



Language Errors in Writing Student Activity Proposal Texts at SMK Prima Unggul Tangerang City

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Abstract

Writing skills are language skills that students at all levels of education must possess. This skill is important because, in every activity, we will often be associated with writing. Writing activity proposal texts is one of the writing skills that students at the vocational education level must master. This study aims to explain and describe Indonesian language errors in writing student activity proposal texts at Prima Unggul Vocational High School. The research method used is the descriptive qualitative method. The research data is in the form of student activity proposal texts at Prima Unggul Vocational High School. Interview and interview techniques were used for data collection. Data validity techniques include data triangulation and theory, while interactive analysis techniques are used for data analysis. This study found errors in using Indonesian language rules, namely errors at the phonological and morphological levels. Errors found at the phonological level are errors in the use of capital letters that are not used according to their function and errors in the use of full stop (.), comma (,), and hyphen (-), which are not placed according to their placement. Then, the errors found at the morphological level were errors in the use of prepositions, repetition of words, foreign vocabulary words, and typographical errors.

Keywords: *Activity Proposal Text; Indonesian Language Errors; Writing*

Introduction

Writing is one of the four language skills: listening, reading and speaking. Of course, these four skills have a complementary relationship. When a person can read, listen and speak well, of course, he is expected to be able to write or express his ideas in written form that is worth reading. Gesita (2021) added that a person's intensity greatly influences the ability to write in reading. Someone with a high intensity of reading will find it easier to write because they understand how to write beautifully and well. From writing, we will know a person's ability to compose sentences, diction, or even words in a piece of writing.

Hairuddin (2007) said that writing is the process of driving messages in the form of ideas or opinions, information, and knowledge conveyed in written form to others. In line with this opinion, Ahmad (2014) argues that writing is a language skill used to convey ideas or thoughts through written language so that other people can read and understand it. Regarding the form of writing, one of the forms

of writing taught in SMK/equivalent education summary is the form of writing in the form of a proposal text. The proposal text is one of the many texts studied in Indonesian material at that level. Maria et al. (2017) stated that a proposal is a proposed activity or a measurable plan in the form of a detailed and systematic work plan to be implemented. In line with this, Wulandari (2017) said that a proposal is a plan of an activity outlined in a work plan. Therefore, someone who wants to make a text proposal for an activity or other needs is expected to have good skills.

Proposal text material cannot be ignored because, in people's lives, many activities require proposals to facilitate the running of an activity, such as opening a business, applying for funds to institutions or donors, holding seminars, training and competitions, and thesis and dissertation proposals. These activities have an impact on the lives of students in society. Students can play a role in advancing the activities of youth organizations, carrying out formal activities in the local environment, and creating opportunities and promotions (Pratiwi et al., 2020). It will help develop organizational activities in the student environment (Hasyim & Nugrahanto, 2014). Another benefit is honing skills in writing activity proposal texts and developing writing skills (Sasongko, 2018). Arini (2020) also mentions writing activity proposal texts can improve students' critical reasoning. The skills to write activity proposals require students to be productive, critical, creative, systematic, and innovative (Sari et al., 2021).

From the above, we can conclude that there are many benefits to writing activity proposal texts; however, students still need to become skilled in writing activity proposals (Amalia et al., 2021). The author found that students' ability to write activity proposal texts often needed to be improved in writing Indonesian language rules. Students must understand the good goals and benefits of writing activity proposal texts and the stages and framework for writing activity proposals (Hadi et al., 2021). In writing a good proposal text so that the information conveyed is easily accepted and can benefit the community, various aspects must be fulfilled so that the proposal is worthy of reading. Aspects that must be considered, such as the EYD guidelines, comply with Indonesian language rules that apply in writing letters, punctuation, and spelling and have a complete and systematic text proposal structure and explicit content. Additionally, writing activity proposal texts must comply with the rules and scientific ethics and be structured (Oktavia, 2020).

It was found in previous research conducted at Jember University student organizations in the Teaching and Education Faculty (FKIP). That explains that the student organization often makes activity proposals such as competitions, scientific papers, seminars, or training. After researching activity proposals for student organizations in the 2014 period, the researcher compiled a description of linguistic errors in the text of activity proposals made by student organizations at the phonological and syntactic levels. Several phonological errors were found: (1) capital letter writing errors in agency names, geographical names, the beginning of sentences, names of historical events, and names of people and religions. (2) errors in italics of foreign expressions or terms, (3) incorrect writing of words in abbreviations when writing prefixes and suffixes.

In the syntactical errors found errors in the use of phrases and sentences, which include (1) errors in the use of inappropriate prepositions, (2) excessive use of elements, (3) incorrect reciprocal forms, and (4) double plural forms, the category of errors includes (1) mistakes in using unnecessary sentences, (2) carrier sentences, (3) use of interrogative words, (4) ambiguous sentences, (5) confusing sentences, (6) excessive use of conjunctions, and (7) removal of the conjunctiva (Diana, Anita, Furoidatul, 2015). Another study on writing activity proposals was in IPA 2 class XI at SMA Negeri 1 Labuap; the average quality of activity proposals produced classically was 78.5; the average value of each element assessed was 3.7 (very good score) for subject compliance; 3.75 (very good value) for the completeness of the proposal; 3.4 (good score) for the content quality of each component; 3 (fair value) for sentence structure; and 2.55 (medium category) for the use of EyD; and the classic perfect proportion is 75%, i.e. 15 students out of 20 students. The remaining 5 students did not pass according to the KKM (Ayu, Masyhuri and

Lale, 2020). These results show that in the learning conducted by class XI IPA students at SMA Negeri 1 Labuap, the lowest score was using EyD, with a score of 2.55.

Ganes and Alifarose (2021) produced research that found 15 diction errors or word choices in the text of student activity proposals for class XI IPS SMAN 7 Kediri City. These errors included inappropriate word choices, found as many as 6 errors; words that did not fit, found as many as 5 errors; ineffective words, found as many as 4 errors. Errors in spelling included errors in the use of capital letters, found as many as 39 errors; errors in the use of italics found as many as 8 errors; errors in the use of punctuation found as many as 12. Then errors in writing prepositions, such as in, too, and of, indicators of derived words found as many as 4 errors. So the total errors found in the use of spelling are 63 errors. It concludes that errors in the use of spelling are the most common errors found in writing activity proposals for class XI IPS students at SMAN 7 Kota Kediri.

Based on the errors found in previous research, all errors in using Indonesian language rules can be learned by studying at school optimally and by paying attention to the proper use of Indonesian writing rules. Nola & Atmazaki added that a student needs to have the skills to write activity proposals. In addition to fulfilling the treasures of learning and honing writing skills, character building is also obtained from writing skill proposal activities. The attitude of productive, critical, creative, systematic, and innovative students will positively impact people's lives. Nur Hasanah (2018) added that a teacher also, of course, must have creative ideas and innovative thoughts so that students can be interested and challenged to improve their writing skills; they have quality writing worth reading, especially in proposal writing activities. It can be concluded that good writing skills can be obtained if there is strong cooperation and determination between students and teachers to correct writing mistakes in writing activity proposal texts.

In this study, the researcher found errors in using phonological and morphological levels in the text of the student activity proposal at SMK Prima Unggul. Errors at the phonological level found errors in the use of capital letters and errors in the use of punctuation which include the use of periods (.), commas (,), and hyphens (-). Then the errors found at the morphological level included writing prepositions, repetition, foreign vocabulary, and typographical errors. In connection with the problems described above, this encourages the writer to find language errors that must be corrected in writing student activity proposal texts at SMK Prima Unggul, Tangerang City. Researchers are interested in studying language errors in the activity proposal text at SMK Prima Unggul, Tangerang City. Therefore, this research focuses on research at the phonological and morphological levels in the proposal's text for activities for students of SMK Prima Unggul, so the appropriate study is linguistic taxonomy. Tarigan (1994) argues that a linguistic category taxonomy classifies language errors based on linguistic components or certain linguistic elements.

Therefore, this research is expected to provide an overview or explanation of a small portion of the population of SMK Prima Unggul Tangerang City students regarding the ability to write activity proposal texts and provide practical solutions to problems or factors causing a lack of writing ability. Based on the above explanation, this research is entitled "*Language Errors in Writing Student Activity Proposal Texts at SMK Prima Unggul, Tangerang City*".

Research Method

In a study, it is essential to have a method used so that research has a direction or purpose in conducting research. Cresswell (2015) explains that qualitative research focuses on data analysis, in which researchers will describe and interpret the meaning of a text. This is in line with what Sukmadinta (2007) conveyed, who stated that descriptive qualitative research is a research method with a direction or purpose to describe and describe qualitatively the phenomena observed by researchers in the field. In connection with the opinions of two experts, in this study, the researcher used a qualitative descriptive method to find out the results or conclusions by describing or explaining the results of the discussion.

Likewise, in this study, the researcher described and explained language errors at the phonological level, finding errors in using capital letters that did not match the placement and errors in using punctuation marks that did not match their function. In addition, language errors were also found at the morphological level in the text of student activity proposals at SMK Prima Unggul Tangerang City, which consisted of errors in the use of prepositions, repetition of words, foreign vocabulary, and typographical errors.

The data source in this study was the text of the student activity proposal at SMK Prima Unggul, Tangerang City. In this study, the data collection techniques used were documentation and interview techniques. The documentation contained in this study was in the form of student activity proposal texts analyzed by researchers so that language errors were found at the phonological and morphological levels. Then to obtain data validation, the researcher used data validation techniques of triangulation and theory triangulation. Furthermore, in conducting comparisons, researchers used data analysis techniques, namely interactive techniques, which included four stages in the form of data collection, reduction, analysis, and conclusion.

Finding and Discussion

This research will identify the types of language errors found in the text of activity proposals made by SMK Prima Unggul Tangerang City students. Types of language errors The researcher divided into two categories: the types of language errors at the level of phonology and morphology. Based on this, errors were found at the phonological level, namely the writing of capital letters that were not by Indonesian language rules and the use of punctuation marks such as periods (.), commas (,), and hyphens (-) which were used not according to their function. Then, for errors at the morphological level, the researcher analyzes errors in using prepositions, repetitions, foreign vocabulary, and typos. The findings of language errors in the text of student activity proposals at SMK Prima Unggul were found quite a lot; therefore, in order to make this article more efficient, the researcher will only explain a few language errors as examples. Here are some findings of language errors

1. Language Errors at the Phonological Level in Writing Proposal Texts for Student Activities at SMK Prima Unggul

a. Misuse of Capital Letters

Data 1

Perayaan Hari Kemerdekaan ke-76 Republik Indonesia 17 Agustus 2021 **Dengan** Tema “Menuju Indonesia Unggul”

In data 1 above, an error was found in using capital letters in the title of the activity proposal text. The mistake was using capital letters in prepositions, namely the word *dengan* in the current EYD V rules, writing the word *dengan* is classified as a particle written in lowercase in a title. Then the correct writing is to use a lowercase prefix, namely "dengan". The following fixes the above error

Perayaan Hari Kemerdekaan ke-76 Republik Indonesia 17 Agustus 2021 **dengan** Tema “Menuju Indonesia Unggul”

Data 2

..., sebagai fasilitator untuk menumbuhkan rasa cinta pada Nabi Muhammad **SAW** dan Allah **SWT**.

The incorrect use of capital letters is found in the pronunciation customary for Muslims to pronounce when mentioning the name of the Prophet, namely *SAW*. and also the expression

pronounced after mentioning the name of Allah, namely *SWT*. these pronunciations and expressions have their respective meanings, namely *saw*. which means ‘may Allah grant peace and blessings to him (Muhammad)’. It stands for the ‘*Sallallahu Alaihi Wa Sallam*’. Then the phrase pinned to Allah, namely *Swt*. The abbreviation ‘*Subhanahu Wa Tala*’ means ‘Supreme and Most High Allah.’.

These pronunciations and expressions of Indonesian rules can be abbreviated by following the applicable rules. In accordance with EYD V, the proper writing for writing the pronunciation of "Nabi Muhammad" is enough to use lowercase letters and followed by a period (.), after it because the pronunciation is an abbreviation consisting of three words to *saw*. then in the phrase pinned for Allah, the initial letter still uses capital letters followed by lowercase letters. The phrase *Swt*. is an expression pinned for God, so according to EYD V, the correct writing uses a capital letter on the letter "S" followed by lowercase letters. The following is an improvement from the writing above.

..., sebagai fasilitator untuk menumbuhkan rasa cinta pada Nabi Muhammad **saw**. dan Allah **SwT**.

Data 3

DRS. AKMAL IBRAHIM, M.PD.

Writing error in data 3, namely in writing the title in front of and behind the name using capital letters as a whole. Fitri (2018), the capital letters are used for the first letters of the title abbreviation, rank, or greeting element. Writing "DRS" means "*doktorandus*", which should simply be written with a capital letter and followed by a lowercase letter because it only consists of one word, so the correct writing is "*Drs.*" Then writing, the title "*S.PD*" in writing the title behind the name means "*Sarjana Pendidikan*" The letter "d" in the abbreviation word should use a lowercase "d" because it is still a single word by the word "*pendidikan*," becoming "*S.Pd.*" Here is a proper fix of the typo above, ie

Drs. AKMAL IBRAHIM, M.Pd.

b. Misuse of Punctuation

Data 1

Pemasukan

Uang kas sekolah **Rp. 400.000**

In data 1, an error was found in using punctuation marks, not by their function, namely using a period (.). Using a full stop followed by a space when writing rupiah denominations is not recommended because certain irresponsible persons will misuse it, because with spaces it will be easier for irresponsible persons to use it, such as adding a nominal or number so that it does not match the amount or last name. It is stated that currency names are written with a capital letter prefix followed by lowercase letters (Isma, 2019). In addition, the writing of the currency name is not embedded with a period (.), and a space after it. The rules for writing rupiah denominations still need to be corrected by the community because writing errors continue to occur from generation to generation. This is due to a need for more information and public knowledge regarding the rules for writing Indonesian, especially in writing rupiah denominations. Therefore, it is necessary to provide information about good writing so that mistakes in writing fractions only occur occasionally. Here is a fix for the above error, ie

Pemasukan

Uang kas sekolah **Rp400.000**

Data 2

Drs. Juan Subianto M.Pd
Renatha Siahaan S.Pd

Punctuation errors were found in data 2, namely writing the name followed by the name's title, but not adding a comma (,) between the two. The correct writing is EYD V after the name, followed by a comma (,), then a space, followed by an academic degree. It is explained that a comma (,) is used between a person's name and the abbreviated academic title that follows it. This distinguishes it from personal, family, or clan abbreviations, explained (Lianawati, 2019). Here is the exact write-up of the above error fix

Drs. Juan Subianto, M.Pd.
Renatha Siahaan, S.Pd.

Data 3

08.00- selesai
08.00 WIB s/d selesai

Punctuation errors in data 3 above, namely using hyphens (-) which should not be used in writing. Nursalim (2018) reveals that hyphens are used to connect syllables at the end of a line, to connect parts of repeated words, to clarify the relationship between parts of words or expressions, and to assemble the “se-“ the next word with a capital letter; “ke-“ with numbers; numbers with “-an”; and capital letter abbreviations with affixes or words. So from this explanation, the correct writing is not to use a hyphen (-) but a dash (—). The two punctuation marks look the same, but the difference is that the dash (—) is longer than the dash (-). So from this explanation, the correct writing is not to use a hyphen (-) but a dash (—). The two punctuation marks look the same, but the difference is that the dash (—) is longer than the dash (-). Tim Grasindo (2018) was explained, which explains that a dash (—) is used between two numbers, dates, or places, which means “sampai dengan”, which can be shortened to “s.d”. This research is expected to provide benefits related to using hyphens (-) and dashes (—) and add insight into the correct Indonesian writing conventions. The following fixes the writing error above

08.00 WIB s.d. selesai
07.00 WIB — selesai

2. Language Errors at the Morphological Level in Writing Proposal Texts for Student Activities at SMK Prima Unggul

a. Misuse of Prepositions

Data 1

Perayaan Hari Kemerdekaan Republik Indonesia **KE** 74

Two morphological errors were found in data 1: the first was using capital letters in writing prepositions and the second was not followed by a hyphen (-). Risha (2018) in his book argues regarding capital letters that capital letters are used as words (including all elements of perfect repetition) in the names of countries, institutions, agencies, organizations, documents, book titles, essays, articles, papers, magazine names, and newspapers except for words such as “di, ke, dari, dan, yang, serta untuk” Weni (2018) added regarding the hyphen (-), which is used to string “se-; ke-; -an”; words or affixes with abbreviations in the form of capital letters such as “hari-H, sinar-X”; also used as with the pronoun God like (His creation, to you I surrender); letters and numbers like “S-1, S-2, S-3”; and pronouns like “-ku, -mu, and -nya”.

Thus, from the two experts' explanation, the correct writing is that the preposition in the title uses lowercase letters and is followed by a hyphen (-). The hyphen (-) is one of the punctuation marks regulated for use in EYD. Intan (2020) states that punctuation is often misused in writing; this is due to negligence by the author and the author's lack of understanding of the use of punctuation. Based on this, the student should focus more on learning the function of punctuation marks so that there are no errors in using punctuation marks or not using punctuation marks, such as dashes (-) in a sentence or word. Here is the exact writing to fix the error

Perayaan Hari Kemerdekaan Republik Indonesia **ke-74**

Data 2

Sebagai wadah ilmu pendidikan **didunia** perfilman.

Further morphological errors are still related to the prepositions. Namely, data 2 found the preposition "di" followed by direction; the location of "dunia perfilman," but no space is given between the preposition and the directions. The correct writing should be according to EYD V, the preposition followed by space, and then the word for directions or location. This is by what was conveyed by Ernawati (2017), she stated that prepositions such as "di, ke, and dari," are not written a series with the words that follow them. It means prepositions are written separately or use spaces when the word that follows them indicates a direction or a place. In this sentence, the preposition "dalam" is followed by the word "dunia perfilman," which indicates a direction that is related to the "film dunia." In the KBBI, the world means the earth with everything on it, the planet we live on. Then "perfilman" has the root word "film" before adding the affix prefix "per" and the affix suffix "an." The film is a play (a story) of living images. It can be interpreted that "dunia perfilman" means everything related to films and elements related to the world of films. Therefore, the correct writing for the sentence above is written separately. The preposition "dalam" is spaced and followed by the word "dunia perfilman." The following is a more complete fix

Sebagai wadah ilmu pendidikan **di** dunia perfilman.

b. Misuse of Rewords

Data 3

Siswa siswi

Film film

Data 3 is a morphological error in writing using repeated words without a hyphen (-). Explained that rewriting uses a hyphen (-) between elements, (Tikah, 2018). The same opinion was conveyed that the word repeat is by the rules of the Indonesian language, so it uses a hyphen (-) between its elements, (Munnal, 2018). Then the correct word rewriting, according to EYD V, is to use a hyphen (-) in the middle of the word, namely.

Film-film

Siswa-siswi

c. Misuse of Foreign Vocabulary

Data 4

Speaker

Sound system

Micrhophone

Errors in data 4 above are still related to the morphological level, namely the use of foreign vocabulary that needs to be explained. In writing Indonesian language rules for foreign vocabulary, regional vocabulary, or vocabulary not included in the Indonesian language, the correct writing must be italicized. The Bright Learning Center publishing team (2017) states that italics are used to write words or expressions in local languages or foreign languages. In line with this, Triana (2019) said that in the bibliography, italics are used for book titles and magazine titles, then for writing foreign words, regional language expressions, and foreign language/geography/biology terms.

The use of italics in handwritten writing uses underscores for word by word. Then when writing is done by typing it on the computer, it uses italics and does not need to be underlined. Writing in italics may seem unimportant to some people, and there are still many people, especially students at SMK Prima Unggul, who need to pay more attention to this. None of the proposals with foreign vocabulary in them use italics. That matter certainly makes learning in the future so that there are improvements to pay more attention to the rules of writing Indonesian so that mistakes are not repeated. Then the proper fix for the above error, ie

Speaker
Sound system
Micrhophone

Foreign terms or vocabulary are terms taken from foreign languages and used to communicate in spoken and written forms (Anis, 2020). Indonesian is a language that continues to experience changes in vocabulary equivalent to foreign languages, especially English. It is because the current rate of development of science and technology is mostly conveyed through English rather than other foreign languages (Sudayanto et al., 2018). Rachmawati, (2017) also mentioned that new concepts and terms emerged due to the growth and development of science, technology and art, which enriched the repertoire of Indonesian vocabulary. Rondiyah et al. (2017) added that the era of globalization can affect all aspects of life, including language.

From the opinion above, language will always change. In modern times and today's sophisticated technology, foreign languages can enter and be absorbed into Indonesian quickly because the language has a dynamic nature in society. Therefore, the use of foreign language vocabulary above, apart from using italics, can also be replaced with Indonesian equivalents, as follows

Speaker /pengeras suara/
Sound system /sistem suara/
Micrhophone /mikrofon/

d. Typo Error

Data 5

Hadroh
Moederen

Errors at the morphological level in data 5 are typographical errors. Typographical errors occur when text typing (Arina et al., 2018). In line with this, Fortunata et al. (2022) state that typos are random words to protect oneself (the writer) from typos being made. Based on the mistakes made above, namely, the writing of "hadroh" in the Kamus Besar Bahasa Indonesia does not use the letter "h" at the end, so the letter fragment is "h-a-d-r-o". Hadro is a musical instrument consisting of four tambourines and a drum. Then the next mistake was writing the

word "*Moederen*" in KBBI, not knowing the term, but when viewed from the context of the proposal text, the author intends to write the word "modern", which has a section. From the letters "m-o-d-e-r-n." Modern has a new, up-to-date meaning, or ways and attitudes of thinking and ways of acting that are by the demands of the times.

Spelling errors in writing were found several times in the text of the student proposals for SMK Prima Unggul, which is very unfortunate because these mistakes should not have happened. Students should know that the Indonesian language has writing rules that have been regulated. Error writing is usually found because of the writer's inaccuracy, the writer needs more mastery of the rules of writing or spelling in writing, and the writer is in a hurry, so he does not pay attention to spelling. This will cause words to be unclear (ambiguity), imprecise or random (Sendy et al., 2019). In line with this, it is explained that spelling errors can also affect the clarity of the information the author wants to convey. So that this often causes errors in the reader's sense of meaning so that the author's expressions cannot be conveyed properly to the reader (Rahayu & Sudaryanto, 2018; Putri & Sudaryanto, 2020; and Lestari & Sudaryanto, 2020).

Therefore, it would be nice for students to learn more about the Kamus Besar Bahasa Indonesia, which contains officially registered Indonesian vocabulary. Apart from the KBBI, students must be more familiar with EYD V, a guide to writing Indonesian language rules. So that students can know right and wrong earlier and correct these mistakes so that they are expected not to repeat writing mistakes again. The following correction of the errors above, ie

Modern
Hadro

Based on the findings of errors in writing Indonesian language rules in writing proposal texts for SMK Prima Unggul students' activities, the writing errors were at the phonological and morphological levels. Phonology is a branch of linguistics that studies the intricacies of language sounds which are classified into phonetics and phonemics (Wijana, 2011). In line with this, Chaer (2012) said that phonology is a branch of linguistics that studies sound in language. Then it was stated that morphology is one of the studies in analyzing language errors that fall within the scope of linguistic studies (Septi et al., 2020). Morphology is important in language use because morphology forms the basis of the formation of words, clauses, and phrases to the level of sentence formation. Therefore morphology becomes one of the important studies in the analysis of language errors.

At the phonological level, errors were found in the form of capital letters and punctuation errors, namely periods (.), commas (,), and hyphens (-). Then errors at the morphological level include errors in writing prepositions, errors in the use of repeated words, errors in the use of foreign vocabulary, and typos. The discovery of language use errors can occur due to three factors: factors originating from within the student, factors originating from the teacher, and factors originating from the environment (school). Factors that come from the students themselves usually occur because the motivation or lack of students' interest in writing is very minimal; students do not have honed skills in terms of writing; students are afraid of making mistakes in writing; students do not revise the activity proposal text that the teacher has assessed, so students do not know where the writing error lies. Apart from that, nowadays, it is also possible for students to play with more gadgets than practise academic skills, especially in practising writing.

The second factor, which comes from the teacher and usually occurs because the teacher lacks experience in writing competence, results in the information and knowledge that students

receive is not optimal; the monotonous writing learning method makes learning less effective, and students get bored quickly; the teacher is more theory than practice in honing students' writing skills. The third factor is factors originating from the environment (school). Parties in the school environment, school facilities, and policies that apply in schools do not support students' ability to practice good writing. Problems that occur in errors in writing student activity proposal texts can be adequately overcome so that it will be better in the future. Efforts that can be made to overcome errors in Indonesian writing conventions in the text of proposals for activities by SMK Prima Unggul students include increasing mastery of the rules for using good and correct language, increasing knowledge from references related to Indonesian writing conventions and practice writing to improve the ability to write proposal texts.

Conclusion

Based on the results of research that has been carried out on the proposal for student activities at SMK Prima Unggul Tangerang City. Errors were found at the phonological and morphological levels in the categories or types of phonological errors. The errors found included (1) errors in the use of capital letters in the writing of prepositions in the title of the activity proposal text, the pronunciation embedded behind the name of the Prophet and the element of God, and in writing academic titles; (2) errors in the use of punctuation that is not due to their placement, namely in the use of dot (.), comma (,), and hyphen (-) punctuation. The categories of morphological errors include errors in (1) writing prepositions, (2) errors in using repeated words without a hyphen (-), (3) errors in using foreign vocabulary without letters or italics, and (4) errors in typos or incorrect vocabulary, not compatible with EYD V.

Based on the above research results, it is hoped that this research can add insight into knowledge about grammar and the use of Indonesian according to the rules in writing activity proposal texts for the wider community, especially for students and teachers, to improve the quality of writing activities. The proposed texts use Indonesian writing rules.

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