

ABSTRACTS

Zubairah, Ulfia Ruliana, 2015. *Semantic Roles Analysis on Students' Writing Final Examination of Third Semester at STAIN Ponorogo*. A Thesis. English Education Department Faculty of Education State Islamic College of Ponorogo (STAIN) Ponorogo. Advisor Winantu Kurnianingtyas S. A, M. Hum.

Key Word : Semantic Roles, Writing Skill

Language is a social phenomenon that brings into relationship with their environment. People use language as instrument of communication to convey meaning. In fact, Indonesian students have difficulty in mastering English lesson such understanding the meaning. To cover those problem, a teacher has to understand linguistic system. Based on the explanation above, the researcher formulated statement of the problem: What are the semantic roles employed in students' writing final examination of third semester at STAIN Ponorogo. Furthermore, the researcher uses Yule's theory and Dowty's theory to answer that problem. George Yule divided semantic role while agent, theme, experiencer, patient, sources, goal, instrument, location, time. While Dowty, divided semantic roles into : agent, theme, experiencer, patient, sources, goal, instrument, location, time, beneficiary/recipient, involuntary causer, possessor.

In conducting this research, the researcher applied descriptive qualitative research. The data sources that used field note from students' writing final examination, they only students written test. The technique of collecting data was documentation. The technique of analysis data is content analysis because consist of analyzing the content of documentary materials.

The technique of analysis test they are 11 sentence patterns, they are Agent – theme – goal - instrument (1Sentence), Agent – theme - sources (3Sentences), Agent - theme (15Sentences), Agent – theme - goal (9Sentences),Experiencer - patient-location - sources (1Sentence), Agent – theme - location (1Sentence), Agent – theme – sources - time (1Sentence), Experiencer – patient - time (1Sentence), Experiencer - patient (14Sentences), Agent – theme-beeficiary/recipient (1Sentence), Experiencer – patient - goal (2Sentences), Agent – theme - instrument (2Sentences), Experiencer – patient - location (3Sentences), Agent – theme – location - time (1Sentence), Experiencer – patient - instrument (2Sentences), Agent – theme –time (1Sentence), Theme – time - Involuntary causer (1Sentence). Found two clauses in one

sentence:(Experiencer - patient,agent - theme): (2Sentences), (Experiencer-patient,experience - patient - sources): (1Sentence),(Agent - theme-instrument,agent - theme - location): (1Sentence),(Experiencer - patient, agent -theme): (1Sentence), (Agent, agent - theme - location): (1 Sentence),(Experiencer-patient,agent - theme-location): (1Sentence), (Agent-theme,experience - patient-location) (1Sentence), (Agent - theme-time,experience-patient): (1Sentence). Found a mistakes of grammatical: Sources - location (1Sentence), Location (1Sentence), Location - time (1Sentence), Agent - location (1Sentence), Agent - time (1Sentence), Agent - sources (1Sentence), Agent - instrument (1Sentence).

Finally, the researcher concludes that through research finding and discussion can be seen that they are 11 types of sentences. Those types determine the sentences into correct pattern 84 sentences and uncorrect patterns are 7 sentences.

CHAPTER 1

INTRODUCTION

A. Background of the Study

Language is a social phenomenon that brings people into relationship with their environment.¹ People use language as instrument communication to convey meaning, in term of spoken and written languages. Those languages manifestation of same linguistic system, but in general they encode meaning in different ways because they have evolved to serve different purpose.

In this case, English is an international language. Because of that reason, English language is being thought in Indonesia. Unfortunately, mostly Indonesian students have difficulties in mastery English lesson such system of structure, pronunciation, understanding of the meaning, writing and vocabulary.

To cover those problem, a teacher have to understand linguistic system. Because linguistic is encode meaning in different ways because they have evolved to serve different purpose. Spoken and written can be learn in semantic case. In studying language, there is a branch of linguistics study that focused about the meaning of that language. It is called semantic case. Semantic case is a study of word meaning and sentence meaning, abstracted

¹ John I Saeed, *Semantics: Third Edition*, (USA: Blackwell Publishing Ltd, 2010), 42.

away from contexts of use, is a descriptive subject.² This condition is more complicated when some of them can not receive the message in pure the source language. In this research, the researcher explored Semantic Roles on students' writing assignments.

What are called semantic roles here has been called semantic cases, thematic roles, participant roles, or thematic functions by other linguists. Not surprisingly, there are also differences in the number of semantic roles recognized by different writers and in the names given to these roles. The researcher can identify a small number of semantic roles (also called 'thematic roles') for these noun phrases on students' writing final examination.

This research is one way of starting the selectional restrictions of the verb, and the semantic roles relationship between the subject and the selected objects. The semantic roles relationships that we have called theme, agent and goal are among the thematic roles of the verb. Other thematic roles are location : where the action occurs, sources : where the action originates, instrument : an object used to accomplish the action, experiencer : one receiving sensory input, time : when the action occurs,³ beneficiary same as recipient : this is a whose benefit the action was performed, possessor and

² Yule George, *The Study of Language*, (Cambridge: Cambridge University Press, 2006), 102.

³ *Ibid.*, 102.

involuntary causer : The participant that causes an event without doing so with intention.⁴

In this research, the researcher to investigated semantic roles of words in a paragraph. In the process of doing semantic description, entailments between sentences are the evidence for sense relations between words. According to the explanation above, the sense relations in a semantic description indicate the entailment potentials of words. In formal semantics postulates carry this information.⁵ The researcher normally interested in characterizing semantic roles in language from a first problem statement.

Through this research, the researcher hope a students and teacher understand about a good sentence using semantic role and to analysis that sentence using semantic role in linguistic system. Semantic role in the sentence undone to the meaning in language. So, in this research however, the researcher will be more concerned with trying to describe what semantic role on students' writing final examination.

Based on the background of the research above, the researcher interested to analysis semantic role on students' writing examination because that is a one challenge students' writing skill in STAIN Ponorogo. The researcher chose **“SEMANTIC ROLES ON STUDENTS WRITING**

⁴David Dowty, Thematic Proto-roles and Argument Selection. *Language*, (America: Linguistic Society of America, 1991), 547-619.

⁵ Patrick Griffiths, *An Introduction to English Semantics and Pragmatics*, (Edinburgh : Edinburgh University Press, 2006), 25.

FINAL EXAMINATION OF THIRD SEMESTER AT STAIN PONOROGO” as her thesis.

B. Research Focus

This study focused on the analysis of students’ writing final examination of third semester at STAIN Ponorogo and took Tadris English D Class of third semester STAIN Ponorogo.

C. Statement of the Problems

What are the semantic roles employed in students’ writing final examination of third semester at STAIN Ponorogo ?

D. Objective of the Study

This research is to analysis semantic roles on students’ writing examination of third semester at STAIN Ponorogo. Analysis semantic roles of sentence employed in students’ writing examination which occur in students’ writing examination of in semantic roles.

E. Significances of the Study

After completing all research activities, this study is expected to give significances presented as follows :

1. Theoretical Significance

The result of this research can give knowledge in educational practice. It can contribute as the semantic roles analysis on students writing.

2. Practical Significance

a. For researcher

This research is to complete the thesis for graduates of English Educational in STAIN Ponorogo.

b. For reader

This research can help the reader to know more about semantic roles to help them understanding the paragraph on students' writing.

c. For other researcher.

This research can give inspiration and can be one of reference for next research about semantic roles.

F. Research Methodology

1. Research Approach

This research analyzed the semantic roles on students' writing examination. So, this research applied qualitative research. Qualitative research seek to understand a phenomenon by focusing on the total

picture rather than breaking it down into variables.⁶ In other reference, qualitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic pictures of the social and cultural setting in which such behavior occurs. It does so by analyzing words rather than numbers, and by reporting the detailed view of the people who have been studied. Such inquiry is conducted in setting where people naturally interact, as opposed to specially designated laboratories or clinical/experimental settings.

Qualitative research seeks to understand the what, how, when, and where of an event or an action in order to establish its meaning, concepts, and definitions, characteristics, metaphors, symbols and descriptions.⁷ This means qualitative research is composed of a variety of genres, elements, and styles, and this is not one but many possible approaches to naturalistic inquiry concerned with subjective assessment of attitudes, opinions and behaviour.

Qualitative research is situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible.⁸ These practices transform the world. They turn

⁶ Donald Ary, *Introduction to Research in Education*, (Wadsworth-thomson Learning, Australia, 2010), 29.

⁷ Muhammad Adnan Latief, *Research Method on Language Learning*, (Malang: UM Press, 2013), 75.

⁸ Uwe Flick, *Designing Qualitative Research*, (Los Angeles : SAGE Publications, 2007), 2.

the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. (2005a, p. 3).⁹

Qualitative research uses several methods including ethnographic, case study, phenomenological, constructivist, participant observational, interpretive, naturalist enquiry, and exploratory descriptive.¹⁰ This research discussed about semantic roles analysis on students' writing examination. This research is qualitative descriptive, because the research is not in numerical form but the research is a thus refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things.

Qualitative descriptive is the method of choice when straight descriptions of phenomena's desired.¹¹ This means qualitative descriptive presents a factual event of the fieldwork observation to answer the question, what is going on here. One characteristic of qualitative research is data descriptive. Data descriptive is the data collected take the form of

⁹ Ibid., 3.

¹⁰ Latief, Research Method on Language Learning, 85.

¹¹ Lisa M. Given, The Sage Encyclopedia of Qualitative Research Methods, (London : SAGE Publications, 2008).191.

words or pictures rather than numbers.¹² The data can be variant such as memos, photograph, biography, paragraph, and others. This research used descriptive qualitative. This research organize and analyze the research literature and summarizing data from that literature.¹³ Descriptive research includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. In social science and business research quite often use the term Ex post facto research for descriptive research studies. The main characteristic of this method is that the researcher has no control over the variables; he can only report what has happened or what is happening.¹⁴ These analysis often focused on semantic roles, in other word semantic roles is interested in both meaning and content. Basic designs are comparative snapshots in most cases, although documents are sometimes studied with a study of meaning focus.¹⁵

2. Data Sources

Data sources is a subject where the data come from. Data sources to get description about situation of problem and to make

¹² Ibid., 209.

¹³ Uwe Flick, *Designing Qualitative Research*, (Los Angeles : SAGE Publications, 2007), 3.

¹⁴ C. R. Kothari, *Research Methodology Methods and Techniques*, (New Dehli:Newage International(P)limited Publishers, 2004), 2.

¹⁵ Ibid., 100.

decision and to solve the problem.¹⁶ The data sources are needed in conducting research into 2 categories, they are :

a. Primary data sources

Primary data is a data are those which are collected afresh and for the first time, and thus happen to be original in character.¹⁷ Moreover, primary data sources are original documents (correspondence, diaries, reports, etc.), relics, remains, or artifacts.¹⁸

In this, the researcher in the term of “Paragraph” students’ writing examination as primary data. So the main data is taken from it, 13 students’ writing final examination 156 sentence. Consist into to :

Agent – theme	: 63 sentence
Patient – experiencer	: 33 sentence
Goal	: 14 sentence
Sources	: 3 sentence
Time	: 8 sentence
Instrument	: 8 sentence

¹⁶ Ibid., 95.

¹⁷ Ibid., 96.

¹⁸ Donald Ary, Introduction to Research in Education, (Wadsworth-thomson Learning, Australia, 2010), 467.

Location	: 32 sentence
Beneficiary / Recipient	: 1 Sentence
Involuntary causer	: 1 Sentence
Possessor	: -

b. Secondary data source

Secondary data is a data that are already available i.e., they refer to the data which have already been collected and analyze by someone else. When the researcher utilises secondary data, then he has to look into various sources from where he can obtain them. In this case he is certainly not confronted with the problems that are usually associated with the collection of original data. Secondary data may either be published data or unpublished data.¹⁹ the mind of a nonobserver comes between the event and the user of the record.²⁰

The secondary data is taken from many sources, the researcher of other sources such as books, articles, journal, and essays.

¹⁹ C. R. Kothari, Research Methodology Methods and Techniques, 95.

²⁰ Donald Ary, Introduction to Research in Education, (Wadsworth-thomson Learning, Australia, 2010), 467.

3. Technique of Collecting Data

Technique of collecting data is a data that combine to be the collected information such as numbers, words, pictures, video, audio, and concepts. Many definitions of data include the word fact, or facts, but this implies an inference about the data and not the data themselves.²¹ From that statements, the researcher concluded that on qualitative research there are one steps of get the collecting data. This is a document. A documentation is a written materials and other documents from organizational, clinical, or programs records, memoranda and coinformance, official publications and report, personal diaries, letter, artistic works, photographs, and memorabilia, and written responses to open-ended surveys. Data consist of excerpts from documents captured in a way that records and preserves context.²²

In this case, the researcher took documents, this document is a work sheet of students' writing final examination. And also field notes, Field note is a data collection phase in qualitative research, the researchers are aware of the surroundings where information exists.

²¹ Lisa M. Given, *The Sage Encyclopedia of Qualitative Research Methods*, 190.

²² Bogdan and Biklen, *Qualitative Research for Education: An Introduction to Theories and Methods*, (United States of America : Pearson International Edition, 2007), 133.

4. Technique of Analyzing Data

Technique of analyzing data is an integral part of qualitative research and constitutes an essential stepping-stone toward both gathering data and linking one's findings with higher order concepts. There are many variants of qualitative research involving many forms of data analysis, including interview transcripts, field notes, content analysis, conversational analysis, and visual data, whether photographs, film, or observations of internet occurrences (for the purpose of brevity, this entry calls all of these forms of data text).²³

Data analysis may seem like the most enigmatic and daunting aspect of qualitative research. On the one hand, there are so many pages of field notes, interview transcripts, and images that the task seems overwhelming. On the other hand, no matter how much data one has, there is always the fear that there might not be anything of importance. The following features of data analysis affirm the dictum of "trusting the process,"²⁴ a time-consuming and difficult process because typically the researcher faces a massive amount of field notes, interview transcripts, reflections, and information from documents to examine and interpret. Analyzing involves reducing and organizing the data, synthesizing, searching for significant patterns, and discovering what is important.

²³Lisa M. Given, *The Sage Encyclopedia of Qualitative Research Methods*, (London : SAGE Publications, 2008).186..

²⁴ *Ibid.*, 186.

To answer the question in problem statement, the researcher chose content analysis because content analysis is a consists of analyzing the contents of documentary materials such as books, magazines, newspapers and the contents of all other verbal materials which can be either spoken or printed. Content-analysis prior to 1940's was mostly quantitative analysis of documentary materials concerning certain characteristics that can be identified and counted. But since 1950's content-analysis is mostly qualitative analysis concerning the general import or message of the existing documents systematic examination of forms of communication used to objectively document patterns.²⁵

In general, text is broken down into categories and the presence of these categories is often quantified. Related in research, in the term of "paragraph" students' writing final examination, text is broken down or in form rows and columns into categories in semantic roles that occur in students' writing final examination.

Content analysis is the analysis of content is a central activity whenever one is concerned with the study of the nature of the verbal materials. A review of research in any area, for instance, involves the analysis of the contents of research articles that have been published. The analysis may be at a relatively simple level or may be a subtle one. It is at a simple level when we pursue it on the basis of certain characteristics of the document or verbal

²⁵ C. R. Kothari, *Research Methodology Methods and Techniques*, (New Dehli:Newage International(P)limited Publishers, 2004), 110.

materials that can be identified and counted (such as on the basis of major scientific concepts in a book).²⁶

Furthermore, content analysis is the intellectual process of categorizing qualitative textual data into clusters of similar entities, or conceptual categories, to identify consistent patterns and relationships between variables or themes. Qualitative content analysis is sometimes referred to as latent content analysis. This analytic method is a way of reducing data and making sense of them—of deriving meaning, often used sloppily. In effect, it simply defines the process of summarizing and reporting written data, the main contents of data and their messages.²⁷

Based on the statement above, data analysis was conducted when the researcher collected data and the data analysis can be conducted when the researcher completes the process of collecting data. The stages do analysis applied in this research. There are three steps of analyzing data presented in the following :²⁸

a. Data Reduction

Data reductions refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. As we

²⁶ Ibid., 110.

²⁷ Lisa M. Given, *The Sage Encyclopedia of Qualitative Research Methods*, (London : SAGE Publications, 2008).120.

²⁸ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (USA : METU LIBRARY, 1994), 10.

see it, data reduction occurs continuously throughout the life of any qualitatively oriented project.²⁹

b. Data display

Data display is an organized, compressed assembly of information that permits conclusion drawing and action. Data display helps us to understand what is happening and to do something, either analyze further or take action.³⁰

Arranging the primary data based on the each form and calculate the total number of each semantic roles. In the course of our work, we have become convinced that better displays are a major avenue to valid qualitative analysis. The displays discussed in this book include chart, deciding on the rows and columns of a matrix for qualitative data.

c. Drawing Conclusion / Verification

Analyzing the data constantly during or after data being collected to get conclusion research.³¹ The qualitative analysis is beginning to decide what things mean, is nothing regularities, patterns, explanations, possible configurations, causal flows, and preposition. Conclusion drawing in our view is only half of a gemaini configuration.

²⁹ Ibid., 12.

³⁰ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, 11.

³¹ Donal Ary, *Introduction Research in Education*, (United State : Wadworth), 465

Conclusions are also verified as the analyst proceeds. Verifications may be as brief as a fleeting second thought crossing the analyst mind during writing, with a short excursion back to the field notes, or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop “intersubjective consensus” or with extensive efforts to replicate a finding in another data set.³²

G. Organization of Study

The report organization of this research

Chapter 1 : Introduction.

This chapter explains about the background of study, focus and limitation, statement of the problems, objectives of the study significances of the study and research methodology (approach of study, design, data, data sources, instrument of collecting data, data collection and data analysis of this research.)

³² Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, 11.

Chapter 2 : Theoretical background and previous research finding

This chapter explain about theoretical background and previous research finding (the synthesis of other research that inspiring this research)

Chapter 3 : Description data general and spesific data

This chapter explains description that consist of general data and spesific data about analyzing of semantic roles on students' writing final examination.

Chapter 4 : Discussion

This chapter answers the first and second statement of the problem. It discussed about analyzing of semantic roles on students' writing final examination

Chapter 5 : Closing.

There is explained about conclusion of this study and the suggestion for the next researcher or the reader.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theoretical Background

Theoretical background used in this study is presented in this chapter. They promote references concerned with the research problem has been formulated. They involve overview of “*Semantic Roles on Students’ Writing Final Examination of Third Semester at STAIN Ponorogo.*”

1. Definition of Semantics Roles

Semantics the study of word meaning and sentence meaning, abstracted away from contexts of use, is a descriptive subject. It is an attempt to describe and understand the nature of the knowledge about meaning in their language that people have from knowing the language. It is not a prescriptive enterprise with an interest in advising or pressuring speakers or writers into abandoning some meanings and adopting others (though pedants can certainly benefit from studying the semantics of a language they want to lay down rules about, to become clear on what aspects of conventional meaning they dislike and which they

favour). A related point is that one can know a language perfectly well without knowing its history.⁶⁵

Semantic roles are used to identify and describe the entities of meaning that brought by a sentence.⁶⁶ Instead of thinking of words as ‘containers’ of meaning, we can look at the ‘roles’ they fulfill within the situation described by a sentence. If the situation is a simple event, as in *The boy kicked the ball*, then the verb describes an action (kick). The noun phrases in the sentence describe the roles of entities, such as people and things, involved in the action. The semantic analysis deals with meaning, the proposition expressed in the sentence, not necessarily with all the function words in the sentence. In semantic analysis we first separate Inflection from Proposition, semantic roles unnecessary for semantic analysis, which should, instead, make use of detailed feature analysis of predicates and referring expressions. The argument is continued and more extensively illustrated by Ravin (1990).⁶⁷

What are called semantic roles here have been called semantic cases, thematic roles, participant roles, or thematic

⁶⁵ Patrick Griffiths, *An Introduction to English Semantics and Pragmatics*, (Edinburgh : Edinburgh University Press, 2006), 15.

⁶⁶ Yule George, *The Study of Language*, (Cambridge: Cambridge University Press, 2006), 102.

⁶⁷ Charles W. Kreidler, *Introducing English Semantics*, (London: Routledge. 1998), 65.

functions by other linguists. Not surprisingly, there are also differences in the number of semantic roles recognized by different writers and in the names given to these roles. A good account, different from the one presented here is Frawley (1992:201–39). The researcher can identify a small number of semantic roles (also called ‘thematic roles’) for these noun phrases.⁶⁸ Semantic roles (SRs) are roles that participants play in events and situations. They are part of the content of linguistic communication, therefore they are defined in terms of prototypes, and the labels the researcher give them are convenient approximations. The semantic roles that the researcher will be concerned with in this class are taken largely from Berk (1999), with some modification and extension. The researcher use the convention of indicating semantic roles in capital letters, and grammatical relations in lower case letters. Here is the list of semantic roles with examples :

- a) Agents is the entity that perform the action, the entity could be things.⁶⁹ Agent and themes are the one who performs an action, the most common semantic roles.

⁶⁸Yule George, *The Study of Language*, (Cambridge: Cambridge University Press, 2006), 102.

⁶⁹ *Ibid.*, 103.

Although agents are typically human (The boy), they can also be non-human entities that cause actions, as in noun phrases denoting a natural force (The wind), a machine (A car), or a creature (The dog), all of which affect the ball as theme. For example : joyce ran, she borrowed a magazine.

b) Theme is the entity that is involved in or affected by the action, one or thing that undergoes an action, typically non-human, but can be human (the boy), as in The dog chased the boy.⁷⁰ In fact, the same physical entity can appear in two different semantic roles in a sentence, as in The boy cut himself. Here The boy is agent. For example : Mary found the puppy, he opened the door.

c) Instrument is the means by which an action is performed, agent uses another entity in order to perform an action, that other entity fills the role, instrument if an agent uses another entity in performing n action.⁷¹ For example : Jo cuts hair with a razor, My father cuts wood with saw, He locked the door with the key.

⁷⁰ Ibid,. 103.

⁷¹ Ibid,. 103.

d) Experiencer is a when a noun phrase is used to designate an entity as the person who has a feeling, perception or state, it fills the semantic role, experience a noun phrase designates an entity as the person who has a feeling a perception or a state.⁷² For example : He sees a funny movie, I saw a film.

e) Location an entity is in the description of the event, another mean is the place where an action happens, number of other semantic roles designate where an entity is in the description of an event.⁷³ Where an entity is (on the table, in the room) fills the role. For example : it rains in Spain, She put the book on the table.

Locations and times go with (almost) every verb. They are optional, and syntactically peripheral. They tend not to be subjects or objects. Times an entity is in the description of the time.⁷⁴ For example : One morning in autumn, Robin met a young man in the forest. The sentence explain the time Robin met a young man in the forest.

⁷² Ibid., 103.

⁷³ Ibid., 103.

⁷⁴ Ibid., 103.

- f) Source is a where the entity moves from.⁷⁵ For example : from Chicago, She received a letter from her mother.
- g) Goal is a the place from which an action originates, the place to which an action is directed, where it moves to, another mean goal is where the entity moves to.⁷⁶ For example: He flew from Iowa to Idaho, Put the cat on the porch, to New Orleans, He send a letter to his girl friend.
- h) Patient is the entity that is involved in or affected by the action.⁷⁷ For example : He sees a funny movie.
- i) Beneficiary: the entity for whose benefit the action was performed.⁷⁸ The typically animate participant that benefits from an action or situation. "Beneficiary" refers to the benefactee in the following examples : This book is for Percival. I mowed the lawn for Percival. I made Percival a sandwich, David filled in the form for his grandmother, The baked me a cake. Beneficiary as called a recipient. A variety of roles, including beneficiary is a recipient. Recipient : The typically

⁷⁵ Ibid., 103.

⁷⁶ Ibid., 103.

⁷⁷ Ibid., 103.

⁷⁸ David Dowty, Thematic Proto-roles and Argument Selection. Language, (America: Linguistic Society of America, 1991), 547-619.

animate endpoint of a transferred item.⁷⁹ "Percival" expresses a recipient in the following examples: Percival received the letter. Lucretia sent the letter to Percival, Lucretia sent Percival the letter, I give him a present. Even though, recipient and beneficiary have different names but it is the same meaning.

j) Involuntary causer (simply calls this the "causer"). Also "force" : The participant that causes an event without doing so with intention (on purpose).⁸⁰ "Water" refers to an involuntary causer in the following examples : The water destroyed my computer, The city was inundated by water.

k) Possessor : The typically animate participant that owns or is temporarily in control of some other participant.⁸¹ "Percival" refers to the possessor in the following examples : Percival has three cats. Percival's cats are annoying. Those cats are Percival's.

Systematising adjective meanings is one that explains meanings in terms of a limited number of relationships between

⁷⁹ Eng 595G, Summary of Semantic Roles and Grammatical Relations, Journal. 19 October 2007, 1.

⁸⁰ *Ibid.*, 2.

⁸¹ *Ibid.*, 2.

the senses of words. The following four sense relations were defined and illustrated: synonymy, complementarity, antonymy and converseness. In the process of doing semantic description, entailments between sentences are the evidence for sense relations between words. And, going the other way, the sense relations in a semantic description indicate the entailment potentials of words. In formal semantics, meaning postulates carry this information. Gradability – a feature of antonyms, but not of complementaries – was explained. It was observed that the modification of nouns by adjectives cannot be fully accounted for in terms of the intersection of sets denoted by the words.⁸²

A semantics is a constituent of a grammar that operates on the output of a syntax, the sort provided by either linguists or logicians. The output of the syntax is a syntactic description of a sentence that contains as constituents individual lexical items for which the semantics provides, semantic values.⁸³

Internalist and externalist theories share this characterization of semantics; the difference between them is that internalist theories take the semantic values to be mental

⁸² Patrick Griffiths, *An Introduction to English Semantics and Pragmatics*, (Edinburgh : Edinburgh University Press, 2006), 24.

⁸³ Steven Davis and Brendan S. Gillon, *Semantic A Reader*, (Oxford New York : Oxford University Press, 2004), 107.

entities that are internal to an I-grammar, whereas externalist theories claim that the semantic values of some lexical items are entities that are external to I-grammars. Some externalist semantic theories—Kaplan’s, for example—have it that context has a role in fixing the semantic values for lexical items that are context sensitive, the indexicals. Once the semantic values are fixed for the lexical items in a sentence, the semantics provides rules that take these semantic values and the structure of the sentence to yield a semantic value for the sentence. Kaplan’s theory does not adhere to this model, however. His theory allows certain values, the contextual parameters, to play a part in assigning semantic values to a sentence or a sentence token without assigning these values to lexical items that are constituents of the sentence or sentence token. It appears that certain sentences have a structure, semantic values for their lexical items, and rules of composition that are not sufficient for providing the sentence’s semantic value. Some sentences that are the outputs of a linguistic or logical syntax have something missing that plays a semantic role. Consider the following argument:⁸⁴

⁸⁴ Patrick Griffiths, *An Introduction to English Semantics and Pragmatics*, (Edinburgh : Edinburgh University Press, 2006), 15.

- (a) If it is raining now, we won't play tennis.
- (b) It is raining.
- (c) We won't play tennis

Semantic classes of adjectives and adverbs has implications for the theory of discourse structure. Notions familiar from descriptive grammars such as restrictive vs. nonrestrictive adjectival modification or speaker-oriented adverbial modification arguably require a semantic or discourse model which makes some sort of reference to the speech act or dialogue move being made; other phenomena point to the need to model separately the information states of the speaker and hearer. Recent work such as Ginzburg and Sag (2001), Gunlogson (2001), and Potts (2005) exemplify different approaches to enriching the representation of how utterances can modify the context; case studies involving adjectives and adverbs such as those presented in this volume can serve to evaluate and refine these approaches.⁸⁵

Two fundamental questions, extensively explored in the typologically oriented literature on adjectives (e.g. Wetzer 1996; Dixon and Aikhenvald 2004) are what distinguishes adjectives

⁸⁵ Louise McNally and Christopher Kennedy, *Adjectives and Adverbs* (Syntax, Semantics, and Discourse), (Oxford New York : Oxford University Press, 2008), 16

from nouns and verbs, and what kinds of properties adjectives (as opposed to nouns or verbs) prototypically express. Though these questions have not received much attention in the formal linguistics literature, this is beginning to change, in part due to the fresh perspective the study of gradability can bring to these questions.⁸⁶ There is :

a. **Gradability and degree modification**

Kennedy and McNally (2005) present a typology of gradable predicates based on the properties of the scales along which these predicates order their arguments (or what we call their “scale structure”). Gradable predicates are classified along two parameters: whether the scale they use is open (lacks minimal or maximal values) or closed (has minimal or maximal values), and whether the standard of comparison for the predicate is relative (i.e. is fixed contextually) or absolute (a maximal or minimal value on the scale, irrespective of context). A typical example of an open-scale, relative adjective is big: the general size scale lacks an upper limit, as shown by the impossibility of combining the adjective with the degree-modifying completely (see Hay et al. 1999); the fact that it

⁸⁶ Ibid., 20

accepts degree modification by very shows, according to Kennedy and McNally, that the adjective has a relative standard.

- a. a completely big house
- b. a very big house

In contrast, undocumented is a closed-scale, absolute adjective:

- a. a completely undocumented case
- b. a very undocumented case

The case of the degree modifier very is interesting because its distribution is one of the classic diagnostics for distinguishing adjectives and adverbs from nouns and verbs: the former accept modification by very (when they meet an additional condition that Kennedy and McNally identify); the latter never do. This raises the question as to whether the distribution of very must make reference to both syntax and semantics, or whether the semantic condition is sufficient, with the failure of nouns and verbs to meet that condition being explainable on independent grounds. Jenny Doetjes' contribution to this volume explores precisely this kind of question.

b. Adjective/adverb semantics and verb semantics

Note that a strictly semantic account of the distribution of degree modifiers presupposes that not only adjectives and adverbs but also verbs and nouns must have gradability

properties, since degree morphemes can occur with all grammatical categories.⁸⁷ Though Kennedy and McNally mainly discuss adjectival predicates, they show that indeed there is a relationship between the scales with respect to which adjectives are interpreted and the semantics of the modified nominal in some cases. Doetjes (this volume) examines nominal predicates in greater detail and shows that they vary in gradability properties

Depending in part on whether they are count or non-count. The relation between part structure and gradability is also observable with respect to verbs. Hay et al. (1999) and Kennedy and Levin (this volume) show how de-adjectival verbs inherit the scalar properties of the adjectives from which they are derived. These scalar properties, in turn, largely determine the aspectual properties of the verb. As a general rule, adjectives with closed scales yield telic verbs, while adjectives with open scales yield atelic verbs. However, the task of establishing the precise relationship of scale structure to telicity is complicated in the case of verbs of variable telicity, as the different views expressed in Kearns (2007), Kennedy and Levin (this volume), and Pinon (this volume) show.

⁸⁷ Ibid., 23.

A careful consideration of the gradability properties of verbs can lead to other kinds of insights into verb semantics. Katz (this volume) maintains that stative verbs differ from non-stative verbs in not allowing true manner modification, and uses this observation to support a classical Davidsonian treatment of stative verbs on which they contrast with non-stative verbs in lacking an eventuality argument.⁸⁸ However, this claim faces a number of apparent counterexamples in which stative verbs do appear with what appear to be manner adverbials, such as to know well. Katz argues that most such counterexamples in fact involve not manner modification but rather a special kind of degree modification.

In addition to its implications for verb semantics, this work points to the need to explore further the lexical semantics of a whole family of adverbs such as well which manifest characteristics of both manner and degree modifiers. Two fundamental questions, extensively explored in the typologically oriented literature on adjectives (e.g. Wetzer 1996; Dixon and Aikhenvald 2004) are what distinguishes adjectives from nouns and verbs, and what kinds of properties adjectives (as opposed to nouns or verbs) prototypically express. Though these questions

⁸⁸ Ibid., 25.

have not received much attention in the formal linguistics literature, this is beginning to change, in part due to the fresh perspective the study of gradability can bring to these questions.

2. Definition of Writing

Writing is either hard or easy , as a person makes it. For most people makes it. For most people who have not written very much, the chief difficulty is uncertainty as to what they should do. Worry takes more out of them than work. They try se the completely finished paper at the very start of thinking about it, perhaps event before the material has been got together and lined up.⁸⁹

Writing is derived from to write, which the mean is to put down the graphics symbols that represent a language one understand so that other can read these graphics symbols if they know the language and the graphic representation and than writing is a partial representation language units.⁹⁰ Writing is means of communication, especially when the person want to communicate is not to right there in front of us. It has been widely admitted that writing is the most complex and difficult

⁸⁹ Porter G. Perrin, *Writer's Guide and Index to English*, (New York: University of Washington, 2009), 288.

⁹⁰ Robert Lado, *Language Teaching a Scientific Approach* , (New York:TATA MOGRAW HILL).

skill compared to the three other skills, i.e, listening, speaking, and reading.this is because it involves several components such as content, organization, and language use, which had to be considered when a learner is writing.

Writing has evolved in societies as a result of cultural changes creating communicative needs which cannot be readily met by the spoken language. Horowitz (1986), looking at the writing demands made on second language learners at university, has similar criticisms. He claims that process writing fails to prepare students to write examination essays.⁹¹

Writing is very important in language learning. Writing is productive activity by which one can deliver his/her ideas to others in a written form. As we know, one of the characteristics of written language is that it is permanent and distant. It means that if someone writes something in written form, it will be permanent so we can see it again and again and the messages can be sent across either in a physical or temporal distance. We can take advantage of a writing product that has been written so many years ago and by one who is far away from us.

⁹¹ David Nunan, *Language Teaching Methodology: a Textbook for teachers* (London: Prentice Hall International, 1991), 84.

Writing lessons are closely linked to the student's book units. In particular each writing lesson activates the vocabulary taught in the corresponding student's book unit. The lesson develops a number of different skills while offering the necessary scaffolding to prepare students for the writing task.⁹²

Writing is a process. Most of it happens when you are not writing. Good writing is aware of itself but not self-conscious. It does not happen accidentally. It results from the care the author takes with word choice, sentence structure and organization.⁹³

Data on students' writing skill can be collected from writing teachers' documents on students' writing skill or by conducting writing assessment to the students. Professional writing teachers conduct formative authentic writing assessment as well as summative formal writing evaluation.⁹⁴

A writing assessment which requires the students to write an essay of several paragraphs will result in the writing scores with higher reliability than the same writing assessment which asks the students to write only one paragraph. In other words, the

⁹² Theresa, Clementson, *Natural English Reading Writing Skill*, (Oxford : Oxford University Press), 2.

⁹³ Mark, Tredinnick, *The Little Red Writing Book*, (Australia : A UNSW Press Book, 2006), 15.

⁹⁴ Muhammad Adnan Latief, *An Introduction Research Methods on Language Learning*, (Malang:Universitas Negeri Malang Press.2013). 232.

writing raters could see the level of the students writing skill better from the students essay of several paragraphs than just from the students short paragraphs, or the scoring from the students essay of several paragraphs will result in scores with higher reliability than the scoring from the students short paragraph.

B. Previous Research Finding

These is previous research that is found by the researcher. It is researched by Richard Johansson, entitled Dependency-based Semantic Analysis of Natural language Text (Doctor Dissertation) (Department of Computer Science Lund University, 2008). The researcher focused on the representation of semantic roles, the logical relations that hold between an event and its participants, is needed in many applications in natural language processing.⁹⁵

The overview of dissertation is organized statement problem as follow :

1. what information the syntactic structure should represent in order to be practical for automatic semantic role labeling?

Based on the problem statements above, concluded that :

⁹⁵ Richard Johansson, Dependency-based Semantic Analysis of Natural-Language Text, (Department of Computer Science Lund University, 2008)

1. The dissertation has investigated syntactic representation in the form of labeled relations between words, dependencies, and how dependency graphs can be used to automatically derive semantic information. The semantic structures that we have used are restricted to the representation of semantic roles, that is the logical relations that hold between predicates and their arguments, such as AGENT or INSTRUMENT.

The second, the researcher also took the thesis from Dr. Paola Merlo, entitled Semantic Roles in Natural Language Processing and in Linguistic Theory (Thesis) (Universite de Geneve : Departement de Linguistique, 2009). An analysis which provides this information involves identifying semantic roles. Semantic labels assigned to the constituents of a sentence.

The problem statement of the previous as follow :

1. the methods applied in automatic labeling of semantic roles including the methods that use parallel texts?

Based on the problem statements above, the concluded that :

1. Predicate-argument relations that hold between the constituents in the sentences, determining the predicate of the sentence (typically a verb) and the semantic type of the arguments it takes. Semantic roles and syntactic structure of a phrase and on the issues of semantic role assignment in complex predicates (causative constructions and light

verb constructions). Found review the methods applied in automatic labeling of semantic roles including the methods that use parallel texts. Then look into linguistic background of assignment of semantic roles.

The third, also taken from Farizka Humolungo, entitled Analyzing Passive Sentence through Semantic Role Analysis (Skripsi) (State University of Gorontalo, 2013).⁹⁶ Regarding the background and limited of the study, the research formulated discussion into problem statement as follow :

1. how is semantic role used in analyzing passive sentence?
2. What roles are mostly appeared in research findings?
3. What kind of passive voice is dominantly found in two different sources?

Based on the problem statements above, the concluded that :

1. Analyzing and constructing passive sentences that seems easier to do with semantic roles
2. Passive sentence dominantly occurred based on two different sources.

This keyword thesis is semantic role (agent, experiencer, patient, benefactive, location, instrument, sources, objective, and theme).

⁹⁶ Farizka Humolungo, Analyzing Passive Sentence through Semantic Role Analysis, (Gorontalo:State University of Gorontalo, 2013)

The reason of the researcher take a title "Semantic Roles on Students' Writing Final Examination of Third Semester at STAIN Ponorogo" same with a previous studies. The research to discuss about semantic role analysis. The researcher it is serve with simple language and it make easier to understand.

The differences of the researchers' thesis with previous studies are that the researcher take the place at STAIN Ponorogo and the researcher analysis semantic role on students' writing final examination of third semester at STAIN Ponorogo.

CHAPTER III

DATA DESCRIPTION

A. General Data

1. Teaching Writing in Class at STAIN Ponorogo

Writing is a process. Most of it happens when you are not writing. Good writing is aware of it self but not self conscious. It does not happen accidentally. It results from the care the author takes with word choice, sentence structure and organization.⁹⁷

Writing 2 also becomes one of subject lectures at STAIN Ponorogo. It is taught in third semester at English Department. Teaching class writing 2 used discussion method, this lesson used LCD Proyektor to the students. The students listening the material. Sometimes, lectures asked students about material. Students can be active reader, understand about this material, and becomes enthusiasm in the learning process.

The objectives of writing 2 are students studied kinds of text or paragraph. Students must be understands how to make a good paragraph. In this case, a good paragraph should have general structure of text or paragraph to united, coherence, and cohesive. The students

⁹⁷ Mark, Tredinnick, The Little Red Writing Book, (Australia : A UNSW Press Book, 2006), 14.

have an access to enlarge their writing skill with various materials particularly which related to their study. It is as they are going to get it at the next semester. This stage can also be a stage to present a coherence, cohesive, and united which will enhance understanding of Writing. So, this activity is expected to:

- a. Enable students to achieve fluency in the areas of vocabulary recognition.
- b. The students to know how to write a good paragraph and not ambiguous.
- c. The students write the paragraph must coherence, cohesive, and united, etc.

Having simple phrases to describe the good things writers do makes learning about those things easier good writing has :

- a. Ideas that are interesting and important. Ideas are the heart of your piece, what you are writing and the information you choose to write about it.
- b. Organization that is logical and effective. Organization refers to the order of your ideas and the way you move from one idea to the next.
- c. Voice that is individual and appropriate. Voice is how your writing feels to someone when they read it. Is it formal or casual? Is it

friendly and inviting or reserved and standoffish? Voice is the expression of your individual personality through words.

- d. Word choice that is specific and memorable. Good writing uses just the right words to say just the right things.
- e. Sentence fluency that is smooth and expressive. fluent sentences are easy to understand and fun to read with expression.
- f. Conventions that are correct and communicative. Conventions are the ways we all agree to use punctuation, spelling, grammar, and other things that make writing consistent and easy to read.

The instructional purposes of this course is after finishing the section, the students would be able to have a assignments to make a paragraph about kinds of text for example paragraph narrative, procedure, exposition, etc.

Based on the explanation above, it can be conclude that writing skill can improve students' knowledge. Writing gives the big influence in increasing students' writing. So, students to be active learning process especially in writing class.

B. Specific Data

1. Semantic roles on students' writing final examination of third semester at STAIN Ponorogo.

This is an analysis semantic roles on students writing final examination of third semester at STAIN Ponorogo. The researcher took 13 worksheet final examination students "Tadris Bahasa Inggris D" which have different title such as "Woman better are parents than men, Zoos cruel to wild animal, Computers will be needed to learn more languages in the future, Foreign language instruction should begin in kindergarten, and Vegetarian diet is as healthy as a diet containing meat." Furthermore, they are the data taken from students paragraph, as follow :

No	Sentence	Semantic Roles									
		Agent	Theme	Experiencer	Patient	Goal	Instrument	Sources	Location	Time	Beneficiary Recipient
1	Rohmatun (210913084) She can do everything	She	Everythin g								
2	She is always give motivation to child	She	Motivatio n			To child					
3	She can be patient to give solution some problem in the house			She	Patient	To give soluti on some			In the house		

	everyday	family								day	
15	His children can get education	His children	Education								
16	Woman is impossible be happy			Woman	Happy						
17	Nafsul Muthmainnah (210913081) In the family, woman is good parent	Woma n	Good parent						In the family		
18	The woman is good example	Woma n	Good example								
19	She always love her family			She	Her family						
20	She have a good attitude to be example			She	A good attitude	To be exam ple					
21	She always remember about her children and her husband			She	About her children and her husband						
22	She give or buy something	She	Somethin g								
23	Ma'arifatul Lailiyah (210913086) They can find many kinds of animal without going	they	Many kinds of			To the					

	to the wild forest zoos		animal			wild forest zoos				
24	I trust that zoos are cruel to the fauna's			I	That zoos					
				That zoos	Are cruel	To the fauna 's				
25	They live in the zoo	They						In the zoo		
26	Be killed by their predators because they live in each cage in addition	Be	Killed				By their predators			
		They	Live					In each cage in addition		
27	To protect animal in the zoos					To prote ct anim al		In the zoos		
28	The biggest zoos in Indonesia							In Indonesia		
29	Nur Aziz (210913085) In Indonesia since 1990							In Indonesia	Since 1990	
30	We are can took the kind	We	The kind					Indonesia		

39	We are click searching and write in computer	We	Searching						In computer		
40	Bayu Septian H (210913089) We can learn more language anytime	We	More language							Anytime	
41	We can learn not only one language	we	Not only one language								
42	But also all of language in the world								In the world		
43	We can get material for education	We	Material								
44	From the education material, we can learn more language	we	More language					From the education material			
45	Imro'atul Mua'alimah (210913083) We can conclude that language takes important part in our life	We									
		Langu age	Important						In our life		
46	We want to buy something	We	Somethin g								
47	We also use language to ask to the seller	We	Language				To the seller				

48	Now days, language is become more popular especially foreign language		More popular especially foreign language							Now days	
49	The students started from kindergarten	The students						from kindergarten			
50	We start study foreign language in kindergarten	We	foreign language					in kindergarten			
51	We can give much knowledge to our children	We	much knowledge			to our children					
52	Make them like to study foreign language			Them	Study foreign language						
53	Foreign language should begin in kindergarten	Foreign language	begin					in kindergarten			
54	When we start study in kindergarten	We	study					in kindergarten			
55	We can give much knowledge to our children such the vocabularies	We	much knowledge			to our children such					

						the vocab ularie s					
56	So, they can get more vocabularies	They	More vocabularies								
57	We can give vocabularies by playing, singing, etc	We	Vocabularies				By playing, singing, etc				
58	As we know, that vocabularies also take the most part in foreign language			We	Know						
		That	The most part						in foreign language		
59	The child who start foreign language in kindergarten and junior high school	The child	foreign language						in kindergarten and junior high school		
60	The children who study about foreign language in kindergarten	The children	about foreign language						in kindergarten		
61	Sri Utami (210913088) We know that foreign language such as English is very important for future			We	Foreign language such as English						

				English	For future						
62	The foreign language instruction will be better if it begin at kindergarten			The foreign language instruction	be better if it				At kindergarten		
63	The students consider the foreign language			The students	The foreign language						
64	The children's brain is good to learn and memorize the foreign language early			The children's brain	Is good	To learn and memorize the foreign language early					
65	At kindergarten, the students consider that foreign language is fun language			The students	That foreign language				At kindergarten		
66	Students learn with fun and exciting	Students					With fun and exciting				
67	The teacher teach foreign language as fun as	The teacher	Foreign language								

	possible	r									
68	So, the students feel that it is not difficult language			The students	Not difficult language						
69	Kiki Khusnul Khotimah (210913082) We should begin that instruction in kindergarten	We	That instruction						In kindergarten		
70	Children are easier to learn something			Children	Are easier to learn something						
71	We can make it as their habit	We	it as their habit								
72	Children are not afraid to practice something			Children	to practice something						
73	Children can learn fast from their parents or their teacher	Childr en	fast						From their parents or their teacher		
74	We start the instruction of foreign language in kindergarten	We	The instruction of foreign language						In kindergarten		

75	They will not feel difficult to learn something			They	Difficult	to learn something					
76	They can make it as their habit	They	It their habit								
77	Aida Fitri (210913087) With vegetables, we can't make a poor on the money					With vegetables					
		We	Make a poor					The money			
78	Vegetarian diet is more cheeps that diet with meat			Vegetarian diet	that diet	With meat					
79	Fiber on the vegetables can help slim on the body	Fiber on the vegetables	slim						On the body		
80	So, we can diet with vegetables to make slim as a diet containing meat	We	diet			To make slim	With vegetable				
81	Nurul Alizah (210913104) We must take care life, healthy, clean, and other clean very important in the house	We	Life, healthy, clean, and other clean								
				Life, healthy, clean, and	Importan t				In the		

				other clean				house		
82	Every day, we consume four healthy and five perfect because there important for our body	We	Four healthy and five perfect						Every day	
				There	For our body					
83	We must keep healthy with consume four healthy and five perfect	We	Healthy				With four healthy and five perfect			
84	Nur Azmi Laila (210913079) My brother is a smart boy			My brother	boy					
85	He is the best observer	He	observer							
86	He can learn something quickly	He	Somethin g							
87	I'm very pround of him			I	Of him					
88	He is observing not only all of the thing but also each person around him	He	Only all of the thing but also each person around him							
89	He is really wonderful boy			He	Boy					
90	He can learn something	He	Somethin							

			g								
91	He can do what people do well	He	People do well								
92	He is clever person			He	Person						

STANPONOROGO

CHAPTER IV

DISCUSSION

In this chapter, the researcher discusses the result of research which done in semantic roles analysis on students writing final examination in Tadris Bahasa Inggris D class of third semester at STAIN Ponorogo. The discussion for the research problem which have been stated in chapter 1 as follows :

A. Semantic roles on students' writing final examination of third semester at STAIN Ponorogo.

Rohmatun (210913084), Woman Better are Parents than Men

1. She can do everything

Through that sentence, the researcher defines **she** is an agent because the entity perform the action. Action in this sentence is **do** but **can** in this sentence is modal that is used to express ability. Moreover, **everything** is theme because the entity that is involved in or affected by the action.

2. She is always give motivation to child

agent in this sentences is **she** because she is subject to perform the action. The action in this sentence is **give**. Theme is **motivation** because that things involved in or affected by the action. Goal in this sentences is **to child** because this is the entity to purpose that's agents, action and themes. The correct sentence "She always gives motivation to child".

3. She can be patient to give solution some problem in the house

Because she is noun phrase designates an entity as the person who has feeling a perception or a state. So in semantic roles analysis, **she** is experiencer. **Can** in this sentence is modal, modal in there to complete and support the verb and helping verb that is used to express ability. Patient in this sentence is **patient** because this is entity involved the action and designates a sense. In this sentence, includes in categories semantic roles, this is goal. Goal is **to give solution some problem** because that is indicate to purpose this action and **in the house** is designate location because that is description a place the event.

4. The woman is a first parent in the house

Through that sentence, the researcher can analyze the sentence. **The woman** counted in semantic roles is agent because the woman is subject doing a action. Agents certain with theme, theme in this sentences is **first parent**. Location to designate description a place the event is **in the house**.

5. Sometimes, the woman can work to help family financial

Through that sentence, the researcher can analyze the sentence, **Sometimes**, include in semantic roles is time it's mean entity is in the description of the time in event. **The woman** is agent because the woman perform the action, the action is **work**. **Can** as modal in sentence because can helping work that is used to express ability. **Family financial** is things involved the action, so this is theme in the semantic roles.

6. She is leading woman in the house

Agent in sentence is she, she is doing the action. theme in sentence is leading woman because this is explain specific woman and the woman a things involved action. Location in semantic roles is description place of the event, that is in the house.

Siti Khusnul Khotimal (210913028)

1. We will feel happy every day

This sentence in semantic role include in experiencer + patient. So, We is experience, that's mean this subject involved a feeling and happy is patient because that is designate sense. Time in this sentence is every day. The correct sentence "We feel happy everyday".

2. Woman can be leader in the family

Through that sentence, the researcher can analyze the sentence, Woman in the sentence is agent because this is entity to perform action as a "can be" in there. Agent always involved with theme, that theme is leader because leader is a object affected in action. in this sentence can is modal because that is used to express ability. In the family is location it's mean entity description place of the event.

3. She can be strong like a boy

In semantic role analysis, she is experiencer because that is noun phrase designates the person who has feeling. Can in this sentence is modal to

support verb and to express the ability. That patient is a **strong**, this is explain a sense.

4. She can control her family

She in the sentence is agent because this is entity to perform action as a “control” in there. **Can** in this sentence is modal to support verb. Agent always involved with theme, that theme is **her family** because her family is object affected in action.

5. She can to teacher for her children

Included this sentence, agent is a **she** because she is subject to perform the action. Action in sentence is **teacher**. **Can** in this sentence is modal to support verb. Beneficiary is **for her children** because the entity for whose benefit the action was performed. The correct sentence “She is teacher for her children”.

6. Besides that, she must control has house

Besides that, because entity is description of the place in event include in semantic roles is location. **She** is agent because she perform the action, the action is **must control**. **Has house** is things involved the action, so this is theme in the semantic roles. The correct sentence “ Besides that, she must control her house”.

7. He just think how I can get much money

This sentence consist two clause. Through that sentence, the researcher can analyze the sentence, in semantic role include in experiencer + patient. **He** is experiencer because this subject involved feeling and **happy** is patient

because that designate a sense. This is a first clause And increase the analysis second clause **I** is agent because I perform the action. Action this sentence is **get**. **Can** in this sentence is modal to support verb. The entity involved in by the action is theme, this is **much money**.

8. His family can eat everyday

His family counted in semantic roles is agent that's mean his family is subject doing action. Action in sentence is **eat**. **Can** in this sentence is modal to support verb. Agents certain with theme, theme in this sentences is **eat**. Time to designate description time the event is **every day**.

9. His children can get education

His children because this is entity to perform action as a “can get” in there in the sentence is agent. **Can** in this sentence is modal to support verb. Agent always involved with theme, that theme is **education** because leader is object affected in action.

10. Woman is impossible be happy

Through that sentence, the researcher can analyze the sentence, in semantic role analysis, **woman** is experiencer because that is noun phrase designates the person who has feeling. That patient is **be happy**, this is explain a sense.

Nafsul Muthmainnah (210913081), Woman Better are Parents than Men

1. In the family, woman is good parent

Location to designate description a place the event is **in the family**.

Woman counted in semantic roles is agent that's mean woman is subject doing action. Agents certain with theme, theme in this sentences is **good woman**.

2. The woman is good example

Agent in sentence is **the woman**, she is doing the action. theme in sentence is **good example** because this is explain a specific woman and the woman in a things involved action.

3. She always love her family

In semantic role analysis, **she** is experiencer because that is noun phrase designates the person who has feeling. That patient is **her family**, this is explain a sense. A sense in the sentence is love.

4. She have a good attitude to be example

Include in semantic role analysis, because that is noun phrase designates the person who has a feeling, **she** is experiencer. That patient is **to be example**, this is explain a sense. A sense this is good attitude. The correct sentence “ She has a good attitude to be example”.

5. She always remember about her children and her husband

Through that sentence, the researcher can analyze the sentence ,in semantic role analysis, **she** is experiencer because that is noun phrase designates the person who has a feeling. That patient is **her children and her husband**, this is explain a sense involved or affected in by action.

6. She give or buy something

She counted in semantic roles is agent that's mean she is subject doing the action. Action in sentence is give or buy. Agents certain with theme, theme in this sentences is something, because something is entity affected by the action. the correct sentence " She gives or buy something".

Ma'arifatul Lailiyah (210913086), Zoos are Cruel to Wild Animal

1. They can find many kinds of animal without going to the wild forest zoos

The wild forest zoos, include this sentence, the researcher to analyze in semantic roles is location because entity is in the description of the place in event. They agent because she perform the action. Can in this sentence is modal to support verb. find many kinds of animal is things involved the action, so this is theme in the semantic roles.

2. I trust that zoos are cruel to the fauna's

This sentence is two clause, include this sentence the researcher to analyze the first clause is I trust that zoos and than second clause is that zoos are to the fauna's. include in semantic role analysis, I is experiencer because that is noun phrase designates the person who has a feeling. That patient is are cruel, this is explain a sense. And the second clause is that zoos as a experiencer and patient in the sentence is cruel. To the fauna's is goal, because this is explain a purpose to.

3. Be killed by their predators because they live in each cage in addition

This sentence consist two clause, the first clause is be killed by their predators and second clause is they live in each cage in addition. Agent in this sentence is **be** that's mean be is doing the action. And that theme is **killed**. **By their predators**, in semantic roles analysis this is categories instrument because agent uses another entity in performing the action. Second clause, the researcher to analyze is Agent in this sentence is **they** and theme is **live**. The last analysis **in each cage in addition** this is location.

4. To protect animal in the zoos

Through this sentence the researcher to analyze is to protect that's mean is where the entity purpose to. This is goal, goal is **to protect** in sentence. **In the zoos** is location because that is name of place.

5. For example is safari park zoos

Through in sentence the researcher to analyze just location. There is **safari park zoos**, because this is place of the event.

6. The biggest zoos in Indonesia

Counted in this sentence because in Indonesia is a place o the event, **in Indonesia**. So, that is categories of location in semantic roles.

Nur Aziz (210913085), Zoos are Cruel to Wild Animal

1. In Indonesia since 1990

The sentence consist of location and time. Location in this sentence is **in Indonesia** and **since 1990** is time. Sentence is description place and time of the event.

2. We are can took the kind of original animal Indonesia

We agent because she perform the action. **Can** in this sentence is modal to support verb **the kinds of original animal** is things involved the action, so this is theme in the semantic roles. **Indonesia**, include in semantic roles is location because entity is in the description of the place in event. The correct sentence “ We can took the kind of original animal Indonesia”.

3. In Zoos, animal feel hungry and dirty

In Zoos is location, because this is name of place of the event. Include in semantic role analysis, **animal** is experiencer because that is noun phrase designates the person who has a feeling. That patient is **feel hungry and dirty**, this is explain a sense.

4. I feel cruel about this

In semantic role analysis, **I** is experiencer because that is noun phrase designates the person who has a feeling. That patient is **cruel about this**, this is explain a sense involved or affected in by action.

5. I think Zoos is some place it for animal

In sentence consist two clause, the first clause is I think Zoos is some place and the second clause is it for animal. Include the sentence in semantic role analysis, **I** is experiencer because that is noun phrase designates the person who has a feeling. That patient is **zoos is some place**, this is explain a sense involved or affected in by action. The second clause, the researcher to analyze is **it** that's mean entity perform the action, so this is agent. And theme is **for animal**.

6. In the Zoo, we can took a kind of animal in Indonesia

Through this sentence the researcher to analyze **In the Zoo** and **in Indonesia**, include in semantic roles is location because entity is in the description of the place in event. **We** agent because she perform the action. **Can** in this sentence is modal to support verb. **Kinds of animal** is things involved the action, so this is theme in the semantic roles.

7. They are is the animal from the jungle

They counted in semantic roles is agent because she is subject doing the action. Agents certain with theme, theme in this sentences is **the animal**, because something is entity affected by the action. **From the jungle** is sources because the entity moves from. The correct sentence “ They are the animal from the jungle”.

8. In conclusion, animal have kind in the Zoos

Through this sentence the researcher to analyze **In conclusion** is time in semantic role analysis that's mean entity is time of the event and location is a **in the Zoos** because this is description place of the event. Agent is entity perform the action, in this sentence is **animal**, agents certain with theme, that is **have kind**.

9. They are need a place to life

Agent in sentence is **they**, she is doing the action. Action in sentence is **need**. Theme in sentence is a **need a place** because this is explain a things involved by the action and **to life** is goal in semantic roles analysis, that's mean entity purpose to. The correct sentence "They need a place to life".

Barakatus Salamah (210913105), Computer will be needed to learn more languages in the future

1. We are click searching and write in computer

Agent in sentence is **we**, she is doing the action. Action this sentence is **searching and write**. Theme in sentence is **searching and write** because this is explain a things involved by action. location include this sentence is **in computer**. The correct sentence " We click searching and write in computer".

Bayu Septian H (210913089), Computer for learn more language

1. We can learn more language anytime

Through this sentence the researcher to analyze. **We** counted in semantic roles is agent because she is subject doing the action. **Can** in this sentence is modal

to support verb. Agents certain with theme, theme in sentences is **more language**, because something is entity affected by the action. **any time** is time in semantic role.

2. We can learn not only one language

Because she is subject doing the action, **We** counted in semantic roles is agent. **Learn** is action. **Can** in this sentence is modal to support verb. Agents certain with theme, theme in this sentences is **not only one language**, because something is entity affected by the action.

3. But also all of language in the world

Counted in this sentence, **in the word** is place of the event. So, that is categories of location in semantic roles.

4. We can get material for education

Through the sentence the researcher to analyze, Agent in sentence is **we**, she is doing the action. Action in the sentence is **get**. **Can** in this sentence is modal to support verb and to express the ability. Theme in sentence is **material for education** because this is explain a things involved by the action.

5. From the education material, we can learn more language

From the educational material is sources because the entity moves from. **We** counted in semantic roles is agent because we is subject doing the action. Action in the sentence is **learn**. **Can** in this sentence is modal to support verb. Agents certain with theme, theme in this sentences is **more language**, because something is entity affected by the action.

Imro'atul Mua'alimah (210913083), Foreign language should begin in kindergarten

1. We can conclude that language takes important part in our life

In this sentence consist two clause, the first clause is we can conclude that language and the second clause is the language takes important part in our life. The first clause the researcher to analyze **We** include in semantic roles is agent because we is subject doing the action. Action in this sentence is **conclude**. **Can** in this sentence is modal to support verb. Agents certain with theme, theme in sentences is nothing. Second clause the researcher to analyze **language** is agent because language is subject doing the action. Action in this sentence is **take**. Theme in the sentence is important. **In our life** is location because the entity description place of the event.

2. We want to buy something

We counted in semantic roles is agent because we is subject doing the action. Action in this sentence is **want to buy**. Agents certain with theme, theme in this sentences is **something**, because something is entity affected by the action.

3. We also use languages to ask to the seller

Because we is subject doing the action, **We** in semantic roles is agent. Agents certain with theme, theme in this sentences is **language**, because something is entity affected by the action. **To the seller** is goal because the entity purpose to.

4. Now days, language is become more popular especially foreign language

Now days is time because the entity description time of the event. **Language** counted in semantic roles is Involuntary causer because The participant that causes an event without doing so with intention (on purpose). Theme in sentences is **more popular especially foreign language,** because something is entity affected by the action.

5. The students started from kindergarten

Because the students is subject doing the action, **The students** counted in semantic roles is agent. Action this sentence is **started**. Agents certain with theme, theme in this sentences is **started**, because something is entity affected by the action. **From kindergarten** is sources because the entity moves from.

6. We start study foreign language in kindergarten

We counted in semantic roles is agent because we is subject doing the action. Agents certain with theme, theme this sentences is **foreign language** because something is entity affected by the action. **In kindergarten** is location because the entity description place of the event.

7. We can give much knowledge to our children

Through this sentence the researcher to analyze, **We** in semantic roles is agent because we is subject doing the action. Action in this sentence is **give**. Modal in sentence helping verb to express the ability is **can**. Agents certain with theme, theme this sentences is **much knowledge,** because something is entity affected by the action. **To our children** is goal because the entity purpose to.

8. Make them like to study foreign language

Include the sentence in semantic role analysis, **them** is experiencer because that is noun phrase designates the person who has a feeling. That patient is **foreign language**, this explain a sense involved or affected in by action.

9. Foreign language should begin in kindergarten

Foreign language in semantic roles is agent because foreign language is subject doing the action. Agents certain with theme, theme this sentences is **should begin**, because something is entity affected by the action. **In kindergarten** is location because the entity description place of the event.

10. When we start study in kindergarten

Because we is subject doing the action, **We** in semantic roles is agent. Action in this sentence is **start**. Agents certain with theme, theme this sentences is **study**, because something is entity affected by the action. **In kindergarten** is location because the entity description place of the event.

11. We can give much knowledge to our children such the vocabularies

We in semantic roles is agent because we is subject doing the action. **Give** in this sentence as action. In this sentence are modal that is **can**, there is to complete the verb. Agents certain with theme, theme this sentences is **much knowledge**, because something is entity affected by the action. **To our children such the vocabularies** is goal because the entity purpose to.

12. They can get more vocabularies

They in semantic roles is agent because they is subject doing the action. Agents certain with theme, theme this sentences is **more vocabularies,** because something is entity affected by the action. In this sentence are modal that is **can,** there is to complete the verb.

13. We can give vocabularies by playing, singing, etc

We in semantic roles is agent because we is subject doing the action. Action in this sentence is **give** and in this sentence are modal that is **can,** there is to complete the verb. Agents certain with theme, theme this sentences is **vocabularies,** because something is entity affected by the action. **by playing, singing, etc** is instrument because if an agent uses another entity in performing an action.

14. As we know, that vocabularies also take the most part in foreign language

In this sentence consist two clause, the first clause is we know and that the second clause that vocabularies also take the most part in foreign language. Through this sentence the researcher to analyze, This sentence found a experiencer + patient. The experiencer is **we** and than the patient is **know** because that is the entity involved by the action and this is sense. Second clause is **That vocabularies** in semantic roles is agent because that vocabularies is subject doing the action . Theme this sentences is **take the most part,** because something is entity affected by the action. **In foreign language** is location because the entity description place of the event.

15. The child who start foreign language in kindergarten and junior high school

Through this sentence the researcher to analyze, **The child** in semantic roles is agent because the child is subject doing the action. Agents certain with theme, theme this sentences is **foreign language**, because something is entity affected by the action. **In kindergarten and junior high school** is location because the entity description place of the event.

16. The children who study about foreign language in kindergarten

Because the children is subject doing the action, **The children** in semantic roles is agent,. Action in this sentence is **study**. Agents certain with theme, theme this sentences is **foreign language**, because something is entity affected by the action. **In kindergarten** is location because the entity description place of the event.

Sri Utami (210913088), Why foreign language instructional should be begin in kindergarten

1. We know that foreign language such as English is very important for future

In this sentence consist two clauses, the first clause is a we know that foreign language and second language is English is very important for future. Include the sentence in semantic role analysis, **we** is experiencer because that is noun phrase designates the person who has a feeling. That patient is **that foreign language**, this explain a sense involved or affected in by action. Second clause is **English** is involuntary causer the participant that causes an event without doing so with intention (on purpose). And the patient is **important**.

2. The foreign language instruction will be better if it begin at kindergarten

Include the sentence in semantic role analysis, **the foreign language** is experiencer because that is noun phrase designates the person who has a feeling. That patient is **be better if it**, this is explain a sense involved or affected in by action. And at kindergarten is location because description place of the event.

3. The students consider the foreign language

Include the sentence in semantic role analysis, **the students** is experiencer because that is noun phrase designates the person who has a feeling. That patient is **the foreign language**, this is explain a sense involved or affected in by action. And **consider** is sense.

4. The children's brain is good to learn and memorize the foreign language early

Include the sentence in semantic role analysis, **the children's brain** is experiencer because that is noun phrase designates the person who has a feeling. That patient is **to learn and memorize the foreign language early**, this is explain a sense involved or affected in by action.

5. At kindergarten, the students consider that foreign language is fun language

Location in sentence to description place of the event is **at kindergarten**. Through in the sentence the researcher to analyze in semantic role analysis, **the students** is experiencer because that is noun phrase designates the person who has a feeling. That patient is **that foreign language is fun language**, this

is explain a sense involved or affected in by action. Sense in the sentence is **consider**.

6. Students learn with fun and exciting

Students in semantic roles is agent because students is subject doing the action. Agents certain with theme, theme this sentences is **learn**, because something is entity affected by the action. **With fun and exciting** is instrument because if an agent uses another entity in performing an action.

7. The teacher teach foreign language as fun as possible

The teacher in semantic roles is agent because the teacher is subject doing the action. Agents certain with theme, theme this sentences is **foreign language as fun as possible**, because something is entity affected by the action.

8. So, the students feel that it is not difficult language

Include the sentence in semantic role analysis, **the students** is experiencer because that is noun phrase designates the person who has a feeling. That patient is **it is not difficult language**, this explain a sense involved or affected in by action.

Kiki Khusnul Khotimah (210913082),

1. We should begin that instruction in kindergarten

We in semantic roles is agent because we is subject doing the action. Agents certain with theme, theme this sentences is **that instruction**, because something is entity affected by the action. **In kindergarten** is location

because the entity description place of the event. Modal in this sentence is **should** to support verb.

2. Children are easier to learn something

Include the sentence in semantic role analysis, **children** is experiencer because that is noun phrase designates the person who has a feeling. That patient is **to learn something**, this is explain a sense involved or affected in by action. Sense is **are easier**.

3. We can make it as their habit

Thorough the sentence the researcher to analyze **We** in semantic roles is agent because we is subject doing the action. Action in sentence is **make**, Modal in this sentence is a **can** to support verb. Agents certain with theme, theme this sentences is **it as their habit**, because something is entity affected by the action.

4. Children are not afraid to practice something

Include the sentence in semantic role the researcher to analysis, **children** is experiencer because that is a noun phrase designates the person who has a feeling. That patient is **to practice something**, this explain a sense involved or affected in by action. Sense is **are not afraid**.

5. Children can learn fast from their parents or their teacher

Because children is subject doing the action, **Children** in semantic roles is agent. Action in this sentence is **learn**. Modal in this sentence is **can** to support verb. Agents certain with theme, theme this sentences is **learn fast**,

because something is entity affected by the action. **From their parents or their teacher** is sources because the entity moves from.

6. We start the instruction of foreign language in kindergarten

Because “we” subject doing the action. **We** in semantic roles is agent. Action in this sentence is **start**. Agents certain with theme, theme this sentences is **the instruction of foreign language**, because something is entity affected by the action. **In kindergarten** is location because the entity description place of the event.

7. They will not feel difficult to learn something

Include the sentence in semantic role analysis, **they** is experiencer because that is noun phrase designates the person who has a feeling. That patient is **to learn something**, this explain a sense involved or affected in by action. this sense is **not fell difficult**.

8. They can make it as their habit

Through the sentence the researcher to analyze, **They** in semantic roles is agent because they is subject doing the action. Action in this sentence is **make**, Modal in this sentence is **can** to support verb. Agents certain with theme, theme this sentences is **it as their habit**, because something is entity affected by the action.

Aida Fitri (210913087), Vegetarian diet is as healthy as a diet containing meat

1. With vegetables, we can't make a poor on the money

With vegetables is instrument because if an agent uses another entity in performing an action, **we** in semantic roles is agent because we is subject doing the action. Action in sentence is **make**, Modal in this sentence is **can't** to support verb. Agents certain with theme, theme this sentences is **a poor**, because something is entity affected by the action. **On the money** is location.

2. Vegetarian diet is more cheeps that diet with meat

Include the sentence in semantic role analysis, **vegetarian diet** is experiencer because that is noun phrase designates the person who has a feeling. That patient is **that diet**, this explain a sense involved or affected in by action. this sense is **is more cheeps**, **with meat** is instrument because if an agent uses another entity in performing an action.

3. Fiber on the vegetables can help slim on the body

Fiber on the vegetables in semantic roles is agent because fiber on the vegetables is subject doing the action. Agents certain with theme, theme this sentences is **help slim**, because something is entity affected by the action, **on the body** is location because the entity description place of the event. Modal in this sentence is a **can** to support verb.

4. So, we can diet with vegetables to make slim as a diet containing meat

because we is subject doing the action, **We** in semantic roles is agent. Action in this sentence is **diet**. Modal in this sentence is **can** to support verb. Agents

certain with theme, theme this sentences is **diet**, because something is entity affected by the action. **With vegetables** is instrument because if an agent uses another entity in performing an action, **to make slim as a diet containing meat** is goal because the entity explain purpose to.

Nurul Alizah (210913104), Vegetarian diet is as healthy as a diet containing meat

1. We must take care life, healthy, clean, and other clean very important in the house

Through the sentence the researcher to analyze. **We** in semantic roles is agent because we is subject doing the action. Agents certain with theme, theme this sentences is **life, healthy, clean and other clean very important**, because something is entity affected by the action. **In the house** is location because the entity description place of the event.

2. Every day, we consume four healthy and five perfect because there important for our body

In this sentence consist two clauses, the first clause is Every day, we consume four healthy and five perfect and second clause this is there important for our body. Through in this sentence the researcher to analyze, **Everyday** is time because the entity description time of the event. **We** in semantic roles is agent because we is subject doing the action. Action in this sentence is **consume**. Agents certain with theme, theme this sentences is **four healthy and five perfect because there important for our body**, because something is entity affected by the action. Second clause is **there** as a experiencer because that is

noun phrase designates the person who has a feeling and the sense is **important**. Patient in the sentence is **for our body**.

3. We must keep healthy with consume four healthy and five perfect

We in semantic roles is agent because we is subject doing the action. Agents certain with theme, theme this sentences is **healthy**, because something is entity affected by the action. **With consume four healthy and five perfect** is instrument because if an agent uses another entity in performing an action.

Nur Azmi Laila (210913079), My brother

1. My brother is smart boy

Because that is noun phrase designates the person who has a feeling, include the sentence in semantic role analysis, **my brother** is experiencer. That patient is **boy**, this explain a sense involved or affected in by action. Sense is **smart**.

2. He is the best observer

Through the sentence the researcher to analyze, **he** is experiencer because that is noun phrase designates the person who has a feeling. That patient is **the best observer**, this explain a sense involved or affected in by the action.

3. He can learn something quickly

Because he is subject doing the action, **He** in semantic roles is agent. Action in this sentence is **learn**. Modal in this sentence is **can** to support verb. Agents certain with theme, theme this sentences is **something quickly**, because something is entity affected by the action. I'm very proud of him

Include the sentence in semantic role analysis, **I'm** is experiencer because that is noun phrase designates the person who has a feeling. That patient is **of him**, this explain a sense involved or affected in by action. Sense is **is proud**.

4. He is observing not only all of the thing but also each person around him

Because he is subject doing the action. **He** in semantic roles is agent. Action in this sentence is observing. Agents certain with theme, theme this sentences is **not only all of the thing but also each person around him**, because something is entity affected by the action. **Observing** is an action.

5. He is really wonderful boy

Through the sentence the researcher to analyze, **he** is experiencer because that is noun phrase designates the person who has a feeling. That patient is **boy**, this explain a sense involved or affected in by action. Sense is **really wonderful boy**.

6. He can learn something

Through the sentence the researcher to analyze **He** in semantic roles is agent because he is subject doing the action. Action in sentence is learn. Modal in this sentence is **can** to support verb. Agents certain with theme, theme this sentences is **something**, because something is entity affected by the action.

7. He can do what people do well

Through the sentence the researcher to analyze **he** in semantic roles is agent because he is subject doing the action. Action in sentence is **do**. Modal in this sentence is **can** to support verb and helping verb that express the ability..

Agents certain with theme, theme this sentences is what people do well, because something is entity affected by the action.

8. He is clever person

Include the sentence in semantic role analysis, the researcher to analyze he is experiencer because that is noun phrase designates the person who has a feeling. That patient is person, this explain a sense involved or affected in by action. this sense is clever.

According to the discussion above, the researcher underlines the pattern of semantic roles occur in students writing final examination are :

- | | |
|---|---------------|
| a. Agent – theme – goal – instrument | : 1 sentence |
| b. Agent – theme – sources | : 3 sentence |
| c. Agent – theme | : 15 sentence |
| d. Agent – theme – goal | : 9 sentence |
| e. Experiencer – patient – location – sources | : 1 sentence |
| f. Agent – theme – location | : 16 sentence |
| g. Agent – theme – sources – time | : 1 sentence |
| h. Experiencer – patient – time | : 1 sentence |
| i. Experiencer – patient | : 14 sentence |
| j. Agent – theme – beneficiary | : 1 sentence |
| k. Experiencer – patient – goal | : 2 sentence |
| l. Agent – theme – instrument | : 2 sentence |
| m. Experiencer – patient – location | : 3 sentence |

- n. Agent – theme – location – time : 1 sentence
- o. Experiencer – patient – instrument : 2 sentence
- p. Agent – theme – time : 1 sentence
- q. Theme – time – involuntary causer : 1 sentence

From the discussion above, found two clauses in one sentence :

- a. Experiencer – patient, agent – theme : 2 sentence
- b. Experiencer – patient, experiencer – patient – sources : 1 sentence
- c. Agent – theme – instrument, agent – theme – location : 1 sentence
- d. Experiencer – patient, agent – theme : 1 sentence
- e. Agent, agent – theme – location : 1 sentence
- f. Experiencer – patient, agent – theme – location : 1 sentence
- g. Instrument, agent – theme – location : 1 sentence
- h. Agent – theme, experiencer – patient – location : 1 sentence
- i. Agent – theme – time, experiencer – patient : 1 sentence

From the discussion above, found a mistakes of grammatical :

- a. Sources – location : 1 sentence
- b. Location : 1 sentence
- c. Location – time : 1 sentence
- d. Agent – location : 1 sentence
- e. Agent – time : 1 sentence
- f. Agent – sources : 1 sentence
- g. Agent – instrument : 1 sentence

Based on the data above, those can be seen that they are 11 types of sentences which determined by semantics role. Those classified sentences into correct sentence and uncorrect sentences. Uncorrect sentences signed by source location.

STANPONOROGO

CHAPTER V

CLOSING

A. Conclusion

Based on the research finding and discussion, the researcher conclude that :

1. There are 11 types of sentences occurs in students' writing final examination. They are agent, theme, experiencer, patient, goal, instrument, sources, time, beneficiary / recipient, involuntary causer, and location

No	Agent	Theme	Experiencer	Patient	Goal	Instrument	Sources	Time	Beneficiary/Recipient	Involuntary Causer	Location	Sentence
1	√	√			√	√						1 Sentence
2	√	√					√					3 Sentences
3	√	√										15 Sentences
4	√	√			√							9 Sentences
5			√	√			√				√	1 Sentence
6	√	√									√	6 Sentences
7	√	√					√	√				1 Sentence

			√	√			√					
3	√	√					√					1 Sentence
	√	√									√	
4			√	√								1 Sentence
	√	√										
5	√											1 Sentence
	√	√									√	
6			√	√								1 Sentence
	√	√									√	
7							√					1 Sentence
	√	√									√	
8	√	√										1 Sentence
			√	√							√	
9	√	√						√				1 Sentence
			√	√								

From the discussion above, found a mistakes of grammatical :

No	Agent	The me	Experiencer	Patient	Goal	Instrument	Sources	Time	Beneficiary/Recipient	Involuntary Causer	Location	Sentences
1							√				√	1 Sentences

2											√	1 Sentence
3								√			√	1 Sentence
4	√										√	1 Sentence
5	√							√				1 Sentence
6	√						√					1 Sentence
7	√					√						1 Sentence

Based on the data above, those can be seen that correct patterns are 84 sentences and uncorrect pattern are 7 sentences in the sentences become 92 sentences.

B. Recommendation

Based on the result of this research, the researcher had some suggestions to be considered in teaching writing in order to improve the students writing ability.

There is :

1. The lecturer

- a. The lecturer should give more exercise in applying semantic role analysis on the text writing explanation in order to make students understand and mastery about semantic role. Beside that the lecturer

could apply a variety method in teaching process in order to make students interested.

2. The students

- a. The students should do more exercise particularly to analysis semantic role from of essay. Therefore students could apply the semantic role of text in their writing.
- b. The students should read more literature related with text paragraph to get more understanding. Therefore they could distinguish the differences among text paragraph.