

Analytical Exposition Text: An Analysis Of Students' Grammatical Errors In Using Simple Present Tense

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ABSTRACT

This study aims to find out the mistakes made by students in using the simple present tense and the proportion of mistakes made by students of class XI MA Mambaul Ulum Megaluh. The research methodology used is descriptive qualitative. The data is taken from students' writing assignments. This study's population and the sample were 138 sentences containing errors in the use of the simple present tense based on the Taxonomic Linguistic Category. The results of the study show that there are five types of errors in the use of the simple present tense made by students based on the Linguistic Category Taxonomy. Noun Phrase Errors, Verb Phrase Errors, Verb, and Verb Construction Errors, Word ordering errors, and some transformation errors. The results of the cause analysis show that the most common cause is Performance Error with a percentage of 96.77%. The second cause is overgeneralization with a percentage of 87.09%. The third cause is the marker of transition competence with a percentage of 80.64%. The fourth cause is caused by teacher errors with a percentage of 67.75%. The fifth cause is the strategy of communication and assimilation with a percentage of 64.51%. And the last is interference with a percentage of 25.80%.

KEYWORDS: Error Analysis, Grammar, Simple Present Tense

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui kesalahan yang dilakukan oleh siswa dalam menggunakan simple present tense, dan untuk mengetahui proporsi kesalahan yang dilakukan oleh siswa kelas XI MA Mambaul Ulum Megaluh. Metodologi penelitian yang digunakan deskriptif kualitatif. Data diambil dari tugas menulis siswa. Populasi dari penelitian dan sampel penelitian ini sebanyak 138 kalimat mengandung kesalahan dalam penggunaan simple present tense berdasarkan Kategori Linguistik Taksonomi. Hasil penelitian menunjukkan bahwa terdapat lima jenis kesalahan dalam penggunaan simple present tense yang dibuat oleh siswa berdasarkan Taksonomi Kategori Linguistik. Kesalahan Frasa Kata Benda, Kesalahan Frasa Kata Kerja, Kesalahan Konstruksi Kata Kerja dan Kata Kerja, Word Kesalahan pemesanan dan beberapa kesalahan transformasi. Hasil analisis penyebab menunjukkan penyebab yang paling banyak yang dilakukan adalah Performance Error dengan prosentase 96,77%. Penyebab kedua adalah Generalisasi berlebihan dengan prosentase 87,09%. Penyebab ketiga adalah Penanda dari kompetensi transisi dengan prosentase 80,64%. Penyebab keempat adalah disebabkan oleh Guru kesalahan dengan prosentase 67,75%. Penyebab kelima adalah Strategi komunikasi dan asimilasi dengan prosentase

64,51%. Dan yang terakhir adalah Interferensi dengan persentase 25,80%.

KATA KUNCI: Analisis Kesalahan, Grammar, Simple Present Tense

Article History

Received: 20 Juli 2023

Revised: 31 Juli 2023

Accepted: 31 Juli 2023

INTRODUCTION

In the process of teaching and learning English, Based on their use, reading and listening are classified as receptive skills while speaking and writing skills are classified as productive language skills (Deliani, 2017: 8). English text is divided into 8 types. They are narratives, recounts, reports, reviews, historical accounts, procedural accounts, analytical expositions, and discussions (Pauzan, 2020: 179).

Actually, writing requires good knowledge and hard thinking when students produce words, sentences, and paragraphs as well as good English grammar (Lubis, 2017: 1). English grammar is more complicated than Indonesian grammar (Fitria, 2022: 1). Some mistakes are made when students do not understand English grammar well. Many students often make grammar mistakes in their learning, especially in writing. But sometimes the teacher does not realize the mistakes of students. Then students make mistakes again and again because they have no correction and that is what we call mistakes.

Errors in teaching foreign languages, especially English, are cases that are quite difficult to avoid in English courses, even though they already know and learn English in kindergarten (TK) and Elementary School (SD) (Gunawan Tambunsaribu & Yusniaty Galingging, 2021: 31). Many aspects can cause English as a foreign language learner to make mistakes and sometimes mother tongue disorders are also one of the causes.

In any situation where the second language absolutely has to be used outside the classroom in real situations (Yuberti, 2014), the learner will inevitably have to face circumstances where the school syllabus is not covered or where he or she may not have linguistic resources available.

Looking at such language samples, it is often impossible to tell whether a particular error is due to a communication strategy, or an assimilation strategy, that is, a learner's identifiable approach to the material being studied.

Based on the explanation above, it is important for the teacher to provide an analysis of errors in student writing. Error analysis is an activity to identify, classify and interpret or describe errors that a person makes in speaking or writing and is carried out to obtain information about the common difficulties that a person faces in speaking or writing English sentences (Sri Meragnes Sitanggang et al., 2018: 30). (Alfian & Khusnul Fatonah, 2020) argue that Error analysis is the process of identifying mistakes made by language learners that hinder the achievement of second language instructional goals.

METODE

A. Research Design

Research technique is a method used in manipulating objects as a guide in conducting

research, so that data collection can be carried out successfully and efficiently in accordance with the needs of the objectives that have been set for analysis (Marinda Sari Sofiyana et al., 2022: 47).

This research was conducted in descriptive research using a qualitative approach. Zuchri Abdussamad states The qualitative approach is characterized by a research objective where the goal is to understand phenomena that do not require quantification or because those phenomena do not allow precise measurement (Zuchri Abdussamad, 2021: 42).

In addition, Muhammad Rijal Fadli, The purpose of qualitative research is to understand context conditions by directing them to a detailed and comprehensive description of the portrait of conditions in the natural context of what actually happened in the field. about studying (Muhammad Rijal Fadli, 2021). This design is used because the research data is more in the form of words in the language of written numbers, taken in a natural setting, and explained descriptively method contains an explanation of the research approach, subjects of the study, the conduct of the research procedure, the use of materials and instruments, data collection, and analysis techniques. Length 10-15% of the total length of the article.

This research was conducted to investigate students' grammatical errors in using the simple present tense in writing analytical exposition texts. Researchers observed errors made by students, then identified and classified these errors based on syntax errors.

B. Data and Data Sources

1. Data

The term data refers to the raw material that the researcher gathers from the world he is studying. They are the particulars on which the analysis is based. Therefore, data were collected using qualitative research techniques; interviews, observations, and documents. In this approach, researchers can use different access techniques depending on the needs of researchers, whether they take it openly or with informants or personal acquaintances (Muhammad Rizal Pahleviannur et al., 2022: 123). However, of all the approaches used, data collection in research is directed, informed, and systematic, and the aim is to obtain the necessary research information.

Qualitative data is collected in the form of words or pictures instead of numbers (Kusumastuti, 2019: 30). In this research, the data is information from the teacher's and students' English. The data that the researchers obtained in this study was in the form of student questionnaires, student assignments where there were errors found in the analytical exposition text compiled by class XI MA Mambaul Ulum Megaluh students for the 2021/2022 academic year, and several supporting documents from the English teacher, in the form of lesson plans, syllabus, and photographs.

2. Data Source

Data can be collected in a variety of settings, from many sources, and in different ways. Looking at the device, you can collect information in nature, in the laboratory with test methods, at home with various respondents, at seminars, discussions, on the road, etc. According to data sources, data collection can be through primary and secondary sources (Hardani et al., 2020: 121).

a. Primary data

Primary data refers to information obtained directly by researchers on variables of interest

for specific research purposes. In this research, primary data was collected from all the results of research on analytical exposition texts made by 183 students consisting of six students from class XI MA Mambaul Ulum Megaluh and the results were student questionnaires about why students made mistakes. For more details, see the table:

Table 1 The Total Number of students at XI MA Mambaul Ulum Megaluh in the academic year of 2021/2022.

No	Class	Number of Students
1	XI IPA 1	31
2	XI IPA 2	30
3	XI IPS 1	30
4	XI IPS 2	31
5	XI Economy 1	30
6	XI Economy 2	31
Total		183

Source: The Data of Documentation at The Eleventh Grade of MA Mambaul Ulum Megaluh in the academic year 2021/2022.

b. Secondary data

Secondary data refers to information collected from existing sources. This data is taken from several books, and reference documents, such as materials and syllabi. Based on the explanation of the data sources in this study were books, papers, lesson plans, and materials used by MA Mambaul Ulum Megaluh teachers.

C. Population and Sample

In qualitative research, it does not use populations, because qualitative research departs from certain cases that exist in certain social situations and the results of the study will not be applied to the population, but transferred to other places in social situations that have similarities with the social situations in the cases studied/researched. Likewise, samples in qualitative research are not called respondents, but informants, resource persons, participants, teachers, and friends in research. Samples in qualitative research are also not referred to as statistical samples because the purpose of qualitative research is to produce theories and not prove theories.

The population is the entire object of research which can consist of living things, objects, symptoms, test scores, or events as a source of data representing certain characteristics in a study (Saleh, n.d.: 51).

In the context of qualitative research, the determination of the sample is more precise not based on probability sampling techniques. This is because qualitative research views the sampling process as a dynamic population parameter. This is understandable because the strength of qualitative research lies in the wealth of information held by the respondents, from the cases studied, and the analytical abilities of the researcher (Saleh, n.d.). This means that in qualitative research, the problems encountered in sampling are determined by the researchers' considerations, related to the need to obtain complete and sufficient information, in accordance with the objectives or research problems. Thus, the logic of sample size (the number of sample sizes) is limited/related to the research objectives, research problems, data collection techniques,

and the existence of cases that are rich in information (or by the adequacy of the information obtained).

In this study, all sentences containing errors in using the simple present tense are examples. There are 138 samples. The researcher chose XI IPS 1 & 2 because this class has more errors than the other classes.

D. Data Collecting Technique

The data collection method is the technique or method used by the author to collect data which will later be used by the author to obtain materials, information, and information related to this research.

In this data collection technique, the researchers used field research methods (Uma, 2021). That's direct data collection in the field by obtaining students' written texts from the teacher and conducting questionnaires. To obtain data, researchers will use questionnaires, documentation, and interviews.

1. Questionnaire

According to Puji Purnomo and Maria Sekar Palupi, a questionnaire is a data collection technique that is carried out by providing a set of questions or written statements to respondents to answer (Puji Purnomo & Maria Sekar Palupi, 2016).

How to obtain research data by filling out a questionnaire provided by the researcher. With the use of this questionnaire, can collect a number of relevant information. In the study, researchers used closed questions. Closed questions limit respondents to a series of alternatives offered (Puji Purnomo & Maria Sekar Palupi, 2016). Because closed questions help respondents to answer quickly, and also make it easier for researchers to analyze data and tabulate the results of all the questionnaires collected. This study also used the Guttman scale, which is a scale used to obtain clear, firm, and consistent answers. This study uses "yes" and "no" to determine the factors that cause students to make mistakes.

2. Documentation

In terms of documentation, Bogdan stated that in most qualitative research traditions, the phrase personal document is widely used to refer to any first-person narrative produced by individuals who describe their own actions, experiences, and beliefs (Fadli, 2021). Researchers will use document analysis as a data technique. It is student writing in an analytical exposition. Then the researcher analyzed the students' writing analytical exposition text based on the syntax errors in the linguistic category taxonomy.

3. Interview

An interview is a meeting of two people to exchange information and ideas through questions and responses, resulting in communication and togetherness in the construction of meaning about a particular topic (Muhamad Afandi et al., 2013). Interviews are an important way for a researcher to check accuracy-to verify or refute the impression he gets through observation (Sapto Haryoko, 2020). Interviews are a form of data collection in which questions are asked verbally and the subject's responses are recorded, either verbally or summarized (Hardika, 2020).

According to Abubakar Rifaí, there are three types of interviews, namely:

a. Unstructured interview

The interview is a type of conversational interview in which questions arise from situations. The interview was not planned in detail by the head.

b. Structured interview

Interviews are scheduled for specific purposes to obtain certainty of information from the subject. The questions have been prepared.

c. Semi-structured interview

Interviews are conducted in selected areas of interest, and questions are formulated but interviewers may modify formal questions during the interview process (Abubakar, 2021).

Based on the thoughts above, this study used semi-structured interviews. The application of this technique in interviews is to create a relaxed atmosphere and a flexible situation to obtain information about the causes of students' grammatical errors in writing analytical exposition texts in the use of simple current words (Yusrita, 2022). Using the interview guide the interviews were conducted with the English teacher who taught the favorite class. To collect data from interviews, researchers used the following procedures: 1) The researcher prepares the concept of questions that will be asked of the selected English teachers. The researcher also prepared a recorder to record the informants' answers. 2) The researcher asks questions and speaks kindly according to the concept of the questions that have been prepared based on the guiding interview. 3) The researcher recorded the answers of the informants. Researchers wrote interview transcripts based on the results of the recordings.

E. Research Procedure

In conducting research, researchers used the following procedures:

1. Formulate research problems and determine the focus of the research.

The focus is on students' mistakes in using the simple present tense in writing analytical exposition texts.

2. Determine how to get the data.

It was taken based on document analysis.

3. Determine the research subject

The subjects in this study were first-semester students in eleventh grade at MA Mambaul Ulum Megaluh.

4. Retrieving documents

Researchers take documents based on student assignments.

5. Identify and classify data

The researcher identifies and classifies students' errors in using simple present tense words in writing analytical exposition texts based on linguistic taxonomy categories.

6. Make findings report

After getting the data, the researcher makes a report of the researcher's findings.

F. Data Analysis

Naila Labibah stated that there were five steps to analyze data which contained student

errors. It consists of collecting data, identifying errors, classifying, explaining, and evaluating (Naila Labibah et al., 2021). Meanwhile, Sugiyono stated that data analysis is the process of systematically searching and compiling interview scripts, field notes, and other materials that you collect to add to your standing from them to allow you to present what you find to others (Suparman, 2022). Data analysis was carried out to create an understanding of the data and enable researchers to present the results of this research to readers.

Based on (Siyoto, 2015), to analyze data that contains student errors, the data analysis steps are as follows:

1. Collect data from student assignments.

In order to get the required data, writing assignments were given to students with instructions to make a text about an analytical exposition text that contained a simple present tense.

2. Identify student error data

To find these errors, each subject makes a text in an analytical exposition text that mainly contains the simple present tense. The code is used to mark sentences containing errors (underscore).

3. Classifying student errors

After identifying the data, errors are classified into types of errors based on a taxonomy of linguistic categories.

4. Calculate the percentage

Then, after classifying the data, the error percentage is calculated for each type of error. To get the percentage of each type, the following formula is used:

$$P = \frac{f}{n} \times 100\%$$

Notes:

P is the percentage

F is the frequency of the error's occurrence

N is the number of total errors (Siyoto, 2015).

RESULT and DISCUSSION

A. Syntax Error

According to Dulay et.al, the syntax is one way to ask whether the error is in the main or subordinate clause, and in the clause, which is affected (Supriyadi, 2022). Syntax errors based on linguistic category taxonomy are classified into five main categories: 1). Noun Phrase 2). Verb Phrase 3). Verb and Verb Construction 4). Word Order 5). Some Transformation

After collecting and analyzing the data, errors are classified into five types namely noun phrases, verb phrases, verb and verb constructions, word order, and some transformations. The distribution of errors in each category and in each type of error and also the percentage will be presented in the following table. Table 2 below shows the details of the error category, number, and percentage.

Table 2 The Proportion of Students' Errors in Using Simple Present Tense in Analytical Exposition Text

No	Kind of Errors	Frequency	Percentage
1	Noun Phrase	49	35.51%
2	Verb Phrase	49	35.51%
3	Verb and Verb Construction	15	10.87%
4	Word Order	12	8.7%
5	Some Transformation	13	9.41%
		138	100%

Based on the data in the table, the highest frequency of student errors as noun phrases and verb phrases consisting of 35.51% and 35.51%, the second being verbs and verb constructions consisting of 15 errors or 10.87%, then the third is some transformation consisting of 13 errors or 9.41%, and the last is a wording consisting of 12 errors or 8.7%.

C. Analysis of Sources/Causes

In the previous explanation, data was taken from a student questionnaire. Questionnaire sessions were set alongside student writing to get the background or reasons behind the respondent's individual position on the selected issue. The questionnaire section analyzes and discusses the results of detected errors in English in statistical measures and percentages. The researcher used the source of error by Richards. They are Interference, Overgeneralization, Performance errors, Markers of transitional competence, Communication and assimilation strategies, and Teacher induced errors (Richards, 2015).

After collecting and analyzing the data. The following is an explanation of the calculation and interpretation of the data. Table 3 below shows the details of the error category, number, and percentage

Table 3 The Proportion of the Students' Answers Based on the Questionnaire

No	Questions	Yes	No
1	Do you transfer rules from your mother tongue to English?	25.80%	74.20%
2	Do you think you know a lot of rules of English but cannot express it properly through writing?	87.09%	12.91%
3	Are you afraid or shy of other students while writing something in English in class as instructed by your teacher?	96.77%	3.23%
4	Do you think that errors are important to learn the English language?	80.64%	19.36%
5	Do you try to write in English in class without considering the grammar correctly?	64.51%	35.49%
6	Does your language teacher engage you in writing activities in the classroom?	32.25%	67.75%

Regarding the student questionnaire survey which focused on written English, the first question attempted to investigate students transferring their mother tongue to English. The answer is found in question (1) where 25.80% of students think that they transfer their language

to the target language is the same grammar. But actually, they are grammatically different. The cause of this problem is Interference. Item number 2, 87.09% of students have the intention to write correctly but in reality, it is impossible for them in the current situation. It concluded in overgeneralization. Problem no.3, where 96.77% is due to lack of involvement in writing, students may face difficulties when practicing. It causes a Performance error. Question no.4, 80.64% of students stated their opinion that they often make mistakes in writing English. They include Markers of transitional competence. Problem no.5 tries to investigate whether students write in class without properly considering grammar. The answer was found in the fifth question where 64.51% of students admitted that they made mistakes in writing English. This suggests that causes include communication and assimilation strategies. the last question, where 67.75% of students think that teaching techniques need to be improved and proper guidance and teaching techniques can help improve their writing and speaking skills. The cause of this problem was a mistake caused by Master.

After collecting and analyzing the data. The following is an explanation of the calculation and interpretation of the data. Table 4 below shows the details of the error category, number, and percentage.

Table 4 The Proportion of the Causes of the Students' Error Based on the Questionnaire

No	Kinds of Causes	Question (Number)	Percentage
1	Interference	1	25.80%
2	Overgeneralization	2	87.09%
3	Performance error	3	96.77%
4	Markers of transitional competence	4	80.64%
5	The strategy of communication and assimilation	5	64.51%
6	Teacher-induced error	6	67.75%

Based on the results of the analysis of the causes, it shows that the most common cause is Performance Error. The second cause is overgeneralization. The third cause is the markers of transitional competence. The fourth cause was the Master's fault. The fifth cause is the strategy of communication and assimilation. And the last is Interference.

The data has been shown and discussed before, the results show that the cause of this error may be due to their performance errors. They have difficulties when they learn in classes between the first and second languages. The different systems of the two languages make learning a new language complicated. When students don't understand the material they don't ask the teacher. Meanwhile, the teacher gave them an inadequate explanation of the material. In addition, students rarely practice how to make good sentences based on English grammar rules.

D. Discussion of Finding

After collecting the data from the students' writing assignments, the errors were identified and classified based on the syntax errors in the taxonomy of linguistic categories. They are noun phrases, verb phrases, verb and verb constructions, word order, and some transformations. After

classifying the error types and correcting the errors, the frequency is determined.

Based on the research results, it was found that the highest frequency was the errors made by students, namely noun phrase errors and verb phrase errors with the same number of 49 items and their percentage (35.51%). It can be concluded that students make noun phrase mistakes and verb phrase mistakes in sentences because they lack knowledge. In this case, they did not master their use very well.

Moreover, they fail to use appropriate items in their sentences. In this study, students made many mistakes not only in noun phrases and verb phrases but also in verb and verb construction errors with 15 items and percentages (10.87%). In this case, maybe students don't understand about the use of infinitives.

Then from the results of this study also found word order errors made by students. The students did 12 items in word order errors with a percentage (of 8.7%). In this case, maybe students have understood the correct word order. Lastly, students did 13 items in several transformation errors with a percentage (of 9.41%). In this case, students should change the sentence into the correct form.

Based on the data that has been shown and discussed previously; results show that this kind of error might be caused by their performance error. In this case, the students did not practice much in using English, thus the reason they made mistakes was performance errors with a percentage of 96.77%. Another possibility that causes the error is due to the rules of the target language. It used to be called distraction with a percentage (of 25.80%).

Another cause of student errors is over-generalization with a percentage of 87.09%. This causes the student's mother tongue to experience interference in learning the target language. While the transition competency marker has a percentage of 80.64%. Another cause is the strategy of communication and assimilation with a percentage of 64.51%. The last cause is the teacher induces errors with a percentage of 67.75%. it happens because the teacher does not do the right method in the teaching and learning process.

CONCLUSION and SUGGESTION

A. Conclusion

The main objective of this study is to analyze student errors in dealing with the simple present tense by eleventh-grade students of MA Mambaul Ulum Megaluh in the academic year 2021/2022. After analyzing student errors, the researcher found the dominant errors. Based on the researcher found that there were 138 mistakes made by students.

Researchers classify errors into five categories. They are noun phrases, verb phrases, verb and verb constructions, word order, and some transformations. Almost all students make mistakes like that. The researcher divides noun phrases into five error groups, namely determiner, nominalization, number, use of pronouns, and use of prepositions. Meanwhile, the verb phrase was divided into two groups of errors, namely the omission of the verb and the agreement of the subject and verb. Then the construction of verbs and verbs and word order. The last is some transformation. It is divided into two groups of errors; they are negative transformation and passive transformation. It can be seen that the noun phrase errors and verb phrase errors made by the students have the same percentage. That is 35.51% for each type of error. The construction

of verbs and verbs has an error of 10.87%. While some transformation errors were only 9.41% and word order errors were 8.7%.

The researcher also found the causes of student errors by using a list of questions. Researchers use six sources of error by Richards. They are Interference, overgeneralization, Performance errors, Markers of competency transition, Communication and assimilation strategies, and Teacher-induced errors (Richards, 2015). Then the researcher made several questions to find out the causes of student errors, each cause was made one question. Students become the dominant cause of errors in handling performance errors. It can be seen that performance errors have the highest percentage; they are 96.77%. Overgeneralization 87.09%. The transition competency marker is 80.64%. Errors caused by teachers have 67.75%. Communication strategy and assimilation of 64.51%. Interference of 25.80%.

B. Suggestion

Based on the findings of this study, some suggestions will be given by the researcher as follows: 1). The English Teacher. The advice given by the English teacher is that the teacher should not ignore student mistakes. If possible, teachers should provide appropriate corrections to them using appropriate error strategies. Even though the teacher is not one of the causes of errors, the researcher demands that the teacher provides a method in the teaching and learning process. 2). The Students. The errors that occurred showed that the student's writing abilities and especially their mastering of grammatical structures were lacking. It happened because the students did not learn English well and practiced less. Because of those, the researchers suggested that the students could improve their writing abilities and their mastering grammatical structures, learn them hard and practice more whether in the classes or out of the classes, because learning English is basically practice. 3). The Other Researcher. The suggestion was given to other researchers who conducted further research with the same object and a different perspective in other grammatical English. Because many students still lack knowledge about grammar. It can be used as input for the improvement of language teaching.

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