

**AN ERROR ANALYSIS OF LANGUAGE FEATURES IN  
WRITING PROCEDURE TEXTS OF THE NINTH GRADE  
STUDENTS AT MTS IDRIS BINTAN**



Submitted to the Sultan Abdurrahman State Islamic College of Kepulauan Riau  
To fulfill one of the requirements for obtaining a Bachelor's of Degree  
(S.Pd)

Written By :

**NEFYA ORTAPIA**

201518

**STATE ISLAMIC COLLEGE OF SULTAN ABDURRAHMAN  
KEPULAUAN RIAU  
2025**



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
SULTAN ABDURRAHMAN KEPULAUAN RIAU  
Kampus : Jl. Lintas Barat KM. 19 Ceruk Ijuk Kelurahan Toapaya Asri - Bintan  
Telp : 0771-4442607 Fax : 0771-4442610  
Website : www.stainkepri.ac.id Email : stain.kepri@kemenag.go.id

STATEMENT OF ORIGINALITY

I am the undersigned:

Name : Nefya Ortapia  
SIN : 201518  
Study Program : English Education

I hereby declare that my thesis entitled "*An Error Analysis of Language Features in Writing Procedure Text of the Ninth Grade Students at MTs Idris Bintan*" is entirely my own original work, carried out under the guidance of the supervisory commission, and has not been submitted in any form to any other university or institution. All sources of information taken or quoted from published and unpublished works by other authors have been properly acknowledged in the text and are listed in the bibliography at the end of this thesis.

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Bintan, June 23<sup>th</sup>2025

Author,



Nefya Ortapia  
SIN. 201518



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SULTAN ABDURRAHMAN KEPULAUAN RIAU  
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Telp : 0771-4442607 Fax : 0771-4442610  
Website : www.stainkepri.ac.id Email : stain.kepri@kemenag.go.id

#### EXAMINER APPROVAL

Title : An Error Analysis of Language Features in Writing  
Procedure Texts of the Ninth Grade Students at MTs  
Idris Bintan  
Name : Nefya Ortapia  
SIN : 211890  
Study Program : English Education  
Has been examined on : 5 July 2025  
Examination score : 90

Has been accepted, approved and examined by the final examination committee of  
undergraduate degree of State Islamic College of Sultan Abdurrahman Kepulauan  
Riau.

#### EXAMINATION COMMITTEE

Chairman

Taqiyuddin, M.Pd  
NIP. 198712192019081001

Secretary

Sulistiyowati Gandariyah Afkari, M.Ed  
NIP. 198306232023212026

Examiner I

Muslena Layla, M.Si  
NIP. 199005022019032018

Examiner II

Kamaruzaman, M.M  
NIP. 198311082019031006

Rector,  
STAIN Sultan Abdurrahman Kepulauan Riau

Dr. H. Muhammad Faisal, M.Ag  
NIP. 197503242006041005



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SULTAN ABDURRAHMAN KEPULAUAN RIAU  
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Telp : 0771-4442607 Fax : 0771-4442610  
Website : www.stainkepri.ac.id Email : stain.kepri@kemenag.go.id

### SUPERVISOR APPROVAL

The undersigned:

Name : Nefya Ortapia  
Student Identification Number : 201518  
Study Programme : English Education  
Thesis Title : An Error Analysis of Language Feature in Writing  
Procedure Texts of the Ninth Grade Students at  
MTs Idris Bintan

stated that this thesis is suitable to be continued at the Munaqasyah examination.

It is hoped that the thesis can be accepted and can be used properly.

Bintan, June 23<sup>rd</sup>, 2025

Supervisor I

Dr. Fadhila Yonata, M.Pd  
NIDN. 2008069201

Supervisor II

Taqiyuddin, M.Pd  
NIDN.2019128702



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
SULTAN ABDURRAHMAN KEPULAUAN RIAU  
Kampus : Jl. Lintas Barat KM. 19 Ceruk Ijuk Kelurahan Toapaya Asri - Bintan  
Telp : 0771-4442607 Fax : 0771-4442610  
Website : www.stainkepri.ac.id Email : stain.kepri@kemenag.go.id

### SUPERVISOR STATEMENT LETTER

To:  
English Education Study  
Program  
State Islamic College of Sultan  
Abdurrahman Kepulauan Riau

Assalamu'alaikumWr.Wb.

After conducting guidance, direction and correction of the writing of the thesis entitled: An Error Analysis of Language Features in Writing Procedure Text of the Ninth Grade Students at MTs Idris Bintan is written by:

Name : Nefya Ortopia  
SIN : 201518  
Study Programme : English Education

This thesis can be submitted to English Education Study Program of State Islamic College of Sultan Abdurrahman Kepulauan Riau to be tested in order to obtain the Undergraduate Degree in Education (S.Pd.)

Wassalamu'alaikumWr.Wb.

Bintan, June 23<sup>rd</sup>, 2025

Supervisor I

Dr. Fadhila Yonatha, M.Pd  
NIDN.2008069201

Supervisor II

Taqiyuddin, M.Pd  
NIDN.2019128702

## ABSTRACT

This study aims to analyze the types and causes of language feature errors in procedure texts written by ninth grade students at MTs Idris Bintan during the 2024/2025 academic year. A descriptive qualitative method was employed, with data collected through students' written texts and supported by informal interviews with students and their English teacher. The error analysis was based on Corder's (1974) Surface Strategy Taxonomy, which classifies errors into four categories: omission, addition, misformation, and misordering.

The findings revealed a total of 35 language feature errors, with misformation as the most dominant type (65.7%), followed by omission (20%), addition (8.6%), and misordering (5.7%). Regarding the causes, most errors (85.72%) were classified as intralingual errors, resulting from incomplete understanding of English language rules. Meanwhile, 14.28% were interlingual errors, caused by direct transfer from the students' first language. These findings were reinforced by interview data in which students admitted to difficulties in vocabulary selection, sentence construction, and a tendency to translate directly from Indonesian.

This study highlights the need for explicit grammar instruction, contextual vocabulary development, and constructive feedback. The results are expected to contribute to the improvement of English writing instruction, particularly in teaching procedure texts.

**Keywords** : error analysis, language feature, procedure text, interlingual, intralingual, Surface Strategy Taxonomy

## ABSTRAK

Penelitian ini bertujuan untuk menganalisis jenis dan penyebab kesalahan unsur kebahasaan dalam teks prosedur yang ditulis oleh siswa kelas IX MTs Idris Bintan pada tahun ajaran 2024/2025. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan data yang diperoleh melalui dokumentasi teks tulisan siswa dan wawancara informal dengan siswa serta guru Bahasa Inggris. Analisis kesalahan mengacu pada teori Surface Strategy Taxonomy oleh Corder (1974), yang mengklasifikasikan kesalahan ke dalam empat jenis: omission, addition, misformation, dan misordering.

Hasil penelitian menunjukkan bahwa terdapat total 35 kesalahan unsur kebahasaan, dengan kesalahan misformation sebagai yang paling dominan (65,7%), diikuti oleh omission (20%), addition (8,6%), dan misordering (5,7%). Dari sisi penyebab, sebagian besar kesalahan (85,72%) tergolong intralingual error, yaitu akibat pemahaman yang belum utuh terhadap aturan bahasa Inggris. Sementara itu, 14,28% kesalahan tergolong interlingual error, yang dipengaruhi oleh alih struktur dari bahasa ibu. Hasil ini juga diperkuat oleh wawancara siswa yang mengungkapkan kesulitan dalam memilih kosakata, menyusun struktur kalimat, dan sering melakukan terjemahan langsung dari Bahasa Indonesia.

Penelitian ini menunjukkan pentingnya pengajaran grammar secara eksplisit, pengembangan kosakata kontekstual, dan pemberian umpan balik yang membangun. Diharapkan, hasil penelitian ini dapat memberikan kontribusi dalam meningkatkan pembelajaran menulis bahasa Inggris, khususnya dalam pengajaran teks prosedur.

**Kata Kunci:** Analisis kesalahan, fitur kebahasaan, teks prosedur, interlingual, intralingual, Surface Strategy Taxonomy

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There is no most beautiful sheet in this thesis except the dedication sheet, here the writer dedicates this thesis to:

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With all humility, the writer sincerely apologizes for any mistakes or shortfalls in this thesis. Finally, the researcher realize that this thesis is still far from perfections. Therefore, constructive comments, critiques and suggestions are appreciated very much. Billahi Taufiq Wal Hidayah, Wassalamu'alaikum Warahmatullahi Wabarakatuh.

## **MOTTO**

*-Biasa membiasakan kebiasaan yang biasa di biasakan oleh orang yang membiasakan kebiasaan tersebut-*

## **DEDICATION**

\_This thesis is lovingly dedicated to my beloved parents and siblings for their endless love and prayers, to my lecturers for their guidance and knowledge, to my college friends for their support and laughter, and to my coworkers who stood by me throughout this journey. Thank you for being part of my path\_

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## CHAPTER I INTRODUCTION

### **A. Background of the Problem**

In junior high school, learning English encompasses the development of several skills, with writing being one of the most essential yet challenging. Writing is more than simply putting words on paper; it involves clear thinking, organizing ideas logically, and expressing them in a coherent and comprehensible manner. It requires students to construct their thoughts progressively, shape them into meaningful paragraphs, and refine them into a cohesive and polished text. Through the process of writing, students not only enhance their language proficiency but also gain confidence and foster creativity<sup>1</sup>.

In Indonesia's foreign language curriculum, particularly at the junior high school level, students are introduced to various types of texts, including narrative, recount, and procedure texts. A procedure text is defined as a text that provides instructions or guidance on how to perform a task or create something through a sequence of orderly steps. Its primary purpose is to assist the reader in achieving a specific outcome by following clear and systematic directions<sup>2</sup>. A procedure text is one of the text types commonly taught in English language classes.

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<sup>1</sup> Alharbi, M. A. (2022). The Role of Writing in Developing English Language Proficiency: A Classroom-Based Perspective. *International Journal of Instruction*, 15(1), 467–482. <https://doi.org/10.29333/iji.2022.15127a>

<sup>2</sup> Bahasa Inggris: Think Globally Act Locally

Writing procedure texts allows students to convey information clearly and in a well organized manner. This type of text follows a specific structure and incorporates distinct language features that must be applied accurately to ensure clarity and effectiveness<sup>3</sup>.

Language features play a crucial role in written texts as they help maintain cohesion and coherence, contributing to a more structured composition. Moreover, language features serve to distinguish one text type from another by reflecting its unique characteristics. Each genre employs different language features depending on its form and communicative purpose. Therefore, a solid understanding of the language features used in procedure texts is essential for enhancing students' writing skills, enabling them to produce clear, well organized, and easily comprehensible texts<sup>4</sup>.

Previous studies have indicated that students continue to face difficulties in understanding the structure and language features of procedure texts. These errors have been classified using the Surface Strategy Taxonomy, which includes omission, addition, misformation, and misordering with omission identified as the most frequent. The findings suggest that such errors primarily result from first language interference (interlingual errors) and confusion regarding the rules of the target language (intralingual errors)<sup>5</sup>.

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<sup>3</sup> Elva Susanti, dkk. *A Study on the Students' Writing Skill in Procedure Text at the Ninth Grade Students of SMPN 1 Rambah Hilir* (2015), page 2

<sup>4</sup> Gerot & Wignell, *Making Sense of Functional Grammar*, In *Functional Grammar in English Teaching* (1994), page.23-45

<sup>5</sup> Arif Nurkholis, *Error Analysis in Writing Procedure Text of the Ninth Grade Students of SMP N 4 Juwana Pati in the Academic Year 2021/2022* (Undergraduate Thesis, Universitas Muria Kudus, 2022),page 45-47

While previous research has examined similar issues, the present study is conducted within a different educational context to determine whether comparable patterns persist. This research aims to analyze the types and causes of language feature errors in students' procedure texts. The findings are expected to contribute to English language teaching by offering insights that can support the development of more effective strategies to enhance students' writing skills.

This study will be conducted at a junior-level Islamic school, specifically Madrasah Tsanawiyah Idris Bintan. At this institution, ninth-grade students continue to follow the 2013 Curriculum (K13), while the seventh and eighth graders have transitioned to the Merdeka Curriculum. This gradual implementation aligns with government policies that prioritize introducing the new curriculum to lower grade levels first. Maintaining the K13 curriculum for ninth graders ensures continuity in their learning, as they have been using this curriculum since the seventh grade. This approach allows them to complete their final year without the disruption of adapting to a new curricular framework midway through their education.

This study focuses on ninth grade students who are still following the 2013 Curriculum<sup>6</sup>, while the seventh and eighth graders have transitioned to the Merdeka Curriculum. At the ninth grade level, students continue to learn procedure texts as outlined in the previous curriculum. Additionally, they are

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<sup>6</sup> Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 Tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah* (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2016)

expected to demonstrate stronger grammatical proficiency as part of their preparation for entering senior high school.

During my observations at the school, I identified several challenges, one of which was students' inaccurate use of language features in writing procedure texts. Based on these observations and discussions with the English teacher, it was evident that many students still struggled to understand and apply the appropriate rules when composing procedure texts. As a result, their writing often failed to fulfill the primary function of a procedure text: to guide readers clearly and systematically through a sequence of steps.

Moreover, based on my observations, there has been limited research focusing specifically on errors in the use of language features in procedure text writing at the Madrasah Tsanawiyah level, particularly within the Riau Islands region. Therefore, this study is considered significant in addressing this gap. It is hoped that the findings will contribute to improving teaching and learning practices in writing procedure texts, thereby enhancing the overall quality of students' writing and providing greater benefits for their academic development.

Based on the explanation above, the researcher is interested in examining these errors by focusing on the language features found in students' procedure texts. Therefore, this study is entitled "*An Error Analysis of Language Features in Writing Procedure Texts of the Ninth Grade Students at MTs Idris Bintan*".

## **B. The Formulation of the Problem**

Based on the background above, the researcher formulates the following research questions:

1. What types of language feature errors are found in the procedure texts written by ninth grade students at MTs Idris Bintan in the academic year 2024/2025?
2. What are the causes of the errors made by ninth grade students at MTs Idris Bintan in using language features when writing procedure texts?

### **C. The Objective of The Study**

The objectives of this research are derived from the research questions above, as follows :

1. To identify the types of language feature errors in writing procedure texts made by ninth grade students at MTs Idris Bintan in the academic year 2024/2025.
2. To analyze the causes of language feature errors in writing procedure texts made by ninth grade students at MTs Idris Bintan in the academic year 2024/2025.

### **D. The Significances of Study**

1. For Students

This study is expected to help students address problems in writing procedure texts, particularly in the use of language features such as singular and plural nouns. By understanding common errors and their causes, students can improve their grammatical accuracy and overall writing quality.

## 2. For English Teachers

The findings of this study may assist English teachers by providing insights into the most common language feature errors made by students in procedure text writing. It also offers practical references and strategies to help teachers guide their students in avoiding such mistakes, especially in the use of singular and plural forms.

## 3. For Future Researchers

This study is intended to serve as a valuable reference for those conducting similar research. It may provide a foundation for analyzing language feature errors in other text types and offer new perspectives for future studies focused on writing difficulties in English language learning.

### **E. Literature Review Research**

Students' errors in writing procedure texts using Corder's error analysis theory. The study employed a qualitative descriptive approach, with eighth-grade students as the subjects. The results revealed that the most frequent error type was omission (45.2%), and the dominant cause was intralingual transfer (59.6%)<sup>7</sup>. This suggests that students still face difficulties in understanding both the structure and linguistic rules of procedure texts, particularly in relation to providing complete information. Therefore, a more effective instructional

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<sup>7</sup> Hasibuan, N. J. A. (2019). *Errors Analysis in Students' Writing of Procedure Text in Eighth Grade Students of Madrasah Tsanawiyah Laboratorium UIN SU Medan*. A Skripsi. Faculty Tarbiyah.

approach is needed to address errors stemming from students' limited understanding of the target language.

Descriptive qualitative method to investigate students' use of conjunctions in writing. The study found that students most frequently made errors in using temporal conjunctions (25.6%) and additive conjunctions (9.14%). The primary causes of these errors were the influence of the students' mother tongue (interlingual errors) and a limited understanding of English conjunctions.<sup>8</sup> The findings suggest that insufficient knowledge of conjunctions can lead to difficulties in constructing procedure texts. Therefore, instructional strategies that emphasize the contextual use of conjunctions are essential for improving students' writing proficiency.

Study analyzing procedure texts written by ninth grade students at SMP N 4 Juwana during the 2021/2022 academic year. The research aimed to: identify grammatical errors in students' procedure texts, examine the types of errors in the generic structure of the texts, determine the most frequent errors and calculate the percentage of each type, and explore the underlying causes of these errors. A descriptive qualitative method was employed in the study. The findings revealed five types of errors in the generic structure, including mistakes in stating the goals, listing materials, and organizing the steps. Error analysis was carried out using the Surface Strategy Taxonomy, which categorized the errors into omission, addition,

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<sup>8</sup> Joko Budiharjo. (2018). *Students errors in using conjunctions in writing English procedure text: a case study at second grade of MA Madinatul Ulum NW Mumbang in academic year 2017/2018*. Mataram: Universitas Mataram

misformation, and misordering. The results indicated that there were 18 omission errors (42.85%), 17 addition errors (40.47%), and 7 misformation errors (16.66%). The study concluded that generic structure errors accounted for 10.6% of the total, while errors classified under the Surface Strategy Taxonomy made up 89.4%.

From this study, it can be concluded that the majority of students' errors were related to language aspects in writing procedure texts, particularly in sentence construction. Therefore, a more effective instructional approach is needed to enhance students' understanding of both structure and language use in procedure texts contexts<sup>9</sup>.

Conducted a study aimed at identifying the types of language feature errors found in students' procedure texts, as well as the underlying causes of those errors. Using a qualitative descriptive approach, the data were collected from the procedure text worksheets of eleventh-grade language major students at MAN 2 Lamongan during the 2020–2021 academic year.

The findings revealed that students made various types of errors, including omission, addition, misordering, and misformation. Notably, misformation errors were the most frequent, with 21 instances recorded. The study also explored the causes of these errors and identified both interlingual errors (influences from students' first language) and intralingual errors (difficulties related to the target

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<sup>9</sup> Bayu Andika Nugraha1 , Jafar Sodiq , Siti Musarokah (2022). *Error Analysis in Writing Procedure Text of The Ninth Grade Students of SMP N 4 Juwana Pati in the Academic Year 2021/2022*, Vol. 2(1), August, 2022 Online ISSN: 2807-8926

language), with intralingual errors being more dominant<sup>10</sup>. This study highlights the challenges students face in writing procedure texts and the factors contributing to their errors. It can be concluded that most of the students' errors stem from a lack of understanding of the target language rather than interference from their mother tongue. Therefore, a more focused instructional approach on language features is needed to support students in producing accurate and effective procedure texts.

Focused in the study research on procedure texts, a genre characterized by five key language features: simple present tense, imperatives, action verbs, adverbials, and connectives. The study aimed to identify the errors made by ninth grade students at MTsN 2 Ponorogo in using these language features, as well as the factors contributing to those errors. Employing a qualitative descriptive approach, the data were collected from students' writing samples and interviews with both students and their English teacher during the 2022/2023 academic year.

The findings revealed four types of errors misformation, omission, addition, and misordering distributed across the language features. In the use of imperatives, the errors consisted of 40% misformation, 16% omission, 44% addition, and 8% misordering. For action verbs, 45% were misformation, 10% omission, and 45% addition. In adverbials, 14% were misformation, 75% omission, and 10% addition. Notably, connectives showed the highest rate of omission (95%), with only 4% misformation.

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<sup>10</sup>Mayestia Wulan Fitriana, *The Analysis of Students' Errors on the Use Language Feature in Writing Procedure Text of Eleventh Grade Language Major Students in MAN 2 Lamongan in the Academic Year 2020 – 2021*

The errors were mainly attributed to intralingual factors (67.7%), such as difficulties in mastering sentence structure, and interlingual factors (32.2%), which stemmed from the influence of students' first language<sup>11</sup>. The study concludes that most student errors are caused by insufficient understanding of English language structures, particularly in applying specific language features. Therefore, more effective instructional strategies are necessary to help students overcome these difficulties and enhance their writing proficiency.

## **F. Systematic Discussion**

### 1. Chapter I: Introduction

This chapter presents the background of the research, research questions, objectives, focus, and significance of the study. It also outlines the organization of the thesis.

### 2. Chapter II: Theoretical Review

This chapter discusses the theoretical framework relevant to the study, including definitions and concepts related to error analysis, language features, and procedure texts. It also reviews previous research that supports and contextualizes the current study.

### 3. Chapter III: Research Methodology

This chapter explains the research design, the role of the researcher, the research setting, the data and data sources, techniques of data collection and

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<sup>11</sup> Wahyu Tri Prasetyawan, *Error Analysis of Language Features in Writing Procedure Text of the Ninth Grade Students at MTsN 2 Ponorogo*

data analysis, as well as the strategies used to ensure the validity and reliability of the findings

#### 4. Chapter IV: Research Findings and Discussion

This chapter presents the results of the data analysis and discusses the findings in relation to the research questions. It includes an overview of MTs Idris Bintan as the research setting, a detailed analysis of students' procedure texts, interview results with students and teachers, and a discussion of the dominant errors and their causes

#### 5. Chapter V: Conclusion and Suggestions

This final chapter provides a summary of the research findings, draws conclusions based on the analysis, and offers suggestions for educators, students, and future researchers.

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