



**STUDENTS' ERROR IN WRITING PERSONAL  
LETTER AT GRADE XII MAS BABUSSALAM  
BASILAM BARU TAPANULI SELATAN**

**A THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidimpuan  
as a Partial Fulfillment of the requirement for the Graduate Degree of  
Islamic Education (S.Pd) in English*

Written by

**SRI SULASTRI HARAHAHAP**

Reg. No. 16 203 00010

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY**

**STATE INSTITUTE FOR ISLAMIC STUDIES**

**PADANGSIDIMPUAN**

2020



**STUDENTS' ERROR IN WRITING PERSONAL LETTER  
AT GRADE XII MAS BABUSSALAM BASILAM BARU  
TAPANULI SELATAN**

**A THESIS**

Submitted to the State Institute for Islamic Studies Padangsidimpuan  
as a Partial Fulfillment of the requirement for the Graduate Degree of  
Education (S.Pd) in English

Written by

**SRI SULASTRI HARAHAP**  
Reg. No. 16 203 00010



**ENGLISH EDUCATION DEPARTMENT**

ADVISOR I

Rayendriani Fahmei Lubis, M. Ag.  
NIP. 19710510 200003 2 001

ADVISOR II

Zainuddin, S.S., M.Hum.  
NIP. 19760610 200811 1 016

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

2020

## LETTER OF AGREEMENT

Term : Munaqosyah  
a.n. Sri Sulastri Harahap  
Item : 7 (Seven) Exemplars

Padangsidempuan, Desember 2020  
To:  
Dean Tarbiyah and  
Teacher Training Faculty  
In-  
Padangsidempuan

Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Sri Sulastri Harahap**, entitled "**Students' Error in Writing Personal Letter at Grade XII MAS Babussalam Basilam Baru Tapanuli Selatan**" we approved that the thesis has been acceptable to complete therequirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

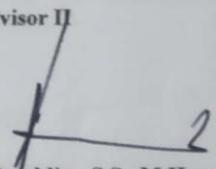
Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E.Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu'alaikum Wr.Wb.

Advisor I

  
Ravendriani Fahmei Lubis, M.Ag  
NIP. 19710510 200003 2 001

Advisor II

  
Zainuddin, S.S., M.Hum.  
NIP/19760610 200801 1 016

### DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : Sri Sulastrri Harahap  
Registration Number : 16 203 00010  
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-1  
The Tittle of Thesis : **"Students' Error in Writing Personal Letter at Grade XII  
MAS Babussalam Basilam Baru Tapanuli Selatan"**

I hereby declare that I have arranged and written my thesis by my self without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of IAIN Padangsidimpuan in article 14 verse 2.

I do this declaration truthfully, if there was a deviation and incorrect of my declaration later on, I resigned to get the punishment as what had involved in students' ethic code of IAIN Padangsidimpuan in article 19 subsections 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

Padangsidimpuan, November 2020

Declaration maker,



**Sri Sulastrri Harahap**  
Reg. Num. 16 203 00010

**AGREEMENT PUBLICATION OF FINAL TASK  
FOR ACADEMY CAVITY**

---

As Academic Cavity of the State Institute for Islamic Studies Padangsidempuan, the name who signed here:

Name : Sri Sulastrri Harahap  
Registration Number : 16 203 00010  
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-1  
Kind : Thesis

To develop of science and knowledge, I hereby declare that I present to the state institute for Islamic Studies Padangsidempuan Non Exclusive Royalty Right on my thesis with entitled: **"Students' Error in Writing Personal Letter at Grade XII MAS Babussalam Basilam Baru Tapanuli Selatan"**

With all the sets of equipments (if needed). Based on the this non-exclusive royalty right, the State Institute for Islamic Studies Padangsidempuan has the right to save, to format, to organize in data base form, to keep and to publish thesis for as I am determined as a writer and owner of its creative right.

Based on the statement above all, this statement is made true heartedly to be used properly.

Padangsidempuan, Desember 2020

Signed



Sri Sulastrri Harahap  
Reg. Num. 16 203 00010



**RELIGION MINISTRY  
THE STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
TARBIYAH AND TEACHER TRAINING FACULTY**

Alamat: Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080 Sihitang 22733 Padangsidimpuan

**LEGALIZATION**

**Thesis** : STUDENTS' ERROR IN WRITING PERSONAL  
LETTER AT GRADE XII MAS BABUSSALAM  
BASILAM BARU TAPANULI SELATAN  
**Written By** : SRI SULASTRI HARHAP  
**Reg. No** : 16 203 00010  
**Faculty/Department** : TARBIYAH AND TEACHER TRAINING FACULTY  
/TBI-1

The Thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Education (S.Pd.) in English

Padangsidimpuan, Desember 2020  
Dean of Tarbiyah and Teacher  
Training Faculty

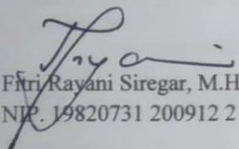


**Dr. Laila Zahra, M.Si.**  
NIP. 19720120 200003 2 002

**EXAMINERS**  
**SCHOLAR MUNAQOSYAH EXAMINATION**

Name : Sri Sulastrri Harahap  
Reg. No. : 16 203 00010  
Faculty/Department : Tarbiyah and Teacher Training Faculty/English Education  
Department  
Thesis : **Students' Error in Writing Personal Letter at Grade XII  
MAS Babussalam Basilam Baru Tapanuli Selatan**

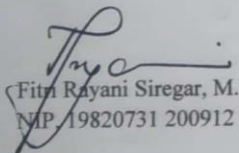
**Chief,**

  
Fitri Rayani Siregar, M.Hum  
NIP. 19820731 200912 2 004


**Secretary,**

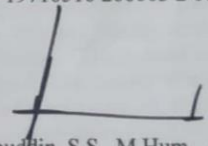
  
Rayendriani Fahmei Lubis, M.Ag.  
NIP. 19710510 200003 2 001

**Members,**

  
Fitri Rayani Siregar, M.Hum  
NIP. 19820731 200912 2 004

  
Rayendriani Fahmei Lubis, M.Ag.  
NIP. 19710510 200003 2 001

  
Eka Sustri Harida, M.Pd.  
NIP.19750917 200312 2 002

  
Zainuddin, S.S., M.Hum.  
NIP. 19760610 200801 1 016

**Proposed:**

Place : Padangsidempuan  
Date : December, 22<sup>nd</sup> 2020  
Time : 08.30 WIB - finish  
Result/Mark : 82, 25 (A)  
IPK : 3,56  
Predicate : Cum Laude

## ABSTRACT

Name : Sri Sulastrri Harahap  
Reg. Number : 16 203 00010  
Department : English Education  
Title : Students' Error in Writing Personal Letter at Grade XII MAS  
Babussalam Basilam Baru Tapanuli Selatan

The problem in this research was the student confused how to write personal letter based on the grammatical well. So, they still made error in writing personal letter. General problem that faced by the student in writing personal letter is the students still made error in writing tenses and verb. The reasons why the students made error in personal letter are because less in grammar mastery and confuse to using to be.

This research have three formulation of the problem, namely, what are the students error, what is the students dominant error and what will be the teacher effort to solve the students error. The purpose of this research to find out the students error, to find out the students dominant error and to know what will be the teacher effort the students error

This research conducted through qualitative research which use descriptive method. Source of data from this research are students' from MAS Babusaalam Basilam Baru Tapanuli Selatan in class XII IPA with the total twenty students. The instrument of this research is writing test and interview. The data is processed to read students' writing, identify the students' error, sign the students' error and students' error, make conclusion and describe the result of research.

Based on the result of the research, researcher found that students' error in writing personal letter were in omission, addition, misformation, and misordering. There were seven items error made by students, they are: *To Be, Article, Plural, Preposition, Verb Tense, Pronoun and Noun Phrase*. The number of omission error was 24 . The number of addition error was 7. The number of misformation error was 23. The last is the number of misordering error was 14. Total all of the errors were 68. The biggest total percentage was in *omission* which in writing the body of the letter. Researcher concluded that the dominant errors made by students in writing personal letter was in *omission* category with the percentage 35. 29%

**Key Words** : *Students' Error, Writing, Personal Letter*



## ABSTRAK

Name : Sri Sulastri Harahap  
Reg. Number : 16 203 00010  
Department : English Education  
Title : Students' Error in Writing Personal Letter at Grade XII MAS  
Babussalam Basilam Baru Tapanuli Selatan

Permasalahan penelitian ini adalah siswa bingung bagaimana menulis surat pribadi berdasarkan grammar dengan baik. Jadi siswa membuat kesalahan dalam menulis surat pribadi tersebut. Masalah umum yang di temukan dalam menulis surat pribadi adalah siswa tersebut masih membuat beberapa kesalahan dalam menulis tenses dan kata kerja. Alasan mengapa siswa membuat kesalahan dalam menulis surat pribadi adalah lemahnya pemahaman dalam grammar dan dalam menggunakan kata kerja.

Penelitian ini memiliki tiga rumusan masalah, yaitu: jenis kesalahan apa, jenis kesalahan yang dominant, dan upaya apa yang akan di lakukan guru untuk mengatasi kesalahan siswa. Tujuan penelitian ini adalah untuk menemukan jenis kesalahan siswa, menemukan kesalahan yang dominan yang di buat oleh siswa dan untuk mengetahui upaya apa yang akan di lakukan guru untuk mengatasi kesalahan siswa dalam menulis surat pribadi.

Penelitian ini dilakukan melalui penelitian kualitatif. Sumber data dalam penelitian ini adalah siswa dari MAS Basilam Baru Tapanuli Selatan pada kelas XII IPA. Instrument yang di gunakan dalam penelitian ini adalah test dan wawancara. Data tersebut di proses dengan membaca tulisan siswa, mengidentifikasi yang salah, mengklasifikasi yang salah, menandai yang salah, menghitung yang salah untuk mendapatkan kesalahan yang dominant dan membuat kesimpulan.

Berdasarkan hasil penelitian, peneliti menemukan kesalahan siswa dalam menulis surat pribadi ada pada *omission*, *addition*, *misformation*, dan *misordering*. Ada sembilan bagian kesalahan yang dibuat mahasiswa, diantaranya: : *To Be*, *Article*, *Plural*, *Preposition*, *Verb Tense*, *Pronoun And Noun Phrase*. Jumlah kesalahan pada *omission* sebanyak 24 . Jumlah kesalahan pada *addition* sebanyak 7. Jumlah kesalahan pada *misformation* sebanyak 23 . Jumlah kesalahan pada *misordering* sebanyak 14. Total keseluruhan kesalahan sebanyak 68. Persentase total yang paling besar terdapat pada *omission* yakni pada penulisan isi surat. Peneliti menyimpulkan bahwa kesalahan yang dominan yang dibuat oleh mahasiswa dalam menulis surat pribadi ialah pada kategori *omission* dengan persentase 35.29%

**Kata Kunci:** *Kesalahan Siswa, Menulis, Surat Pribadi*

## ACKNOWLEDGEMENT

### بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, I would like to convey my grateful thanks to Allah SWT., the most Beneficent, and the most Merciful who has given me health, time, chance, and blessings for finishing this thesis untitled "Students' Error in Writing Personal Letter at Grade XII MAS Babussalam Basilam Baru Tapanuli Selatan". Secondly, salam and shalawat always be upon the great Prophet Muhammad SAW. as the messenger of Allah SWT and the best pattern for human life.

It is common having some troubles in finishing this thesis. Exactly, it is impossible to finish this thesis without any help from people around me. Therefore, I wish to express my sincere thanks and this opportunity I take to do so. My great gratitude is along with the following people:

1. Mrs. Rayendriani Fahmei Lubis, M.Ag as my first thesis advisor and Mr. Zainuddin, S.S., M.Hum as my second thesis advisor. They both have guided and supported me patiently to finish this thesis.
2. Mr. Prof. Dr. H. Ibrahim Siregar, MCL as the Rector of State Institute for Islamic Studies (IAIN) Padangsidempuan who has given me chance to study in the college.
3. Mrs. Dr. Lelya Hilda, M.Si. as the Dean of Tarbiyah and Teacher Training Faculty and the vices.
4. Mrs. Fitri Rayani Siregar, M.Hum. as the lecturer and the Chief of English Education Department.

5. TBI lecturers Mrs. Eka Sustris Harida, M.Pd., Mrs. Yusni Sinaga, M.Hum., Mrs. Sri Rahmadhani Siregar, M.Pd., Mr. Dr. H. Fitriadi Lubis, M.pd., Mr. Sojuangon Rambe, S.S., M.Pd., Mr. Hamka, M.Hum., Mrs. Ida Royani, M.Hum., Mrs. Marwah, M.Pd., Mrs. Sokhira Linda Vinde Rambe, M.Pd who have given me much knowledge.
6. All lecturers, staffs, academic communities of IAIN Padangsidimpuan who have helped me during my study in this college.
7. Mr. Ahmad Darwis as headmaster of MAS Basilam Baru Tapanuli Selatan who has allowed me to do my research to do this researcher.
8. Mr. Yusri Fahmi, S.S. as the head of IAIN Padangsidimpuan's library, all staffs, and librarians for the permission to access and use the books.
9. My beloved parents, Syaparuddin Harahap and Nurmala Lubis who have taught me many things with love and patient, who always pray for me and support me of what I am doing in the right way.
10. My lovely brothers, (Ahmad Muslim Harahap and Ali Muharram Harahap) and my lovely young sisters (Epi Rahmadani Harahap, Mawaddah Harahap and Ainun Sarkiyah Harahap) who always entertain me, support me, and motivate me to finish the thesis.
11. My best friends, Tukma Wanita Siregar, Suryana Hotma Siagian, Nurlija Matondang, Rahmadiny Siregar, Imanda Putri Harahap, Putri Rahmadani, Fatimah Hariati Harahap, Muri Anggi Damayanti, Ida Annisa., Halimatussakdiah and all my friends in TBI-1, TBI-2, TBI-3, and my friends

in each faculty of IAIN Padangsidempuan. Thanks for the time we spend a lot in the college. Best wishes for you all.

12. My team PPL SMK N 2 PSP, Rahma Diny, Ike Nurjannah, Jumintan, Musbar Harahap and Fitri Tamela

13. All of senior who helped me and giving suggestion. Thank you so much

Nothing in the world is perfect, this researcher realize that there are still many short comings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis, comments and criticism expected from all the readers of this thesis

Last but not least, the researcher want to say thank you very much for their helping. May Allah bless them and researcher hope this thesis useful for all

Padangsidempuan, November 2020  
Researcher

Sri Sulastri Harahap  
Reg. Num. 16 203 00010

## TABLE OF CONTENTS

	<b>Page</b>
<b>COVER.....</b>	<b>i</b>
<b>LETTER OF AGREEMENT.....</b>	<b>ii</b>
<b>DECLARATION LETTER OF WRITING OWN THESIS.....</b>	<b>iii</b>
<b>AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CAVITY.....</b>	<b>iv</b>
<b>EXAMINERS OF SCHOOLAR MUNAQOSAH EXAMINATION..</b>	<b>v</b>
<b>ABSTRACT .....</b>	<b>vi</b>
<b>LEGALIZATION.....</b>	<b>vii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>viii</b>
<b>TABLE OF CONTENTS .....</b>	<b>ix</b>
<b>LIST OF TABLES.....</b>	<b>x</b>
<b>LIST OF APPENDICES .....</b>	<b>xi</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background of the Research .....	1
B. Focus of the Problem .....	4
C. Formulation of the problem .....	5
D. Objective of the problem.....	5
E. Significance of the Problem .....	6
F. Definition of Key Term .....	6
1. Students.....	6
2. Error .....	6
3. Writing .....	6
4. Personal letter.....	6
G. Outline of the Thesis .....	7
<b>CHAPTER II THEORETICAL DESCRIPTION</b>	
A. Error .....	9
1. Definition of Error.....	9
2. Source of Error .....	10
a. Interlingual Transfer.....	10
b. Intralingual Transfer.....	11
3. Types of Error .....	11
a. Linguistic Category Taxonomy.....	11

b.	Communicative Effect Taxonomy .....	12
c.	Comparative Taxonomy .....	12
d.	Surface Strategy Taxonomy .....	12
1)	Omission .....	12
2)	Addition.....	13
3)	Misformation.....	13
4)	Misordering .....	13
B.	Writing .....	14
1.	Definition of Writing.....	14
2.	Purposes of Writing.....	15
3.	Writing process .....	16
a.	Prewriting.....	16
b.	Organizing.....	16
c.	Writing .....	17
d.	Polishing.....	17
4.	Writing Assesment.....	17
a.	Content.....	17
b.	Organizing.....	18
c.	Mechanism.....	18
d.	Vocabulary .....	18
e.	Grammar .....	18
C.	Personal Letter.....	19
1.	Definition of Persona Letter .....	19
2.	The structure of Personal Letter .....	21
3.	Language features of Personal Letter .....	21
4.	Example of Personal Letter .....	22
D.	Review and Related Finding .....	23

### **CHAPTER III RESEARCH METHODOLOGY**

A.	Place and Time of the Research.....	25
B.	Kind and Method of the Research.....	25
C.	Source of the Data.....	26

D. Instrument of Collecting Data.....	26
E. Technique of Data Analysis .....	28
F. Technique of data trustworthiness .....	29

**CHAPTER IV RESEARCH FINDINGS AND DISCUSSION**

A. Research Finding.....	31
1. The Students' Error In Writing Persona Letter .....	31
a. Omission.....	32
b. Addition.....	39
c. Misformation.....	43
d. Misordering .....	52
2. Students' Dominant Error .....	59
3. The teacher' will be effort the students' error .....	59
B. Discussion .....	60

**CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion.....	62
B. Suggestion .....	63

**REFERENCES**

**APPENDICES**

## LIST OF TABLES

Table	page
1. Indicator of Error .....	26



## **LIST OF APPENDICES**

- APPENDIX 1 : Instrument of the Test
- APPENDIX 2 : List of Interview
- AFFENDIX 3 : List of Students' Names
- AFFENDIX 4 : Documentation

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Language is one of the most important things in human life. Every person must use a language to communicate each other. It means language is a thing that is used as a communication tool. It is also used to interact with each other. English is one of the kinds of languages, it is also one of the most important languages in this world.

In Indonesia English is not the first language, but English is as a foreign language. English has become an important subject that students learn from elementary school, junior high school, senior high school up to college or university. In learning English, students frequently make errors because they are common features of learning the new foreign or second language.

As a foreign language, most of Indonesian students make the error in learning English language. Hasyim defined an error as language production that is not correct. In applied linguistics, it refers to patterns in production that show incomplete or incorrect learning.<sup>1</sup> Errors are also caused by the lack of knowledge about the target language or by an incorrect hypothesis

---

<sup>1</sup> Sunardi Hasyim, "Error Analysis in the Teaching of English" 4, no. 1 (2002): P.43, puslit2.petra.ac.id.

about it and mistakes are caused by temporary lapses of memory, confusion, and slips of the tongue .

For learners, error analysis is needed to show them in what aspect in grammar which is difficult for them, where as for teachers, it is required to evaluate themselves whether they are successful or not in teaching. Thus, error analysis should not be neglected in foreign language teaching. Richard's & Samson state that error analysis is an important tool for teachers to evaluate the students' learning ability in order to set the priority to solve the students' problems from the most frequent errors made by them especially in writing English process. <sup>2</sup>

There are four skills in English Language Learning, that are listening, reading, speaking and writing. From those skills, according to Palmer, Richard, and Renandya writing is the most difficult skill for second language learners to master. Writing, it can not be separated like structure and grammar from the language it self. The learning of writing receives a great and deal of attention. Writing is a written process of thinking, drafting, and revising that need a special skill on how to create ideas. There are elements of writing such as, content, grammar, mechanics, organization and vocabulary.

---

<sup>2</sup> Paramita Kusumawardhani, "The Analysis of Errors of Omission in English Narrative Composition Made by EFL Students," *JELE (Journal of English Language and Education)* 3, no. 2 (2017): 86, <https://doi.org/10.26486/jele.v3i2.257>.

Talking about writing, writing is one of skill that that students have learned in senior high school, MAS Basilam Baru Tapanuli Selatan is one of the senior high school in Tapanuli Selatan, it has located in Basilam Baru Tapanuli Selatan. According to Mahrukh Bashir on students' book (bahasa ingris: Stop Bullying Now) at grade XI , student of MAS Basilam Baru have learned about writing, that is writing a letter. It has been studied on second semester at grade XI. According to Ed Swick there are two kinds of letter writing that are friendly letter (personal letter) and business letter.<sup>3</sup> Personal letter is one of kind of casual letter that used to chatting with a friend. The contentof this letter can be intimate or informative or can even be a request. Meanwhile, Business Letter is one of formal letter that used to conducting business . it is different with personal letter.

In this research, the researcher did not discuss both of kind of letter, the researcher discussed about personal letter, because the students of MAS Basilam Baru Tapanuli Selatan at grade XII just learn about personal letter. Based on the researcher pre research, according to English teacher at grade XII miss Juliana S.Pd.I based on her experiences in giving the task of personal letter, the students still less in writing personal letter, even though

---

<sup>3</sup> ED Swick, *Writing Better English: For ESL Learners*, Second Edi (New York: Mc Graw Hill, 2009), P.151, [www.pdfdrive.com](http://www.pdfdrive.com).

the students have learned about grammar, most of the students seldom put the knowledge to practice use.<sup>4</sup>

Based on the explanation above, the researcher interested to classify the students error in writing personal letter based on surface strategy taxonomy error, there are the types of error, omission, addition, misformation and misordering. So, the researcher interested in doing this research to find out error that students' made in their writing. Therefore, the researcher wants to conduct this research under the title is **“Students’ Error in Writing Personal Letter at Grade XII MAS Basilam Baru Tapanuli Selatan”**

### **B. Focus of the Problem**

Actually there are many kinds of error that the students' made in learning process, especially in learning English lesson. In this research, the researcher not discuss all of the student' error, the researcher focuses on students' error in writing skill, that writing personal letter, the researcher not discuss based on all of the component of writing, the researcher limited based on the grammatical. The researcher identified the students' error based on surface strategy, it was at class XII IPA.

### **C. Formulation of the problem**

---

<sup>4</sup>Juliana S.Pd.I as English teacher, *Online Interview* (online interview : July 16 .2020 at 09.30 a.m.)

Here the researcher formulated the problem of the research like:

1. What are the students' error in writing personal letter at grade XII MAS Babussalam Basilam BaruTapanuli Selatan?
2. What is students' dominant error in writing personal letter at grade XII MAS Babussalam Basilam BaruTapanuli Selatan ?
3. What will be the teacher' effort to solve the students' error in writing personal letter at grade XII MAS Babussalam Basilam Baru Tapanuli Selatan?

#### **D. Objective of the Problem**

Based on formulation above, the purpose of this researcher as following:

1. To find the students' error in writing personal letter at grade XII MAS Babussalam Basilam BaruTapanuli Selatan.
2. To find dominant error on students' writing personal letter at students' grade XII MAS Babussalam Basilam BaruTapanuli Selatan.
3. To know the teacher' will be effort to solve the students' error in writing personal letter at Grade XII MAS Babussalam Basilam Baru Tapanuli Selatan.

#### **E. Significances of the Research**

The result of this research will be expected to at least in three dominant :

1. Headmaster, to encourage English teacher to do the best in teaching process

2. English teacher, to improve their quality of teaching process especially in writing personal letter.
3. Students, to increase their ability especially in writing personal letter
4. Further researcher, to add their references who want to conduct more related research.

## **F. Defenition of Keys Terms**

### **1. Students**

Students are the person who learning in the school. According to Hornby that the Students are the person that study in school, college or University<sup>5</sup>.

### **2. Error**

Error is the result of some failure of performance.<sup>6</sup>

### **3. Writing**

Writing is process transforming an ideas into written form.

---

<sup>5</sup> Hornby, *Oxford Advent Learner Dictionary*, ed. Oxpord University Press (New York, 1995), P.38.

<sup>6</sup> Carl James, *Error in Langguage Learning Ans Use : Exploring Error Analysis*, ed. Christopher N Candlin, third (New York: Taylor and Francis Group, 2013), P.79, [www.pdfDrive.com](http://www.pdfDrive.com).

#### 4. personal Letter

Personal letter is one of the example of writing product that can be used as medium interact, sharing experiences each other in written form personality<sup>7</sup>.

So, the students' error in writing personal letter at grade XII MAS Babussalam Basilam Baru Tapanuli Selatan is the students' failure or the students' incorrect in writing personal letter at grade XII MAS Babussalam Basilam Baru Tapanuli Selatan.

#### G. Outline of Thesis

The systematic of this research was devided into five chapters. Each chapter consists of many sub chapters with detail as follow: Chapter one, consisted of background of the problem, focus of the problem, definition of key terms, formulation of the problem, the aims of research, and significanses of the research. Chapter two, consisted of theoretical of description and review of related findings. In theoretical of description consists of error analysis and writing pesonal letter.

Chapter three, consisted of place and time of the research, kind and method of the research, source of the data, instrument of collecting data, technique of collecting data, and technique of data analysis. Chapter four, consisted of findings that consists of general and specific findings,

---

<sup>7</sup> Harni and at.al., "Developing Writing Skill of Grade VIII Students through Personal Letter," *E-Journal of ELTS* 4, no. 1 (2016): P. 3.



discussion, and the threats of research. Chapter five, consisted of conclusions and suggestions.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Error

##### 1. Definition of Error

Errors are an essential part of learning, something incorrect made by learners of foreign language. Error itself may actually be necessary part of learning the language<sup>8</sup>. According to Ellis Errors are those sentences which are ill-formed grammatically or well-formed grammatically but inappropriate for a particular context.<sup>9</sup> It means error is ill formed grammatically that incorrect.

Hubbard states that errors are caused by the lack of knowledge about the target language.<sup>10</sup> Errors are considered to be systematic, governed by rule, and appear because a learner's knowledge of the rules of the target language is incomplete<sup>11</sup>. The researcher concludes error are caused lack of knowledge linguistic that the students that incorrect.

---

<sup>8</sup> Andrian, "An Error Analysis of EFL Students' English Writing," *English Education* 6, no. 4 (2015): P.513.

<sup>9</sup> Sependi Napitupulu, "Analyzing Linguistic Errors in Writing an English Letter : A Case Study of Indonesian Undergraduate Students," *International Journal of Language and Linguistic* 5, no. 3 (2017): p.72, <https://doi.org/10.11648/j.ijll.20170503.12>.

<sup>10</sup> Andrian, "An Error Analysis of EFL Students' English Writing," p.514.

<sup>11</sup> Mohammad Hossein Keshavarz, *Contrastive Analysis and Error Analysis*, New Editio (iran: Rahmana Press, 2012), P. 60, libgen.is.

## 2. Source of error

As there are many descriptions for different kinds of errors, it is inevitable to move further and ask for the sources of errors. It has been indicated in the first part of the study that errors were assumed as being the only result of interference of the first language habits to the learning of second language. Source of error can be categorized within two domains:

### a. Interlingual transfer

Interlingual errors result from the transfer of phonological, morphological, grammatical, lexico-semantic, and stylistic elements of the learner's mother tongue to the learning of the target language.<sup>12</sup> It refers to significant source for language learners

### b. Intralingual transfer and developmental errors

Intralingual and developmental errors are caused by the mutual interference of items in the target language the influence of one target language item upon another.<sup>13</sup> Intralingual errors result from faulty or partial learning of the target language rather than language transfer. It can be caused by the influence of one target language item upon another.

---

<sup>12</sup> Keshavarz, p.120.

<sup>13</sup> Keshavarz, P. 123.

## B. Types of Error

Dulay stated there are four types of error, that are linguistic category taxonomy, surface strategy taxonomy, communicative effect taxonomy, and comparative taxonomy.

### a. Linguistic category taxonomy

This type of learner errors is on the basis of the linguistic component or item that is affected by an error.<sup>14</sup> Constituents include the elements that comprise each language component, such as noun phrase, auxiliary, verb phrase, preposition, adverb and adjective.

### b. Comparative taxonomy

According to Dulay comparative taxonomy is the classification of based on comparison between the structure of contain other types of construction. Second language have most frequently been compared to error made by students learning the target language as the first language to equivalent phrases or sentences in the students or sentence learners mother tongue.

---

<sup>14</sup> Yoseph Tizazu Department of English Language and Literature, Arba Minch University, Arba Minch, Ethiopia” 2, no. C (2014): p.72, <http://www.eajournals.org/wp-content/uploads/A-Linguistic-Analysis-of-Errors-in-Learners'-Compositions-The-Case-of-Arba-Minch-University-Students.pdf>.

c. Communicative Effect Taxonomy

This type of taxonomy classifies based on the perspective of the effect or listener order. It deals much with distinguishing between errors that seem to cause miscommunication and those do not

d. Surface strategy taxonomy.

This taxonomy works on mechanisms in which surface forms are modified or altered in erroneous utterances. The surface structure taxonomy consists of four categories, that are, omission, addition, misformation, and misordering.

1.) Omission

Omission are the categorized of error that refers by absence of an item that must appear in a well- formed utterance.<sup>15</sup> It refers to noun and verb inflection ( s, ed, ing), the article (a, an and the ) the auxiliaries verb ( is, will, can may) and preposition (in, on, at, under) .<sup>16</sup> it is occur in grammatical function in utterance. Example : I have three cat for I have three cats .

---

<sup>15</sup> Napitupulu, "Analyzing Linguistic Errors in Writing an English Letter : A Case Study of Indonesian Undergraduate Students."

<sup>16</sup> Bahrun Amin, "Lexical Error in Writing English Words Made by Students of Senior High School," *Explore* 107 3, no. 1 (2014), <https://journal.unismuh.ac.id/index.php/exposure/article/view/831>.

## 2.) Addition

Addition are the categorized of errors that refer to the presence of an element or a form which must not appear in a wellformed utterance.<sup>17</sup> Example: She does not knows me for she does not know me

## 3.) Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure.<sup>18</sup> This error caused by incorrect placement of a morpheme or group of morphemes in a given utterance.<sup>19</sup> Example : I see her yesterday for I saw her yesterday .

## 4.) Misordering

Misordering is the categorized of error refer as use of the wrong form of a structure or morpheme . In misordering to selecting the right forms to use in the right context, is to arrange them in the right order<sup>20</sup>. Misordering happens when the students put incorrect placement of one element in sentence. Incorrect placement is also indicated from random arranging

---

<sup>17</sup> Napitupulu, "Analyzing Linguistic Errors in Writing an English Letter : A Case Study of Indonesian Undergraduate Students," p.12.

<sup>18</sup> Naeli Jazilatus Sangadah, "An Error Analysis on Use Tenses in Writing Personal Letter of Eight Grade Students' of SMP N 1 Puring, Kabumen in the Year of 2012/2013" (Purwokerta, 2013), <https://scholar.google.co.id/scholar>.

<sup>19</sup> Sangadah.

<sup>20</sup> Carl James, *Error in Language Learning Ans Use : Exploring Error Analysis*, ed. Christopher N Candlin, third (New York: Taylor and Francis Group, 2013), p.110, [www.pdfDrive.com](http://www.pdfDrive.com).

the systematic of a sentence. Example she is a girl beautiful  
for she is a beautiful girl.

## C. Writing

### 1. Defenition of writing

Writing is one of the activity that includes deciding what one wants to write, how best to say it and how to put these ideas onto paper in a way that is intelligible to others.<sup>21</sup> According to Brown writing is a written process of thingking, drafing, and revising that need a special skill on how to create ideas.<sup>22</sup> Swann stated writing is a process of communication using conventional graphic system to convey a message to the reade Writing is a process of transforming thoughts, ideas, and feelings into written form.<sup>23</sup> Then, researcher concluded writing is process transforming an ideas by using semantic symbol into writing form.

### 2. Purposes of writing

According to Hugo in Rayendriani Fahmei's journal<sup>24</sup> the purposes of writing are:

---

<sup>21</sup> Aan Browne, *Teaching and Learning Communication , Language and Literacy* (London: Paul Chapman, 2007), P.81, en.Bookfi.net.

<sup>22</sup> Browne, P.391.

<sup>23</sup> Nurmala Hendrawaty and Nurfitriia Ambarwati, "Using Clustering Technique Towars Students' Writing Skill in Recount Text" 09, no. 03 (2017): P.53, <https://journal.lppmunindra.ac.id/index.php/Deiksis/article/view/1843>.

<sup>24</sup> Rayendriani Fahmei Lubis, "Writing Narrative Text," *English Education* 02, no. 01 (2014): 62–63, <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/115>.

a. Assignment purpose

This purpose is there is no aim at all the writer writes something because as just a duty, it is not her self-will.

b. Altruistic purpose

This purpose is to place the readers to bring the reader's sadness.

c. Persuasive purpose

This purpose is to make sure the readers of the truth of ideal is shared.

d. Informational purpose

This purpose is to give information or explanation to the readers.

e. Self-expressive purpose

This purpose is to introduce or defined author to the readers.

f. Creative purpose

It has deep relation with self-expressive purpose, but it has "creative will". It is more than self-expressive and involving herself with the will to reach artistic norm ideal art, so it purpose is to reach artistic value, and art value.

g. Problem solving purpose



The writer wants to solve the problem is found, the writer wants to explain, to clear, and to search the thoughts and ideas carefully to be understood and received by the reader.

### 3. Writing process

According to Alice Olishima and Hogue there are four steps in writing process , that are :

#### a. Prewriting

Prewriting is a way to get ideas.<sup>25</sup> Pre-writing is any activity in the classroom that encourages students to write..<sup>26</sup> It means In pre writing the writer only write what are the ideas come to the writer's mind without thinking.

#### a. Organizing

The next step in writing process is to organize the ideas into a simple outline.<sup>27</sup> In this step the the writer organize the idea into a simple design to choose the specific angle or part to develop into paragraph.

#### b. Writing

---

<sup>25</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, Thrid Edit (United State of America: Pearson Education, 2007), P. 15.

<sup>26</sup> Jack C.Richards and Willy A. Renandya, *Methodology in Lannguage Teaching : An Anthology of Current Practice* (New York: Cambridge University Press, 2002), p.17, en.Bookfi.net.

<sup>27</sup> Oshima and Hogue, *Introduction to Academic Writing*, p.16.

The next step is to write a rough draft ,it can using outline as a guide.<sup>28</sup> In this step the writer writing draft as quickly as focus about grammar, spelling, or punctuation. Just get the the ideas down on on sentence. Remember also that its added a concluding sentence at the end.

c. Polishing

The last step is polishing. In this step called revising and editing. Polishing is most successful if you do it in two steps. First, attack the bigissues of content and organization (revising).<sup>29</sup>Then work on the smaller issues of grammar, punctuation, and mechanics (editing).

#### 4. Writing Assesment

The assesment of wirting ability is need to recognize the criteria of writung assesment. Based on Weight there are five component presented in the analytical scoring rubric for writing essay, that are content: organization, mechanic, vocabulary , vocabulary and grammar<sup>30</sup>.

a. Content

---

<sup>28</sup> Oshima and Hogue, P.18.

<sup>29</sup> Oshima and Hogue, P. 19.

<sup>30</sup> Anabela Reise Alves, *Process Writing* (Birmingham: The University of Birmingham, 2008), p.11.

Content of the writing are fulfill the requirement of the writing assignment.<sup>31</sup> The content has to be clear and easy to understand by the readers. Trust the content looks interesting to read, and so its one of the criteria good writing.

b. Organization

Organization is the act or process of organizing or of being organized. Form is organizing of the content. In writing activity organizing is one of the main assesment in writing. This criterion is identified introducton, body, and conclusion of writing task.

c. Mechanics

Mechanics is all of about punction and spelling of the writing. In good writing is correct of English writing conventions. Left and right, all need capitals, paragraph intended, punction and spelling.

d. Vocabulary

The selection of word should be familiar or commonly used by other people. Thus, readers can understand the message of the writing easily because good writing depends on adequate words.

e. Grammar

---

<sup>31</sup> H. Dounglash and Ann Hogue, *Langguage Assesment: Principles and Classroom* (New York: Pearson Education, 2004), p.244.

Grammar is the part of English language that refers to forms and structure of words, with their customary arrangement phrase and sentence and often with language sound and word meaning.

#### **D. Personal letter**

##### **1. Defenition of personal letter**

Letter is a piece of paper or more that used as communication tool to deliver the statement or information in written form, from one person to another.<sup>32</sup> According to Levinson Personal letter is one of the informal organization that particularly concern with individual substance rather than professional substance. It is aimed to strengthen a relationship between writer and reader, spread the good news, share the mutual sense of belonging, and reflects the common interest and belief between the writers.<sup>33</sup> It is aimed to strengthen a relationship between writer and reader, spread the good news, share the mutual sense of belonging, and reflects the common interest and belief between the writers.

Personal Letters are the letters written to people such as friends, parents, siblings, cousins. Letters are not only written to inform but

---

<sup>32</sup> Dwi Purmasih, "The Use of Personal Letter Material to Improve Writing Skill in Recount Text for the Tenth Grade Students of MA Darussalam Wonosegoro in the Academic Year 2018/2019" (IAIN Salatiga, 2018), P.26, <http://e-repository.perpus.iainsalatiga.ac.id/4155/>.

<sup>33</sup> Nur Aininna, "The Benefits Using Dialogue Journal Writing for Improving Students' Writing of Personal Letter" 3, no. 1 (2014): 10–21.

also to strengthen the bond between the people writing to each other.<sup>34</sup>

Then researcher conclude, personal letter is one of writing product that used to share the information, share the experiences, daily activity and talk about future plans.

## 2. The structure of personal letter

According to Bodomo on Naeli Nazilatus Sangadah's<sup>35</sup> thesis the structure of personal letter as follow.

### a. Date and address

This is the date when the letter is written. For example 17<sup>th</sup> Agust, 2017. Address is the structure of letter where the writer writing from (top right)

### b. Salutation and Name of Recipient

The greeting usually starts with the word 'Dear' followed by the given name of the recipient or relationship and it ends with a comma. Two examples are shown: 'Dear Ronald', 'Dear Uncle'.

### c. Introduction

This is the opening of a letter. It may include greetings like 'How are you?'. Sometimes, you may refer to a previous letter.

### d. Body

---

<sup>34</sup> Mahrukh Bahshir, *Bahasa Inggris : Stop Bullying Now* (Jakarta: pusat kurikulum dan pembukuan, Balitbang, kemendikbut, 2017), p.63.

<sup>35</sup> Sangadah, "An Error Analysis on Use Tenses in Writing Personal Letter of Eight Grade Students' of SMP N 1 Puring, Kabumen in the Year of 2012/2013," P. 36-37.

This is the main part of the letter. It includes the message that the writer wants to tell the recipient. It is often divided into paragraphs.

e. Closure

This part indicates the letter is going to end. The writer may ask the recipient to reply here.

f. Complimentary Close

This short expression includes a few words on one line. It ends with a comma. Some examples are shown below: 'Yours sincerely,' 'Best regards,' 'Love

g. Signature

The signature of the the writer who write the letter.

### 3. Language Features of Personal Letter

There are two language features of personal letter such as:

- a. Sentence structure such as, accuracy of grammar is important, complete sentence are expected, slang can be used, use the contraction, use personal pronoun, and use active voice.
- b. Style, such as: language use may be personal like first and second person, be warm, and vary sentence length<sup>36</sup>

### 4. Example of personal letter

---

<sup>36</sup> Makrukh Bashir, *Bahasa Inggris : Stop Bullying Now* (Jakarta: Pusat Kurikulum dan Pembelajaran, Balitbang, 2017), P.67.

35 Sengigi Raya Lombok

79 Nusa Tenggara Timur

12<sup>th</sup> January 2014

My dear lovely Siti

Hello

How are you sweetie? I know you are angry with me because I am writing to you a long time. I am sorry, please forgive me. You know we are in Lombok right now. It is so beautiful beyond imagination. I am writing to you from this really cute little café on Sengigi beach. As you know, mum loves shopping, so she goes and will go for hours. I took a rain check from shopping and decided to write to you while I enjoy my cup of coffee.

You know yesterday we went to Gilli Nanggu island, it is a beach on the southwest of Lombok. The place is awesome. It is so beautiful I could not believe my eyes. There are beautiful coral reefs everywhere. We went for snorkeling and we saw the most amazing fish over. I wish you here, it would have been much more fun.

Mum was making sure that we did not miss any sight in the whole city, so we had practically been everywhere.

I have to go, mum is here. I will see you soon<sup>37</sup>.

Lost of love

Lana

## E. Review and Related Findings

There were some researchers which have done the research that related to this research, as follow:

The First is the reserch conducted from the thesis by Aldila Discha Prathia, the result of her research was the dominant error was errors of omission with, followed with misformation, diction, addition and misordering and The causes of the errors made by the students was due to the interference of their first language, mistranslation and lack ofknowledge in vocabulary and grammar.<sup>38</sup>

The second conducted from an thesis by Irma Yanti candra, the result of this an article was students made errors in kind of omission addition and misordering<sup>39</sup>

The third conducted from the thesis by Naeli Jazilatus Sangadah the result of her thesis there was four kinds of errors that was made by the students. There are omission,addition, misformation, and misordering.

---

<sup>37</sup> Bashir, 65.

<sup>38</sup> Adila Discha Prathia, "Grammatical Error Analysis of EFL Students' Personal Letter Wring : A Casr Study of Year XI Students' of SMKN Mataram Year 2017/2018" (Universitas Mataram, 2018), <https://scholar.google.co.id/scholar>.

<sup>39</sup> Irma Yanti Chandra, Welya Roza, and Khairul, "An Analysis of Grammatical Error Made by the Second Year Students' at SMAN 7 Padang in Writng Personal Letter" (Bung Hatta University, n.d.), <http://ejurnal.bunghatta.ac.id/index.ph>.



Omission error was the most frequent error that the students produced. It shows that the students get difficulties in using tenses in writing personal letter. They do not master grammar and most of them are lack of vocabulary.<sup>40</sup>

Finally, this research conducted to complete the researches above. Thus, the research would like to analyze error in writing personal letter at grade XII MAS Babussalam Basilam BaruTapanuli Selatan.

---

<sup>40</sup> Sangadah, "An Error Analysis on Use Tenses in Writing Personal Letter of Eight Grade Students' of SMP N 1 Puring, Kabumen in the Year of 2012/2013."

## CHAPTER III

### RESEARCH METHODS

#### A. Place and time of research

The location of this research was at MAS Babussalam Basilam Baru. Located at Jln. Mandailing Km 11,5 Basilam Baru, Angkola Muara Tais Tapanuli Selatan. This research started from March 2020 until November 2020.

#### B. Kind and method of research

In this research the researcher was used qualitative research method, with descriptive qualitative research. Qualitative is concerned with non-statistic methods of inquiry and analysis social phenomena.<sup>41</sup> It means Qualitative research is a research that does not use statistic method, which to analyze what other people do in real activity. The method of qualitative research is which emphasizes in aspect of comprehending in deep the problem.

In a qualitative research, the researcher collects, analyzes, and interpret data descriptively in order to capture the particular phenomenon of interest. In this researcher used test and interview as a instrument of the research.

In this qualitative research the researcher used test to find out the data and interview to find out the teacher' will be effort to solve the problem in

---

<sup>41</sup>Nima Shakouri, "Qualitative Research: Incredulity Toward Metanarrativeness," *Journal of Education and Human Development* 3, No. 2 (2014), p. 674. Retrieved from [http://jehdnet.com/journals/jehd/Vol\\_3\\_No\\_2\\_June\\_2014/40.pdf](http://jehdnet.com/journals/jehd/Vol_3_No_2_June_2014/40.pdf), .

this research. The researcher gave the writing test for student, then, researcher collected the of students' answer sheet. The researcher identified the students' task to find out the students' error based on surface structure taxonomy such as: omission, addition, misformation, and misordering error.

### **C. Source of the data**

The source of the data here means the object which the researcher tries to examine. Qualitative research does not use population for it starts from a certain case in certain sosial situation and the result of data analysis was not be generalized to population but transferred to other places in the same social condition as the observed case.

The object of this study are the students whose make error in their writing of the form personal letter. The object that the researcher takes was the twelve grade of MAS Babussalam Basilam Baru Tapanuli Selatan . There is only one classes of IPA department, class as object with consist 20 students.

### **D. Technique of Collecting Data**

For collecting the data, the researcher used test as the instrument of this research. Test is one kind of instrument that researcher used to measure the students'error and to know what kind of error that student make in subject or the lesson that teacher has been explained.

The instrument of this research is a writing text a personal letter to the students. The writing test was intended to gather information about the

students' errors in writing personal letter. Test is a series of question or the other tools which is used to measure of ability, intelligence of knowledge, skill owned by individual or group.<sup>42</sup>

**Table 2**

**Indicator of Error**

No	Surface Taxonomy	Strategy	Total of Error	Percentage
1	Omission			
2	Addition			
3	Misformation			
4	Misordering			
Total				

**E. Technique of data Analysis**

The resercher used qualitative research in this research which the method is conveyed in descriptive analysis way to describe and to interpret the result

---

<sup>42</sup> Sangadah, "An Error Analysis on Use Tenses in Writing Personal Letter of Eight Grade Students' of SMP N 1 Puring, Kabumen in the Year of 2012/2013."

of qualitative data. To get the qualitative result, the data was calculated and drew up in the table of percentage which the formula as follows:

Where<sup>43</sup> :

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F= Frequency of type error

N = Sum of all of type error

Data is very important to a research. It is needed to know a lot of information about the subject of the research. The data is the errors which were found in the sentences of students' writing. After the data had been collected, the data processing procedure was carried out. To find out the data about the students' errors and possible causes of the students' grammatical errors in using tenses in writing personal letter, the researcher use the following steps:

- a. The researcher asked the students to do the test in 45 minutes.
- b. The researcher asked the students to collect the sheet of writing task.
- c. The researcher copied the students' answer sheet

---

<sup>43</sup> Anas Sudjono, *Pengantar Statistik Pendidikan* (Jakarta: Rajawali, 2014), P.43.

- d. The researcher identified the error of students' answer sheet writing based surface taxonomy.
- e. The researcher classified the kind of error that students' made in writing personal letter.

#### **F. Technique of data trustworthiness**

There are nine techniques to determine the data trustworthiness stated by Lexy J. Moleong <sup>44</sup>as :

1. The extension of participant is the extension not only do at short time, but need a long time.
2. The application of the research must do research careful, detail and continuous to object of the research.
3. Triangulation is the technique of checking data trustworthiness that using something besides the data to verification or as a comparison data.
4. Checking with friends though discussion is do with expos the interim result that gotten discussion with friends.
5. Analyze the negative causes is the research collects example and inappropriate cases with the model and inclination of information that will be collected used as a substance of comparison.
6. The adequate and referential are tools of them, which using the free time to compare the result of research with critics and collect.

---

<sup>44</sup> Lexy J. Moleong, *Metodologi Pendidikan Kualitatif*, Edisi Revi (Bandung: Rosda, 2018), P. 324.

7. Checking the member is the important in checking ability.
8. The detail description to demand researcher to report of the research result, so description is do carefully and occurately to draw the content of research.
9. Editing is used to check the truth and certainty of data, this point done well to the process or result and extent.

From the all techniques to determine the data trustworthiness the researcher was use point 4 that is are checking with friends, the researcher checking with the English teacher of MAS Babussalam Basilam Baru Tapanuli Selatan.

## CHAPTER IV

### THE RESULT OF RESEARCH

#### A. The Findings

This research is a qualitative research. This research used descriptive design. The participant of this research was grade XII students of MAS Basilam Baru Tapanuli Selatan. It was only one class, which considered of twenty students. The instrument of this research was interview and writing test. In this research the learning material was focused on error taxonomy on personal letter.

The researcher asked to students to write a personal letter based on the topic. The topics are “holiday, unforgettable moment, and party birthday”. The researcher asked the student choose one topic. The researcher asked students to writing a personal letter based on the student’s chooise. The students saw the students were in difficult in writing process. The researcher permitted students to open the dictionary. After finish the researcher collected the students’ writing in personal letter. Then, the researcher analyzed the data. The researcher conducted writing test and analyzed based on Surface Strategy Taxonomy.

#### 1. The students’ Error in writing personal letter

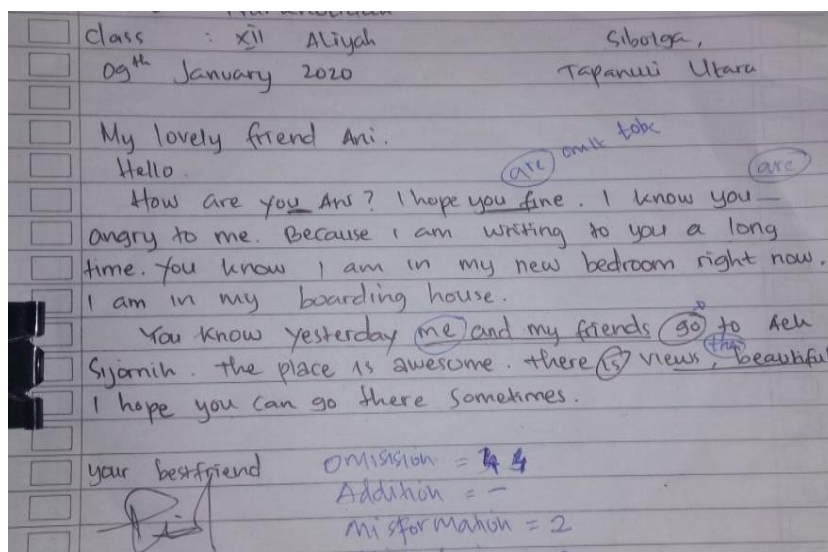
After knowing then result of test the researcher classified the students’ error into 4 types (omission, addition, misformation,a and misordering)



done by students' XII MAS Babussalam Basilam Baru Tapanuli Selatan especially in writing personal letter .

### a. Omission

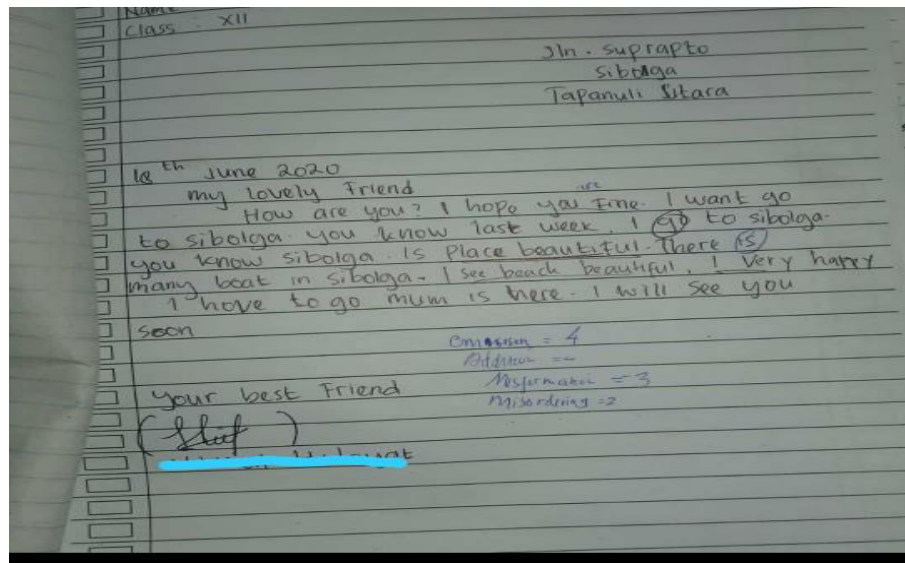
Omission error is characterized of error by absence of an item that must appear in well-formed utterance. It refers to when students omit one more of element in sentence element. There were nine of twenty students made error in omission.



From the picture above the researcher found there were three items of error in the NH personal letter writing. First, in writing the introduction, student wrote “I hope you fine” the student omit to be, it should be “I hope you are fine”. Then, “I know you angry”, the student omit to be, it should be “I know you are angry to me”. Second, in writing the body of letter, student wrote “views beautiful” the student omit an article, it should be “the beautiful views. So, the students’

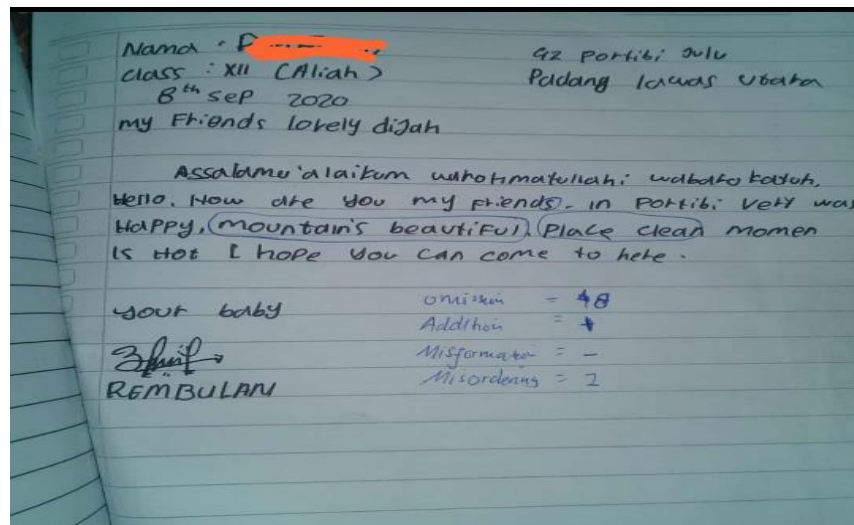


From the picture above, the researcher found there were two items of error in the HA personal letter writing. First, in writing the body of letter, the students' wrote "I very tired" the student omit to be, it should be "I was very tiring. Then, "with beach beautiful" the student omit an article, it should be "with the beautiful beach. So, students' made one item of error by caused omission of to be and one item of error caused by omission of an article.



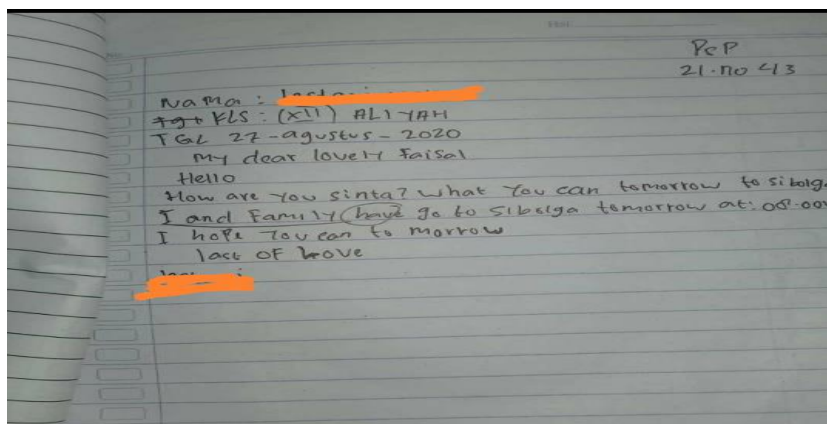
From the picture above, the researcher found there were four items of error in HH Personal letter writing. First, in writing the introduction of letter, the student wrote " I hope you fine", the student omit to be, it should be " I hope you are fine ". The second "Sibolga is place beautiful", the student an article it,

should be “ Sibolga is the beautiful beach”. The third, “I very happy in Sibolga” the student omit to be, it should be “I was very happy in Sibolga”. The last “I saw beach beautiful”, the student omit an article it should be “I saw the beautiful beach. So , students’ made there items error caused by omission of to be and one item error caused by omission of an article .

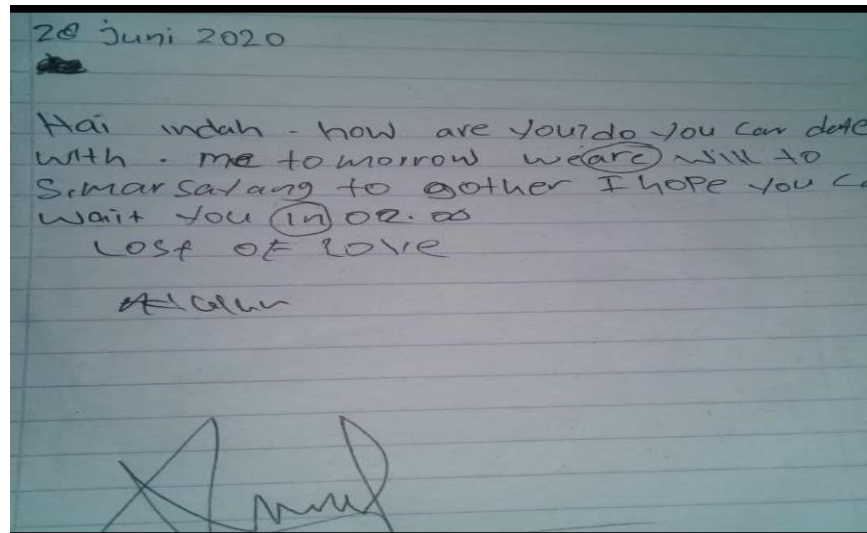


From the picture above the researcher found there were five items of error in the RB personal letter writing. First, in the body of letter, the student write “in Portibi very happy” the student omit subject and to be it should be “I was very happy in Portibi”. Then “mountains’ beautiful”, the student omit plural, it should be “there are many beautiful mountains”. Next, “momen is hot”, it should be “the weather is hot”. Last, “place clean”, it should be, “the place is clean”. So, the

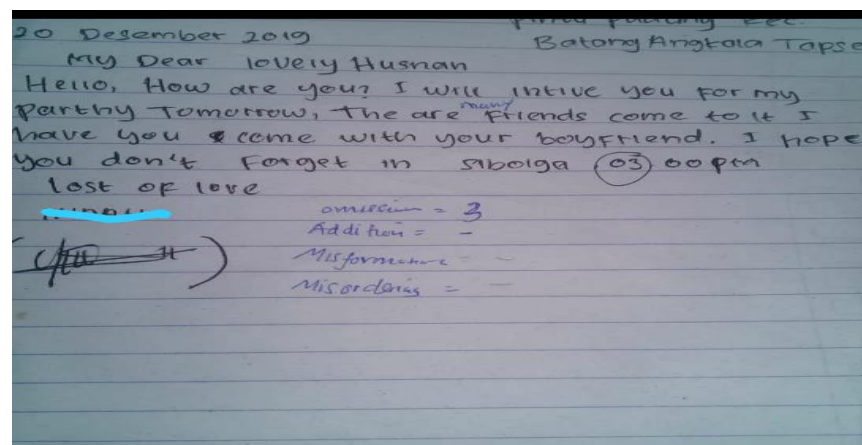
student made three items of omission error caused by omission of to be, one item of error caused by plural and one item of error caused by subject.



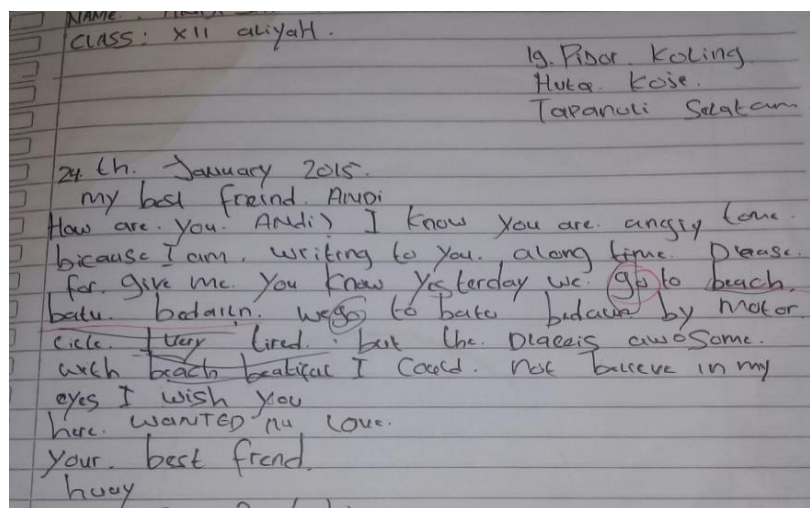
From the picture above the researcher found there were one items of error in the LR personal letter writing. It was in writing the body of letter, the student wrote “what you can tomorrow to Sibolga” the student omit verb tense, it should be “can you go to Sibolga tomorrow”. So, the student made one item of omission error caused by verb tense.



From the picture above, the researcher there were one items of error in the AA personal letter writing. It was in writing the body of letter, the student wrote “we are will to Simarsayang” the student omit verb tense, it should be “we will go to simarsayang. So, student made one omission error caused verb tense.

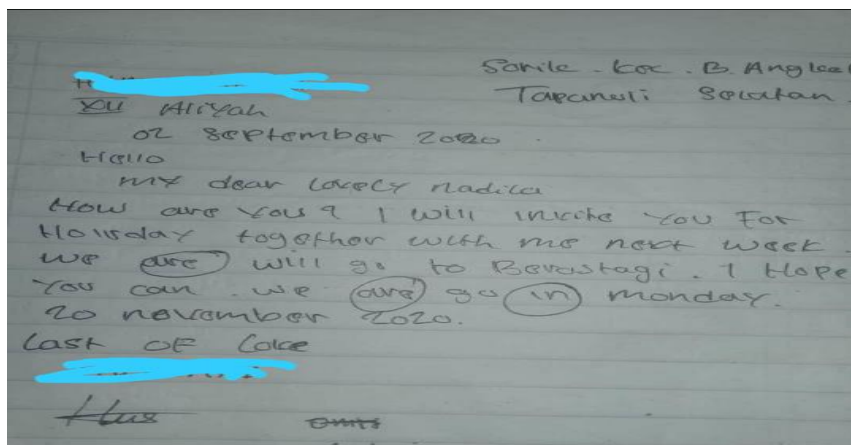


From the picture above, the researcher found there two items of error in the IB personal letter writing. it was , in the body of letter, the student write “there are friends....” The student omit plural, it should be “there are a lot of friends” Then, “don’t forget in Sibolga.03.00 0m” the student omit preposition, it should be “do not forget in Sibolga at 03.00 am. So, the student made one omission error caused by plural and one in preposition.



From the picture above, the researcher found there were two items of omission error in the ASL personal letter writing. First in writing the body of letter, the student wrote, “I very tired”, the student omit to be, it should be “was very tired”. Then, “the place awesome” the student omit an article, it should be “the place is awesome”. So,

student made one omission error caused by to be and one item of error caused by an article.

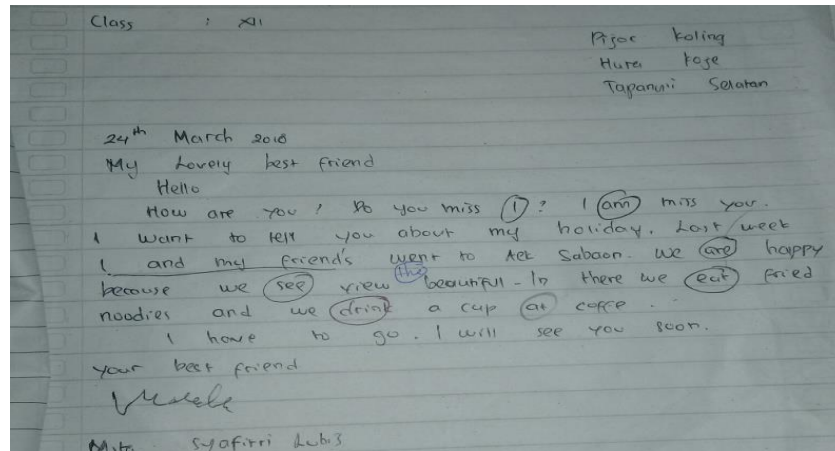


From the picture above, the researcher found there were one items of error in the HN personal letter writing. It was in writing the body of letter, student wrote, "Monday 20 november 2020" the student omit the preposition, it should be "on Monday 20<sup>th</sup> 2020". So, student made one error caused by preposition.

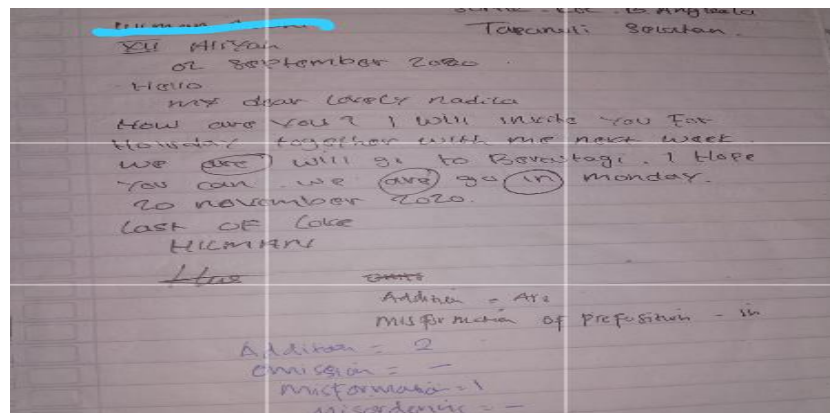
#### **b. Addition**

Addition are the characterized by presence of items. It refers to when the students' add one or more element in sentences that is not exist. There were six of twenty students made error in addition:





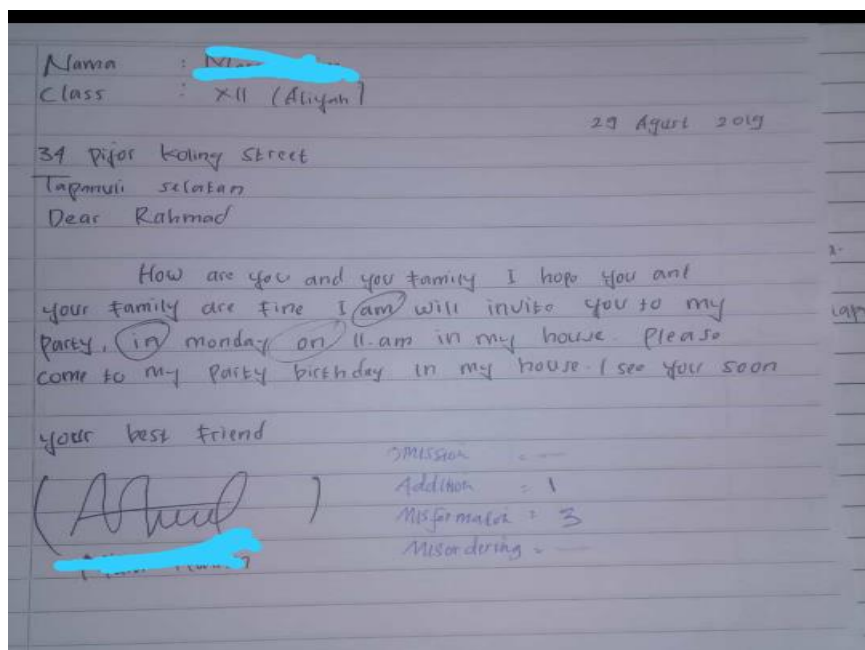
From the picture above the researcher found one item of error in MS personal letter writing. That was in introduction of letter, the student wrote, “I am miss you”, it should be “I miss you.”. So, student made one item error by addition of to be.



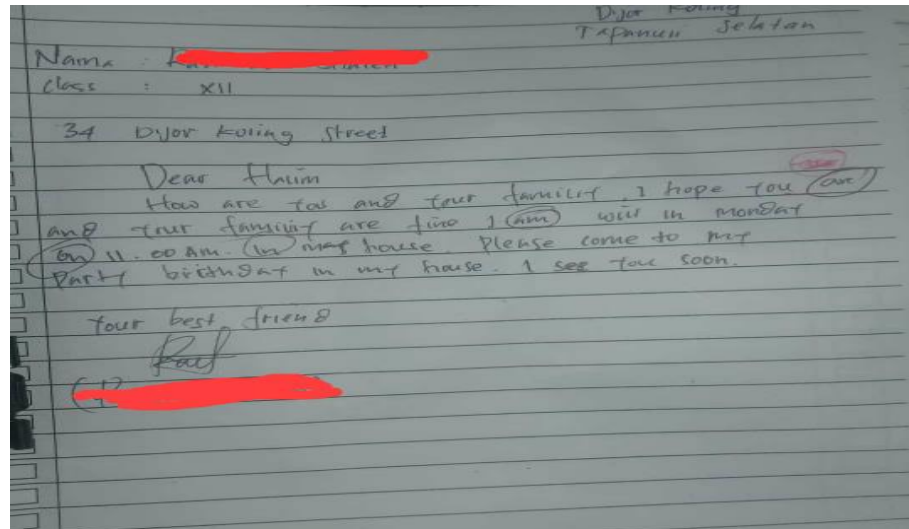
From the picture above, the researcher found there were two items of error in HN personal letter writing. That was in the body of letter, the student write “we are will go to Berastagi” it should be “we will go to Berastagi”. Second, “we are will go in Monday” it should be “we



From the picture above, the researcher found there were one item of error in the AA personal letter writing. It was in writing the body of letter, the student wrote “ we are will to Simarsayang” it should be we will go to Simarsayang. ”. So there was one item of error caused by addition of to be.



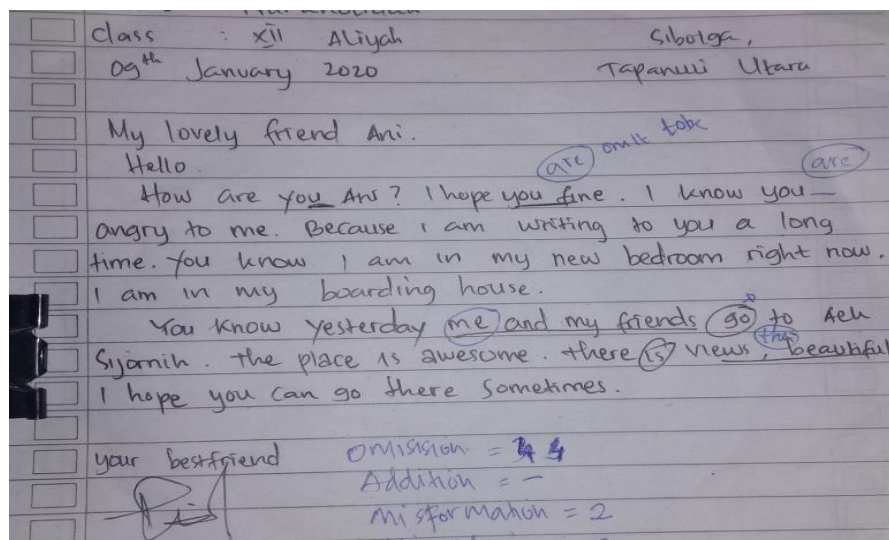
From the picture above, the researcher found there were item of error found in MH personal letter writing. It was in writing the body of letter, the student wrote “ I am will invite you” it should be “ I will invite you. So, student made one item error by addition to be.



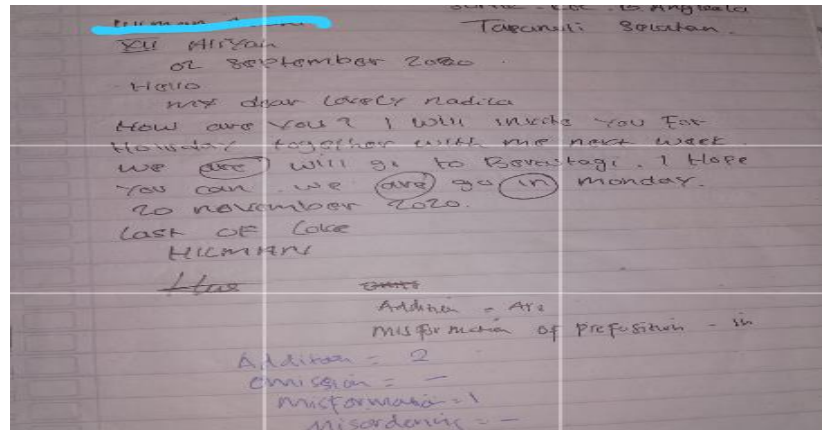
From the picture above, the researcher found there were one item error found in the RS personal letter writing. It was in writing the body of letter, the student wrote "I am will invite you" it should be "I will invite you". So, there was one of addition error caused by addition of to be.

### c. Misformation

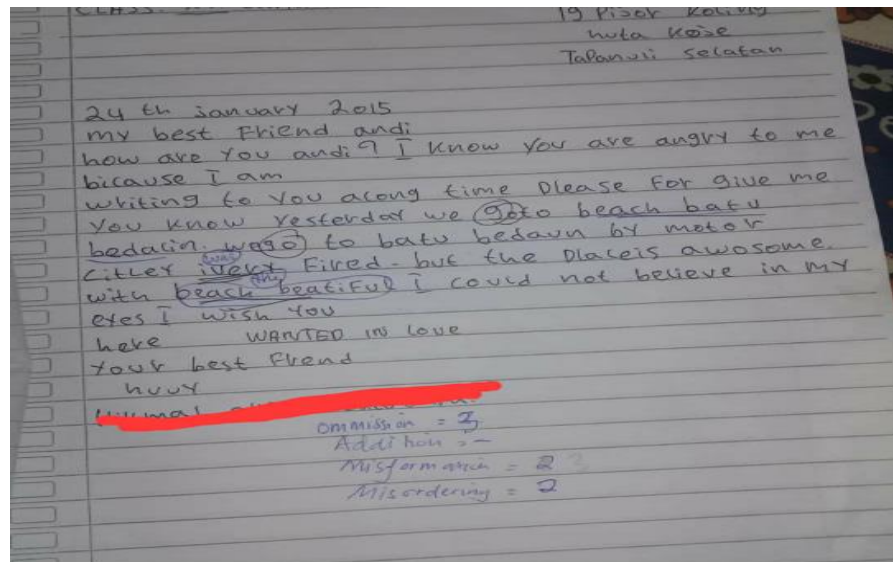
Misformation is categorized of error by used wrong form or formation or structure of morpheme in given utterance. In this researcher, the researcher found there were eleven of twenty students made error in misformation. It refers by misformation of verb tense, misformation of preposition and misformation of to be.



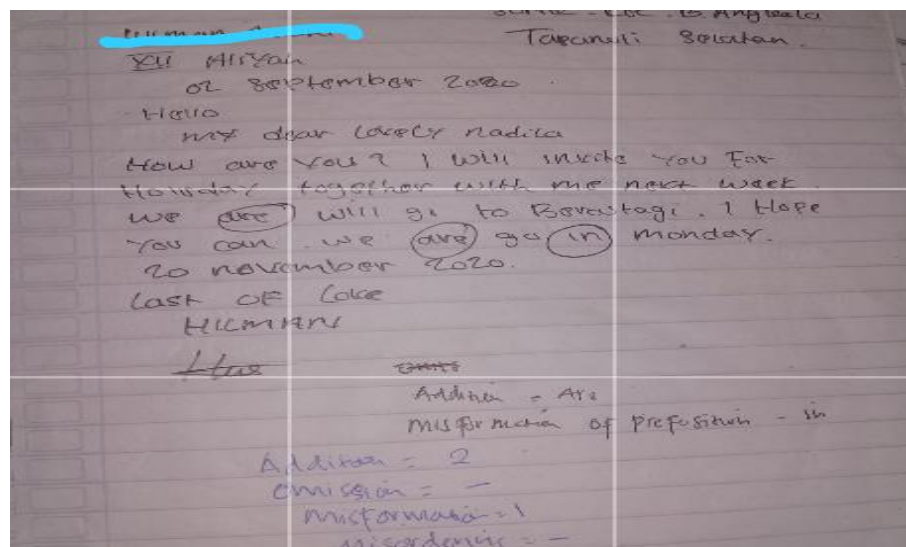
From the picture above, the researcher found there were two items of error in the NH personal letter writing. It was, in the body of letter, the student wrote, “yesterday I and my friends go ...” it should be “yesterday my friends and I went....” Then, “here is views beautiful”, it should be “there are the beautiful views .” So, there was one item of error caused by misformation of verb tense and one item of error caused by misformation of to be.



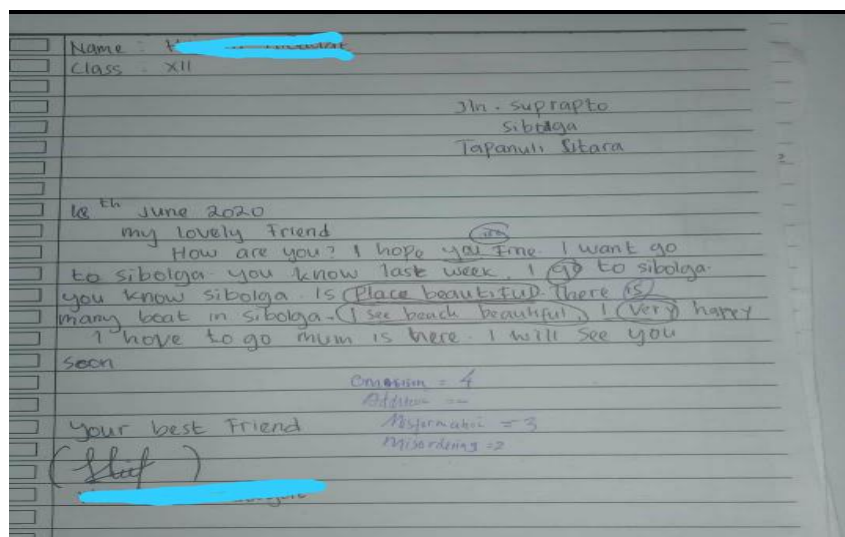
From the picture above the researcher found six items of error in the MS personal letter writing. First, in introduction, the student wrote, “do you miss I, it should be “do you miss me”. Second, in the body of letter, student wrote, “we are happy”, it should be “we was happy”. Then, student wrote “we eat fried noodles and drink a cup at coffee” it should be we ate fried noodles and drank a cup a coffee” we see view beautiful” it should be “we saw the beautiful views”. So, student made three item error by misformation of verb tense, one item of error caused by misformation of pronoun and one item error by caused misformation of to be.



From the picture above, the researcher found there were two items of error in HA personal letter writing. First, in writing the body of letter, student wrote “yesterday we go....” it should be “yesterday we went to Batubedaun” Then, “we go to it” should be “we went to Batubedaun by motorcycle”. So, the student made two items of error caused by misformation of verb tense..

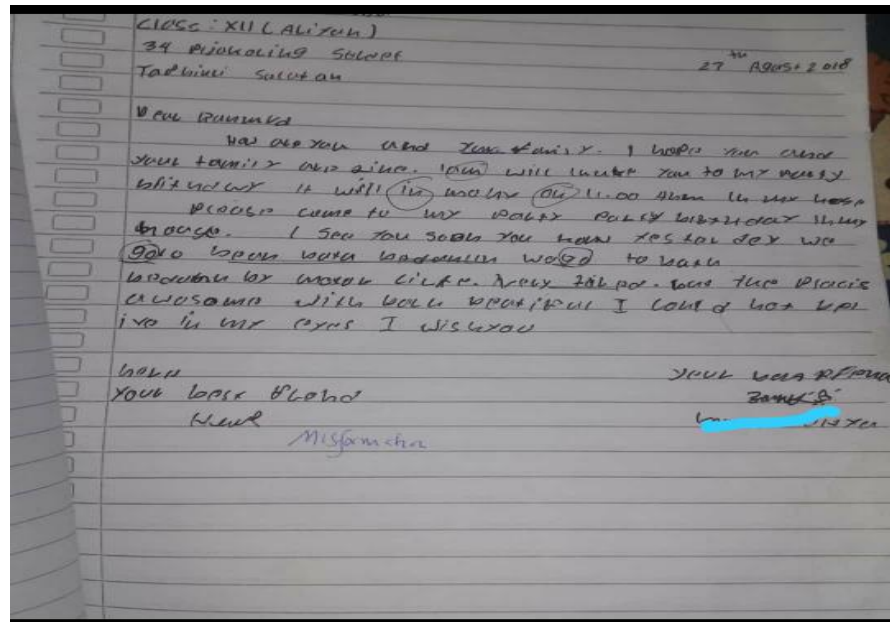


From the picture above, the researcher found there were one item of error of error in the HN personal letter writing. it was in writing body of letter, the student wrote " we will go in Monday, " it should be we will go on Monday". ". So, student made one item of error by misformation of preposition.

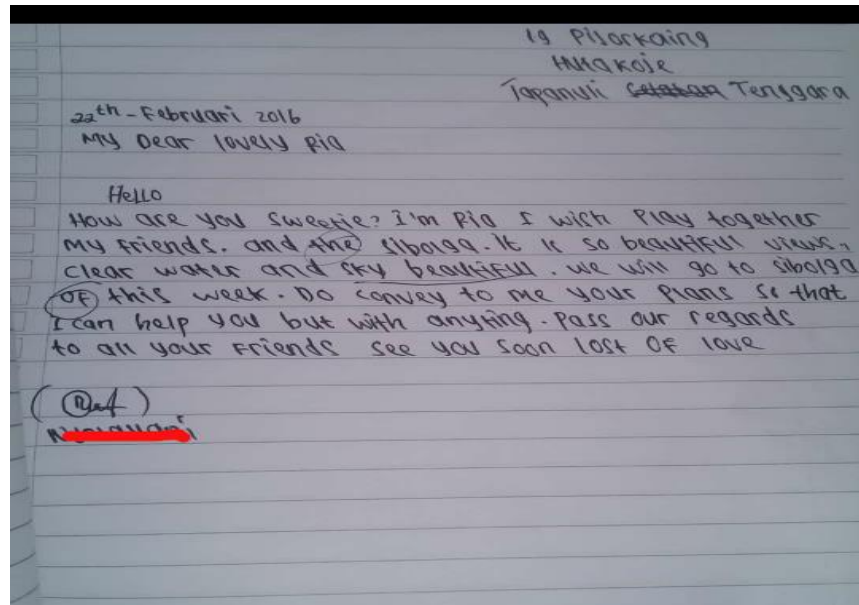


From the picture above, the researcher found there were three error of error in HH personal letter writing. it was in the body of letter, the student wrote "last week we go...." it should be "last week we went....", Then, "we see beach beautiful", it should be "we saw the beautiful beach". Last, "there is many boat in Sibolga" it should be "there were many boat in Sibolga". So, there two items of error caused by misformation of verb tense and two item of error caused by misformation of plural.





From the picture above, the researcher found there were one items of error in KY personal letter writing. It was in writing the body of letter, the student wrote “in Monday on 100.am. it should be “on Monday at 11.00am. So, student made one items of error by misformation of preposition.



From the picture above, the researcher found there were two items error in the NJL writing personal letter. First, in the writing the body of letter in the body of letter, the student wrote “we will go to Sibolga of this week” it should be “we will go to Sibolga on this week”. So, the student made one item of error caused by misformation of preposition

KLS = XII aliyah

19 Pijorkaling  
Huta Kojie  
Tapanuli Tenggara

22<sup>th</sup> Februari 2016  
my dear lovely Jannah  
Hello  
How are you sweete? I'm Ria I wish play  
together my friends, and the sibolga it is  
so beautiful views, clear water and sky  
beautiful. we will go to sibolga of this  
week do convey to me our plans so  
that I can help you but with anything  
purs our regards to all your friends  
see you soon  
LOST OF LOVE  
Ria  
(Ria)

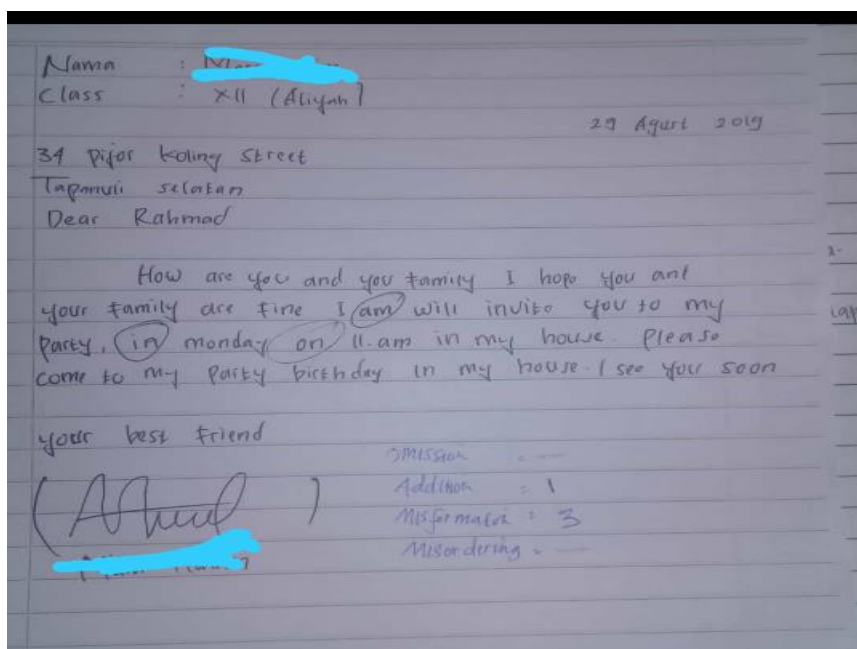
From the picture above, the researcher found there were one items error in the RUS personal letter writing. It was in the body of letter, the student wrote “we will go to Sibolga of this week” it should be “we will go to Sibolga on this week”. So, “. So, the student made one item of error caused by misformation of preposition.

NAME: ...  
CLASS: XII aliyah.

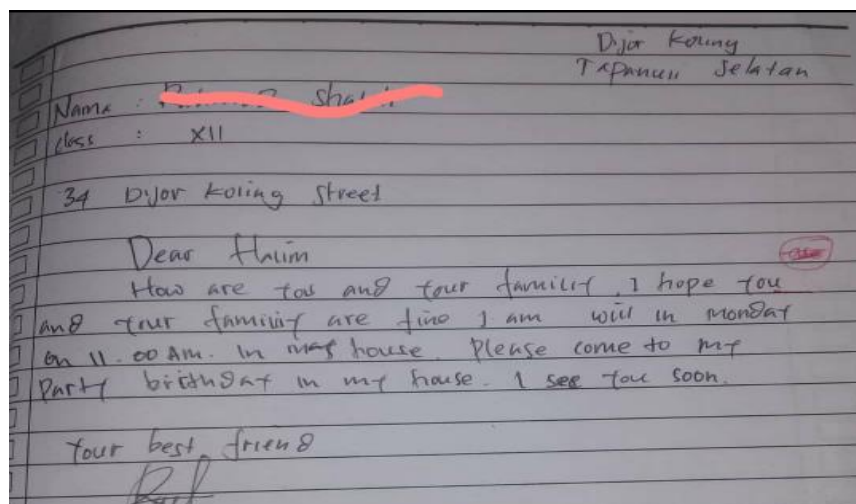
lg. Pibar Kaling  
Huta Kojie  
Tapanuli Selatan

21<sup>th</sup> January 2015.  
my best friend Andi  
How are you Andi? I know you are angry (are  
because I am writing to you along time. Please  
for give me you know yesterday we go to beach  
batu badalin. we go to batu badalin by motor  
cycle. I very tired but the. Please awesome.  
with beach beautiful I could. Not believe in my  
eyes I wish you  
here. WANTED the love.  
your best friend.  
huay

From the picture above, the researcher found there were two items of error in ASL personal letter writing. It was in writing the body of letter, the student wrote, “yesterday we go to beach Batubedaun” it should be “yesterday we went to Batubedaun beach”. Then, “we go to Batubedaun by motorcycle” it should be “ we went to Batu bedaun by motorcycle. So, the student made two item of error caused by misformation of verb tense



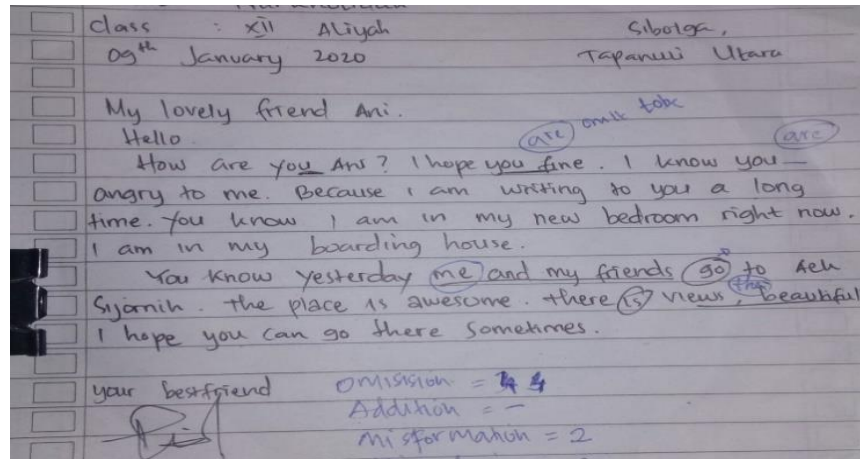
From the picture above the researcher found there two items of error in the MH personal letter writing. It was in writing the body of letter, the student wrote, “it will in Monday on 11.00 am”, It should be it will be on Monday at 11.00 am “.So, the student made two items of error caused by misformation of preposition



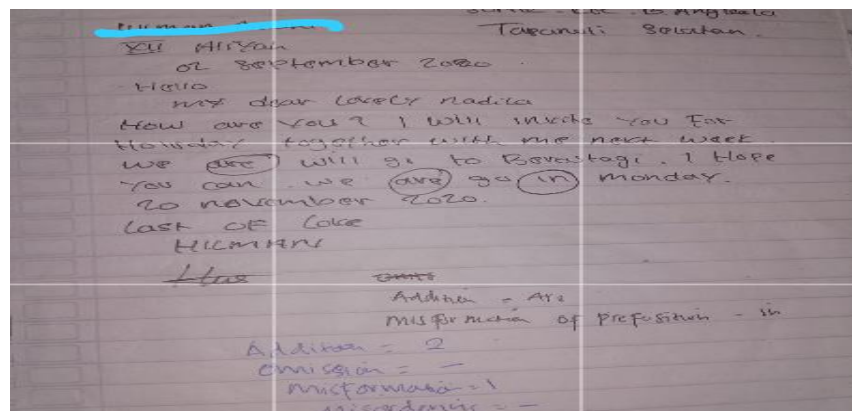
From the picture above the researcher two items of error in RS personal letter writing. It was in writing the body of letter, the student wrote, “it will in Monday on 11.00 am”, It should be it will be on Monday at 11.00 am “. So, the student made two items of error caused by misformation of preposition

#### d. Misordering

Misordering is the categorized of error refer as use of the wrong form of a structure or morpheme. There were nine of twenty students made error in misordering error. the students made misordering caused by noun phrase and misordering caused caused by misordering of pronoun. They are:

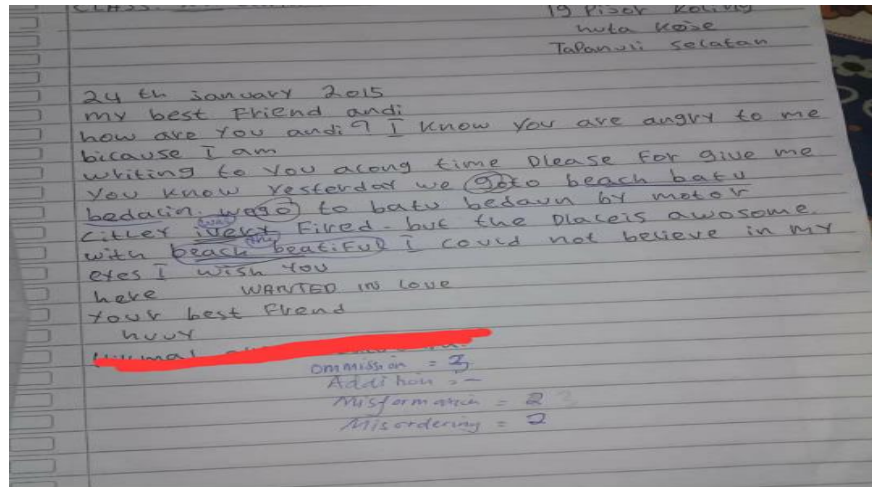


From the picture above, the researcher found there were two items of error in the NH personal letter writing. That was in the body of letter, the student wrote “ yesterday me and my friends” it should be “ yesterday my friends and I”. Then, “views beautiful” it should be “beautiful views”. So, student made one item of error caused by pronoun and one item of error caused by noun phrase.

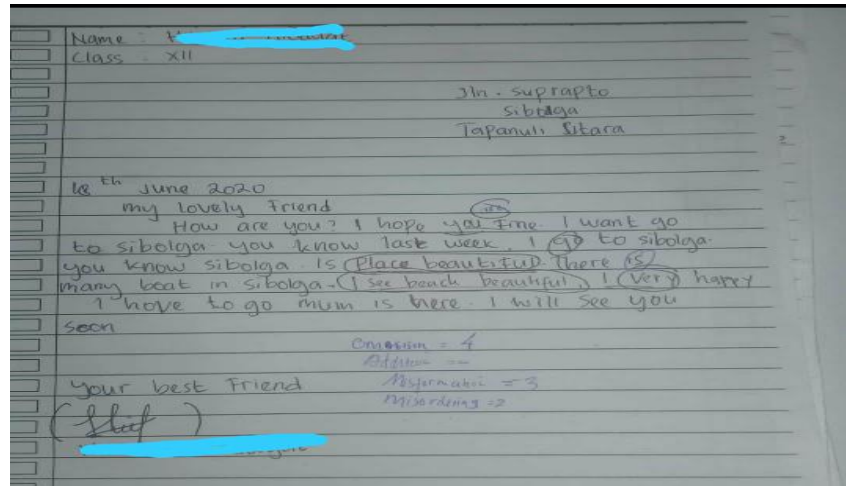


The second, there were two items of misordering error found in the MS personal letter writing. It was in writing the body of letter, the student wrote “ last week I and my friend went to Aek Sabaon”, it

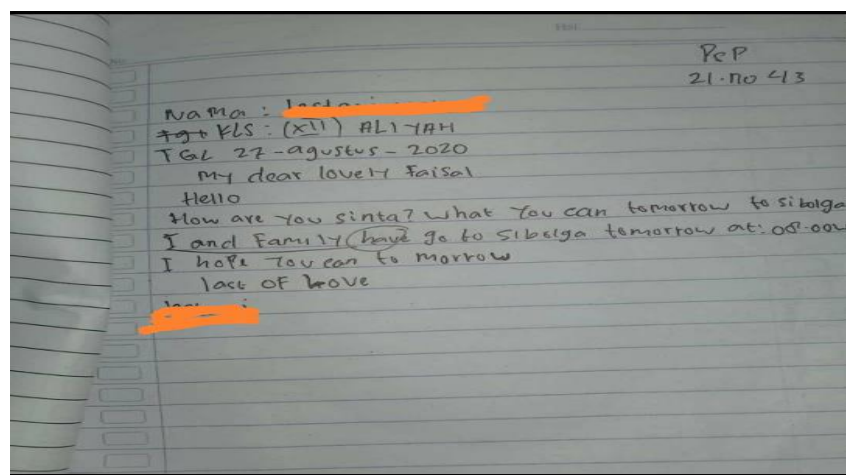
should be “last week my friends and I went to Aek Sabaon” and “we see views beautiful” it should be “I saw the beautiful beach. So, So, student made one item of error caused by misordering of pronoun and one item of error caused by misordering of noun phrase.



From the picture above the researcher found there were two items of error in HA personal letter . first in writing the body of letter, the student wrote “...beach Batubedaun” it should be “...Batubedaun beach” and with beach beautiful” it should be “ with the beautiful beach. So,the student made one error in writing the date and to error in writing the body of letter. So, student made one item of error caused by misordering of pronoun and one item of error caused by misordering of noun phrase.

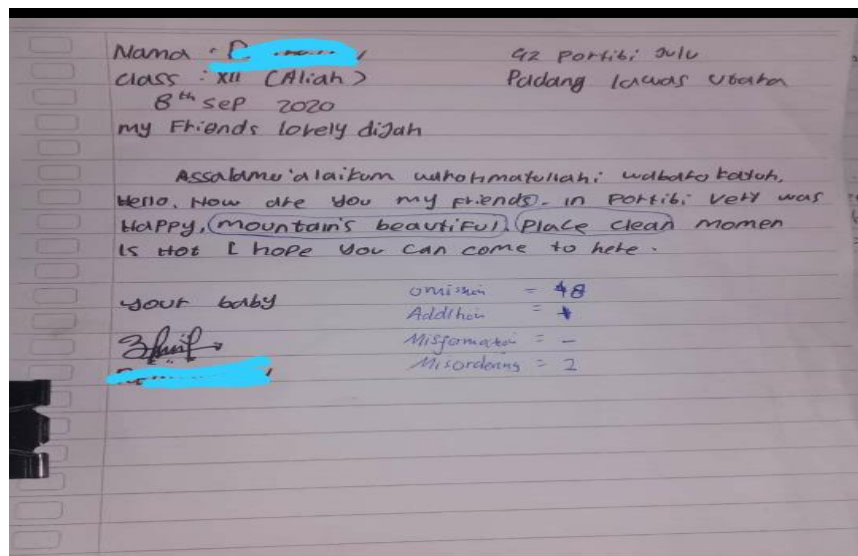


From the picture above, the researcher found there were two items of error f in HH personal letter writing. It was in the body of letter, the student wrote “Sibolga is place beautiful” it should be “Sibolga is the beautiful place”. Then “I see the beach beautiful” it should be “I saw the beautiful beach”. So, student made two items of misordering error caused by noun phrase.

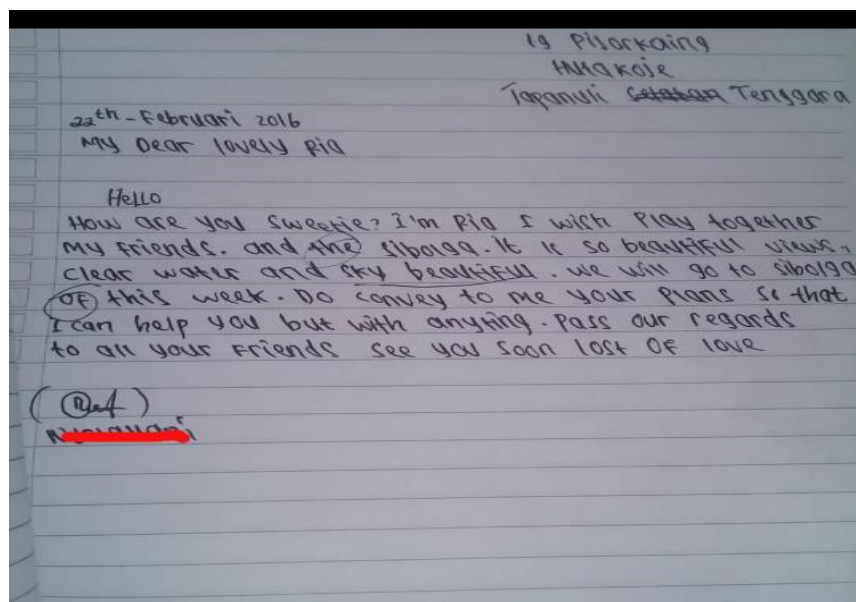




From the picture above the researcher found there were one items of error in LR personal letter writing. it was in the body of letter, the student wrote “ I and my family” it should be” my family and I”. So, the student made one item of error caused by misformation of noun phrase.



From the picture above the researcher found there were two items of error in the RB personal letter writing. It was in the body of letter, the student wrote. “ place clean” it should be “ the clean place”. Then, “ mountain beautiful” it should be “ the beautiful mountain”. So, the student made one error caused by misordering of noun phrase.



From the picture above, the researcher found there were two items of error in the NJL personal letter writing. First, in writing the body of letter error, the student wrote “ sky be beautiful” it should be “ the beautiful sky”. So, the students made one item error caused by misordering of noun phrase.

KLS = XII aliyah

19 Pijorkoung  
Huta Kojé  
Tapanuli Tenggara

22<sup>th</sup> february 2016  
my dear lovely Jannah  
Hello  
How are you SWEETHE ? I'm RIA I wish play  
together my friends. and the sibolga It is  
so beautiful views. clear water and sky  
beautiful. we will go to sibolga of this  
week Doconvey to me our plans so  
that I can help you but with anything  
purs our regardi to all your friends  
see you soon lost of love  
-RIA  
(Ria)

From the picture above, the researcher found there were two item of misordering error in the RUS personal letter writing. First, in writing the body of letter, the student wrote “and sky beautiful”, it should be “and beautiful sky”. So student made one item of error caused by misordering of noun phrase.

NAME: \_\_\_\_\_  
CLASS: XII aliyah.

19. Pidar Kaling  
Huta Kojé.  
Tapanuli Selatan

24<sup>th</sup> January 2015.  
my best friend. Andi  
How are you Andi? I know you are angry (one  
because I am writing to you along time. Please  
for give me you know yesterday we go to beach  
batu. batalln. waga to batu bedawa by motor  
cicle. I very tired. but the Disceis awesome.  
with beach beautiful I could. not believe in my  
eyes I wish you  
here. wanted in love.  
your best friend.  
huay

From the picture above, the researcher found there were three items of error in the ASL personal letter writing. First, in writing the the body of letter “beach Batubeaun” it should be “to Batubeadaun beach”. Then, “went to beach batu beadun by motorcycle” it should be “we aaawent to Batubedaun beach by motorcycle” So, the student made two items of error caused by misordering of noun phrase

## 2. **The students’ dominant error in writing personal letter.**

From the result above, the researcher found there are 24 items caused by omission error, 7 items caused by addition error 23 items caused by misformation error and 14 items caused by misordering error. so the researcher concluded that the dominant error made by students’ error in writing personal letter at grade XII MAS Babussalam Basilam Baru Tapanuli Selatan is omission error with total 24 items error.

## 3. **The Teacher’ will be Effort To Solve The Students’ Error Writing Personal Letter**

The teacher’ effort to solve the students’ error in writing personal letter based on the result of interview with Mrs. Juliana Lubis, S.Pd.I<sup>45</sup> said:

“To solve the students’ error in writing the body of letter, it can by review about the tense, at the beginning of the lesson we will review about the functional of letter, emphasize the structure of the letter before giving the example of personal letter, to solve the students’

---

<sup>45</sup> Juliana S.Pd.I as English Teacher, *Private Interview* (private Intervier : 24 november 2020 at 08.30 am)

error in writing the date of letter, we will emphasize about the preposition, especially how to write the date of personal letter”

Based on the result of interview above, the researcher conclude that the teacher’ will review about the tense, to make the students’ better in writing skill, the teacher will emphasize the structure and functional language of the letter.

## **B. Discussion**

There were sameness and dissent of finding in this research with the result in the related finding. The first, there were four types error in this finding. It was similar to the findings of Adila Disha Prathia’s research.<sup>46</sup> But the dominant of error was different, the researcher found omission as the dominant of error and Adila Disha Prathia found misformation as the dominant error.

The second conducted from an thesis by Irma Yanti candra<sup>47</sup>, the result of this an article was students made errors in kind of omission addition and misordering. It same with the researcher result, the researcher found the students error in writing personal letter based on categories omission, addition, misformation and misordering.

---

<sup>46</sup> Prathia, “Grammatical Error Analysis of EFL Students’ Personal Letter Wring : A Casr Study of Year XI Students’ of SMKN Mataram Year 2017/2018.”

<sup>47</sup> Irma Yanti Chandra, Welya Roza, and Khairul, “An Analysis of Grammatical Error Made by the Second Year Students’ at SMAN 7 Padang in Writng Personal Letter” (Bung Hatta University, n.d.), <http://ejurnal.bunghatta.ac.id/index.ph>.

The third, Naeli Jazilatus Sangadah<sup>48</sup> found there were 41,90 % of omission error 8,98 % of addition 36,79 % of misformation and 12,26 % of misordering. There were different in this result, that was the dominant of error, the researcher found misformation as the dominant of error.

From the explanation above, the researcher conclude there are the related with the researcher' finding. The researcher found omission as the dominant error (42.55%). The researcher conclude the students' still confused in using the tense in writing the body of letter.

---

<sup>48</sup> Sangadah, "An Error Analysis on Use Tenses in Writing Personal Letter of Eight Grade Students' of SMP N 1 Puring, Kabumen in the Year of 2012/2013."

## CHAPTER V

### CONCLUSSION AND SUGGESTION

#### A. The conclusion

Based on the result of test which done the researcher concluded:

1. The students' error in writing personal letter. There were twenty four items students error by omission of article, to be, plural, preposition, and subject. There were twenty four items of omission error made by students' caused by omission of article, to be, plural and preposition. . There were seven items of addition error made by students caused by addition of to be. There were twenty three items of misformation error made by students caused by misformation of tobe, verb tense and preposition, and there were fourteen items of misordering made by students caused by misordering of pronoun anf noun phrase.
2. The students' dominant error in writing personal letter was in omission error with total 24 items of error.
3. To solve the students error in the teacher will review about the functional of letter, emphasize the structure of the letter before giving the example of personal letter, to solve the students' error in writing the date of letter, the teacher will emphasize about the preposition, especially how to write the date of personal letter

**B. Suggestion**

based on the conclusion above, the researcher gave some suggestion as follow:

1. The researcher on this occasion will conduct a research related to the topic study, especially to find out other students' error in writing personal letter
2. The English teacher, motivate the students to improve their ability in writing personal letter especially thought the grammar, tense, used article, pronoun, preposition , to be and noun phrase.



## REFERENCES

- Aininna, Nur. "The Benefits Using Dialogue Journal Writing for Improving Students' Writing of Personal Letter" 3, no. 1 (2014): 10–21.
- Alves, Anabela Reise. *Process Writing*. Birmingham: The University of Birmingham, 2008.
- Amin, Bahrin. "Lexical Error in Writing English Words Made by Students of Senior High School." *Explore 107* 3, no. 1 (2014).  
<https://journal.unismuh.ac.id/index.php/exposure/article/view/831>.
- Andrian. "An Error Analysis of EFL Students' English Writing." *English Education* 6, no. 4 (2015): 511–23.
- Bashir, Makrukh. *Bahasa Inggris : Stop Bullying Now*. Jakarta: Pusat Kurikulum dan Pembelajaran, Balitbang, 2017.
- Browne, Aan. *Teaching and Learning Communication , Language and Literacy*. London: Paul Chapman, 2007. en.Bookfi.net.
- C.Richards, Jack, and Willy A. Renandya. *Methodology in Lannguage Teaching : An Anthology of Current Practice*. New York: Cambridge University Press, 2002. en.Bookfi.net.
- Chandra, Irma Yanti, Welya Roza, and Khairul. "An Analysis of Grammatical Error Made by the Second Year Students' at SMAN 7 Padang in Writng Personal Letter." Bung Hatta University, n.d. <http://ejurnal.bunghatta.ac.id/index.ph>.
- Dounglash, H., and Ann Hogue. *Langguage Assesment: Principles and Classroom*. New York: Pearson Education, 2004.
- Harni, and at.al. "Developing Writing Skill of Grade VIII Students through Personal Letter." *E-Journal of ELTS* 4, no. 1 (2016): 3.
- Hasyim, Sunardi. "Error Analysis in the Teaching of English" 4, no. 1 (2002): 42–50. [puslit2.petra.ac.id](http://puslit2.petra.ac.id).
- Hendrawaty, Nurmala, and Nurfitria Ambarwati. "Using Clustering Technique Towars Students' Writing Skill in Recount Text" 09, no. 03 (2017): 350–59.  
<https://journal.lppmunindra.ac.id/index.php/Deiksis/article/view/1843>.
- Hornby. *Oxford Advent Learner Dictionary*. Edited by Oxpord University Press. New York, 1995.
- James, Carl. *Error in Langguage Learning Ans Use : Exploring Error Analysis*.

Edited by Christopher N Candlin. Third. New York: Taylor and Francis Group, 2013. [www.pdfDrive.com](http://www.pdfDrive.com).

- Keshavarz, Mohammad Hossein. *Contrastive Analysis and Error Analysis*. New Editio. iran: Rahmana Press, 2012. [libgen.is](http://libgen.is).
- Kusumawardhani, Paramita. "The Analysis of Errors of Omission in English Narrative Composition Made by EFL Students." *JELE (Journal of English Language and Education)* 3, no. 2 (2017): 84. <https://doi.org/10.26486/jele.v3i2.257>.
- Lubis, Rayendriani Fahmei. "Writing Narrative Text." *English Education* 02, no. 01 (2014): 61–76. <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/115>.
- Mahrugh Bahshir. *Bahasa Inggris : Stop Bullying Now*. Jakarta: pusat kurikulum dan pembukuan, Balitbang, kemendikbut, 2017.
- Moleong, Lexy J. *Metodologi Pendidikan Kualitatif*. Edisi Revi. Bandung: Rosda, 2018.
- Napitupulu, Sependi. "Analyzing Linguistic Errors in Writing an English Letter : A Case Study of Indonesian Undergraduate Students." *International Journal of Language and Linguistic* 5, no. 3 (2017): 71–77. <https://doi.org/10.11648/j.ijll.20170503.12>.
- Oshima, Alice, and Ann Hogue. *Introduction to Academic Writing*. Thrid Edit. United State of America: Pearson Education, 2007.
- Prathia, Adila Discha. "Grammatical Error Analysis of EFL Students' Personal Letter Wring : A Casr Study of Year XI Students' of SMKN Mataram Year 2017/2018." Universitas Mataram, 2018. <https://scholar.google.co.id/scholar>.
- Purmasih, Dwi. "The Use of Personal Letter Material to Improve Writing Skill in Recount Text for the Tenth Grade Students of MA Darussalam Wonosegoro in the Academic Year 2018/2019." IAIN Salatiga, 2018. <http://e-repository.perpus.iainsalatiga.ac.id/4155/>.
- Sangadah, Naeli Jazilatus. "An Error Analysis on Use Tenses in Writing Personal Letter of Eight Grade Students' of SMP N 1 Puring, Kabumen in the Year of 2012/2013." Purwokerta, 2013. <https://scholar.google.co.id/scholar>.
- Shakouri, Nima. "Qualitative Research: Incredulity toward Metanarrativeness." *Journal of Education and Human Development* 3, no. 2 (2014): 1–10.
- Sudjono, Anas. *Pengantar Statistik Pendidikan*. Jakrta: Rajawali, 2014.

Swick, ED. *Writing Better English: For ESL Learners*. Second Edi. New York: Mc Graw Hill, 2009. [www.pdf drive.com](http://www.pdfdrive.com).

Tizazu, Yoseph. "A Linguistic Analysis of Error in Learners' Compositions : The Case of Arba Minch University Students." *International Journal English Education and Linguistic Research* 2, no. C (2014): 69–102.  
<http://www.eajournals.org>.

**APPINDEX 1**

**Writing test**

Instruction

1. Fill your true identity
2. Write your personal letter to your best friend, your personal letter may have topics such as holiday, unforgettable moment, and your party birthday ( you just choose one topic).

Name :
Class :
.....
.....
.....
.....
.....
.....
.....
.....

Validator test

Zainuddin, S.S., M.Hum.  
NIP. 19760610 200801 1 016

## **AFFINDEX II**

### **LIST OF INTERVIEW**

1. What effort will be made to solve the students' error in writing personal letter at grade XII MAS Babussalam Basilam Baru Tapanuli Selatan?

**AFFINDEX III**

## LIST OF STUDENTS NAMES

NO	INITIAL	NAMES
1	NH	NURKHOLIDAH
2	MSL	MITA SYAFITRI LBS
3	HA	HIKMAL AKBAR
4	HN	HILMAN NAZRI
5	HH	HIKMAL HIDAYAT
6	LR	LESTARI RISKHA
7	KY	KAMAL YAHYA
8	RB	REMBULAN
9	AA	ADLAN ALWI AL-HABIB
10	IB	INDAH BATUBARA

**APPINDEK III**











KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
 Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733  
 Telephone (0634) 22080 Faximile (0634) 24022

18 September 2019

Nomor : 125 /In.14/E.6a/PP.00.9/09/2019  
 Lamp : -  
 Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

1. Rayendriani Fahmei Lubis, M. Ag
2. Zainuddin, S.S., M.Hum.

(Pembimbing I)

(Pembimbing II)

di-Padangsidimpuan

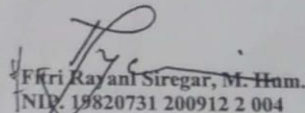
Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama	: Sri Sulastri Harahap
NIM	: 1620300010
Fak/Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi	: Students' Error In Writing Personal Letter at Grade XII MAS Babussalam Basilam Baru Tapanuli Selatan

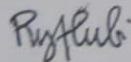
Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

  
 F. Ari Rayani Siregar, M. Hum.  
 NIP. 19820731 200912 2 004

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA  
 Pembimbing I



Rayendriani Fahmei Lubis, M. Ag  
 NIP.19710510 200003 2 001

BERSEDIA/TIDAK BERSEDIA  
 Pembimbing II



Zainuddin, S.S., M.Hum.  
 NIP.19760610 200801 1 016



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN  
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
 Jalan T. Rizal Nurdin Km. 4,5 Sihgang 22733  
 Telepon (0634) 22080 Faksimile (0634) 24022

Nomor : B - 795 /In.14/E.1/TL.00/09/2020

Hal : Izin Penelitian  
 Penyelesaian Skripsi.

2. September 2020

Yth. Kepala MAS Babussalam Basilam Baru Tapanuli Selatan  
 Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Sri Sulastri Harahap  
 NIM : 1620300010  
 Program Studi : Tadris/Pendidikan Bahasa Inggris  
 Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "Students' Error in Writing Personal Letter at Grade XII MAS Babussalam Basilam Baru Tapanuli Selatan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan  
 Wakil Dekan Bidang Akademik



Dr. Ahmad Nizam Rangkuti, S.Si., M.Pd.  
 200604 1 002



YAYASAN PENDIDIKAN SYEKH MHD BAQI HASIBUAN  
MADRASAH ALIYAH BABUSSALAM BASILAM BARU  
KEC. ANGKOLA MUARATAIS KAB. TAPANULI SELATAN  
Alamat : Jl Mandailing Km 11,5 Telepon (0634) 25935 KD Pos 22773

## SURAT KETERANGAN

N0:164/MAS-BSB/2020

Yang bertanda tangan dibawah ini Kepala MAS Babussalam Basilam Baru Kecamatan Angkola Muaratais. Berdasarkan surat dari Institut Agama Islam Negeri Padangsidimpuan

Nomor:B-795/In.14/E.1/TL.00/09/2020 tanggal 02 September 2020 Perihal Permohonan melaksanakan Penelitian, menetapkan bahwa :

Nama	: Sri Sulastri Hrp
NIM	: 1620300010
Fakultas	: Tarbiyah dan Ilmu Keguruan
Program Studi	: Tadris/ Pendidikan Bahasa Inggris
Alamat	: Panobasan

Adalah benar telah melaksanakan penelitian untuk tahapan dan mekanisme penyusunan Skripsi dengan judul "**Students' Error in Writing Personal Letter at Grade XII MAS Babussalam Basilam Baru Tapanuli Selatan**".

Demikianlah surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Basilam Baru, 26 September 2020

