Imatul Rizki Amalia 168820300059 artikel.docx

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Error Analysis on Students' English in a Hortatory Texts by Upper Secondary School Students

Analisis Kesalahan pada Teks Hortatory Bahasa Inggris yang Ditulis Siswa SMA

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Abstract: Hortatory Text is written to convince the readers. there are arguments to influence the reader to do or not do anything else what the author wants. A writer will use and research reasons to support their ideas in order to convince readers of their point of view. Writing is one of the skills that must be mastered in learning English, because writing is important and complicated as an output in learning English. Writing requires hard thinking to produce words and vocabulary, grammatical sentences in one paragraph at a time. In addition to grammar which is often wrong, there are also time rules in English or Tense that are different from Indonesian. The purpose of this study was to analyze what mistakes were made by Muhammadiyah 1 Taman Senior High School Students. The findings of this study used a qualitative descriptive method, one of the instruments used by the researcher was the results of student worksheets which were taken once for fifteen students. The results of the one-time analysis of this study found that the most common type of error was Misformation, while the most common type of error was Addition.

Keywords Error in Writing; Grammatical Hortator; Text

Abstrak Hortatory Text ditulis untuk meyakinkan pembaca. Argumen untuk melakukan atau tidak melakukan apa yang diinginkan penulis diperkuat. Seorang penulis akan menggunakan dan meneliti alasan untuk mendukung ide-ide mereka untuk meyakinkan pembaca tentang sudut pandang mereka. Menulis adalah salah satu keterampilan yang harus dikuasai dalam Belajar Bahasa Inggris, karena menulis itu penting dan rumit sebagai output dalam belajar Bahasa Inggris. Menulis membutuhkan pemikiran yang keras untuk menghasilkan kata dan kosa kata, kalimat dalam tata bahasa dalam satu paragraf dalam satu waktu. Selain tata bahasa yang sering salah ada juga aturan waktu dalam Bahasa Inggris atau Tense yang berbeda dengan Bahasa Indonesia. Tujuan dari penelitian ini adalah untuk menganalisis kesalahan apa saja yang dilakukan oleh Siswa Sekolah Menengah Atas Muhammadiyah 1 Taman. Temuan penelitian ini menggunakan metode deskriptif kualitatif, salah satu instrumen yang digunakan peneliti adalah hasil lembar kerja siswa yang diambil satu kali pada lima belas siswa. Hasil analisis satu kali penelitian ini menemukan bahwa tipe kesalahan yang sering dilakukan adalah Misformation, sedangkan yang paling jarang adalah Addition.

Kata Kunci Hortatory Text; Kesalahan Penulisan; Grammatical

I. INTRODUCTION

In a particular community, a speech community, language plays a vital role. It is a tool for building and sustaining relationships with people as well as for communication and interaction[1]. Sociality is one of a language's qualities. Every human uses language to communicate with others in society. Language is a vital tool for communication that illustrates social behavior in people[2]. Language is used to convey information about our identities as humans, including who we are, where we are from, and whom we are associated with. It plays a crucial role in social interaction and is an all important agent in the transmission of cultural and social values. We can also use language to express our emotions, feelings, ideas, and all we think. We can also use words to understand what people are saying by using signs or symbols. This means that language is very important to communicate in society's life.

International communication requires English as an international language, so that in education in Indonesia the ability to speak English is one of the skills that must be mastered by students from the start[3]. As a result, it is crucial that English be taught in schools since it gives pupils access to a different culture through learning a foreign language. They are able to converse and share ideas with people all around the world because of it. Learning a foreign language also improves and boosts mental development and has a good impact on intellectual progress. It makes a substantial contribution to how each person's intelligence grows. Gardner and Lambert divide learning a foreign language motivation into two categories. The first is integrative motivation, or the desire to assimilate into a new culture, and the second is instrumental motivation, or the desire to learn a language in order to advance one's career or find employment, for example. Before the learners decide to study a different language, both can already exist[4]. The degree of English competence is directly impacted by the learner's motivation. They have found that there is a high association between motivation and English proficiency, demonstrating that motivation has an impact on English test performance. The impact of English as a world language in Indonesia has had an impact on the creation of the English curriculum. The communicative approach of teaching English is being developed in Indonesia's English syllabus. Due of English's status as an international language, this is apparent. So, communicating with people around the world is a major reason why Indonesians learn English[5]. Because of this, the English curriculum aims to cultivate these abilities so that graduates can communicate in both spoken and written form at a specific level of literacy. The four skills of speaking, listening, reading, and writing are considered to be the core elements of English competency. The pupils should therefore be proficient in using those four skills in order to be proficient in English. When pupils learn these four skills, they are naturally completely equipped to communicate in English. Writing ability is a very vital talent to possess in order to be proficient in English. Students must master writing in order to express their ideas, opinions, and emotions in the best way possible.

Writing is one of the most crucial talents to develop when learning English because it is both an academic skill and a skill that can be applied to any vocation. The number of high school students who successfully learn writing is too low, and many of them are unaware of the value of writing proficiency. Additionally, there are numerous errors in students' written work as a result of most students' lack of focus on writing ability[1]. Regardless of the career students choose, they must have basic writing skills, such as filling out job applications, making resumes, even writing performance reviews and other documents are part of almost every job out there. If you don't have the basic writing skills it will hinder and mess up the parts of your work that look easy. By writing a lot of benefits that can be obtained. The benefits of writing can be felt by yourself and others who read the writing. The ability to generate solutions for a worldwide issue, according to Oktaria, is the specific advantage of writing exercises for academic purposes. The experience of human life can be referenced in language. When speaking, interacting with others, and writing about them, all life experiences are expressed[6]. Writing is the presentation of language in the form of letters, symbols, or words. Communication are the main purpose of writing. Writing is one of the communication skills that is important for us to learn and master because writing not only enhances our understanding but also strengthens our vocabulary and enhances our intellectual knowledge. Writing is one of the four English language skills, and it is crucial since it allows us to convey anything in a paper and keeps our thoughts organized after reading.

Hortatory exposition is a type of writing that is used in oral or written form to inform the audience of something that should or should not take place or be done. The purpose of a hortatory exposition text is to persuade the audience that a certain situation should or should not exist[7]. Hortatory text exposition is one of the text styles of the argumentative genre aimed at convincing the reader. To make good writing, students must master parts of hortatory exposition text such as mastery of vocabulary, word order, sentences, patterns, punctuation, capital letters, conjunctions, grammar, and spelling. In writing hortatory exposition, students must know how to convince the reader or listener that something must or may not happen. This also a text that explains the theory or case comprehensively that seeks to encourage or recommend something to the reader. Exposition text is part of the text that presents one side of the problem[8]. Convincing readers or listeners to take action is the hortatory exposition's social role. We can infer that the Hortatory Exposition is a text that informs the reader by discussing many topics. The three components that make up the generic structure of a hortatory exposition text are the thesis, the arguments, and the recommendation. The thesis is a declaration or proclamation of a problem of interest. Arguments support a recommendation by demonstrating that there are valid concerns. While recommendations must include a declaration of what, in light of the arguments advanced, should or should not be done or occurred"[7].

Richards claims that videos are related to leisure and entertainment so that students can only be entertained by watching videos in class [9]. And this makes students feel comfortable and not burdened with writing assignments. Video is considered as a valuable tool for teaching languages, specifically writing. A documentary film is one type of film that is an actual creative report based on reality, in accordance with the statement of Munadi documentary film is a film made based on facts, not

fiction nor does it fiction of facts or falsify or falsify or fabricate facts happened, as well as important patterns in documentaries describing the problems of human life [10].

Errors are a part of learning English, but it doesn't mean they have a bad impact on the student. Even though errors make the teaching-learning process simpler since they allow the teacher and students to identify areas where they haven't mastered a concept and come up with a teaching strategy that works for them, errors can be an indication of the stages at which a learner is at in the development of their target language. When the students' oral and written phrases deviate from the norms of the target language's native speakers, it might be considered that they have made mistakes. Errors in English-language learning are a matter that we can not avoid. Linguistic fault is not only made by students who learn a second language but also by students who learn the first language. This indicates that the error language is closely related to language learning. This error occurs because of differences in grammar used with the original grammar. as a result, the speaker uses the wrong grammar. The structure is an important part of the element of language. Sometimes we can call the language structure grammar. Grammar plays an important role in foreign teaching. An key grammar concept, conjugation, is a requirement for learning English. The way in which English conjugation works may appear straightforward at first glance, but it is actually far more complicated. Each lesson includes a simple but thorough explanation of all the technical terms. You will learn: the fundamental guidelines for acquiring English conjugation, when to use the tense, and how to utilize it with numerous examples. Mistakes to avoid, such as nicks. In English, the simple present is used to communicate about things generally, to represent a scientific fact, a general truth, a permanent state, or an ordinary or frequent action.

Based on previous observations at SMA Muhammadiyah 1 Taman in May 2020, the teacher said that participants came from tenth grade who were superior, so their basic skills in English were quite good because they took part in an English cross-major courses from the start of high school. Cross-major courses is a new program that has been planned by the government specifically given to students to provide the opportunity to choose subjects according to their interests[11]. According to the Regulation of the Minister of Education and Culture (2014d), cross-major courses is a program to broaden and develop interests, the talents and abilities of students they have by choosing subject groups, outside of their major courses. Cross-major courses in the 2013 Curriculum is a new program and new policy from the Government. This program aims to provide opportunities and opportunities for students to be able to choose and study subjects that are not in the major courses[12]. Students sometimes have difficulty in determining the tenses used. but students have sufficiently understood the use of present and past tense. Some high school students usually make mistakes in constructing sentences because they ignore some of the necessary aspects. To produce good language in spoken and written form, students who want to make good and correct sentences are expected to learn all aspects of the grammar. On the other side, nowadays a lot of assumptions and opinions that are not true develop among teenagers from the impact of globalization so researchers want children to also be able to argue in English by studying and making hortatory texts. The reason researchers collected data at that school was because SMA Muhammadiyah 1 Taman was one of the favorite schools in Sidoarjo. This school has several excellent activities such as excellent Islamic school, good academic quality, global insight. The researcher chose this school as a place to collect data because this school has a regular program of visits to Pare, Kediri to maximize children's English skills. Another reason is because this school also has additional material, namely cross-major courses English which can be followed by other class majors. Based on the study above, the authors feel interested in conducting research to find out the types of errors made in making hortatory exposition texts in eleventh grade students at SMA Muhammadiyah 1 Taman. The purpose of this study was to find out the types of errors made in making hortatory exposition texts in eleventh grade students at SMA Muhammadiyah 1 Taman. The writer plans to investigate based on the discussion above "Error Analysis on Students' English Hortatory Texts by in Upper Secondary School Students"

II.METHOD

The method used in this study is a qualitative research method. This method is descriptive in nature so that the data collected is more in the form of words or pictures than data in the form of numbers. According to Sidiq one of the goals in research activities is to collect data. In the data collection process there are several techniques used such as interviews, observation, documentation, questionnaires and so on [13]. Researchers can use one or a combination of techniques depending on the problems faced or being studied. Each of these techniques certainly requires tools that are used to assist in data collection, these tools are called research instruments. In addition, the instrument also functions to examine and investigate a problem being studied. Therefore, the existence of research instruments is very important." Qualitative descriptive analysis is a technique that tries to describe or give an overview of a subject of study through ata or samples that have been made and gathered. In conclusion, qualitative research aims to help find solutions to phenomena that occur in society. Researchers who use qualitative research must be objective to provide opinions in their research. The qualitative approach is a method of

investigation and comprehension that is based on a social phenomenon or human issue. In this method, the researcher paints a complicated image, analyzes language, records the respondents' in-depth opinions, and performs investigations in real-world settings[14]. The researcher's dual role as instrument and data collector is one of the traits of qualitative research. Other than humans, there are other instruments that can be utilized, but they are only allowed to be supporting instruments rather than the main instruments (such as questionnaires, interview guides, observation guidelines, etc.). Because researchers must engage with the environment, both human and non-human, while conducting qualitative research, experience is essential. This has to do with how actively or inactively researchers are participating in the research field[15].

Before data collection the teacher explained about hortatory text material. After that the researcher and the teacher invited the students to watch a documentary video about the country, the epidemic and the food crisis. The reason the researcher chose the title of this video is because the researcher hopes that students as future successors can better understand the current condition of the Indonesian state. After watching the documentary video the teacher asks students to make hortatory texts on paper using the present tense and past tense. Researchers do everything from collecting data to analyzing the data accurately. The supporting instruments used are in the form of student writing and a checklist for observing grammatical errors based on the concept of Surface Structure Taxonomy to determine the omission, addition, double marking, regularization, and simple addition of each error item. The data needed in this study are grammatical errors made by students in writing English. The researcher collects student writings to be read carefully. The collected type of writing was the hortatory text that they made after seeing a documentary video. After doing an observation in the classroom on learning hortatory text students are asked to write a hortatory text, based on a predetermined documentary video. At this stage, the researcher has gotten a worksheet from students. After getting the assignment results from students, the researcher analyzed the errors in students' writing based on the theory of omission, addition, misinformation, misordering, and blend/special error [2].

Table 1. Description about types of error:

Types of Error	Description
Omission	The absence of an item that must appear in a well-formed utterance
Addition	The presence of an item which must not appear in well-fromed utterance
Misformation	The wrong form of the morpheme or structure
Misordering	The incorrect placement of a morpheme or group of morphemes in an utterance
Blend	the contamination or cross-association or hybridization error

The researcher rechecks the results after they have been corrected because they may feel improper or erroneous after classifying the outcomes of the students' assignments regarding the errors they make when producing hortatory prose. To ensure that the corrected is genuinely accurate. This research uses a qualitative descriptive method to analyze the problems faced by eleventh-grade students of SMA Muhammadiyah 1 Taman in writing hortatory texts. In this research, the researcher tell about the problems which are usually faced by students. The researcher would like to know the extent of the ability of eleventh-grade students of SMA Muhammadiyah 1 Taman in writing hortatory text taught in class.

III. RESULT AND DISCUSSION

In this chapter, the researcher finds data from research subjects to answer the problem formulation. The data in this chapter are described in a descriptive model obtained from the documentation of the research subjects, namely students. This research only took about fifteen eleventh grade students of SMAM 1 Taman with the data collected namely hortatory texts that had been made previously.

To make it easier for researchers and in more detail in analyzing the data that has been obtained from the subject, the researcher makes a table. In addition, this table is intended for readers to know and easily distinguish between errors made by students. The researcher mentions the subject, namely students as participants. The researcher took the students' hortatory text data once to analyze the mistakes they made in writing the text.

From the five types of errors, the type of error that often appears is Misformation. All participants have the same error, the use of the morpheme or structure in the wrong form. There are three types of errors of misformation, they are: regularization errors, archi forms, alternating form [2]. From the three types of errors in misformation, participants often make alternating

form errors, the definition is alternating forms are triggered by the use of archi-forms, which often give way to the almost fairly free alternation of different class members with one another. Students still can not differentiate in the use of appropriate verbs based on the grammar being used.

While the one that appears most rarely is regularization error the definition is errors falling within this category are those where a regular marker is used in place of an irregular one, as in runner for run, hisseslf for himself. It means that students can categorize and differentiate in the use of irregular or regular words so that no errors are found with the type of regularization error

Table 2. Example of misformation error

No	Types of Error	Sentence	Correct Answer	Explanation
1.	Misformation (Alternating form)	want to eat	wanted to eat	Error using second verb from **want** that should be **wanted**
2.	Misformation (Alternating form)	we hope	we hoped	Error using second verb from **hope** that should be **hoped**
3.	Misformation (Alternating form)	this is taken	this was taken	Error of to be past tense of **is** that should be **was**

The form of error that happens the least frequently in participants is the type of addition error. Addition is defined as the inclusion of an object that must not occur in a well-formed utterance. In the later stages of second language learning, this typically occurs when the learner has already learned specific target language rules. The following are explanations: basic addition, regularization, and double marking. The most frequent of the three addition mistakes that students make is simple addition because they frequently add things to sentences that are unnecessary. A term used to describe errors where addition is neither a double mark nor a regularization is "simple addition."

Table 3. Example of simple addition

No	Types of Error	Sentence	Correct Answer	Explanation
1.	Addition (Simple addition)	in a person	in person	Error in addition indefinite article that should be **person**
2.	Addition (Simple addition)	are interested	interested	Error in addition tobe in past tense that should be **interested**
3.	Addition (simple addition)	a very	very	Errors in addition indefinite article that should be **very**

And the one that appears most rarely is due to regularization, students are quite capable of distinguishing regular and irregular shapes and constructions. Definition of regularization error included in the additional category is an error in which a marker that is usually added to linguistic items is wrongly added to extraordinary items from certain classes that do not use markers.

Omission is one of the errors which is also rarely found in students' horatory texts. Omission mistakes occur when a component that is necessary for a well-formed utterance is missing. From the results, it can be concluded that students are quite proficient and understand sentence structures such as subjects, predicates, verbs and complements.

Table 4. Example of omission

No	Types of Error	Sentence	Correct Answer	Explanation
1.	Omission	the villagers to not live	the villagers were not live	Lack of use to be past in the negative sentence that should be **the villagers were not live**, because of the addition of **were**

| 2. | Omission | politics carried | politics was carried | Lack of use of to be in sentences that should be ... **politics was carried**, because of the addition **was** |
| 3. | Omission | regulations issued | regulations were issued | Lack of use of to be in sentences that should be ... **regulations were issued**, because of the addition **were** |

Blend and misordering are mistakes that are often made by students because they have the same number of errors. A blend error is sometimes referred to as the contamination or cross-association or hybridization error[16].There are three types of blend or/ special error as follows: False Friend, The Use Indonesian Word/ Code Switching, Misspelling

The mistake of the blend that is most often made by students is a false friend, the meaning is false friends are words which are identical in two languages in spelling, meaning and/or pronunciation but have different meanings in different contexts. The mistake of blending that is rarely made is the use of Indonesian word/code switching, which has the definition of used the Indonesian term to turn untranslatable culturally bound words. Students rarely make mistakes by adding Indonesian words to the text, but often make mistakes in choosing words that do not match the meaning or context.

Table 5. Example of blend

No	Types of Error	Sentence	Correct Answer	Explanation
1.	Blend (False friend)	one another	each other	The use indefinite pronoun of **one another** for meaning "satu sama lain" it is more suitable to use the word **each other**
2.	Blend (False friend)	outside companies	foreign companies	The use word of **outside companies** for meaning "perusahaan asing" it is more suitable to use the word **foreign companies**
3.	Blend (False friend)	so he	so they	The use word of **he** for meaning "mereka" it is more suitable to use the word **they**.

The erroneous placement of a morpheme or collection of morphemes in an utterance is the hallmark of misordering errors. Systematic errors in ordering happen because learners in constructions that have already been acquired, specifically simple(direct) and embedded (indirect) questions. Students often make mistakes in writing English sentence structures systematically.

Table 6. Example of misordering

No	Types of Error	Sentence	Correct Answer	Explanation
1.	Misordering	if no farmers	if there were no farmers	Error in writing the structure of language that is supposed to be **if there were no farmers**
2.	Misordering	I am agree	I agreed	Error in writing the structure of language that is supposed to be **I agreed**
3.	Misordering	deepening	getting deeper	Error in writing the structure of language that is supposed to be **getting deeper**

After analyzing the results of the hortatory text, the writer finds five types of errors that appear, namely omission, misordering, misformation, addition and blend. From the five types of errors, the type of error that often appears is Misformation. There are three types of misformation errors, namely: regularization errors, archi forms, alternating forms [2]. From the three types of errors in misformation, participants often made alternating form errors, while regularization errors were the least common.

While addition errors are the kind of errors that happen to participants the least frequently. This typically happens at a later stage of learning a second language when the student has mastered specific target language rules. The following justifications are provided: simple addition, regularization, and double marking. Simple addition and regularization are the two forms of addition errors that happen the least commonly. Omission is one of the errors that is also rarely found in student horatory texts. From these results it can be concluded that students are quite proficient and understand sentence structures such as subjects, predicates, verbs and complements. Blend and misordering are mistakes that students often make because they have the same number of errors. There are three types of blend or/ specific errors as follows: False Friend, Use of Indonesian Words/ Code Switching, Misspelling. The most common blend error made by students was false friends and students rarely made the mistake the use Indonesian words to the text. Meanwhile, misordering errors are characterized by the incorrect placement of morphemes or groups of morphemes in an utterance.

After reviewing the study's findings, the researchers concluded that misformation is a type of error that frequently occurs while misordering is a type of error that rarely occurs, which differs from the findings of research by Susanti regarding the Analysis of Errors in Using Past Tense in Narrative Text. The researcher then discovered that misinformation accounted for 52% of all student errors. Students who struggle to understand simple past due to their ignorance of the meaning and distinction between regular verbs and irregular nouns are a contributing factor to this issue. As a result, pupils acknowledge that they don't often practice composing paragraphs[17]. The results of research conducted by Choironi et al. concerning Analysis of Word Usage Errors in Recount Texts by Class X Students of SMAN 4 Pariaman are to describe the types of word order errors that often occur in the use of word order in recount texts. made by students based on Surface Strategy Taxonomy. The results of this study indicate that there are four types of errors made by students, namely omission, addition, misformation, and misordering. The most frequent errors are omission, then misordering errors, and misformation errors, while the errors that occur most rarely are addition. This error was made because most of the students did not clearly understand the sentence structure in English. In short, it shows that making correct word order in recount text is difficult for students[18]

IV. CONCLUSION

After conducting research to find out the types of errors made in making hortatory exposition texts in eleventh grade students at SMA Muhammadiyah 1 Taman, the author found that the type of error that most often appeared and carried out by students was a misinformation, while what did not appear often was addition. From the type of error found students must better understand and learn in the use of morphemes and correct sentence structures. But from the mistakes made by students in the type of addition error that some participants often make mistakes by adding items that do not need to be added to the sentence.

One of the essential components of learning English is writing. It is a language skill that children must learn as part of their education. The outcome, however, demonstrates that a large number of pupils are unaware of the significance of learning writing abilities. The researcher describes students' writing abilities through observation and data analysis, and the key issues were identified. Due to their ineffective learning methods, students are lacking in vocabulary. The study's findings also showed .

Lack   ' failure   main contributors to   issue. After identifying   root   offered several remedies,   , coming up with   -related   broaden   . Additionally, modifying a few aspects of writing classes makes pupils feel less under pressure to learn writing.

Students are expected to learn more on English writing skills, especially in the preparation of correct grammar, as well as the use of verbs and spelling of the writing as well as in the use of correct phrases because without understanding more students will make. The same error in writing text in English. In addition, students must also be aware if the reason they make errors is because they are doubtful and don't know, so you should not hesitate to ask the teacher and especially more often to open the dictionary to find the answer. The teacher as a guide should intensively and detailed in giving explanations and explaining any errors made by students, because each student has different abilities. So, the teacher must also provide direction to students in detail and independently. For further researchers who are interested in this research, researcher hopes to develop it even better. This study only found any errors made by students in writing hortatory text. Then, researchers can develop the research to analyze the reason why students make some error in their own text.

V. ACKNOWLEDGMENT

All credit be to Allah SWT, Lord of the universes, who has granted the author His mercies, blessings, and authorization to complete this research paper. Peace and greetings be upon the final prophet Muhammad, his family, his companions, and his adherents.This research paper is submitted to the Department of English Education at Universitas Muhammadiyah Sidoarjo in partial fulfillment of the bachelor's degree requirements in English Language Education.The author would like to express her utmost respect and gratitude to her cherished family, who has always been there to support, inspire, and demonstrate unending trust and love.The author would also like to thank to supportive friends, who has always been there to assist her and encourage her to complete her studies. The author would like to express gratitude and appreciation to her advisor, Dr. Fika Megaw M, Pd., for her valuable guidance, motivation, attention, corrections, and suggestions during the completion of this article. Last but not least, I wanna thank me, for believing in me, for doing all this hard work, for having no days off, for never quitting, for just being me at all time. May Allah bless them all. Amen.Apart from that, she wants her loving father, who she thinks is now at the happiest place up there, to know that she has finally made it. She can finally make her father happier by finishing what she has started, something her father has always dreamed for, despite endless sleepless nights and irrepressible tears. Even with so many flaws, she did it, Bapak.She misses you, always. The author recognizes that this article is not flawless. Therefore, the author would greatly appreciate any suggestions or criticisms for improving this article. Consequently, the author believes that everyone will gain something from this article.

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