The reason for choosing second semester in UMSU, the reseacher would like to find out that students who have studied about paragraph writing whether they can understand or not about it. They have been taught how to share thier explanation by writing something in writing paragraph . Therefore, their results writing were analyzed by researcher and what types they are (e.g. Adj, Noun, Etc).

B. Subject of Research

The subject of the research was 2nd semester (A1, B1, and C1 Morning) students of University Muhammadiyah of North Sumatera by Analyzing students" cases in Paragraph writing. The class will consist of 30 students. The Researcher had found that many students have difficultly to write correctly in writing skills and the lectures of the university expected that students could improve their abilities in writing skills.

C. Research Design

The design of this research was qualitative research. There are three types of grammatical errors have been found in paragraph writing. They are: Omission, Misformation, and Misordering. In addition, the data are in the form of sentences which have grammatical errors. In this study, the researcher analyzes grammatical errors in paragraph writing are made by second semesters students at UMSU. After getting data, the researcher analyzes and investigates the student"s grammatical errors occurred in paragraph writing and the types of error that they made.

D. Technique of Collecting Data

The data was collected by the following steps, researcher : 1) took some of the second semester students" data in UMSU; 2) made a transcript of the students" paragraph writing; 3) reread the paragraph writing and focus on the grammatical error; 4) identified the types of grammatical error on paragraph writing which performed by students.

E. Technique of Analysis the data

The researcher analyzed the data as follows: Identification of errors In this stage the researcher found out any deviation which possibly could be found in students" writing. That could be omission, misformation and misordering.

Classification of errors Then the researcher classified the errors which have been found based on their grammar aspects, such as third person singular verb, to be and so on. Tabulating the errors The next, the researcher calculated the frequency of each type of errors and their grammar aspects. Analyzing the errors This step dealt with deeper analysis of the errors found and the sources of errors in the students" writing. Drawing a conclusion After analyzing the errors, the researcher made a conclusion based on what have been found.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

In the previous chapters, the data were obtained from the writing paragraph by second semester students of English education on google classroom. After identifying grammatical errors which found in writing paragraph, the researcher has found 3 types of error were used in writing paragraph by second semester students. They were omission, misformation, and misordering.

B. Data analysis

Having analyzed the collected data, it was found out some types of grammatical and causes of error in writing paragraph.

1. Omission

Omission is something that has been excluded, something left out either by mistake or by design. The omission errors were found in writing paragraph as shown as follows:

This disease is through small (2A/OM)

The word *small* in the sentence is incorrect form because the student did not add plural noun to refer what adjective meant. The student thought that the word "small" had explained that sentence. The error was caused by ignorance. The mistake came from omitted plural noun.

Students ask more question (2B/OM)

The word *ask* is incorrect form because the student wrote present form. Therefore, the student should have written it as passive voice "Students were asked to give more question". The error was caused by ignorance. The mistake came from omitted a passive voice.

One of is (2C/OM)

The word *one of* in the sentence is incorrect form. As in this sentence, the student did not add superlative form after *one of.* For instance, "One of the biggest reasons". The error was caused by ignorance. The mistake came from omitted a superlative.

Online learning is not entirely good (2C/OM)

The word *entirely good* is incorrect place form because student did not know how to use adverb well. It should be "good entirely", not entirely good. The error was caused by ignorance. The mistake came from omitted an adverb.

Student do not (2C/OM)

The word *student do not* is incorrect form as student used *do not* to singular, it should be "Students do not" or "Student does not". The error was caused by ignorance. The mistake came from omitted a verb auxiliary.

For reasons (2B/OM)

The word *for reasons* is incorrect form owing to the fact that the student forgot adding "some" before "reasons", it should be "For some reasons". The error was caused by ignorance. The mistake came from omitted a countable.

People is health or not (2C/OM)

31

The word *people is health or not* is incorrect form because student tried to explain something by using noun word, it should be adjective so that it will look like this "People are healthy or not". The error was caused by ignorance. The mistake came from omitted an adjective.

Beautiful face (2A/OM)

The *beautiful face* in the sentence is incorrect form. As in this sentence, the student must write "Beautiful face". Adjective should be the first after noun, that's the rule how to make it sentence grammarly. The error was caused by ignorance. The mistake came from omitted an adverb.

Online learning has begin (2C/OM)

The word *online learning has begin* is incorrect form because student did not know how to use present perfect tenses. Therefore, student should have used verb 3 (past paticiple) after *Online learning has.* it must be "*Online learning has begun*". The error was caused by ignorance. The mistake came from omitted a present perfect tenses.

She is the more beautiful than her (2B/OM)

The word *She is the more beautiful than her* is incorrect form because student did not know how to use comparative. Therefore, student should have not used "the" to superlative. it must be "*She is more beautiful than her*". The error was caused by ignorance. The mistake came from omitted a superlative.

This virus is more dangerous then fever (2A/OM)

The word *This virus is more dangerous then fever* is incorrect form. It should be "This virus is more dangerous than fever". Therefore, student need to be more careful to differ something *because "*than*" and "*then*"* are almost similar.

The error was caused by ignorance. The mistake came from omitted a superlative.

Students are learning everyday (2A/OM)

The word *students are learning everyday* is incorrect form since student did not know the tenses' time signal. Student should have written it as simple present tenses because that sentence said that "everyday", not present continuous tenses. The error was caused by ignorance. The mistake came from omitted a simple present tense's time signal.

We have to very careful (2C/OM)

The word *we have to very careful* is incorrect form as student should have written "We have to be careful" because careful is adjective. Therefore, that student needed to write "to be careful". The error was caused by ignorance. The mistake came from omitted an adjective.

I handsome (2B/OM)

The word *I handsome* is incorrect form as student doesn't know how to use adjective. Therefore, that student needed to write "I am handsome". The error was caused by ignorance. The mistake came from omitted an adjective.

I have one kids (2B/OM)

The word *I have one kids* is incorrect form. Therefore, that student needed to write "I have some kids" or "I have one kid". That shudents should choose which one that student wanted to explain because everything can be changed by explanation. It can be singular and so are plural with different rules form. The error was caused by ignorance. The mistake came from omitted an adjective.

You are tallest person in this world (2C/OM)

The word *You are tallest person in this world* is incorrect form because it is superlative form. Therefore, that student should write "you are the tallest person

in this word". The error was caused by ignorance. The mistake came from omitted an superlative.

many peoples (2C/OM)

The word *many peoples* is incorrect form since student was still confused how to use plural, he thought that it should use "s" for every plural form. It should be "Many people". The error was caused by ignorance. The mistake came from omitted plural. We use plural for something more than one thing. For instance, person into people, woman into women, and so on.

When a lectures (2A/OM)

The word *when a lectures* is incorrect form as student was still confused how to differ between singular and plural form. If student wanted using singular, it should be "when a lecture". On the other hand, if student wanted using plural, it should be "when some lectures". The error was caused by ignorance. The mistake came from singular and plural.

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance, Dulay et al (1982:154).In other words, the learners omit an item that must be used in grammatically correct sentence. Especially in spelling, the learners omit an or someitem(s)/ letter should be appear in the well-formed word/ vocabulary.For example: in the word 'black' the students write down 'blak'. Here, the student omit letter 'c'.

2. Misformation

Misformation is false or inaccurate information, especially that which is deliberarately intended to deceieve. The misformation was also found in the writing students‟ paragraph as shown as follows:

Lack of communication and scheduling information (2C/MF)

The word *scheduling* is ungrammatical because *information* must be the first place before scheduling. The student thought that has written place form correctly. however, the word is still wrong place form. The error was caused by careless. It occurred when the student did not know about compound noun.

We should staying (2B/MF)

The word *we should staying* is incorrect form as student did not use verb-1 after modal, it should be "We should stay". Every modal never apply V-ing but verb1 (Infinitive). The student thought that has written correct form. however, the word is still incorrect form. The error was caused by intralingual interference. It occurred when the student did not know about modal verb. The error was caused by ignorance. The mistake came from omitted a modal verb.

They can be play outside

The word *They can be play outside* is incorrect form as student should not use be after modal, it should be "*They can play outside*". Every modal never applies "be" to verb1 (Infinitive). The student thought that has written correct form. however, the word is still incorrect form. It occurred when the student did not know about modal verb. The error was caused by ignorance. The mistake came from omitted a modal verb.

3. Misordering

Misordering is any incorrect placement of certain morphemes in sentences. The misordering was also found in the writing paragraph as shown as follows:

But why? (2A/MO)

The sentence is absolutely incorrect because writing paragraph never uses "but why?". Student tried to make explanation but she made a mistake in writing paragraph. it must be "there are some reasons that ...", The wrong sentence was caused by nescience.

Many benefit of online learning, many things are to this advantage

(2B/MO)

The sentence is incorrect structure because that student tried to write topic sentence in writing paragraph but she still did not understand how to explain it well. It should be "There are many benefits and advantages of online leraning". The wrong sentence was caused by nescience. It occured because the student put the sentence into wrong order and where the student transfered her native language system into target language system.

You tells me you go away (2A/MO)

The sentence is incorrect structure because that student tried to write topic sentence in writing paragraph but that students still did not understand how to explain it well. It should be "you tell me that you will go". The wrong sentence was caused by nescience. It occured because the student put the sentence into wrong order and where the student transfered her native language system into target language system.

Students never rarely go outside (2A/MO)

The sentence is incorrect sentence because it is redundancy. It must be "Students never go" or "rarely", just take one of them so that the sentence will not have redundancy in writing paragraph. The wrong sentence was caused by ignorance.

All students and students learn about (2A/MO)

The sentence is incorrect sentence because it is redundancy. It must be "Some students" or "All students", just take one of them so that the sentence will not have redundancy in writing paragraph. The wrong sentence was caused by ignorance.

For students, for students and for teachers (2A/MO)

The sentence is incorrect sentence because it is redundancy. Student must write "for some students and teachers", just take one of them so that the sentence will not have redundancy in writing paragraph. The wrong sentence was caused by ignorance.

he cheat by cheating on his friends (2A/MO)

The sentence is incorrect sentence because student tried explaining something but he/she still did not know how to write it grammarly. It must be "he cheats on his friends". The wrong sentence was caused by ignorance.

You're fever is dangerous (2B/MO)

The sentence is incorrect sentence because student used "be". It must be "your fever" because it is possesive adjective. The wrong sentence was caused by ignorance.

I never seen that virus before

The sentence is incorrect structure because that student tried to write topic sentence in writing paragraph but that students still did not understand how to explain it well. It should be "I have never seen that virus before". It occured because the student put the sentence into wrong order and where the student transfered her native language system into target language system, The wrong sentence was caused by nescience. The mistake came from omitted a perfect tense.

Me family should stay away from me

The sentence is incorrect structure because that student tried to write topic sentence in writing paragraph but that students still did not understand how to explain it well. It should be "my family stay away from me". It occured because the student put the sentence into wrong order and where the student transfered her/his native language system into target language system. The wrong sentence was caused by nescience. The mistake came from omitted a possesive adjective.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the authoress provides some conclusions and suggestions dealing with the data analysis of this reasearch.

A. Conclusion

From the data analysis, some conclusions can be seen from the writing paragraph by second semester students of English education in UMSU:

1. The types of error were discovered in writing paragraph. They are: omission, misformation and misordering.

2. The reasons of grammatical error were caused are carelessness, nescient and ignorance. The omission was caused by ignorance when the students were not intentional to do mistake, but the result approved that it was only mistake. The misformation was caused by intralingual interference, carlesness and nescience. And the misordering was caused by nescience.

B. Suggestion

There were several suggestions related to the grammatical error analysis in essay writing:

1. For lecturers

Students' error had considerable importance to lecturers and syllabus designers. Automatically, they helped the lecturers to identified the students' writing problem. The researcher suggested that all of the lecturers to use the most appropiate methods or techniques in teaching writing.

2. For the students

   The researcher hoped that the students had to learn English by reading more materials in order to improve their English grammatical ability.

3. For the further researchers

   This research was expected that the result of the research could give some informative inputs to other researchers who wanted to conduct similar research

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b. Students ask	(2B/OM)	been	excluded,
cooeofis	QCF	aRerbymflxakemby	
d.Online	(2C/OM)	design. There are some	

e. Student do not	(2C/OM)	firstly, they don't	
health or not		plural so that they don't	
learning has begin		verb auxiliary well. secondly, they don't	
i. We should	(2A/OM)	understand about tenses	
j. Students are	(2B/OM)	finally, they also don't	
everyday		among verb, adjective,	
very careful		The error was caused	
m. beside that	(2C/OM)		

communication (2C/MF) False or inaccurate

information. that which is

6. *fi• asa:y* bene x*t* {2B/MO} iocozzect at

advantage. Students still don't
c. Many things (2B/MO) know how to write
become the explanation grammarly

£. tbey dotz*t {2A-3dO)

		sick		
		g. he cheat by cheating on his freinds	(2A-MO)	

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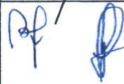
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	The use of TOEFL Apk. to Analyze Students' Preparation,	
	A Study of Generic Structure on The Writing of Introvert and Extrovert Student,	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

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Menjadi
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Demikianlah permohonan ini saya sampaikan untuk mendapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Ketua Program Studi
Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Medan, Oktober 2020
Hormat saya

Aswidar Nur

Diketahui Oleh :

Dosen Pembahas

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Dosen Pembimbing

Pirman Ginting, S.Pd, M.Hum

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Bismillahirrahmanirrahiim
Assalalamu'alaikumWr. Wb.

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proposal skripsi dan Dosen Pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama   :   **Aswidar Nur**
N P M   :   1602050027
Progam Studi   :   Pendidikan Bahasa Inggris
Judul Penelitian :   A Study of Syntactic Structure on the Writing of Introvert and Extrovert Student

.Pembimbing   :   **Pirman Ginting, S.Pd, M.Hum**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal skripsi dengan ketentuan sebagai berikut :
1. Penulisan berpedoman kepada ketentuan atau buku *Panduan Penulisan Skripsi* yang telah ditetapkan oleh Dekan
2. Proposal Skripsi dinyatakan *BATAL* apabila tidak selesai pada waktu yang telah ditetapkan.
3. Masa Daluarsa tanggan   : *25 April 2021*

Medan,   02 Ramadhan 1441 H
              25 April   2020 M
              Wassalam
              Dekan

Dr. H. Elfrianto, S.Pd.,M.Pd.

Dibuat Rangkap 4 :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Dosen Pembimbing
4. Mahasiswa yang bersangkutan
  (*WAJIB MENGIKUTI SEMINAR*)

BERITA ACARA SEMINAR PROPOSAL
PRODI PENDIDIKAN BAHASA INGGRIS

Pada hari ini Kamis tanggal 11 Juni 2020 telah diselenggarakan Seminar Proposal Program Studi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Mahasiswa	: Aswidar nur
NPM	: 1602050027
ProgramStudi	: Pendidikan Bahasa Inggris
Judul Proposal	: Grammatical errors in writing paragraph: A case study of students' writing skill

No.	Uraian / Saran Perbaikan
1.	- Follow the sistematic of the research proposal form - Revise mist type and grammar
2.	Chapter I: - Identification of the problem, state more clearly Chapter II: just put informationthat listnor take from your
3.	reference Write your
4.	

Medan, 11 Juni 2020

Proposal dinyatakan sah dan memenuhi syarat untuk diajukan ke skripsi

Ketua Program Studi   Pembahas

Mandra Saragih, S.Pd, M.Hum   Rini Ekayati SS., MA

SURAT KETERANGAN

بِسْــــمِ اللهِ الرَّحْمٰنِ الرَّحِــــيْمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguran dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

Nama Mahasiswa   : Aswidar Nur
NPM   : 1602050027
ProgramStudi   : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

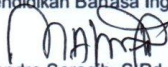Hari   : Kamis
Tanggal   : 11 Juni 2020

Dengan Judul Proposal

: Grammatical errors in writing paragraph: A case study of students' writing skill

Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan, smoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terima kasih. Akhirnya selamat sejahteralah kita semuanya. Amin

Dikeluarkan di : Medan

Pada Tanggal : 11 Juni 2020

Wassaalam
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap   : Aswidar Nur

N.P.M   : 1602050027

Program Studi   : Pendidikan Bahasa Inggris

Judul Proposal   : Grammatical Errors in Writing Paragraph: A Case Study of Students'
Writing Skill

Sudah layak diseminarkan.

Medan, 06 Oktober 2020

Disetujui oleh
Pembimbing

Pirman Ginting, S.Pd., M.Hum.

Nomor	:	926/II.3/UMSU-02/F2020	Medan,	20 Syawal	1441 H
Lamp.	:	--		12 Juni	2020 M
H a l	:	**Mohon Izin Riset**			

Kepada Yth.:
Bapak/Ibu **Kepala Perpustakaan UMSU**
Di
   Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat yang Bapak/Ibu Pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

N a m a	:	**Aswidar Nur**
NPM	:	1602050027
Program Studi	:	Pendidikan Bahasa Inggris
Judul Penelitian	:	Grammatical errors in writing paragraph: A case study of students' writing skill.

Demikianlah hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Akhirnya selamat sejahteralah kita semuanya, Amin.
Wassalamu'alikum Warahmatullahi Barakatuh

Dekan

Dr. H. Elfrianto S.Pd., M.Pd.
NIDN : 0115057302

Tembusan :
   - Pertinggal

SURAT KETERANGAN
Nomor: 1267../KET/II.8-AU/UMSU-P/M/2020

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama	:	**Aswidar Nur**
NPM	:	**1602050027**
Fakultas	:	**Keguruan dan Ilmu Pendidikan**
Jurusan/ P.Studi	:	**Pendidikan Bahasa Inggris**

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 20 Zulhijjah 1441 H
10 Agustus 2020 M

Kepala UPT Perpustakaan,

Muhammad Arifin, S.Pd, M.Pd

SURAT PERNYATAAN

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap	:	Aswidar Nur
NPM	:	1602050027
Prog. Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	Grammatical Errors in Writing Paragraph: A Case Study of Students' Writing Skill

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan,   Oktober 2020
Hormat saya
Yang membuat pernyataan,

METERAI
TEMPEL
AB7B4AHF69859661
6000
ENAM RIBU RUPIAH

Aswidar Nur

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

BERITA ACARA BIMBINGAN PROPOSAL

Nama : Aswidar Nur
NPM : 1602050027
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Grammatical errors in writing paragraph : A case study students' writing skill

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
	Chapter I: Background of Study, Formulation of Problem, the Objective of Study.	
	Chapter I: Background of Study and Formulation of Problem.	
	Chapter II: Figure of Speech, Types of Oxymoron	
	Chapter III: Research Design, Source of Data and Data Analysis Techniques	
	Chapter III: Research Design and Data Analysis Techniques	
	Reference	

Medan, 28 Mei 2020

Diketahui/Disetujui
Ketua Prodi

Dosen Pembimbing

Mandra Saragih, S.Pd., M.Hum.

Pirman Ginting, S.Pd., M.Hum.

BERITA ACARA BIMBINGAN SKRIPSI

PerguruanTinggi	:	Universitas Muhammadiyah Sumatera Utara
Fakultas	:	Keguruan dan Ilmu Pendidikan
Nama Lengkap	:	Aswidar Nur
NPM	:	1602050027
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Grammatical Errors in Writing Paragraph: A Case Study of Students' Writing Skill

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
13 Juli 2020	Data analysis		
16 Juli 2020	Data		
10 agustus 2020	Data analysis		
15 agustus 2020	Data Analysis		
4 September 2020	Data analysis		
10 September 2020	Data analysis		
	Revision is done		

Medan, Oktober 2020

Diketahui oleh :
Ketua Program Studi

Dosen Pembimbing

Mandra Saragih, S.Pd., M.Hum.

Pirman Ginting, S.Pd., M.Hum

CURRICULUM VITAE

Name   : Aswidar Nur

Register Namber   : 081273916285

Sex   : Female

Religion   : Moeslem

Material Status   : Single

Place/Dare of Birth : Pasar Singkil, 07 October 1998

Education   :

1. Primary School at SD Takal Pasir Singkil   2004-2010
2. Junior High School at MTsN Singkil   2010-2013
3. Senior High School at SMAN 1 Singkil   2013-2016
4. Student of English Departement of FKIP

   Muhammadiyah University of North Sumatera   2016-2020

Hobby   : Listening Music

Father Name   : M. Armi

Mother Name   : Tati Suarni

Brothers Name   : 1. Ramli

                     2. Ismail

                     3. Aulia Rahman

Sisters Name   : 1. Arfita

2. Khairunnisak

Address : Jl. Gunung singgamata No. 18 Medan