THE PROBLEM OF USING ERGATIVE VERB IN WRITING

THESIS

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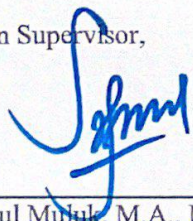Bachelor of Education in English Language Teaching

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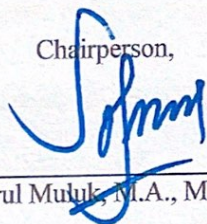for Bachelor of Education Degree in English Language Teaching

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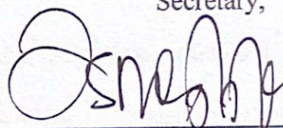   16 Rabiul Awal, 1443 H

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adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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ABSTRACT

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This study aims to analyze student's problem of using the ergative verb in writing and to identify how students use it in writing correctly. This research uses the qualitative method with document analysis technique and interview as instrument of study to collect the data from all respondents. The subjects of this research were 15 essay writing papers of student in Grammar & Communication class. The finding of this study showed that (1) there are three problem categories that were looked into are the following: *First*, morphological error with its type of error. They are omission, addition, misinformation and disordering; *Second*, syntactic error with its type of error. They are word order and tense error; *Third*, lexical error with its type of error. They are misspelling, unergative verb and article error. (2) there are three ways of student in using ergative verb in writing: *First*, "identifying", "analyzing" and "adjusting" ergative verbs. *Second*, using the table or list of ergative verbs; *Third*, following the pattern of ergative itself. In conclusion, this study indicated that most of ESL students in Department of English Language Education at UIN Ar-Raniry Banda Aceh, especially the year of 2018, are still unfamiliar with ergative verbs while they often use them in academic study.

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CHAPTER I

INTRODUCTION

A. Background of Study

Almost all languages have structural rules and grammatical functions that form the sentence and create meaning. It allows people to understand how to use words properly based on their functions such as subject and object. As we know, both of them are basic elements within a language that influence the grammatical function of transitive and intransitive sentences. Actually, there are three elements of transitive and intransitive sentences; (a). The subject of transitive clauses, (b).The subject of intransitive clauses, and (c).The direct object of transitive clauses (Lindenbergh, 2015). These three elements will describe to people, especially the students, about the understanding of ergative verbs.

Nowadays, most people, especially English students, know the term the transitive and intransitive sentence in passive voice, but they are unfamiliar with the term of the ergative verb, even though they often use it in daily life, especially in an academic field such as speaking and writing. In fact, passive voice and ergative verbs are fairly similar but different in structure and meaning. As we know, the position of subject and object in active sentence will exchange place in passive voice and it needs "be" before past participle, while the ergative verb is able to bring up the sense or meaning of passive of a sentence without having to follow the process of change into passive voice itself and it does not need "be"

before the past participle. Therefore, this makes the ergative verb unique and a bit confusing.

Ergative verb is a term in the linguistic field. It was firmly established in the 1970s. The term ergative is sometimes used to refer to an alternation between the transitive and intransitive use of a verb in which the argument functioning as the direct object in transitive variant is the subject when the verb is used intransitively (Aldridge, 2015). In English, pattern of ergative is indicated by position in the clause: subjects appear in preverbal position, while objects in transitive clauses follow the verb (Aldridge, 2015). In addition, not all verbs in English can be called ergative verbs. Only a few verbs can be categorized as ergative verbs. More clearly, ergative verbs can always be used in transitive and intransitive positions, while non-ergative verbs can only be used in one of them. Therefore, we need a case-marking or agreement system to distinguish ergative verbs and non-ergative verbs.

In teaching English, it has been suggested that a comparison between two texts can be highlighted by the differences between ergative and unergative verbs, one eliciting non-ergative verbs in the active or passive voice and one eliciting ergative verbs in the middle voice (Chan, 2008). Students will need to use dictionaries that recognize the words and investigate the properties of meaning and use of the words to measure the depth of a language (Maden, 2020). In this case, it is useful to explain the three-voice option (active, middle and passive) because it will influence students' understanding of ergative verbs (Chan, 2008). Therefore, we need to introduce tasks requiring students to select appropriate verb

forms in context. Here, the writer assumes that a writing test is the best way to understand students' understanding of ergative verbs.

As we know, writing is one of the essential skills that university students need to master in order to achieve their academic goals and get better job prospects. (Muluk et al, 2021). Indeed, good writing ability often indicates an ability of the individuals to attain professional development in their academic areas. However, writing is a complex and multifactorial phenomenon. It is more challenging for learners who write in a language other than their first language (Raoofi et al. 2017). In fact, in writing class, most students usually face difficulties in learning the grammatical aspects of the target language (Janah, 2015), while the three-voice option of active, middle, and passive are sometimes parts of grammar to compose the writing text. The position of these three-voice options will determine the meaning of a sentence in writing. It is supported by Bungsu et al. (2021), "grammar is the rule that says how words changed to show different meanings and they combine into sentences."In this case, ergative verb is a part of the rules (grammar) to compose the writing that shows different meanings, especially different with active and passive voice. Therefore, the writer wants to observe and analyze the problem of using the ergative verb in writing to avoid misunderstanding. It means that the writer tries to find some mistakes or errors which students make in their writing by using ergative verbs.

There were several researchers who previously worked on the issues of ergative. In an article of Chan (2008), "Ideas for Teaching Ergative Verbs to ESL Students", he discussed some practical techniques that ESL teachers can use in the

teaching of English ergative verbs. It is suggested that teachers should expose students to a situation that will elicit different responses in different voices (active, middle, and passive) authentically and spontaneously. It showed some useful teaching techniques to introduce the characteristics of ergative verbs by exposing them to a situation that will elicit different responses in different voices authentically and spontaneously.

Another study was done by Legate (2012), entitled "Types of Ergativity." The study makes two main contributions to our understanding of ergativity. First, it supports the claim that ergative is an inherent case. Second, it reanalyses syntactic ergativity in Dyirbal. Dyirbal is an Australian Aboriginal language spoken in northeast Queensland. This study showed that syntactic ergativity in Dyirbal is not sensitive to the absolutive but rather underlying nominative and accusative, regardless of morphological realization.

Another study was written by Lindenbergh (2015), "Deconstructing Ergativity (A fine-grained analysis of ergativity phenomena)." The study is a theoretical and typological investigation into the morphological and syntactic patterns that are classified in the literature as 'ergative'. This thesis claims that classifying languages using 'ergativity' as classifying feature has no theoretical merit because the term ergativity has come to indicate a vast amount of quite different linguistic patterns. It is found that several languages with ergative patterns were discussed, and it was shown that the ergative markers in these languages all have different functions and distributions.

Apart from ergative, the present study is related to Silalahi et al. (2018) study, which focused on grammatical errors analysis in translating English texts into Bahasa Indonesia text. The results of his study showed that the errors were on: 1) 85.29% of a morphological error on word formation and 14.70% of affixation errors found; 2) syntactic error on a phrase (3.96%), clause (1.00%), and 223 sentences (95.04%); and 3) the factors causing the errors in translating namely the students did not understand the context of the source language text, the students were not able to build sentence grammatically in the target language, the students were lack of grammar comprehension of the source language and target language, the students did not use the dictionary and machine translation, and the students did not implement the right translation strategy (Calanoga& Tamayo,2019).

According to the studies above, the studies have shown that ergative is unique and a bit confusing. Many of researchers still develop the study of ergative in a bigger area context. It does not focus on a linguistic area only, but also in a grammar and teaching context. Therefore, in this study, the writer wants to analyze the problem of using the ergative verb in writing. The writer expects to have some new information related to the ergative verb in the writing context.

B. Research Question

The research questions were formulated as follows:

1. What is the problem of using ergative verb in writing?

2. How do students use ergative verbs in writing?

C. Research Aim

The aims of this study are:

1. To analyze student's problem of using the ergative verb in writing

2. To identify how students use the ergative verb in writing correctly

D. Significance of Study

1. To EFL students

This study observes students in using ergative verbs in their writing and finds out what the problem they face in applying ergative verbs on it. The main focus of this study is to investigate the problem of students using the ergative verb in their writing correctly. The writer hopes the result of this study gives students benefits in applying ergative verbs in their writing correctly.

2. To EFL teachers

The result of this study is expected to help teachers' method in teaching, especially the lecturers who teach Essay Writing, Academic Writing, English for Academic Purpose, Grammar & Communication and possibly Research Methodology subject. This study will help the teacher in the teaching and learning process during Writing Classes. As we know, writing classes are essential because it will prepare students to spread their ideas and critical thinking through a good writing text or article. Therefore, the teachers have to make sure that their student's writing is understandable by the reader.

3. To other researchers

The writer believes this study does not cover all the questions and curiosity of the reader. Moreover, the writer hopes that other researchers will re-conduct the same study that can fill the gap in the future.

4. To the institution

The results of this study will be beneficial for the institution as a strengthener. Through this study, it is expected that the institution will more support and ease students to administer related matters related to writing skills in the future. The more students improve their writing skills, the better the image of an institution.

E. Research Terminology

In order to avoid misunderstanding, the writer has defined the following operational definitions of this research as follow:

1. Ergative verb

According to Aldridge (2015), ergative verb is a term in the linguistic field. It was firmly established in the 1970s. The term ergative is sometimes used to refer to an alternation between the transitive and intransitive use of a verb in which the argument functioning as the direct object in transitive variant is the subject when the verb is used intransitively. "In English, the pattern of ergative is indicated by position in the clause: subjects appear in preverbal position, while objects in transitive clauses follow the verb" (Aldridge, 2015, p. 2). Thus, the ergative verb

can be transitive or intransitive inflected for agreement with the subject and all aspects.

2. Writing

Writing is an important skill to be mastered in learning English as a foreign language. "Writing enhances language acquisition as students experiment with words, sentences, and other elements of writing to communicate their ideas effectively, and to reinforce the grammar and vocabulary they are learning in class" (Amanda, 2017, p. 9). It means that writing is not only a means of communication where students can share their views and thoughts. It is actually a prerequisite to master other language skills.

F. The Scope of Study

Conducting research covering things stated previously will be arduous and lengthy work and will not be feasible for the writer. Concerning the limitations that the writer has, he will conduct the research focusing on the problem of using the ergative verbs. It this case, the writer does not focus on the structure of writing, but he only focuses on the structure and meaning of ergative verb from student's paper at the Intermediate Writing level. This level is known as the "Essay Writing" subject in the Department of English Language Education at UIN Ar-Raniry Banda Aceh. The writer assumes that writing is suitable and relevant to this study because students can conduct sentences in basic writing. However, they still need to improve their writing skills to be more perfect, especially in making paragraphs with a good grammatical rule.

CHAPTER II

LITERATURE REVIEW

A. Ergative Verb

The verb is part of speech that explains the people or the subject to do the action. The verb has an important role because it is used as an action to do something; the subject is human, animal, and plants and the object is the thing. In addition, verb is called king because an important part in English for every sentence must have a verb (Simamora, 2020).

In sentences, the verb functions as a predicate. Verbs generally require objects (called transitive verbs), but there are also some verbs that do not need objects (called intransitive verbs). Verbs are the most essential type of words in a sentence. Even in spoken language, only with a verb can we express an idea that others can understand (Vega, 2020).

Since the verb broadly defines how a sentence conveys who did what to whom in what way in what context, the main verb typically dictates the sentence structure and meaning. In English, the sentence's subject is not always the "doer" of the action of the verb as indicated earlier (Pae, 2012). For example, the verbs in the following sentences assign different roles.

1) a. The teacher *gave* the student a book. [*The subject is doing the giving*]

b. The student *received* a book from the teacher. [*The subject is being given to or the subject is doing the receiving*]

2) a. He *shattered* the window. [*The subject is doing the shattering*]

b. The window *shattered*. [*The subject is being shattered*]

The first set of sentences 1) contains two distinct terms that define the roles of the doer and receiver. However, the second set 2) of the sentences has the same lexicon used with animate and inanimate subjects. Despite the fact that the verb *receive* means "to be given," the verb in phrase 1b might be construed as the subject performing the action of receiving. The two sentences differ in the direction of affectedness caused by the verb's action. In other words, subject 2a is the action's doer or causer, and the *window* is the affected object.In contrast, the subject of the latter 2b is the receiver of the action, which is affected by the action of the verb as an experiential entity (Pae, 2012).

In addition, the term ergativerefers to a system of marking grammatical relations in which the object of transitive verb patterns with the single argument of an intransitive verb (absolutive) while the transitive subject patterns distinctly (ergative).

David opened the door (active, transitive).

The door was opened (by David) (passive, transitive).

The door opened (active, intransitive, ergative).

This contrasts with the more familiar nominative-accusative system in which both transitive and intransitive subject patterns are alike (nominative), to the

exclusion of transitive objects (accusative) (Coon, 2013). It is supported by the definition of ergative, which was given by Dixon. He said;

> *The term "ergativity" is, in its most generally accepted sense, used to describe a grammatical pattern in which the subject of an intransitive clause is treated in the same way as the object of a transitive clause and differently from the transitive subject. The term was first used to refer to the case marking on constituents of a noun phrase: "ergative is the case marking transitive subject, contrasting with another case-originally called "nominative" but nowadays "absolutive"-marking intransitive subject and transitive object.* (Dixon, 1994, p. 1).

Historically, Dixon (1994) surmises that ergativity is found in approximately one-quarter of the world's languages. There are thirty-two languages in a sample of 190 that show an ergative pattern of case marking on full non-phrases, though he notes problems for classifying some. Ergative languages are found in a variety of genetically distinct language families and are found all over the world (Coon, 2013).

Languages that have been referred to as 'ergative' or as containing 'ergative constructions' include Basque, Eskimo, most languages from the Caucasus and from Australia, some Polynesian languages, Burushaski, the Paleosiberian languages, Sumerian, Hittite, some Papuan languages, Tibetan, most members of the Indic branch of Indo-European, and many American Indian languages (Seely, 1977). According to Polinsky (2016), language with ergative case-marking can have ergative or accusative alignment in agreement, but the language with accusative case-marking never shows ergative alignment. Thus, ergative languages impose fewer restrictions on their agreement alignment than accusative languages do.

In addition, alignment is the grouping of grammatical functions (such as subject, object) across transitive and intransitive clauses. As is well known, the subject of an intransitive clause (SI) may be grouped, in terms of case-marking, control of verbal agreement, syntactic position, with either the subject (ST) or the object (O) of a transitive clause. In the first case (SI /ST grouping), we get accusative alignment, while in the second case (SI /O grouping), ergative alignment (Zwart & Lindenbergh, 2015).

On top of that, we need to be careful! Not all verbs that talk about change can be used ergatively. For example:

The builders demolished the house (active)

The house was demolished by the builders (passive)

NOT: The house demolished.

There are several hundred ergative verbs in regular use in current English. The writer wants to categorize them into some points:

a. Change

Many ergative verbs describe events that involve a change from one state to another (Heyns, 2011). Here is a list of ergative verbs that describe events involving a change of some kind: *age, begin, bend, bleach, break, burn, burst, change, close, continue, crack, darken, decrease, diminish, disperse, double, drown, dry, empty, end, fade, finish, grow, improve, increase, open, quicken, rot, shatter, shrink, shut, slow, split, spread, start, stick, stop, stretch, tear, thicken, widen,* and *worsen.*

b. Food, Movement, Vehicle

Many other ergative verbs relate specifically to certain areas of meaning. For example, some relate to food and cooking, others describe the physical movement, and others involve a vehicle as to the object of the transitive verb or the subject of the intransitive verb (Heyns, 2011). Here is a list of verbs relating to food, physical movement, and vehicles: (Food: *bake, boil, cook, defrost, fry, melt, roast, simmer,* and *thicken*). (Movement: *balance, drop, move, rest, rock, shake, spin, stand, steady, swing,* and *turn*). (Vehicle: *back, crash, drive, fly, park, reverse, run,* and *sail*).

c. Restriction on Ergative Subject

Some verbs are used ergatively with one or two nouns only (Heyns, 2011). For example, you can say *He fired a gun* or *The gun fired*. You can also say *He fired a bullet*, but you would not usually say *The bullet fired*. Here is a list of verbs that can be used ergatively with the noun, or type of noun, that is given: *catch* (an article of clothing), *fire* (a gun, rifle, pistol), *play* (music), *ring* (a bell, the alarm), *show* (an emotion such as fear, anger), and *sound* (a horn, the alarm).

d. Ergative Verbs that Need Extra Information

There are a few ergative verbs that usually have an adverb or some other phrase or clause when they are used intransitively (Heyns, 2011). This is because you choose this structure when you want to emphasize how something behaves when affected somehow, so the person who does the action is not essential.

I like the new Range Rover. It <u>handles beautifully</u>.

Wool <u>washes well</u> if you treat it carefully.

Here is a list of ergative verbs usually followed by some extra information when used intransitively: *clean, freeze, handle, mark, polish, sell, stain,* and *wash.*

Furthermore, we are supposed to understand transitive and intransitive verbs before we analyze the ergative agreement. It will help us to distinguish whether it is ergative or not.

1. Transitive verb

Transitive verbs are action verbs that always express double activities. The transitive verbs always have direct objects. It means that someone or something receives the action of the verb. These verbs are used together with a direct object. The object can be involved by a thing or a person (Salmiah, 2017). Sample verb: *owe, feed,make, drive, lift*. This pattern is:

S+V+N

(Subject + Verb + Noun).

Examples:

1. Richard owes Jimmy some money.

2. She feeds his children while their mother is away.

3. She makes jewelry to sell at the market

2. *Intransitive verb*

Intransitive verbs are used to always express double activities in the action verb. These verbs don't have a direct object for their meaning to be connected. Instances, they are followed by an adverb, adjective, verb complement or a preposition (Salmiah, 2017). Sample verbs such as *die, arrive, respond, wait, sit, look.* Intransitive verbs have the pattern:

S + V
Subject + Verb
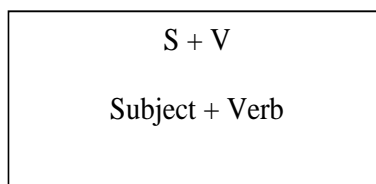
Examples:

1. His sister died of Malaria.

2. We arrived at school very late

B. Writing

1. *Definition of Writing*

Writing is an important skill to be mastered in learning English as a foreign language. Writing enhances language acquisition as students experiment with words, sentences, and other elements of writing to communicate their ideas effectively, and to reinforce the grammar and vocabulary they are learning in class (Amanda, 2017). It means that writing is not only a means of communication

where students can share their views and thoughts. It is actually a prerequisite to master other language skills.

There are some definitions of writing stated by experts. According to Nation (2009), writing is an activity that can usefully be prefered for by work in other skills of listening, speaking, and reading. The preparation can make it possible for words that have been used receptively to come into productive use. According to Almi (2017), writing is a tool for students to share their information and knowledge and put them down on paper. Writing is a skill producing text and the message will be delivered to the reader. Being able to write well, the researcher has to know about writing itself. Every information and knowledge in writing should be understood by the reader to make the ideas deliver and the readers will be interested in our writing. It is supported by a statement that "the general purpose of writing is to express, to inform, to persuade, to entertain, while the specific purpose in writing is to answer the certain need" (Dietch, 2009, p. 7-8).

2. Aspect in Writing

Beside, in writing, there are some aspects that have to be considered. Those aspects are divided into two main skills, they are the micro- and macro-skills of writing. They are needed to develop effective writing. Thresia (2016, p. 78) describes the micro-skill of writing as follows:

> *First, produce graphemes and orthographic patterns of English. Second, produce writing at an efficient rate of speed to suit the purpose. Third, produce an acceptable core of words and use appropriate word order patterns. Fourth, use acceptable grammatical systems (e.g., tense, agreement, and pluralization), patterns, and rules. Fifth, express a particular meaning in different grammatical forms. Last, use cohesive devices in written discourse* (Thresia, 2016, p. 78).

Whereas, Thresia (2016, p. 78) also states the macro-skills of writing as follows:

> *First, use the rhetorical forms and conventions of written discourse. Second, appropriately accomplish the communicative functions of written texts according to form and purpose. Third, convey links and connections between events, and communicative such relations as main idea, supporting idea, new information, given information, generalization, and exemplification. Fourth, distinguish between literal and implied meanings of writing. Fifth, correctly convey culturally specific references in the context of the written text. Last, develop and use a battery of writing strategies, such as accurately assessing audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing*(Thresia, 2016, p. 78).

Therefore, in writing process, the student should pay attention to those aspects of writing above in order to able to write well. It is also important for the teacher to understand how their students learn. Because it will be a consideration how the teacher will teach them. It is supported by Razali and Zulfikar (2019) that teachers are believed to have been well prepared to engage in effective teaching. In means that teachers as one of the main actors for effective learning to occur are also required to understand how their students learn.

In teaching writing, the teacher can see a difference in students' view. There are two different views of students' writing that can be seen by the teacher.

> *The first is the product approach, it means writing focused on the result of the writing. The second one is the process 16 approaches, the students do their writing from prewriting, plan, draft, write, edit, revise, and the last one is publishing. In the process of writing, the teacher has to know students' ability in writing and asks them to do these steps. "If they take one of these steps they will not have good writing.* (Almi, 2017, p. 15-16).

The ability to write well is not a naturally acquired skill. It is usually learned or culturally transmitted as a set of practices in formal instructional settings or other environments. Writing instructors should take into account both strategy

development and language skill development when working with students (Wahyuni, 2016). Before we teach writing strategies, we should acknowledge that students may come to us unaware of the strategies they already possess. It is our job to help them identify and make controllable any effective strategies they already use. Sometimes students' writing strategies can be tricky to identify because they are invisible. Even experienced writers may be unaware of many of their own strategies (Dean, 2010).

C. The Problem of Using Ergative Verb in Writing

One of the common tasks for Indonesian EFL students is writing a piece of paper, such as essay, narrative, exposition, and essay text. In writing a text, realizing the complete thought through the correct and acceptable rule (grammar) is fully essential. In this phase, grammar plays a very significant and important role as its function to realize a good grammatical sentence. The correct grammar enables the reader to easily digest the writer's expressed thoughts. Even though grammar plays a very significant role in structuring good sentences, many students Indonesian EFL learners are not fully aware of it. They often "disobey" the rule, as they experience in their first language (Bahasa Indonesia) (Arifin, 2019).

For the sake of this reason, Arifin et al. (2014) states that "Indonesian EFL students often recognized writing activities as the most challenging skills to master."Many students often failed to compose such good writing. In Indonesian EFL context, writing seems to be the most difficult skill to master, compared to the other three English skills. In addition, their scores in writing are not better than

other skills. Even though they are at the university level, it does not automatically guarantee that they have advanced skill in writing. Therefore, they often view writing skill as the most time consuming and exhausting learning, compared to other skills. This perspective, of course, is not totally true because every skill has its own way to develop and master (Arifin, 2019).

As a productive skill, writing is not like speaking or other receptive skills.Writing skill not only needs a lot of vocabulary in composing a paragraph, but alsocorrect grammarsin order to be comprehensible (Isa et al, 2017). In writing class, the students usually face difficulties in learning the grammatical aspects of the Target Language (TL), such as in subject-verb agreement, the use of prepositions, articles and the use of correct tense (Janah, 2015). In this case, linguists have always been attempting to describe the types of errors committed by the language learners, and that is exactly the best way to start with, as it helps out the language professors in the university like the Cagayan State University to identify where the problem lies. In addition, errors take place when the learner changes the surface structure in a particularly systematic manner. Thus, the error, no matter what form and type it is, represents damage at the level of the target language production (Calanoga & Tamayo, 2019).

Related to the study of Silalahi et al. (2018), this study tries to find some problems in order to relate with the problems in writing context. The problem categories that were looked into are the following:

1. *Morphological error*

In general, term morphology is defined as the study of words; how the different parts of words are combined, how they are formed, how they are used and what relationship does exist between words (Yakub& Hossain, 2018). They state that there are four types of morphological errors. They are omission, addition, misinformation and disordering.

2. *Syntactic error*

Syntax is a branch of linguistics that examines the structure and elements of sentence formation and also examines the units in the form of words, phrases, clauses, sentences, and discourse (Silalahi et al.2018). In this case, Ngangbam (2016) postulates a set of syntactic error categories to be analysed: adjectives & adjectives phrases errors, adverbs & adverb phrases errors, noun-phrases errors, sentence structure errors and word order errors. While Hafiz and Omar (2018) report that there are some syntactic errors in their study. They are:

a. Copula, ex: (*My family big./My family is big.),

b. Concord or subject-verb agreement, ex: (*My friend go shopping. /My friend goes shopping.),

c. Tense, ex: (*Faris is play football./Faris is playing football.),

d. To infinitive, ex: (*He like eat noodles./He likes to eat noodles.)

e. Articles, ex: (*Mohsin is a best doctor in Jazan hospital./Mohsin is the best doctor in Jazan hospital.),

f.Prepositions, ex: (*He is a student in English./He is a student of English.),

g. Conjunction, ex:(*I like watch T.V and like swimming and I recite the Qur'an./I like watching T.V, swimming, and reciting the Qur'an.).

3. *Lexical error*

Lexical errors occur because the foreign language learners do not possess an adequate knowledge in English vocabularies which has several causes such as the low frequency in reading, the low awareness in expanding new vocabularies, etc (Andre,2014). In this case, lexical error is divided into two types, namely error form, and error meaning. Form errors are errors related to writing and phonology. While the error of meaning is an error associated with the selection of the wrong word (Silalahi et al. 2018). In addition, he also explains further the six main categories of lexical errors as follows:

a. Borrowing. It refers to the error made by the students in using another tongue without any attempt to adjust them to their target language. For example: My grandmother is sakit (Eng. sick).

b. Coinage. It refers to the error made by the students in using lexical items that consists of the adaptation of an L1 word to the L2 orthography or morphology that sounds like the target language. For example: I will study harder to improve my prestation.(Eng. Achievement, Ind. prestasi)

c. Calque. It refers to the error made by the students in using the words of target language by translating them literally. For example: My table study is pink and big (Eng. desk).

d. Misspelling. It refers to the error made by the students in using the spelling or orthography of the words in target language. For example: I am Biutiful for 'beautiful'.

e. Misselection. It refers to the error made by the students in using the words of the target language that have sound similarity or look similarity with the words of students' mother tongue. For example: She is angry because she has not eaten yet (angry for hungry).

f. Semantic confusion. It refers to the error made by the students in using two words of the target language which are having semantic similarity. For example: There are very shops in the city (very for ''many'') (Rochmaniyah, & Suharjito, 2017).

In conclusion, realizing the correct grammatical rule in English sentence can be seriously complicated for many Indonesian EFL learners. They have to work and deal with a number of complexities in English grammar, which are totally different and not as complex as the rule in their mother tongue. As a matter of fact, the complexities in English grammar often cause the student's error in writing. Considering the importance of ergative verb in English writing, therefore, this study aims to intensively analyze student's problem of using the ergative verb in writing and to identify how they use it correctly. Besides, the teacher also should take into account both strategy development and language skill development when working with students, especially in essay writing.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design refers to specific procedures implicated the process of research: data collection, data analysis, and report writing (Creswell, 2012). The research design of this study is a qualitative methods since the writer used document analysis technique and interview to collect the data from all respondents. In qualitative research, there are several processes such collect data and prepare it for data analysis, then researcher reads through the data and codes the data for descriptions and theme to be used in the research report (Creswell, 2012). This study has descriptive analysis in describing the research findings. Descriptive research is a way to investigate facts based on phenomena. The reason why the writer used this method is because this study took a long time to observe and analyze the ability of students in applying ergative verbs in their writing. The other reason writer used this method is to find out and describe the grammatical errors committed by students in their writing during study. It is suitable with other writing studies in common which focus on the relationship between grammatical rule and writing.

B. Participants

1. Population

Creswell (2012) stated that "A population is a group of individuals who have the same characteristic" (p.142). In this study, the population is the English students who were taking a Grammar & Communication class and had done an Essay Writing class in Department of English Language Education at UIN Ar-Raniry Banda Aceh, especially the year of 2018. There were forty five students as population in this study. The writer assumes that writing is suitable and relevant to this study. It is because the students in this study can conduct sentences in basic writing. However, they still need to improve their writing skills to be more perfect, especially in making paragraphs with a good grammatical rule.

2. Sample

A sample is the number of individual cases that you ultimately draw and from which/whom you generate data. In this study, the writer selected fifteen students as research sample using purposive sampling. Purposeful sampling (also called purposive or judgment sampling) is based on the premise that seeking out the best cases for the study produces the best data, and research results are a direct result of the cases sampled (Patton, 2015). Morse (2010) stated that this is strategic approach to sampling in which "information-rich cases" are sought out in order to best address the research purpose and questions. Sampling is a central feature of research design when purposeful strategies are used because the better the

participants are positioned in relation tothe topic, the richer the data will be (Morse, 2010).

The writer took fifteen students from two units of Grammar and Communication class with different lecturers. They were chosen because some criteria. The criteria were having B grade in Essay Writing Class and having A grade in Advance Grammar Class. The reasons of writer used these criterias were to see why students good in mastering grammar but poor in composing writing in the same time, especially in using verb at transitive and intransitive form. The other reasons were because the space between A grade and B grade are not very distant and were also difficult to find students who having C grade in Essay Writing Class at Department of English Language Education at UIN Ar-Raniry Banda Aceh, especially the year of 2018.

C. Data Collecting Procedure

To collect data, the writer used a document analysis technique. Document consists of public and private document, including journals, letters, notes, personal writing, newspaper and others (Creswell, 2012). Document analysis is a form of qualitative research whereas documents are interpreted by the researchers to provide the voice and meaning of the topic (Bowen, 2009). In this case, the writing texts which were made by students in Grammar & Communication class were required. This is because the writer should follow the curriculum in the Department of English Language Education at UIN Ar-Raniry Banda Aceh in which the Essay Writing class is earlier applied than Grammar & Communication class.

The respondents were recognized about how to apply ergative verbs in Grammar & Communication class for three steps. First step, the writer gave an online source of ergative verbs in a WhatsApp group about ergative verbs. In the second step, the writer explained the characteristics of ergative verbs and how to use them in essay writing at Grammar & Communication class. The last step, the writer asked students to write an essay as homework which contains some ergative verbs. In this case, the writer worked together with the lecturers from two units of Grammar & Communication class to gain student's writings (documents) and select the participants from those classes. In order to obtain deeper information from the participants point of view, the writer made an interview which covered their problem during study.

In general, interview methods use conversation as a learning tool. People are naturally conversational, and so interview methods draw on something people are accustomed to participating in, even if not typically in formal settings (Brinkmann, 2013). He also suggests that qualitative interview studies typically have no more than 15 participants). Therefore, the writer decided to choose 15 participants in this study. The writer used an open-ended interview to gain long and detailed responses from participants.

D. Data Analysis

The process of data analysis and interpretation helps us to answer the question "What does it all mean?" This process allows us to create "intelligible accounts" of our data. It is important to remember that "the data do not speak for themselves. We have to speak for them" (Vogt et al., 2014, p. 2). Allen Trent and

Jeasik Cho define analysis as "summarizing and organizing data" and interpretation as "finding or making meaning" (2014, p. 652).

In analyzing and interpreting qualitative data, those are the steps commonly used: collect data and prepare it for data analysis, then researcher reads through the data and codes the data for descriptions and theme to be used in the research report (Creswell, 2012). Therefore, the technique of data analysis used in this study is descriptive analysis. The data was obtained from student's writing texts which were made by students in Grammar & Communication class. Then the data would be analyzed by reading it several time and the writer would classify particular parts of data by coding them. Coding in research methodology is a shot word or phrase describing the meaning of the whole sentence, phrase or paragraph. It makes the process of interpreting data easier. The writer interpreted the result descriptively. Before interpreting result, the writer would classify the problem of using ergative verb into three categories as suggested by Silalahi et al. (2018) as follow: Morphological error, Syntactic error and Lexical error.

In this case, the writer divided the morphological error into three types as suggested by Yakub & Hossain (2018) as follow:

Table 3.1. *Types of morphological error*

No.	Types of error	Example	Explanation
1.	Omission	The information <u>spread</u> throughout the nation very quickly.	Omit the singular marker of main verb *spread*

2.	Addition	Through learning, students <u>hopes</u> to reach the brighter future	Add unnecessary singular marker –s for singular main verb *hope*
3.	Misinformation	Education <u>have</u> to elevate students' morality.	Misuse of wrong verb *have* for the singular subject education
4.	Disordering	Many parents <u>pick up</u> the student to school.	Misplace of the phrasal verb order *pick up*, instead of *pick the student up*

The writer also divided the syntactic error into seven types as reported by Hafiz and Omar (2018) as follow:

Table 3.2. *Types of syntactic error*

No.	Types of error	Example	Correction
1.	Copula	My family big	My family <u>is</u> big
2.	Subject-verb agreement (Concord)	My friend go shopping	My friend <u>goes</u> shopping
3.	Tense	Faris is play football	Faris is <u>playing</u> football

4.	To Infinitive	He likes eat noodles	He likes <u>to</u> eat noodles
5.	Articles	Mohsin is a best doctor in Jazan hospital	Mohsin is <u>the</u> best doctor in Jazan hospital
6.	Prepositions	He is a student in English	He is a student <u>of</u> English
7.	Conjunction	I like watch T.V and like swimming and I recite the Qur'an	I like <u>watching</u> T.V and <u>swimming</u> and <u>reciting</u> the Qur'an

While lexical error,the writer also divided it into six types of error as reported by Rochmaniyah & Suharjito (2017) as follow:

Table 3.3. *Types of lexical error*

No.	Types of error	Example
1.	Borrowing	My grandmother is <u>sakit</u>. (Eng. sick)
2.	Coinage	I will study harder to improve my <u>prestation</u>. (Eng. Achievement, Ind. prestasi)
3.	Calque	My <u>table study</u> is pink and big. (Eng. desk)

4.	Misspelling	I am <u>Biutiful</u> for 'beautiful'.
5.	Misselection	She is <u>angry</u> because she has not eaten yet (angry for hungry).
6.	Semantic Confusion	There are <u>very</u> shops in the city (very for ''many'')

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

In this chapter, the data on the students' essay writings by using ergative verbs are displayed and analyzed. The analysis covers the aspect namely the analysis of problem of using ergative verb in writing. In addition, the writer also provides some information about how students use ergative verb in writing by interviewing some students as participant in this study. The findings of the analysis and interview are going to be discussed further as an attempt to answer the research question which has been proposed in the first chapter.

1. *The Analysis of Problem of Using Ergative Verb in Writing*

The first analysis of this study is the problem of using ergative verbs in writing. The classification of problems is based on the study of Silalahi et al. (2018) then the problems were calculated. The problem categories that were looked into are the following: Morphological error, Syntactic error and Lexical error. Each of them has their types of error. The table below describes the finding of the analysis about the problem of using ergative verbs in writing.

Table 4. 1. *The categories of problem of using ergative verb in student's writing*

No	Writing	Category of Problem	Type of errors
1.	The event managers will change the form assessment.	Morphological error	Misinformation (accusative form)
2.	The flower vase broken	Morphological error	Misinformation
3.	We ran for about 10 minutes	Morphological error	Misinformation (accusative form)
4.	Then the coconut falls	Lexical error	(unergative verb)
5.	Rice and side dishes served	Lexical error	(unergative verb)
6.	And the floor sweept	Lexical error	Misspelling
7.	I smell a delicious food cooked	Syntactic error	Word order errors
8.	I look the car dove carefully	Lexical error	(unergative verb)
9	Nutrion plays an important role in boosting the immune system	Lexical error & Morphological error	Misspelling &Misinformation (accusative form)
10.	It can increase our immune system & develops our organ	Morphological error	Misinformation (accusative form) &Addition
11.	It can cause a lot of damage	Morphological error	Misinformation (accusative form)
12.	So, the earth plate move	Morphological error	Omission
12.	I began to walk from my home to the school	Morphological error	Misinformation (accusative form)
13.	I entered the opened door into class	Morphological error & Lexical error	Misinformation (accusative form) & article
14.	When she boiled a pan of hot soup	Morphological error	Misinformation

			(accusative form)
15.	Hot soup burned her beautiful face	Morphological error	Misinformation (accusative form)
16.	They married and live happily	Morphological error	Misinformation (accusative form)
17.	Social media can develop their better social skills	Morphological error	Misinformation (accusative form)
18.	Social media is a tool to keep connecting with other people	Morphological error	Misinformation
19.	Social media has changed the way we used to share	Syntactic error	Tenseerror
20.	It deserves and finds a way to integrate into the education system	Morphological error	Misinformation (accusative form)
21.	The increase in adoption of social media is high as ever	Morphological error	Misinformation
22.	The festival can develop the culture in Aceh	Morphological error	Misinformation (accusative form)
23.	The central government can transfer a lot of culture in Aceh	Morphological error	Misinformation (accusative form)

The table above shows the distributions of categories of problems of using ergative verbs in writing. The further descriptions of categories of problem which range from the lowest number of errors to the highest number are provided throughout this section.

a. Syntactic Error

The first problem is syntactic error. This problem occurs with two types of error such as word order error and tense error. For example, the student (FL)

writes "I smell a delicious <u>food cooked</u>." We can see here that "cooked" is not in the position of an ergative verb. It actually should be an adjective while "food" is a head noun. The revision of this sentence is "I smell delicious cooked food". The other example of this problem is tense error. For example, the student (IBF) writes "Social media <u>has changed</u> the way we used to share". In this case, we know that this sentence uses present perfect tense while actually there is no "be" in ergative form. It also does not need an object in the sentence. Thus, the revision of this sentence is "the way we used to share changed" or "the way changed." We do not need the subject of transitive in ergative form

b. Lexical Error

The second problem is lexical error. This problem occurs with three types of error such as error form (unergative verb), coinage and article. For example, the students (RA) writes "Then the coconut <u>falls</u>", and another student (RF) writes "Rice and side dishes <u>served</u>". These two sentences use unergative verb (fall & serve). We do not find these two verbs in the list of ergative verbs. However, we can still use the ergative verb such as "drop and pass" as substitute the word of "fall and serve." The other example of this problem is misspelling. For instance, the student (MK) writes "<u>Nutrion plays an important role</u> in boosting." In this sentence, the word "nutrion" is wrong or misspelling. The correct is "nutrition". In addition, even though "play" is one of ergative verb, but this sentence form is incorrect. The reason is because ergative form does not need an object (an important role) in the sentence. The other example of misspelling which was

wrote by the student (RF) is "and the floor <u>sweept</u>". The revision of this sentence is "and the floor swept."

c. Morphological Error

The last problem is morphological error. This kind of problem is the highest number of problems in this study. The types of error in this problem are misinformation and omission. For example, the student (RD) writes "The flower vase <u>broken</u>." This sentence misuses the verb form. The correct sentence is "the flower vase broke." Another example of misinformation which was wrote by the student (FMA) is "<u>Hot soup </u>burned her beautiful face." This sentence is not ergative form but accusative form. This shows that "hot soup" is doing burning or we can call it a subject of transitive. While in ergative form, the rule treats subjects of intransitive clause and direct objects in the same manner. Thus, the revision of this sentence is "her beautiful face burned." It means "her beautiful face is being burning." This kind of error is a very common problem that students made in their essay writing.

Moreover, we also find omission in their writing. For example, the student (SM) writes "So, the earth plate <u>move</u>." The student omits "d" in the sentence. Thus, the correct sentence is "So, the earth plate moved." This is also supported by past tense context which the student used in his writing.

2. *The Result of Interview*

In this section, the writer finds that most participants do not know about ergative verbs before learning in Grammar and Communication class. This is supported by some statements of participants:

> *"No, I didn't know about ergative verb before learning in Grammar and Communication class,"* (ZA)

> *"No, I did not. What I learned about types of verb are transitive and intransitive verb. I just knew about ergative verb in the Grammar and Communication class."* (FAS)

> *"Actually, before learning ergative verb in the class, I do not know about it. Before that, I just know about transitive and intransitive verb. When I see the sentence that is used ergative verb, I just think this case just a grammatical form and do not know that the verb is called an ergative verb."* (YGU)

These statements indicate that the ergative verb is a new something for them. They know about transitive and intransitive verbs but the ergative verb is unfamiliar for them while actually both of them are parts to know about ergative. Therefore, the writer hopes that this topic can extend knowledge of students, especially in the writing field.

a. Identifying, Analyzing and Adjusting

Regarding the number of errors presented and discussed in the previous section, the writer wants to share some information about how students apply ergative verbs in writing. In this case, the writer found that students analyze verbs during the writing process in order to avoid misusing verbs. For example, FL said:

"So, in my opinion, the ergative verb is a bit difficult to understand, so because sometimes it can confuse us. For how did i apply ergative verbs in my essay writing is, I will first <u>analyze</u> the words, whether this vocabulary is ergative or not."

It is supported by a statement from FSS. She said:

"I applied ergative verb in my essay writing by <u>identifying</u> whether a verb can be categorized in ergative verb or not. I also make sure about it by looking at the ergative verb list and adjust the ergative verb with the whole sentence meaning because sometimes different use of a verb can be different meaning. So, I need to <u>adjust</u> the ergative verb to the topic of my essay writing. "

Another statement from MK. She said:

"Usually, to apply an ergative verb in my essay writing, i try to <u>analyze</u> the word first, if the word can be used in transitive or intransitive verb, so the word can categorize as ergative, or i can try to put that word in passive and active voice."

From some statements above, the writer assumes that "identifying", "analyzing" and "adjusting" are essential ways in applying ergative verbs in writing. This occurs because some students are still unfamiliar with ergative verbs. The other reason is because they are confused about the form and the meaning of the ergative verb itself. Therefore, they need to make sure, whether the verb is ergative or not by "identifying", "analyzing" and "adjusting" it in their writing.

b. Using The Table or List of Ergative Verbs

The other way to apply ergative verbs in writing is by using the list of ergative verbs. For example, YGU said:

"*I directly see to the ergative verb table and look to this verb. If I see it, I will use this verb and use this ergative verb.*"

It is supported by a statement from FMDS. She said:

"*I am looking for a list of ergative verbs on Google to make it easier for me to write an essay.*"

In addition, FMA also gives the same statement. He said:

"*Usually in ergative verb, there's a table that include all words that can be changed into transitive, and intransitive.*"

These statements show that the table or list of ergative verbs can help them to find and apply ergative verbs in their writing. This occurs because it is easy for them to choose the ergative verb. Even, they are confident without any doubt to select the verb in the table.

c. Following The Pattern of Ergative Itself

Moreover, the other way to apply an ergative verb in writing is by following the pattern of ergative itself. For example, these are the following statements of students below:

"I follow all the rules that apply to the application of ergative verbs in essay writing." (FMDS)

"I can apply an ergative verb to turn an object in a transitive sentence into a subject in an intransitive sentence. So that they can form new sentence patterns." (IBF)

"I write ergative verbs in writing essays by turning objects into subjects and only using subject and verbs. Another way can also be done by thinking logically, that something that happens without the perpetrator knowing is called ergative. such as the door opened. it is not known exactly who opened the door, whether it was the wind or something. While the house is demolished it is non ergative because it is impossible for a sturdy building to collapse by itself." (TZ)

"I will apply ergative verb if the sentence can be transitive and intransitive." (CR)

"I use ergative verbs in essay writing to shorten the required words. That's what ergative verbs are for, making words flexible." (FMA)

This kind of way is unique because students try to recognize ergative verbs by understanding the pattern of ergative verbs. From several statements about, ergative verb has some rules and characteristics such as (1) Treating subjects of intransitive clause & direct objects in the same manner and subjects of transitive verbs in different way, (2) Using ergative form to shorten the sentences, (3) Thinking logically in involving verb (make sense or not) and (4) Considering verb that can use in transitive and intransitive.

Apart from the ways of applying ergative verbs, the students also face the challenging thing in applying ergative verbs in writing. Here, the writer provides some statements from students to know about what the problem of using ergative verbs in writing is. Those statements are below:

"The most challenging thing was that when I tried it, it was difficult to identify the sentence was ergative or not, because there were some words that were not understood in terms of their meaning in the sentence." (RA)

"The most challenging thing is to know the kinds of verbs that are included in the ergative verb and also our logic in concluding whether this sentence requires an object or not. I find these two things difficult because they require good memory and focus." (YGU)

"It has small verb scale."(SI)

"The most challenging is when i difficult to identify the sentence it is ergative or not because there is some words i don't understand their meaning." (ZA)

"The most challenging thing is adjusting the ergative verb with the whole topic of essay writing because I need to make a sentence by using ergative verb while adjusting the sentence to the topic in my essay writing." (FAS)

"Sometimes i feel that some words can't be changed into ergative, but the meaning is still makes sense. I think i should learnt more about ergative verb in the future." (FMA)

These statements show there are some challenging things in using ergative verbs in writing such as illogical meaning, unable to identify ergative verbs, limited verbs and unfamiliar form or rule. Thus, the writer assumes that the ergative verb is still needed to teach and learn among students. The problem in writing proves that students are still unfamiliar with ergative verbs while they often use it in writing. Therefore, English teachers need to recognize this term to students in order to upgrade their writing skill.

B. Discussion

After presenting the problem of using ergative verbs and how students apply it in writing, the writer intends to discuss the finding of how those answer the research questions proposed in the first chapter. There are two research questions that are concerned with the problem of using ergative verbs and how students use it in writing.

The first question is about the problem of using ergative verbs in writing. It means that the writer tries to find some mistakes or errors which students make in their writing by using ergative verbs. The findings of the analysis show that there are three problems of using ergative verbs in writing. They are morphological error, syntactic error and lexical error. In this case, each of them has some type of error. For morphological error, the writer finds some types of error. They are omission, addition, misinformation and disordering. While syntactic error, the writer finds some types of error. They are word order and tense error. The last is lexical error which has some types of error. They are misspelling, unergative verb and article error. Even in lexical error, the writer also finds error form and meaning form. From these three problems, the morphological error is a common error that made by students.

In addition, the writer also finds some problems of using ergative verbs in writing based on the result of the interview. The writer finds that students face some challenging things in using ergative verbs in writing. They are illogical meaning, unable to identify ergative verbs, limited verbs and unfamiliar form or rule.

Base on previous study in chapter one, the result of this research from the first question is little a bit similar with Silalahi et al. (2018) study in which morphological and syntactic are two parts of grammatical error. Moreover, the students also face same problem in some contexts such as error meaning, less source & strategy, andlack of grammar comprehension in target language. It implies that the students also have same problem namely lexical error in which occurs because they do not possess an adequate knowledge in English vocabularies which has several causes such as the low frequency in reading, the low awareness in expanding new vocabularies, etc (Andre, 2014).

The second research question is about how students use ergative verbs in writing. In this case, the writer tries to answer this question by interviewing students as participants of this study. The writer finds that students employ some ways in using ergative verbs. *First*, "identifying", "analyzing" and "adjusting" ergative verbs. In this case,"identifying" means that the students establish "verb"to suit in active, passive and midlle voice. While "analyzing" means that the studentsexamine "verb" to suit in transitive and intransitive form. The last one is "adjusting which means the student assess "the meaning of verb" in order to make sense base on the context (topic). In addition, the students analyze verbs during the writing process in order to avoid misusing verbs. This occurs because some students are still unfamiliar with ergative verbs. The other reason is because they are confused about the form and the meaning of the ergative verb itself. Therefore, they need to make sure, whether the verb is ergative or not by "identifying", "analyzing" and "adjusting" it in their writing.

Second, using the table or list of ergative verbs. In this case, the students try to find the table or list of verbs in Google. The table contains hundreds of English ergative verbs. It can help them to choose and apply ergative verbs base on the context of their writing easily. Even, they are confident without any doubt to select the verb in the table. *Last*, following the pattern of ergative itself. In this case, the students assumethatergative verb has some rules and characteristics such as (1) Treating subjects of intransitive clause & direct objects in the same manner and subjects of transitive verbs in different way, (2) Using ergative form to shorten the sentences, and (3) Considering verb that can use in transitive and intransitive. It is almost same with Lindenbergh (2015) study that claims ergative markers have different functions and distributions. The other way of students to apply ergative verbs in writing is by thinking logically. Something that happens without the perpetrator knowing is called ergative. For example, a student writes the sentence "the door opened." In this case, we do not know exactly who opened the door because we do not find the actor as in the common sentence. However, this sentence makes sense because it might be opened by the wind or something else. However, the other sentence such as "the house demolished" does not make sense because it is impossible for a sturdy building to demolish by itself.

In addition, the writer finds that most participants do not know about ergative verbs before learning in Grammar and Communication class. It is a new thing for them and even for some lecturers. They know about transitive and intransitive verbs but the ergative verb is unfamiliar for them while actually both of them are parts to know about ergative. The writer assumes that recognizing ergative verb is important aspect for us in order to know the meaning of verb based the context.

Therefore, the writer hopes that this topic can extend knowledge of students, especially in the writing field.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The research was conducted to analyze a student's problem of using ergative verbs in writing. The analysis referred to the study of Silalahi (2018) that categorizes problems into three errors. In this case, the finding of this study shows that there are three problems of using ergative verbs in writing. They are morphological error, syntactic error and lexical error. In this case, each of them has some typey of error. For morphological error, the writer finds some types of error. They are omission, addition, misinformation and disordering. While syntactic error, the writer finds some types of error. They are word order and tense error. The last is lexical error which has some types of error. They are misspelling, unergative verb and article error. Even in lexical error, the writer also finds error form and meaning form. From these three problems, the morphological error is a common error that made by students.

In addition, the writer also finds some problems of using ergative verbs in writing based on the result of the interview. The writer finds that students face some challenging things in using ergative verbs in writing. They are illogical meaning, unable to identify ergative verbs, limited verbs and unfamiliar form or rule.

Moreover, the finding also shows how students apply ergative verbs in writing. It was divided into three ways: (1) "identifying", "analyzing" and

"adjusting" ergative verbs. In this case, "identifying" means that the students establish "verb" to suit in active, passive and midlle voice. While "analyzing" means that the students examine "verb" to suit in transitive and intransitive form. The last one is "adjusting which means the student assess "the meaning of verb" in order to make sense base on the context (topic). (2) using the table or list of ergative verbs and (3) following the pattern of ergative itself.

B. Suggestions

Based on the findings and discussions of this study, the writer suggests some suggestions. Firstly, the writer suggests the lecturer to make sure that the students understand the form of ergative verb and the lecturer should apply the proper techniques and strategies in teaching English specifically in teaching ergative verbs. The reason is because most of the participants do not know about ergative verbs. They are still unfamiliar with this term while actually it is needed to apply in ergative verbs. Secondly, the writer hopes that this topic is supposed to be put in the curriculum of the Department of English Language Education, UIN Ar-Raniry. The writer assumes that this topic is essential to teach among English students. This is because students should know how to properly implement the structure and meaning together. Lastly, the writer also expects further researchers to extend this study in other contexts such as reading, speaking, listening, etc.

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Appendix A

3

No.: Raihan Fadhillah. (lgo2o3026)   Date.:
(using of ergative verb in paragraph)

I want to tell you about my feeling ~~bet~~ of being transmigrant. I mean, transmigration from my village to this city. Here, I myself must prepare every single thing. I must cook my food before eating or I must wash my clothes myself. But if I'm at my home with my family, I rarely to do that. Usually, when I wake up in the morning, the door and windows opened, rice and side dishes served, and sometimes, the clothes washed and the floor sweept.

Besides, If I'm at my cost, It's all on me but I'm used to it now. Even It's not a big thing to do, I rarely to prepare my breakfast because I have some classes in the morning. The class started at 7.45 in the morning, at least I must be in campus at 7.30. So, I'm used to drink a cup of tea before going to campus. To make It, I must boil water. Usually I boil water before I get dress. After taking bath I boil water and than I get my dress. After a few minute, the water boiled and I pour It into a cup.

At afternoon, after finishing my class, I go home to take a rest. For my lunch, I prefer to buy side dish than to cook it. After praying, I usually take a nap because i'm exhauted. After asar, I'm used to walk around Darussalam with my friends and buy some snacks. I also often sleep in my friend's cost at night.

KIKY

2

Nama : Rahadtful aisyi

Nim : 190203009

last month, I stayed at my friend's house. when at night after dinner. we plan to watch tv. while talking about the film to be watched, suddenly the window moved. we were really afraid at the time. then rushed to the room to sleep.

the next day was sunday. I and my friend went to blang padang for jogging. we ran for about 10 minutes. one the way home, the motorbike we were riding. suddenly stopped. then we pushed the motorbike for the workshop.

when we got home, we sat down to rest at the home. we talked about the water is delicious to drink in the daytime like that, then the coconut falls. enough goosebumps to see night? then we went to the kitchen to cooked the rice and boiled the eggs. and the eggs boiled perfectly. the we ate.

in afternoon I go to the home. when I entered to the home. I didn't immediately close the door. when I back to close the door, I saw the door closed. then I go to my room.

Siti Munawarah
190203043

earthquake
~~looking o fur~~

Earquake occur in very remote places and its aftereffects are nearly imperceptible. earthquake that are larger and more destructive (magnitude 8 and bigger) occur with lesser frequency; typically once or twice a year.

Usually, some places are more prone to. earthquakes than others. These places are often located `on the ~~tree~~ intersection between tectonic plates - gigantic plates that glide over the earth's mantle. When to of these plates grind agains each other, earthquakes occur. Depending on the location of the eartquakes, it can cause a lot of damage $\times$ either through tsunamis, landslides, avalanches, mudslides, or groud displacement.

eavtquake
For example the Tsunami in Aceh. d ~~thmaun~~ measuring 7,5 rocked in Aceh on Sunday at 8.00 Am. The Tsunami was due to a ship in the earth plate, causing an earthquake an alarge Tsunami. In the pase Aceh dod no know anything about the earequake, so there was a lack of awareness about what happened. So the earch plate move. $\times$

$\rightarrow$

Name : Risma Damayanti
SID : 190203013

"Ergative Verb"

One night when my mother and father went to my mother's sister, who was sick, I stayed alone at home. My mother and father used to go, and I stayed at home alone. Usually, when my parents go out, I watch movies in my room, and I fall asleep.

When that night, I was watching too. Suddenly, the room door opened and closed. I panicked a little, and was a little scared. The weather changed, became cloudy and even more terrifying, with thunder starting to sound. Then, the rain down. wetting the earth, accompanied by strong winds. The lights went out. Suddenly, I looked for a candle and lit the candle.

I tried to close my eyes. However, I couldn't fall asleep because I was scared. I am afraid of the dark, coupled with the scary weather in my opinion. The candle melted, but my parents weren't home yet. Time seems to be running for a very long time, even though it's only been a while. I waited for them to come home but never came home.

I tried calling them, but they didn't answer my phone calls. Suddenly there was the sound of something. the flower vase broken. I was surprised at that time.

Miftah Khairina
s (190208163)
No.

Nutrion plays an important role in boosting the immune system, so that the body is not susceptible to flu. Not only that, eating nutrious nutritious food is useful for fulfilling energy properly. One of the benefits that we get, If we consume healthy and nutritious, it can increase our immune system and develops our organs properly.

Nutrion divided into some of types, such as carbohydrates, proteins, fats, vibemins, water, and many more. To meet good nutritional intake, the body of a human being can not avoid Carbohydrates. If it happens, then some of risks such as healthy problems are very easy to arire afterwards. Basically, Carbohydrates divided into two types, namely simple carbohydrates and complex carbohydrates. Both are needed by the body. However, what must be considered is the portion of the two types of Carbohydrates consumed.

Fat is a chemical compound that does not dissolve water, the compound is composed of the elements carbon, hydrogen, and oxygen. There are so many benefits of fat, some of them are reserve of energy from fat cells found in various layers under skin and protects our body from changes in enviromental temperature and optimize digestive function.

Even though the body is already nutritious with the substances

X I began to walk from my home to the school since my father ~~went~~ and naother went abroad to some part in europe. I wish I had known the detail.

as I arrived at school i entered X the opened door into class. I put my bag and afterward I heard some noisy sound in the outside. yeah. I probably know it because our sport teacher has just announced yesterday that would have kind of sport game today.

I actually feel pretty happy today when my coach pointed me as a goal-keeper. no doubted iim pretty confident with my cackaking ball skill and I will give it atvy and prove it.

the ~~musta~~ match started. we play for almost I hour. and I felt knacke red. I can hardly stand na stable. without my legs ~~feet so~~ trembling. moreover, that was my fantasctic day.

No.

Date . .

Intan Balqis Februana
190209120

Social Media and education

Social media has changed the way we used to share information. It's about time we give it the credit it deserves and finds a way to integrate into the education system.

The use of social media in education provides students with the ability to get more useful information, to connect with learning groups and other educational systems that make education convenient. Social network tools afford students and institutions with multiple opportunities to improve learning methods.

social media empowers everyone including parents, teachers, and students. It's an effective way to share information and build a community. According to one study, Youtube, Instagram and Snapchat are the most popular online platforms among teens.

Schools have different policies when it comes to adopting social media. It is a basic concern that it uses to share information and organise tasks. But it is also a reason for lack of attention students pay to their class and teachers.

✗The increase in adoption of social media is high as ever and students devote a considerable portion of their time to social media. They connect on it after school. It is acceptable for teachers, but they can't stand children using it during class.

NAMA : FADHLISA
NIM : 190203006
Subject: Grammar and Communication

 I wake up at 07.00 pm and the window closed and I go to the bathroom to wash my Face and I look the water boiled. After taking bath I wear the cloth and ready to campus. At the street I Find the vase broke and then I continue my travel and I look the child who grow of chids From seeds, The orchids grew badly.

 I arrived in the campus, when I enter to the class I look many box in Front of the door and The box moved. after the class end I go to the canteen and I smell a delicious Food cooked. when I speak with my Friend I look the car dove carefully and then we play the game. the game started. And I back to my For a rest.

8

Fathun Mubin Agusni
190203119.
Ergative Verbs

Beautiful Heart.

Once upon a time, there lived a very beautiful and talented woman. She is very much loved by many people because of her kindness. Her beauty is also very attractive, many men out there are trying to approach her but she refuses because she think they only love her beautiful face.

When she boiled a pan of hot soup. The pot was broken and hot soup burned her beautiful face. After that many people hated her and insulted her because of her ugly face. She felt sad and lonely.

One day, when she go to the market, she meet a man that not scared with her face, and nicely treat her like before she had a beautiful face. Tears burst from her eye, he really took care of her whole heartedly

The wound healed over time, and make her face became more prettier than before. In the end she found the one that loved her with all his soul. They married, and live happily ever after because of his beatiful heart.

NB.501

9

CHAIRUN RIESA
190203171

Social Media and Teenagers

Social media is a tool to keep connecting ~~with~~
other people near of far. It is an important part
of socialising and connection in the modern world.
The most user of social media is teenagers.

As time goes on, teenagers as social media user
increase. There are many reason why teenagers
regularly use social media. One of them is they want
to keep connecting with other people by text or call.
Teenagers also like to join grup conversation to learn
about current events. Teenagers not only using
social media for a clear reason, when they are
feeling bored and don't know what to do, they
also using social media.

Social media not only connecting teenagers to
their friends, but also make them more creative
and help them to learn new things everyday. Social
media can ~~develop~~ their better social skills and
real world skills to help them become more
active and independent.

Spending too much time in social media, make
teenagers being disconnected from real world. Like
any form of social engagement, social media
comes with risks. Social media can be a place

Name : Fatimah Azzahra
ID : 190203004

Ergative Verb

As a new college students, my friend and I moved to our new boarding house last week. To celebrate all new members, we decided to hold a welcoming event in saturday night. The event started after Isya. It run well, we took some photos, eat together until one of my friends told us a story that we hoped we never heard.

Then, the atmosphere changed. She brought the scare story which she had experienced the night before. Something weird outside came to her room when she was about to sleep. She looked through the window. She even could not describe her feeling when she saw a white weird object outside.

The story stopped. We all started to look each other. It felt like something watched us. Suddenly, the door closed. I tried to convince my friends that it just because of wind or cat. We can not help but think negatively. Is it the right choice to live here or not? I can not think straight.

Finally, our event ended. But, our fear did not end anymore. It increased more and more until the day we can forget it. The bad news is we still do not know when will the day come.

Name : Anggie Syofania
Student ID : 190203065

totally fiction

It was dark when I suddenly wake up from my nightmare. Sweat soaked all over my PJs, it made me uncomfortable enough to back asleep, so I decided to replace my PJs with a dry one. I kept remember about my nightmare, it freak me off. It's as if the dream was really real.

I was alone at home and it made my night feel even scrier, the light turned on , my movements immediately to the bed after finished changing. I tried to close my eyes hoping to get back to sleep as soon as possible. While I tried to asleep I heard a sound like a breaking object in the living room, but I ignored it. In the mids of my trial, suddenly, the door opened, little by little. I felt like someone peeking behind the door. I pretend not to know but actually my heart was beating very fast even I can hear it by myself. I peeked under the blanket wondering who was behind the door, but the door opened even wider. No one in there.

⇒

Name : Zahara A'lia

NIM : 190203019

Subject : Grammar n communication

Last week, I stayed at my friend's cost. Then, we planned a plan about the menu what we want to took for dinner. When we discussing about it, suddenly the door closed. We were really shocked because of that. After that, then my friend opened it again.

Then, after maghrib we cook the menu what we have planned before. We boiled eggs, and the eggs boiled perfectly. We fried tofu and fish. After that we blended ingredients for chili sauce because we want to make chili eggs. And do not forget to cook rice also and after 15 minutes the rice cooked

for the beverages, we bought nutrisari and ice, Because too long so the ice melted. So we get hurry to put the ice into a glass. finally we finished the job and dinner together.

After dinner then we wash the dishes and we put at the Dish rack. But, suddenly the glass that we have put at the rack is falling and the glass cracked. So then we clean up it.

No ....
Date ....

Sometimes, I read some poems from some people that most of them still young. By reading them, I see people like love poem with som "words" that have been a culture. Those words like coffee, dusk, rain, and rainbow

Coffee spilled out because of feeling worried, bitter coffe symbolizes life, and also fallen glass of coffe can symbolize a disaster from my lover. Those all are some sentence that I look in some poems.

Dusk is most of favorite theme. Wind blow in dusk, orange sky, soft sunlight, and also light faded time by time. All of those sentence have meaning and value for them

And if we talk about rain and rainbow, they think both of rain and rainbow have meaning about happiness and sorrow. And by all of those poems I know poem symbolizes many things. Happines dry up, emotion overheat, pain and sorrow and many things

Yassr Gunady UP
190203114

KENKO® 30 Lines, 6 mm

Name : Fathimah Meurah Didadari Supri.
NIM : 190203143
Grammar and Communication

The wind blew in the morning when I was went to college. I usually drive a car. The car accelerate in full speed. I eat a chocolate on my way to college. The chocolate melted because of heat weather from my car.

My car suddenly stopped and crashed the pavement. I called my brother to ask for a help. When my brother arrived, he immediately took the car to the garage. In the garage, Mechanics opened the hood of my car which was broken. We wait for awhile when the car was repaired.

After that we went to grandma's house. We had lunch there and chatted with our grandparents. Then we go home. At home, I told about the incident to my parents. My father told me to drive carefully in the future:

I returned to my room after I told my parents about the crash incident this morning. My friend called me to told about the college's assignment. Then I do the assignment as my friend told earlier. After that I go to sleep.

Appendix B

Appendix C

Appendix D

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651 - 7557321, Email : uin@ar-raniry.ac.id

Nomor   : B-7034/Un.08/FTK.1/TL.00/04/2021
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar -Raniry Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **IQBAL AZIS / 170203003**
Semester/Jurusan   : VIII / Pendidikan Bahasa Inggris
Alamat sekarang   : Jl. Tgk. Glee Iniem Gampoeng Tungkob, Kec. Darussalam, Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *The Problem of Using Ergative Verb in Writing*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 01 April 2021
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 01 Mei 2021   Dr. M. Chalis, M.Ag.