

**AN ANALYSIS OF GRAMMATICAL ERROR IN WRITING
DESCRIPTIVE TEXT AT THE TENTH GRADE OF
SMAN 1 BAYAT KLATEN**

THESIS

**Submitted as A Partial Requirement
for the Writing the Thesis in English Language Education**



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DEDICATION

This thesis is dedicated to :

1. The researcher's beloved mother (Narning Ariningrum) for uncountable endless love, big support system, prayers, help, and everything that she gives to the researcher.
2. The researcher's beloved grandfather (Parman Pujo Susanto) for support system, help, and everything that he gives to the researcher.
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6. All of people who have made this research paper complete

MOTTO

“To get a success, your courage must be greather than your fear”

“Change your thoughts and you change your world”

(Norman Vincent)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “An Analysis of Grammatical Error in Writing Descriptive Text at The Tenth Grade of SMAN 1 Bayat Klaten” in academic year 2022, is real my masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the from of repealing my thesis and academic degree.

Surakarta, November 11th 2022

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The researcher,



Fadila Wahyu Ningtyas

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ABSTRACT

Fadila Wahyu Ningtyas, 2022. *An Analysis of Grammatical Error in Writing Descriptive Text at The Tenth Grade of SMAN 1 Bayat Klaten*. Thesis. English Language Education Study Program of Cultures and Languages Faculty. Raden Mas Said State Islamic University of Surakarta.

The Students sometimes make errors on the use of grammar when they produce an English writing. It is because Indonesian and English have their own grammatical system. This study aims to identify the types of grammatical error and to find the sources of grammatical error in writing descriptive text at the tenth grade of SMAN 1 Bayat.

This study was descriptive qualitative research. The data source was 30 document descriptive text of the student's assignment from XC of SMAN 1 Bayat. The techniques of collecting data in this study were documentation. The data which have been collected analyzed using Tarigan theory of collecting the data, identifying the error, and classifying. The researcher applied the trustworthiness of the data with a triangulation investigator to obtain valid data from the data sources.

The result show that the type of errors are classified into omission errors, addition errors, misformation errors, and misordering errors. The causes are interlingual and intralingual transfer. Interlingual transfer is influenced by the interference of users' mother tongue. The students still apply Indonesian pattern into English when they translate the sentences. Then, intralingual transfer occurs when students get difficulty learn the second language. There are four causes of errors in intralingual transfer, namely: errors caused by overgeneralization, errors caused by ignorance of rule restriction, incomplete application of rule and errors false concept hypothesis.

KeyWords : *Grammatical Error, Writing, Descriptive Text*

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CHAPTER 1

INTRODUCTION

A. Background of the study

English is an international language that is taught from primary to university. It is necessary to gain speaking, listening, writing, and reading abilities in order to communicate effectively in English. All of these linguistic skills must be mastered by English language learners. Writing is the most difficult of these skills to master, as it requires a process of planning, arranging, and revising in order to convey meaning in written form (Palmer, 1994: 1). According to Richards and Renandya (2002:303), the most difficult skill for second language learners to master is writing.

Writing is a language skill that involves vocabulary and grammar to create written phrases or ideas that may be understood by others or readers. However, the majority of students continue to struggle with English grammar, particularly in writing (Bustomi, 2009).

Grammar is an essential component of writing. It conveys the writing product's meaning, genre, and discourse (Wahyuning, 2015). Additionally, it reflects the meaning and content of the written results. Occasionally, it appears to be quite challenging for the second-language learner. Developing the norms of language and writing so that readers may comprehend the material. Grammar is defined by Faisan and Suwanda (2013) as the rules that structure our language. It implies that grammar is the explanation of the ways in which words can change their forms and can be joined into sentences in a given

language, and grammar is also a theory of a language; therefore, it is crucial for students to learn grammar in order to improve their English proficiency.

Understanding grammatical rules is crucial for learners to effectively express and interpret their thoughts. According to Strumpf & Douglass (2004 cited in Haryudin, A., & Argawati, 2018), "through studying grammar, we may talk and write more clearly and effectively." Grammar plays an important part in communication since it reveals how language is employed. Ismail (2010 referenced in Apsari, 2018; 2010 cited in Apsari, 2018). Therefore, when students understand proper grammar, they may transmit their idea in a way that is clear, precise, and easily understood by others.

According to Blaylock (2006:1), descriptive texts are relevant to learners' lives because they require them to describe the characteristics of a person, place, or thing (Exdriko, Tavriyanti, & Refnita, 2011). Typically, a descriptive paragraph contains two primary sections: the first identifies how a person, location, animal, or object will be described, and the second describes the subject itself. And secondly, it involves the description of something, such as an animal, thing, place, or person, by describing its features, forms, colors, or anything else associated with what the researcher describes. The descriptive text also contains characteristic or linguistic features, such as the usage of adjectives, compo adjectives, and the present tense.

The researcher selected to study at SMAN 1 Bayat after discovering, through preliminary research, that many students did not pay attention to or comprehend the application of grammatical writing in English texts. The

researcher was therefore interested in investigating grammatical errors in SMAN1 Bayat. Based on the pre-research conducted by the researcher when the teacher described how to create a descriptive text, the teacher then requested the students to compose a short descriptive text paragraph about local tourist attractions or history. The students who wrote descriptive paragraphs on topics assigned by the teacher provided the researcher with some data. The researcher discovered issues by implementing grammar in XC SMAN 1 BAYAT class.

Based on this preliminary study, the grammatical errors were written by the students, as follows:

1. **House's dika is blue**, it should be: **Dika's house is blue**
2. **She very beautiful and graceful**, it should be: **She is very beautiful and graceful**

Sentence 1) is grammatically incorrect because the student just translate Bahasa Indonesia into English. The word "House's dika" is misplaced each other so it makes the reader confused, According to Dulay et al (1982: 150) this error is a misordering error caused by intralingual errors.

Sentence 2) is grammatical incorrect because there is an item omitted "to be (is)", so this error is an ommision error caused by interlingual errors based to Dulay et al (1982: 150).

Based on the preliminary study results, it was proven that there were still a great number of the students who made errors when writing descriptive paragraphs and struggle with tenses, sentence patterns, pronouns, prepositions,

and punctuation. In this instance, the students believe that the grammatical rules of English and Indonesian are identical, and mother tongue interference continues to trouble their thinking.

The researcher was interested in analyzing the grammatical error in descriptive text based on the preceding explanation.

Several previous research studies pertinent to this topic were conducted by various researchers. The first by Rima Kumala (2017) entitled *“GRAMMATICAL ERROR ANALYSIS OF SPEAKING SKILL AT THE SIXTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF IAIN PALOPO”*. This research was to investigate the kinds of errors are made by the sixth semester students at English department of IAIN Palopo of grammatical speaking skill. This study is descriptive quantitative research. This study is focused on the sixth semester students of English study program of Tarbiyah department at IAIN Palopa in the 2017 academic year. The writer takes 135 students from four classes. The sample of the data is chosen by random sampling technique. The data are analyzed by using error analysis method. The error types are classified based on surface strategy taxonomy.

The second research has conducted on the previous study from journal. The journal entitled *“AN ANALYSIS OF GRAMMATICAL ERRORS IN THE TRANSLATION MADE BY THE FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION PROGRAM”* by Shafira Khoirunida (2019). The research analyzed the types of grammatical error that occur in the translations made by the fourth semester students. The objectives of this research are 1) to

describe the types of grammatical errors and 2) to identify the most dominant types of grammatical errors that occurred in the translation made by the fourth semester students in English Education Program at UST in Academic Year 2017/2018. This research applied descriptive qualitative research method. The data were collected using a test. In the analysis process, the research use Dulay theory.

The difference in thesis research by researcher from the two previous studies is the difference in the research subject of the researcher using the tenth grade of SMAN 1 Bayat, the researcher focus describes the type of grammatical error and the sources of grammatical error in writing descriptive text at the tenth grade of SMAN 1 Bayat. The researcher design focuses on using descriptive qualitative research. In addition, researcher only use student's descriptive text as the source data of research.

Based on the explanation above, the researcher wants to describe and analyze the grammatical error in writing descriptive text. Thus the researcher is interested in conducting a research entitled **“An Analysis of Grammatical Error in Writing Descriptive Text at The Tenth Grade of SMAN 1 Bayat Klaten”**.

B. Identification of the Problem

There are several grammatical errors faced by the students in writing descriptive texts, such as:

1. The students think that the rules of English grammar are the same as the rules of Indonesian grammar
2. Students influenced by the first language/mother tongue applied in the second language
3. Students have less understanding of grammatical rules in writing descriptive text

C. Limitation of the Problem

It is necessary to make limitation in order to clarify the problem. The researcher focused on the types of grammatical error in writing descriptive text and the sources of grammatical error in writing descriptive text based Dulay et al theory.

D. Formulation of the Problem

Based on the limitation of the problem described above, in this study the problem can be formulated, as follows:

1. What are the types of grammatical error in writing descriptive text at the tenth grade of SMAN 1 Bayat Klaten?
2. What are the sources of grammatical error in writing descriptive text at the tenth grade of SMAN 1 Bayat Klatens?

E. Objective of the Study

The objective of the study is one of important elements in order to reach the target of what the researcher aims. The objectives of the study are, as follows:

1. To identify of grammatical error in writing descriptive text at the tenth grade of SMAN 1 Bayat Klaten.
2. To find the sources of grammatical error in writing descriptive text at the tenth grade of SMAN 1 Bayat Klaten.

F. Benefits of the Study

The researcher hopes that the results of this study can provide benefits for:

1. Theoretical Benefit

The results of this study are anticipated to provide information and expand knowledge in the field of language as it relates to writing skills in paragraph descriptive text by focusing on grammatical usage based on the types of errors that students frequently make in paragraph descriptive text. It can also serve as a source for future research.

2. Practical Benefits

The researchers hope that the findings of this study can be beneficial to both teachers and students in the language-learning process. This study is expected to increase teachers' and students' knowledge of linguistic aspects of writing skills, particularly regarding the accuracy and appropriateness of the use of grammatical elements in sentences; students are expected to avoid grammatical errors in descriptive paragraph writing.

G. Definition of the Key Terms

1. Grammatical Error

According to J.T. Baker (1901), grammatical error is a term used in prescriptive grammar to describe an instance of incorrect, unorthodox, or controversial usage, such as a comma splice or a misplaced modifier. A grammatical error results from the incorrect application of the rule that controls how words are combined and arranged.

2. Writing

According to Tarigan (1993:6), writing is a tool for written communication with others. It is a language skill used to communicate indirectly, not face-to-face with others, but through written or printed symbols. Writing is the use of pen and paper to communicate ideas through symbols.

3. Descriptive text

According to Scholes and Comley (1985:11), descriptive writing describes the appearance of people, animals, or objects. In description, the researcher uses language to capture a scene or an object.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Review

1. Theory of Writing

a. Definition of Writing

According to Harmer (2004: 31), writing is a skill of producing language and expressing thought, emotion, and opinion. Writing is an essential skill in language instruction. In addition, he asserts that writing is a process in which what people write is frequently heavily influenced by the constraints of genres, and that these elements must be incorporated into learning activities. It implies that writing is a method for generating ideas and sentences derived from our thoughts. Writing allows us to express our thoughts and ideas in a meaningful manner.

According to Tarigan (1993:6), writing is a tool for communicating with others in written form. It is a language skill used to communicate indirectly, not face-to-face with others, but through written or printed symbols. Writing is the use of pen and paper to communicate ideas through symbols. The researcher will be able to communicate the significance and content of the paper's illustrations to others (Klein in Tan, 2009).

The researcher concludes, based on all of the preceding statements, that writing is an important skill in teaching English for expressing ideas, emotions, and thoughts in the form of meaningful

writing. In addition, writing is a means of communicating indirectly or not face-to-face with others through written or printed symbols.

b. Kinds of Writing

Oshima & Hogue (1997), state that writing into four kinds, as follows:

1) Narration

Narration is the form of writing use to relate the stay of act of events. Narration places occurrences in time and tell what happened according to natural time sequence. One thing happens and then another thing happens, and the evebts are told in the same order. A narration tells a story series of conducted incidents or an action process of an action. In narration, the incidents that make up the story are usually told in order in which they would really happen. Types of narration include short story, novels, and new stories, as well as a large part of our every day social interchange in the form of latter and conversation.

2) Description

Description is a form writing that describes something. It is reproduces the way thing looks, smell, taste, feel, or sound. It may also evoke mood such as happiness, loneliness, or fear. It used to created visual image of people, places event of units of time or reason. It may be used also to describe more than outward appearance of people. It may tell about their tries of character of personality.

3) Exposition

Exposition is the form of writing that explains something. It often answers to the question of what, how, and why. It is used in giving information, making explanation, and meanings. Its purpose is to present ideas and to make the ideas clear as possible.

4) Recount

Recount is a text which retells events or experience in the past. Its purpose is to retell events. The generic structures of recount are orientation-events-reorientation. It has a similarity with the generic structures of narrative. The differentiated of recount text with narrative text only is in events. There is no complication in recount.

2. Descriptive Text

a. Definition of Descriptive Text

According to Corbett (1983), descriptive writing is an example of expository writing. The description attempts to evoke the sight, sound, taste, and smell of things or objects. Tompkins (1994) defined descriptive writing as the creation of mental images with words. By reading a descriptive text, the reader feels as if he or she is seeing the description in the same way that they see images.

The purpose of descriptive text is to describe an object or person of interest to the researcher. Thus, when writing a descriptive text, researchers must have a thorough understanding of the subject being

described. They vividly describe their thoughts and ideas based on what they see, hear, taste, or touch. The researcher concludes, based on the preceding explanation, that descriptive text is a text that describes a person, place, or thing. This text described a particular topic.

Descriptive is a type of writing text, which has the specific function to give description about an object (human, or non human) (Pardiyono, 2007:34).

1) Descriptive of a place

In descriptive writing, you actually create an image with words. The topic sentence of a descriptive paragraph should convey both the subject (the location being described) and the controlling idea (the dominant impression, idea, or attitude). Therefore, you must support the dominant impression in this descriptive writing with descriptive details. Descriptive details are concentrate and specific. They are words that appeal to one of our five senses, including sight, smell, touch, and hearing. Always make a concerted effort to be as specific as possible, as vague description detail makes for more engaging writing.

In descriptive writing, it is often essential for the reader to be able to "visualize" the described location. To aid the reader in visualizing the location, you must organize the supporting details in your description according to available space. In spatial organization, you begin by describing a portion of the location,

then proceed to describe another portion, and so on. Thus, you demonstrate the spatial relationships between objects and guide the reader through space.

2) Descriptive of person

You could describe a person's physical appearance, their behavior, or both. At this point, the discussion is limited to physical appearance, as the principle of organization is predominantly spatial. There are numerous ways to describe a person's appearance. You describe the individual's attire, gait, hair color and style, facial appearance, body shape, and expression. You can also describe the individual's walking style. The selection depends on the subject and purpose.

Remember that you are the word painter, so your description should be clear, coherent, and arranged logically. A compelling controlling idea and additional descriptive detail enhance the description's appeal. When describing a person, you are not required to describe every single aspect of their appearance. Sometimes it is more effective to highlight one or two distinguishing characteristics that reveal something about a person's personality. Such a description provides the reader with an overall impression of the individual.

b. Generic Structure of Descriptive

Wardiman (2008) specify the generic structure of descriptive text into two parts:

1) Identification

This stage contains identification that identifies the phenomenon to be described.

2) Description of features

This stage contains important features description, such as physical appearance, qualities, and other characteristic from thing that the writer describes.

c. Example of Descriptive Text

Eiffel Tower is the place that I want to go someday. It is located in Paris, France. But it is actually a gift from England Kindom. Eiffel Tower is one of the most well-known structures in the world. Gustave Eiffel was the man in charge of the build. Millions of people climb the Eiffel Tower every year and it has had over 250 million visitors since its opening. I want to be one of them one day. Visitors can climb up stairs to the first two levels or take a lift which also has access to the third and highest level. From there we can see the beautiful paris city.

3. Error Analysis

a. Definition of Error Analysis

Brown (1980: 166) defines error analysis as the process of observing, analyzing, and classifying deviations from the rules of the

second language in order to reveal the learner's operational systems. Error analysis, as defined by Crystal (1987: 112), is a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language, utilizing any of the linguistic principles and procedures.

Considering the above definitions, we can say that error analysis is the process of identifying, describing, interpreting, evaluating, and preventing student errors.

b. Source of Errors

Brown (1980: 173-181) shows us the four sources of errors.

They are as follows:

1) Interlingual transfer

Interlingual transfer is a negative influence of the learner's first language.

2) Intrusual transfer

Intrusual transfer is the wrong form of reasoning in the target language.

3) Context of learning

Context of learning overlaps both types of transfer, for example: the classroom with its teacher and its materials. In a classroom

context the teacher or the textbook can lead the learner to make wrong generalization about the language.

4) Communication strategies

Occasionally, communication methods are implemented by teachers in the classroom can result in student error. Avoidance, Prefabricated patterns, Cognitive and personality styles, Appeal to researcher, and Language Switch are the five primary communication strategies.

Richards (1971: 19-22) shows the four main causes of errors :

1) Overgeneralization

Overgeneralization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language. A learner may write “She walked fast to catch the bus” because he already knows “He walked quickly to catch the train”

2) Incomplete application of rules:

It involves a failure to fully develop a structure. Thus learners are observed to use declarative word order in questions such as “You like to play?” instead of “Do you like to play?”

3) False concepts hypothesized

It arises when the learners do not fully comprehend a distinction in the target language, for example, the use of 'was' as the marker of the past tense, as in the sentence "one day it was happened".

4) Ignorance of rule restriction

It involves the application of rules to contexts where they do not apply. An example is "He made me to laugh" through extinction of the pattern found with the majority of verbs that take infinitival complements. For example, he asked/wanted / invited me to go.

c. Classification Type of Error

1) Error Based on Linguistics Category

In classifying linguistic errors, Tarigan (1998: 276) states that there are four taxonomies, those are as follows:

- a) Linguistics category taxonomy, which classifies error, based on linguistics components, using linguistics terms.
- b) The surface strategy taxonomy which classifies errors into four categories namely omission, addition, misordering and misformation
- c) The comparative taxonomy classifies errors into four namely: developmental errors, interlingual errors, ambiguous error, unique errors.
- d) The communicative effect taxonomy classifies errors into global errors and local errors.

Based on Linguistic Category Taxonomy, errors are classified according to “both the language component and the particular linguistics constituent the error affects” (Dulay et al, 1982: 146). These taxonomies classify errors according to the language component or linguistics constituent (or both of them) which are affected by the error. Among language components we count phonology, syntax and morphology, semantics, lexicon, and discourse.

2) Errors based on Surface Strategy Taxonomy

This taxonomy concentrates on the ways in which surface structures are altered. Using this taxonomy Dulay, Burt, Krashen (1982: 150) divide errors into the following categories: (1) omission, (2) additions, (3) misformation, and (4) misordering. Omission is typical for the early stages of second language acquisition, whereas in the intermediate stages misformation, misordering, or overuse are much more common Dulay, Burt, Krashen (1982: 155).

a) Omission

Omission is common when there is an item which must be present but utterance is absent. The grammatical morphemes like noun, verb, prepositions or articles omitted in the sentence and can give a different meanings. For instance, in the sentence

***My father plumber** the grammatical morphemes **is** and **a** are omitted.

b) Additions

Additions is the second category of Surface strategy taxonomy and also the opposite with omission. In this type the presence of an item or grammatical morpheme which must not be present. Dulay et al. Divided into three categories: (a) double markings, as in *Did you **went** there?, (b) regularization, e.g.* sheeps, *drink**d**, and (c) simple addition, which contains the rest of additions.

c) Misformation,

This category happened when we use the structure or morpheme with incorrectly form. For instance, in the sentence “she bringed a bottle” (it is an irregular verb, past tense is misformed, we should say “ She brought a bottle”)

d) Misordering

Misordering is the fourth categories based on surface strategy taxonomy, where we put a morpheme or a group of them is incorrectly placed as in * She cleans her bedroom always, where always is misordered (In English, adverbs of frequency are positioned immediately before the verb). I have to say “She always cleans her bedroom” come across an utterance where a

morpheme or a group of them is incorrectly placed, as in *I get up at 6 o'clock always, where always is misordered.

3) Errors based on Comparative Taxonomy

According to Dulay, Burt, Krashen (1982: 163-164) state that the Comparative taxonomy classifies errors on the basis of comparing the structure of second language errors to other types of constructions, most commonly to errors made by children during their first language acquisition of the language in question. In this taxonomy, there are four error categories: (1) developmental errors, and (2) interlingual errors, and, of course, (3) ambiguous errors, and (4) the 'grab bag category' of other errors.

4) Errors based on Communicative Effect Taxonomy

According to Dulay, Burt, Krashen (1982 : 189) argue that "errors that affect the overall organization of the sentence hinder successful communication, while errors that affect a single element of the sentence usually do not hinder communication". They call the former (1) global errors and the latter (2) local errors.

a) Among global errors they include:

- (1) wrong order of major constituents
- (2) missing, wrong, or misplaced sentence connectors
- (3) missing cues to signal obligatory exceptions to pervasive syntactic rules
- (4) regularization of pervasive syntactic rules to exceptions

(5) wrong psychological predicate constructions (predicates describing how a person feels)

(6) improper selection of complement types (subordinate clauses)

b) Local errors include, according to Dulay , Burt, and Krashen (1982: 191-192), errors in noun and verb inflections, articles, auxiliaries, formation of quantifiers, etc.

4. Grammar

a. Definition of Grammar

Grammar is such an essential aspect of language acquisition. Different researchers will use various terms to define what grammar is. Patterson (1999) states that speakers and researchers intend to apply grammar to their respective tasks. According to Greenbaum and Nelson (2002), grammar is the set of rules that enable us to combine words into larger units in our language. Some word combinations are possible while others are not. He added that grammar is the most important aspect of language. It functions as an intermediary between the system of sounds or written symbols and the system of meaning. Grammar occupies a pivotal position in the study of language. It is simple for students to learn and use dictionaries to determine the pronunciation, spelling, or meaning of words, but it is still difficult for them to consult grammar books without a substantial understanding of grammar.

According to Burt and Kiparsky (1974), a grammatical error is an error that violates grammatical rules and can lead to poor writing. According to Ellis (1997), grammar has traditionally been concerned with the rules that govern the formation and interpretation of words, phrases, and sentences. Due to the fact that grammatical errors do not align with the grammatical system of a language, it is important for learners to be aware of them. The English learners must be able to comprehend the grammatical rules of English and apply them effectively, particularly in writing. The grammatical errors found in student writing can occasionally alter the text's meaning. Therefore, understanding grammatical errors enables students to write effectively.

b. The Grammatical Errors in Writing

Azar (1989: A29-A30) explains the type of grammatical errors into fourteen kinds. The explanation is elaborated as follows:

1) Singular-Plural

Number is the form of word to show whether it is singular or plural. Singular number is when a noun denotes one object e.g. I have one pen. Plural number is a noun denotes more than one object e.g. I have two pens. In addition, singular can be identified by putting a or an before noun e.g. I has a bird. Generally, plural nouns can be added by –s (as in friends) or –es (as in classes) after noun. Moreover, in irregular noun form, plural has various types e.g.

child-children, oxoxen, foot-feet, man-men, wife-wives, etc (Nesfield, 1957: 6-7).

2) Word Form

“Word form is the phonological or orthographic sound or appearance of a word that can be used to describe or identify something; the inflected forms of a word can be represented by a stem and a list of inflections to be attached”.

It means that word form is the change form of word based on the grammatical rules, for example, beautiful (adjective), beautifully (adverb). The error word form in a sentence e.g. I saw a beauty picture. (See table 2.6)

3) Word choice (Diction)

Diction will only be effective if the words chosen are appropriate for the intended audience and function, and if they convey your message accurately and fluently. The concept of comfort may seem out of place in relation to diction, but sometimes words can make the reader feel uneasy.

Word choice is to use the word that suits to the context of utterance, the error in word choice for example in the sentence; *I am looking at you.*

4) Verb tense

Tense means time. It should be noted, however, that time in relation to action is a concept that exists in the speaker's, reader's, or listener's mind. In actual usage, tense refers exclusively to grammatical forms. Frequently, tense and time do not correspond. In addition to denoting time relationship, verb tenses may also indicate whether an activity is complete, ongoing, or ongoing over a period of time (Wishon et al, 1980: 192).

The tense of a verb expresses the relationship between an action or state and the passage of time. Present tense indicates that something is occurring at this moment. The past indicates that something has already been accomplished. The future indicates something that will occur in the future (Stainley et al, 1988).

This indicates that verb tense is the changing form of a verb as a symbol that expresses or describes an action, condition, or statement from the past, present, or future.

5) Add a word

Add a word has slight similar example with the term of Omission in Dulay, et al. According to Dulay et al (1982: 156), omission is the absence of an item of morphemes that must appear in a sentence or utterance e.g. They want ^ go to the museum. The absence preposition is to, the sentence called Omission Error of preposition to according to Dulay et al (1982: 156), while according to Betty S. Azzar e.g. *They want ^ go to the museum* is

categorized as error Add a word, because the preposition to must be added in the sentence.

6) Omit a word

Omit a word is same as *Addition* in Dulay et al theory in the term of example. Betty S. Azzar gives example the error of Omit a word e.g. *She entered to the university*. The preposition *to* is not a necessary morpheme in the sentence therefore the morpheme must be omitted and it called as Error of Omit a Word. While according to Dulay et al (1982: 156) e.g. *She entered to the university* is categorized as Addition Error which the preposition *to* considered as a morpheme that must not be added in the sentence.

7) Word Order

In linguistic, word order typology refers to the study of the order of the syntactic constituents of a language, and how different language can employ different orders.

It means that word order is to place the word correctly based on the rules, the error in word order e.g. I saw five times that movie.

(See table 2.6)

8) Incomplete Sentence

“Incomplete sentences are missing necessary words or phrases” (Stanley at al, 1998: 439).

The incomplete sentence happens when a necessary morphemes of words or phrases is missing in a sentence or utterance.

There are causes and examples of incomplete sentences:

- a) In a compound construction, a word that functions as but differs grammatically from a preceding word should not be omitted. For example,

The car was given an oil change, and its wheels (?) aligned.

- b) An incomplete sentence also results when a comparison is made completely or illogically. For example,

My car is faster (?)

9) Spelling

Spelling rules apply to a relatively small number of words, and unfortunately almost all rules have exceptions. Nevertheless, some of the rules may help you to spell common words especially those words form with suffixes.

10) Final Silent -e

Drop a final silent –e before suffixes beginning with a vowel (ing, age, able). Keep a final silent –e before suffixes beginning with a consonant (ful, ly, ness).

Hope + ing = Hoping Hope + ful = Hopeful

Dot + age = Dotage Late + ly = Lately

Love + able = Loveable Pale + ness = Paleness

Learn the following exceptions: dyeing, hoeing, gluey, awful, ninth, truly, duly, wholly. The -e is retained in such words as the following in order to keep them soft sound of c and g: noticeable, peaceable, courageous, and outrageous.

11) Doubling Final Consonant

When adding a suffix beginning with a vowel to words ending in one consonant preceded by one vowel (Red, Redder), notice where the word is accented. If it is accented on the last syllable or if it is a monosyllable, double the final consonant.

Prefer + ed = Preferred

Benefit + ed = Benefited

Omit + ing = Omitting

Profit + ing = Profiting

Occur + ance = Occurrence

Differ + ence = Difference

Red + er = Redder

Travel + er = Traveler

Note that in some words the accent shifts when the suffix is added.

Referred

Reference

Preferring

Preference

There are a few exceptions to this rule, like transferable and excellent; and many words that should follow the rule have alternate spellings: either worshiped or worshipped; traveling or travelling; traveler or traveleer.

12) Words Ending in -y

If the -y is preceded by a consonant, change the -y to -i before any suffix except *-ing*.

Lady + es = Ladies

Lonely + ness = Loneliness

Try + ed = Tried

Accompany + es = Accompanies

Another example,

He won the game successfully.

13) Punctuation

“Punctuation can help a reader to follow the separations or links that you wish to make between sentences and parts of sentences are the same. According to Stanley et al., there are 12 types of punctuations. They are period (.), the question mark (?), the exclamation point (!), the comma (,), the semicolon (;), the colon (:), the dash (- or –), the parenthesis (()), the brackets ([]), the ellipsis (...), the quotation mark (—), and the apostrophe (’).

14) Capitalization

According to Oshima et al (2007: 7), capitalization is to capitalize the first letter of a word. In English there are many rules for using capital letters. Notice the following table:

Table 2. 1 Capitalization Rules

No	Rule	Example
1.	The first word in a sentence	My best friend is my dog
2.	The Pronoun I	He and I never argue
3.	Abbreviations and acronym formed from the first letters of words	USA, IBM, AIDS.
4.	All proper nouns	God, New York City, Asian, etc

15) Article

The articles are *a*, *an* and *the*. They modify noun. *A* and *a* are indefinite; a car could mean any car. *The* is indefinite: the car indicates a specific car. The article *a* precedes nouns that start with a consonant sound (*a rocket*). The article *an* precedes noun that start with a vowel sound (*an astronaut*) (Stainley, 1988: 431-431).

16) Meaning Not Clear

Meaning not clear happens when a sentence or utterance is not interpretable, for example: *He borrowed some smoke*. (See table 2.6)

17) Run-On Sentence

A *run-on* is two complete thoughts that are run together with no adequate sign given to mark the break between them. Some run-ons have no punctuation at all to mark the break between the thoughts. Such run-ons are known as *fused sentences*: they are fused, or joined together, as if they were only one thought (Langan, 2001: 432).

It means that run-on sentence is two simple sentence joined together without a comma and without a connecting word.

The example of error sentences based on the type of errors above as follows:

Table 2. 2 The Types of Error Based on Betty Schampfer Azar

No	Types of Error	Example
----	----------------	---------

1.	Singular-plural (Pronoun)	<ul style="list-style-type: none"> ▪ Incorrect: He <u>have</u> been here for six <u>month</u> ▪ Correct: He has been here for six months
2.	Word Form (adjective)	<ul style="list-style-type: none"> ▪ Incorrect: I saw a <u>beauty</u> picture. ▪ Correct: I saw a beautiful picture.
3.	Word choice (Connection)	<ul style="list-style-type: none"> ▪ Incorrect: She got <u>on</u> the taxi. ▪ Correct: She got into the taxi.
4.	Verb tense (Tenses)	<ul style="list-style-type: none"> ▪ Incorrect: He <u>is here</u> since June. ▪ Correct: He has been here since June.
5.	+ Add a word (Preposition)	<ul style="list-style-type: none"> ▪ Incorrect: I want I want ^ go to the zoo. ▪ Correct: I want to go to the zoo.
6.	- Omit a word (Preposition)	<ul style="list-style-type: none"> ▪ Incorrect: She entered <u>to</u> the university. ▪ Correct: She entered the university.
7.	Word Order (Sentence Pattern)	<ul style="list-style-type: none"> ▪ Incorrect: I saw <u>five times that movie</u>. ▪ Correct: I saw that movie five times.
8.	Incomplete Sentence	<ul style="list-style-type: none"> ▪ Incorrect: <u>I went to bed. Because I was tired.</u> ▪ Correct: I went to bed because I was tired.
9.	Spelling	<ul style="list-style-type: none"> ▪ Incorrect: An accident <u>occured</u>. ▪ Correct: An accident occurred.
10.	Punctuation	<ul style="list-style-type: none"> ▪ Incorrect: What did he <u>say</u>. ▪ Correct: What did he say?
11.	Capitalization	<ul style="list-style-type: none"> ▪ Incorrect: I am studying <u>english</u>. ▪ Correct: I am studying English.
12.	Article	<ul style="list-style-type: none"> ▪ Incorrect: I had <u>a</u> accident. ▪ Correct: I had an accident.
13.	Meaning Not Clear	<ul style="list-style-type: none"> ▪ Incorrect: He <u>borrowed</u> some smoke ???
14.	Run-on Sentence	<ul style="list-style-type: none"> ▪ Incorrect: <u>My roommate was slepping, we didn't want to wake her up.</u> ▪ Correct: My roommate was slepping. We didn't want to wake her up.

According to the explanations provided above, there are a variety of error types. The researcher decides to use Dulay et al classification's of error to measure the grammatical aspect of the students' writing errors.

B. Previous Related Studies

In this study, the researcher was investigated grammatical errors in tenth-grade SMAN 1 Bayat students' descriptive paragraph writing skills. There are previous researchers who have discussed students' descriptive writing, and they include:

First, Nurwahid (2013) conducted a study titled "Grammatical Error Analysis of Students' Writing Recount Text: A Case Study of Second-Grade SMP Nusantara Plus Students." The purpose of his study was to examine the most frequent writing error made by students in the second grade of Junior High School. He utilized Betty Schramper Azzar's Errors Classification to analyze the errors made by the students. Verb Tense Errors were the most common type of error made by students, accounting for 30.89% (93 errors out of 301 errors) of all errors. The other students committed 59 or 19.60% errors in the Add a Word section, and 33 or 10.96% errors in the Spelling section. These were the three most common mistakes made by students. Totaling 180 causes, or 67.66% of all detected errors, Interlingual Transfer was responsible for the majority of them.

Noviyanti (2013) conducted a study titled "An Analysis of Students' Grammatical Errors in Writing Descriptive Paragraph (A Case Study at the Second Grade of SMPN 3 Tangerang Selatan)" This study analyzed and classified the types and sources of grammatical errors made by students when writing descriptive paragraphs. The method utilized in this study was qualitative, and the collected errors were categorized according to Corder's

theory. In addition, the purpose of this study was to determine their frequency in descriptive paragraph writing. He discovered that the most common error made by the majority of students is selection errors, which account for 99 errors (or 57.9%). This includes errors at the substance level, which account for 7 errors (or 4.1%), at the grammar text level, which account for 47 errors (or 27.5%), at the lexis text level, which account for 7 errors (or 4.1%), and at the discourse level, which accounts for 38 errors (or 22.2%).

The final study is by Mawaddah Z. A., titled "An Analysis of Grammatical Errors in Students' English Writing in Argumentative Text (A Case Study in the Second Year of XI at Madrasah Aliyah Pembangunan UIN Jakarta)". This study was conducted to determine the types of common grammatical errors made by students. This study employed descriptive analysis or quantitative methodology, classifying grammatical errors according to Betty Azar. The students of XI Science 1 at Madrasah Aliyah Pembangunan UIN commit the most errors in verb tenses as a result of interlingual transfer.

Based on the studies of grammatical error above, the researcher chose a similar topic and investigated grammatical errors in writing. However, there were differences between the researchers, such as the first researcher's use of a sample from the tenth grade of SMA Negeri 1 Cigudeg-Bogor to analyze grammatical errors in recount texts. The second researcher was assigned to the second grade of SMPN 3 Tangerang Selatan. The study employed Corder's theory in analyzing the types of grammatical error, whereas the last previous study employed descriptive analysis or quantitative methodology.

Table 2. 3 The Similarity and Difference Previous Related Studies

No.	Title	Similarity	Difference
1.	Grammatical Error Analysis of Students' Writing Recount Text a Case Study at Second grade Students of SMP Nusantara Plus	- Research about grammatical error in the student's writing.	- The research focus in recount text. - The current research focus in descriptive text. - The subject of the research is SMP Nusantara Plus. - The subject of the current research is the tenth grade of SMAN 1 Bayat Klaten. - The researcher used Betty Schramper Azzar's theory. - The current research used Dulay et al theory.
2.	An Analysis on Students' Grammatical Errors in Writing Descriptive Paragraph (A Case Study at the Second Grade of SMPN 3 Tangerang Selatan).	- Discussing about grammatical error in writing descriptive text.	- The researcher used Corder's theory to analyze. - The current research used Dulay et al theory to analyze. - The subject of the research is SMP students. - The subject of the current research is the tenth grade of SMAN 1 Bayat Klaten.
3.	An Analysis on Grammatical Errors in Student's English Writing in Argumentative text (A case study in the second year of XI of Madrasah Aliyah Pembangunan UIN Jakarta).	- Discussing grammatical error in students's writing.	- Focused on argumentative text. - The current research focused on descriptive text. - The research is quantitative method and using Betty Azar theory. - The current research is qualitative method and using Dulay et al theory.

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this research was qualitative research. According to Catherine (1999: 2-3), qualitative research was an approach to the study of social phenomena; had had a various genre which was naturalistic and interperative, and they drew on multiple methods of inquiry. Louis (2007: 168) also explained that there were some purposes in qualitative research, they were describing and reporting the creation of key concepts, theory generation and testing. Then Sugiono (2008: 8) summed up that qualitative research was natural. This meant the research was taken from natural description without manipulation the condition.

That descriptive research had no hypothesis, but only described some variable and condition naturally (Arikunto, 2007: 234). So, this research had a purpose to describe grammatical error in writing descriptive text at the tenth grade of SMAN 1 Bayat Klaten.

B. Research Setting

This study is conducted at SMAN 1 Bayat. It is located in Tegalrejo, Bayat, Klaten. From December 2021 onwards. This research was conducted during the second semester of the 2021/2022 academic year.

Table 3. 1 Time of the Research

Activity	2021			2022	
	Jan	Feb	Mar-Dec	Jan-Feb	14 Feb
Submission of thesis title					
Create thesis proposal					
Proposal consultation					
Proposal seminar					
2022					
Activity	Jun-July	Agst	Sept	Oct	Nov
Collecting data					
Arrange thesis					
Munaqosah examination					

C. Research Subject and Object

1. Research Subject

The subject of the research was the tenth grade with consisted 30 students of XC of SMAN 1 Bayat

2. Research Object

The object of this research is grammatical error in the student's writing on descriptive text based Dulay et al theory

D. Data and Source of the Data

This research's data is grammatical error in student's writing descriptive text at the tenth grade of SMAN 1 Bayat based on the surface strategy taxonomy based Dulay et al theory. This study's data sources is document in the students' writing on descriptive text.

E. The Research Instrument

The instrument used in this research was the researcher him/herself (Bogdan and Biklen, 1982: 27). The researcher conduct this research process data collection used the following instruments :

1. Documents

According to Burn (1999:140), "documents are a readily available and accessible source of data that helps researchers complement other observation by constructing a more detailed profile of the classroom or institutional context for the research." In this investigation, students' final examination papers were used to collect data. It is performed to determine how well students performed on the test and to determine the descriptive paragraph writing based on grammatical errors in the Surface Strategy of Taxonomy based Dulay et al theory.

F. Technique of Collecting the Data

This research uses one technique to collect the data. Documentation of students' work would be used as the main source of this research before the analysed.

Documentation is used to collect students' writing in descriptive text. The documentation are in the form of phrase, sentences and paragraphs. To get the data, the researcher take some steps :

1. The researcher reads the students paragraph descriptive text on describing person, animal, and place.
2. The researcher determines XC class as the subject of the research.

3. The researcher asks to the English teacher the writing product to be analyzed and then the teacher gives students a time limit in doing descriptive text. Students have to finish to make paragraph of descriptive text in the class for one meeting (about 90 minutes).
4. Then, the researcher collected the document from the students and classified the grammar error into surface strategy taxonomy based Dulay's theory.

G. Trustworthiness of the Data

Validity is one of qualitative research's strengths. Qualitative research can elucidate objective truths. The validity of the research makes it valuable (Cohen, 2007: 133). Validity is the truthfulness of the data, whereas reliability is the correspondence between what the researcher records as data and what occurs in the natural environment (Cohen, 2007: 149). Triangulation is a powerful physical measurement technique for demonstrating concurrent validity, especially in qualitative research (Cohen, 2007: 141).

According to the preceding description, the researcher employs triangulation techniques to obtain more precise research data. The research is based on text documents written by students. The researcher then analyzes the descriptive text document for grammatical errors using the Dulay et al theory. The researcher then detailed the identification of grammatical errors in descriptive text based on Dulay et al (1982: 150) and the sources of grammatical error based on Brown (1980: 173-181). Finally, the researcher verifies the data with a verifier to ensure their accuracy.

Investigator triangulation is the form of triangulation used by the researcher. The researcher uses investigator triangulation to verify the validity of the data by enlisting the assistance of additional observers. The data that was discovered independently by multiple observers or by those who are more knowledgeable in the research field is preferred (Silverman in Cohen, 2007: 142). The researcher chose a validator, namely Mr. Prof. Dr. Sujito, M.Pd., as a lecturer at UIN Raden Mas Said Surakarta, a writing lecturer. Mr. Prof. Dr. H Sujito, M.Pd., has been a Lecturer in TEFL, Linguistics, and Morphology. The data validator will review and double-check the data analyzed by the researcher. The researcher requested that validator determine if the data was included in the type of grammatical error and if the results of the calculation of the text based on the general errors of students could be confirmed. Using a grammatical, the researcher provides table data for validation and data about the type of error, allowing the validator to select the correct or incorrect data. If the research data is accurate, the validator can provide a checklist (v); if the data is inaccurate, the validator can provide a cross or column validation description. Then, if the English writing instructor deems the data valid, the findings will be included in the research report.

H. Technique of Analyzing the Data

According to Tarigan (2011:53), there are five steps to analyzing student error-containing data. It includes data collection, error identification,

classification, explanation, and evaluation. The following steps pertain to data analysis for this study:

First, gather the documentation for the students' assignment. In order to obtain the necessary documentation, the teacher assigned students descriptive writing assignments about a specific location.

In the second step, identifying the error data of students in order to locate the error, each subject created a descriptive text. The code were utilized to indicate error-containing sentences (underline mark).

The third step is to classify the student's error. After identifying the data, the errors were categorized according to the surface strategy taxonomy derived from the Dulay's theory.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This chapter presents research findings and discusses the solution to the research problem that was posed in chapter 1's problem statement. The findings of this study focused on (1) The type of grammatical errors made by students when writing descriptive text and (2) The sources of these errors.

The research findings are described and accompanied by supporting data. The researcher gathered the information from documentation. This study's data were collected from a thirty-member XC student class. This section detailed the study's findings and discussion.

1. The Types of Grammatical Error Made by the Students in Writing Descriptive Text.

a. Omission

Generally there are two main kinds of omission. They are omission of content morphemes and omission of grammatical morphemes.

1) Omission of Content Morpheme

This type of omission is related to the major constituent of a sentence such as noun, verb, adjective and adverb.

Data from student 1

a) Omission of Content Morpheme in Noun [subject]

Let's recomend Rowo Jombor for you to visit.

This sentence is omitted in noun. The omitted noun refers to subject since the sentence connects to the text, it must be a proper form which at least has subject, verb as predicate.

Therefore, the correct sentence is recommended to be:

We recommend Rowo Jombor for you to visit.

The noun **we** is placed as subject of the sentence.

- b) Omission of Content Morpheme in Noun [**-verb**] & [**-preposition**]

There in lines the advantage that a traveler gets.

This sentence is omitted in verb as predicate and preposition of the adverbs. The omitted verb refers to predicate since the sentence connects to the text, it must be a proper form which at least has subject, verb as predicate. And the preposition must be fixed between two nouns. Therefore, the correct sentence is recommended to be:

*There **is** in lines **of** the advantage that a traveler gets.*

The verb **is** is placed as the predicate of the sentence and the preposition **of** must be placed in two nouns.

2) Omission of Grammatical Morphemes

Omission of grammatical morpheme is the absence of words that play a minor role in conveying the meaning of sentence. Which consisted of noun inflection, verb inflection, auxiliary, article, preposition, and connector.

a) Omission of Noun Inflection

Data from student 4(1) Omission of Grammatical Morpheme [is]

One of the caretakers of the Sunan Bayat tomb complex.

This sentence is omitted in verb as predicate. The omitted verb refers to predicate since the sentence connects to the text, it must be a proper form which at least has subject, verb as predicate. Therefore, the correct sentence is recommended to be:

One of the caretakers of the Sunan Bayat tomb is complex.

The verb is is placed as the predicate of the sentence

Data from student 10(1) Omission of Grammatical Morpheme [-s]

At the first level of the world, it is called Bhurioka or the world in which human being are still bound by their desire, lust, sins, and unholy way of life or stupidity.

This sentence is omitted in noun inflection [-s]. The omitted noun inflection refers to plural noun followed by plural linking verb [are], it must be a proper form which the plural subject must be followed by plural verb form.

Therefore, the correct sentence is recommended to be:

*At the first level of the world, it is called Bhurioka or the world in which **human beings are** still bound by their desire, lust, sins, and unholy way of life or stupidity.*

Human beings must be in plural noun form since it should commonly be related to a wide community.

Data from student 9

(1) Omission of Grammatical Morpheme [**s**]

*Even though it is only a Malioboro Street, it has many meanings and attractions that make along the side of Malioboro road a tourist destination of choice for **local, and foreign tourist.***

This sentence is omitted in noun inflection [**s**]. The omitted noun inflection refers to plural noun since there are some related adjectives directed for a noun. Since the indicated noun has different types. Therefore, the correct sentence is recommended to be:

*Even though it is only a Malioboro Street, it has many meanings and attractions that make along the side of Malioboro road a tourist destination of choice for **local and foreign tourists.***

The noun phrase indicates many types stated by 2 adjectives in one pointed noun [**tourist**] [**s**]

Data from student 18

(1) Omission of Grammatical Morpheme [-s]

*The national monument or "Monas" as it is popularly called, is **one of the monument** built during the Sukarno era of fierce nationalism.*

This sentence is omitted in noun inflection [-s]. The omitted noun inflection refers to the term [one] [of] that must be followed by plural form. Therefore, the correct sentence is recommended to be:

*The national monument or "Monas" as it is popularly called, is **one of the monuments** built during the Sukarno era of fierce nationalism.*

The noun phrase **one of the monuments** points on one subject from many different types of the common monuments being discussed.

Data from student 20

(1) Omission of Grammatical Morpheme [-s]

*It is **5 meter** higher than Borobudur.*

This sentence is omitted in noun inflection [-s]. The omitted noun inflection refers to plural noun that must be followed by the morpheme [-s]. Therefore, the correct sentence is recommended to be:

*It is **5 meters** higher than Borobudur.*

5 meters higher points on the number of the length being discussed.

Data from student 28

(1) Omission of Grammatical Morpheme [-s]

Still, many tourist also come to Klaten for others purposes.

This sentence is omitted in noun inflection [-s]. The omitted noun inflection refers to plural noun that must be followed by the morpheme [-s]. Therefore, the correct sentence is recommended to be:

Still, many tourists also come to Klaten for others purposes.

The modifier [many] indicates in plural term of the noun.

It must be followed by morpheme [-s] in the noun.

b) Omission of Verb Inflection

Data from student 10

(1) Omission of Verb Inflection [-s]

Equal with Borobudur temple, the Prambanan temple at every main building recognize the three world hierarchy which spanned from the lower world of to the haist place.

The term *every* must be in singular form. As a result, the followed verb must be in singular form which the present

verb must be followed by the morpheme [s]. Therefore, the correct sentence is recommended to be:

*Equal with Borobudur temple, the Prambanan temple at every main building **recognizes** the three world hierarchy which spanned from the lower world of to the haist place.*

The noun phrase *every main building* must be followed by the present verb followed by the morpheme [s].

c) Omission of Article

Data from student 21

(1) Omission of Indefinite Article [a]

Watu sepur Bayat is tourist attractions located in Bogoran, Jatangan, Bayat, Klaten, Central Java.

The noun phrase *tourist attraction* refers to the previous mentioned name of a place called *Watu Sepur Bayat*. It points on one place so the noun phrase *tourist attraction* must be in singular form followed by an indefinite article which the morpheme is [a]. Therefore, the correct sentence is recommended to be:

*Watu Sepur Bayat is **a** tourist attraction located in Bogoran, Jatangan, Bayat, Klaten, Central Java.*

A tourist attraction in the sentence refers to *Watu Sepur Bayat* which is a name of a place.

Data from student 9

(1) Omission Definite Article [the]

Malioboro sells the old atmosphere of the city of Yogyakarta with various old buildings that have not been renovated much, tourists can feel the impression of Yogyakarta.

The noun *tourists* refers to the visitors of the previous mentioned place called *Malioboro*. The *tourists* belong to *Malioboro*. Therefore, the correct sentence is recommended to be:

Malioboro sells the old atmosphere of the city of Yogyakarta with various old buildings that have not been renovated much, the tourists can feel the impression of Yogyakarta.

The noun phrase *the tourists* belongs to *Malioboro*.

(2) Omission Definite Article [the]

With various old buildings that have not been renovated much, tourists can feel the impression of Yogyakarta as an old city full of culture.

The noun *tourists* refers to the visitors of the previous mentioned place being discussed in the text. The *tourists* have been mentioned in the previous sentences. Therefore, the correct sentence is recommended to be:

With various old buildings that have not been renovated much, the tourists can feel the impression of Yogyakarta as an old city full of culture.

The noun phrase the tourist belongs to the previous noun tourists being discussed in the prior sentences.

Data from student 22

(1) Omission Definite Article [the]

The development and arrangement of the Bukit Cinta Watu Prahua area took four months.

The noun *arrangement* belongs to *Bukit Cinta Watu Prahua* being discussed in the text. The *tourists* have been mentioned in the previous sentences. Therefore, the correct sentence is recommended to be:

The development and the arrangement of the Bukit Cinta Watu Prahua area took four months.

The noun phrase *the arrangement* belongs to *Bukit Cinta Watu Prahua*.

(2) Omission Definite Article [the]

But before entering, visitors must wash their hands.

The noun *visitors* refers to the visitors of the previous mentioned place being discussed in the text. The *visitors* have been mentioned in the previous sentences. Therefore, the correct sentence is recommended to be:

But before entering, the visitors must wash their hands.

The noun phrase the visitors belong to th previous noun being discussed.

Data from student 5

- (1) Omission Definite Article [the]

Unlike the swimming pool which is basically a tile floor, the base of Umbul Ponggok is still very natural in the form of a wide expense of sand, rocks, and colorful fish so that atmosphere is really like under the sea.

The noun *atmosphere* is stated to give infromation more for the swimming pool being discussed in the text.

Therefore, the correct sentence is recommended to be:

Unlike the swimming pool which is basically a tile floor, the base of Umbul Ponggok is still very natural in the form of a wide expense of sand, rocks, and colorful fish so that the atmosphere is really like under the sea.

Data from student 18

- (1) Omission Definite Article [the]

The top of National Monument (Monas) is freedom square.

The noun *freedom square* needs indefinite article [a] used before a noun that is general since its identity is known.

Therefore, the correct sentence is recommended to be:

The top of National Monument (Monas) is *the freedom square*.

(2) Omission Definite Article [*the*]

Construction started in 1961 under president Soekarno but was not completed until 1975, under president Soeharto.

The noun *construction* must be followed by definite article [*the*] since it is used before the noun *construction* to indicate that the identity is known to the reader.

Therefore, the correct sentence is recommended to be:

The construction started in 1961 under president Soekarno but was not completed until 1975, under president Soeharto.

Data from student 20

(1) Omission Definite Article [*the*]

The Temple compound is located approximately 17 kilometers northeast of the city of Yogyakarta on the boundary between Central Java and Yogyakarta provinces, legend tells that it is a temple built by Bondowoso as a promise to marry Roro Jonggrang.

The noun *legend* must be followed by definite article [*the*] since it is used before the noun *legend* to indicate that the

identity is known to the reader. Therefore, the correct sentence is recommended to be:

*The Temple compound is located approximately 17 kilometers northeast of the city of Yogyakarta on the boundary between Central Java and Yogyakarta provinces. **The legend** tells that it is a temple built by Bondowoso as a promise to marry Roro Jonggrang.*

Data from student 28

- (1) Omission Definite Article [**the**]

*Once arriving at Rowo Jombor, **tourist** may see the beautiful lake and **mountain view** right away.*

The noun *tourist* and *mountain* must be followed by definite article [**the**] since it is used before the noun *legend* to indicate that the identity is known to the reader.

Therefore, the correct sentence is recommended to be:

*Once arriving at Rowo Jombor, **the tourist** may see the beautiful lake and **the mountain view** right away.*

- (2) Omission Definite Article [**a**]

It is **common sense**.

The noun phrase *common sense* square needs indefinite article [**a**] used before a noun that is general since its identity is not known. Therefore, the correct sentence is recommended to be:

It is a common sense.

Data from student 24

- (1) Omission Definite Article [the]

As soon as they step out of the parking area, tourists seem to be immediately impatient to take out their camera devices.

The noun *tourists* must be followed by definite article [the] since it is used before the noun *tourists* to indicate that the identity is known to the reader. Therefore, the correct sentence is recommended to be:

As soon as they step out of the parking area, the tourists seem to be immediately impatient to take out their camera devices.

Data from student 2

- (1) Omission Definite Article [the]

During the bright day, on the other hand, visitor may see beautiful panoramas including hills and lush green trees.

The noun *visitor* must be followed by definite article [the] since it is used before the noun *visitor* to indicate that the identity is known to the reader. Therefore, the correct sentence is recommended to be:

During the bright day, on the other hand, the visitor may see beautiful panoramas including hills and lush green trees.

Data from student 13

(1) Omission Definite Article [the]

Not only ordinary reservoirs, in Rowo Jombor, visitors can enjoy the variety of fun holiday activities, such as climbing the Rowo Jombor hill.

The noun *visitors* must be followed by definite article [the] since it is used before the noun *visitors* to indicate that the identity is known to the reader. Therefore, the correct sentence is recommended to be:

Not only ordinary reservoirs, in Rowo Jombor, the visitors can enjoy the variety of fun holiday activities, such as climbing the Rowo Jombor hill.

b. Addition

1) Double Marking

Data from student 7

a) Addition of Double Marking in [subject]

The chicken church it becomes of the tours in Central Java.

The subject it indicates a process where two markers, which is the subject in this case, make independent judgements concerning the relative element approved by marking scheme

and with each marker being unaware of the mark allocated by the other marker. Therefore, the correct sentence is recommended to be:

The chicken church becomes of the tours in Central Java.

Data from student 22

a) Addition of Double Marking in [subject]

The first floor, it means a holy man who was born to learn to know the world from stringing till walking.

The subject it indicates a process where two markers, which is the subject in this case, make independent judgements concerning the relative element approved by marking scheme and with each marker being unaware of the mark allocated by the other marker. Therefore, the correct sentence is recommended to be:

The first floor means a holy man who was born to learn to know the world from stringing till walking.

b) Addition of Double Marking in [subject]

The second floor, it means that human have grown up can distinguish which is good and bad that are faced in life.

The subject it indicates a process where two markers, which is the subject in this case, make independent judgements concerning the relative element approved by marking scheme and with each marker being unaware of the mark allocated by

the other marker. Therefore, the correct sentence is recommended to be:

The second floor means that human have grown up can distinguish which is good and bad that are faced in life.

- c) Addition of Double Marking in [subject]

The third floor, this describes the delinquency and quent interactions including teenagers and drugs.

The subject this indicates a process where two markers, which is the subject in this case, make independent judgements concerning the relative element approved by marking scheme and with each marker being unaware of the mark allocated by the other marker. Therefore, the correct sentence is recommended to be:

The third floor describes the delinquency and quent interactions including teenagers and drugs.

Data from student 28

- a) Addition of Double Marking in [adevrb of time]

Rowo Jombor becomes more popular over time these days, especially among local families.

The adevrb of time over time these days indicates a process where two markers, which is the subject in this case, make independent judgements concerning the relative element approved by marking scheme and with each marker being

unaware of the mark allocated by the other marker. Therefore, the correct sentence is recommended to be:

*Rowo Jombor becomes more popular **these days**, especially among local families.*

Data from student 11

a) Addition of Double Marking in [subject]

*History of Borobudur Based on information from the cultural Heritage site of the ministry of Education and Culture, **Borobudur Temple** was allegedly founded during the reign of the Syallendra Dynsty between 750-842 AD. **Its establishment**.*

The subject **Borobudur Temple** and **Its establishment** indicate a process where two markers, which is the subject in this case, make independent judgements concerning the relative element approved by marking scheme and with each marker being unaware of the mark allocated by the other marker. Therefore, the correct sentence is recommended to be:

History of Borobudur based on information from the cultural Heritage site of the ministry of Education and Culture was allegedly founded during the reign of the Syallendra Dynsty between 750-842 AD.

2) Simple Addition

Data from student 25

- a) Simple Addition in connector placement

The manager has managed the tourist area since around the vehicle parking area.

The sentence has an item posed by a connector since, which should not appear in a well – formed utterance. Therefore, the correct sentence is recommended to be:

The manager has managed the tourist area around the vehicle parking area.

- b) Simple Addition in connector placement

The journey is that taken through a path that has been laid out well enough so that it is easy to pass.

The sentence has an item posed by a connector that, which should not appear in a well – formed utterance. Therefore, the correct sentence is recommended to be:

The journey is taken through a path that has been laid out well enough so that it is easy to pass.

Data from student 21

- a) Simple Addition in noun consideration

Watu sepur Bayat is tourist attractions located in Bogor, Jatangan, Bayat, Klaten, Central Java.

The sentence has an item posed by a plural noun attractions, which should not appear in a well – formed utterance since the

noun belongs to the previous mentioned name of a noun called *Watu Sepur Bayat* which is a singular noun. Therefore, the correct sentence is recommended to be:

Watu sepur Bayat is tourist attraction located in Bogoran, Jatangan, Bayat, Klaten, Central Java.

Data from student 22

- a) Simple Addition in noun consideration

This tourists destination also went viral on social media.

The sentence has an item posed by a plural noun tourists, which should not appear in a well – formed utterance since the noun is stated to be the adjective. Therefore, the correct sentence is recommended to be:

This tourist destination also went viral on social media.

c. Misinformation

- 1) Archi-Form

Data from student 30

- a) Misinformation of archi form in passive sentence agreement

Sunan Pandanaran who has known as Ki Ageng Pandan Arang during his life time, was closely related to the history of the city of Semarang and the spread of Islam Java.

The sentence states in passive sentence since the sentence appears where the subject does not perform the action of the

verb. In fact, the action of the verb is done to the subject.

Therefore, the correct sentence is recommended to be:

*Sunan Pandanaran who **has been known** as Ki Ageng Pandan Arang during his life time, was closely related to the history of the city of Semarang and the spread of Islam Java.*

b) Misinformation of archi form in tense agreement

*Therefore Tembayat, Sunan Bayat, and Sunan Pandanaran **will** at Bayat despite being known as a respected religions figure.*

The sentence must be stated in a simple past tense description since it describes a past situation used to talk about a completed action in a time before now. The simple past is the basic form of past tense in English. The time of the action can be in the recent past or the distant past and action duration is not important. Therefore, the correct sentence is recommended to be:

*Therefore Tembayat, Sunan Bayat, and Sunan Pandanaran **were** at Bayat despite being known as a respected religions figure.*

Data from student 26

a) Misinformation of archi form in passive adverb agreement

On each level of the floor, there are a lot of relief panels and Buddha statues spread around it.

The adverb states in passive form since the sentence appears where the subject does not perform the action of the verb. In fact, the action of the verb is done to the subject. Therefore, the correct sentence is recommended to be:

On each level of the floor, there are a lot of relief panels and Buddha statues spreaded around it.

Data from student 4

- a) Misinformation of archi form in tense agreement

He is also one of Sunan Kalijaga's student.

The sentence must be stated in a simple past tense description since it describes a past situation used to talk about a completed action in a time before now. The simple past is the basic form of past tense in English. The time of the action can be in the recent past or the distant past and action duration is not important. Therefore, the correct sentence is recommended to be:

He was also one of Sunan Kalijaga's student.

- b) Misinformation of archi form in tense agreement

Sunan Bayat's name is actually Ki Ageng Pandanaran.

The sentence must be stated in a simple past tense description since it describes a past situation used to talk about a

completed action in a time before now. The simple past is the basic form of past tense in English. The time of the action can be in the recent past or the distant past and action duration is not important. Therefore, the correct sentence is recommended to be:

Sunan Bayat's name was actually Ki Ageng Pandanaran.

Data from student 10

- a) Misinformation of archi form in tense agreement

The history explains that Rakai Pikaton is the one who initiated the building of that giant temple.

The sentence must be stated in a simple past tense description since it describes a past situation used to talk about a completed action in a time before now. The simple past is the basic form of past tense in English. The time of the action can be in the recent past or the distant past and action duration is not important. Therefore, the correct sentence is recommended to be:

The history explains that Rakai Pikaton was the one who initiated the building of that giant temple.

Data from student 23

- a) Misinformation of archi form in tense agreement

Even from this typical Javanese building, it could have the largest Joglo in the world.

The sentence must be stated in a simple past tense description since it describes a past situation used to talk about a completed action in a time before now. The simple past is the basic form of past tense in English. The time of the action can be in the recent past or the distant past and action duration is not important. Therefore, the correct sentence is recommended to be:

Even from this typical Javanese building, it can have the largest Joglo in the world.

Data from student 7

- a) Misinformation of archi form in tense agreement

From Jito, Daniel knows there's a hill Ghong Hamlet.

The sentence must be stated in a simple past tense description since it describes a past situation used to talk about a completed action in a time before now. The simple past is the basic form of past tense in English. The time of the action can be in the recent past or the distant past and action duration is not important. Therefore, the correct sentence is recommended to be:

From Jito, Daniel knew there was a hill Ghong Hamlet.

- b) Misinformation of archi form in tense agreement

*Meanwhile, Daniel said the building was named Rhema Hill Prayer House, but local residents **prefer** to call it the chicken church more often.*

The sentence must be stated in a simple past tense description since it describes a past situation used to talk about a completed action in a time before now. The simple past is the basic form of past tense in English. The time of the action can be in the recent past or the distant past and action duration is not important. Therefore, the correct sentence is recommended to be:

*Meanwhile, Daniel said the building was named Rhema Hill Prayer House, but local residents **prefer** to call it the chicken church more often.*

Data from student 22

- a) Misinformation of preposition agreement

*The idea is to come to other villages **ground** Klaten that successfully manage the potential of their villages.*

The sentence states a preposition **ground** which is not proper since it should be place with the preposition **in** indicated preposition of place. Therefore, the correct sentence is recommended to be:

*The idea is to come to other villages **in** Klaten that successfully manage the potential of their villages.*

- b) Misinformation of archi form in tense agreement

Utilizing of the village fund, start the development of the Bukit Cinta Watu Prahu area at the beginning of 2017.

The sentence must be stated in a simple past tense description since it describes a past situation used to talk about a completed action in a time before now. The simple past is the basic form of past tense in English. The time of the action can be in the recent past or the distant past and action duration is not important. Therefore, the correct sentence is recommended to be:

Utilizing of the village fund started the development of the Bukit Cinta Watu Prahu area at the beginning of 2017.

- c) Misinformation of archi form in tense agreement

Support facilities at Bukit Cinta Watu Prahu which open from 07.00 WIB are quite complete.

The sentence states an adjective support which is not proper since it should be place with the adjective supported indicated preposition of place. Therefore, the correct sentence is recommended to be:

Supported facilities at Bukit Cinta Watu Prahu which open from 07.00 WIB are quite complete.

Data from student 20

- a) Misinformation of archi form in possessive adjective

*The **Temple** compound is located approximately 17 kilometers northeast of the city of Yogyakarta on the boundary between Central Java and Yogyakarta provinces.*

The sentence states a possessive adjective **Temple** which is not proper since it should be place with the possessive adjective **Temple's** indicated preposition of place. Therefore, the correct sentence is recommended to be:

*The **Temple's** compound is located approximately 17 kilometers northeast of the city of Yogyakarta on the boundary between Central Java and Yogyakarta provinces*

- b) Misinformation of archi form in infinitive form

*Finally Bondowoso cursed Roro Jonggrang **become** a statue **today** complete the temple.*

The sentence states an infinitive **to + present verb** which is not proper since it should be place with the infinitive **to + present verb** indicated preposition of place. Therefore, the correct sentence is recommended to be:

*Finally Bondowoso cursed Roro Jonggrang **to become** a statue **to** complete the temple.*

- c) Misinformation of archi form in passive sentence agreement

As a temple which is very beautiful, the building complex of Prambanan Temple located at an altitude of 154 m above sea level and becomes one of the tourist destinations in Yogyakarta.

The adverb states in passive form since the sentence appears where the subject does not perform the action of the verb. In fact, the action of the verb is done to the subject. Therefore, the correct sentence is recommended to be:

As a temple which is very beautiful, the building complex of Prambanan Temple is located at an altitude of 154 m above sea level and becomes one of the tourist destinations in Yogyakarta.

- d) Misinformation of archi form in passive sentence agreement

The complex of Prambanan Temple shaped rectangular seconds of 4 main parts: The Outer Courtyard, Jaba Yard (Outer Court), Central Court, and Njeron Court (Back Court).

The adverb states in passive form since the sentence appears where the subject does not perform the action of the verb. In fact, the action of the verb is done to the subject. Therefore, the correct sentence is recommended to be:

The complex of Prambanan Temple is shaped with rectangular seconds of 4 main parts: The Outer Courtyard,

Jaba Yard (Outer Court), Central Court, and Njeron Court (Back Court).

Data from student 19

- a) Misinformation of archi form in tense agreement

The temple complex consisted of a main building and three perwara temples, dating from 9th or 10th century, from the Mataram Kingdom.

The sentence must be stated in a simple present tense description since it describes a present general situation used to talk about a completed action in a present. The simple present tense is the basic form of past tense in English. The time of the action is in the recent situation and in the general truth. Therefore, the correct sentence is recommended to be:

The temple complex consists of a main building and three perwara temples, dating from 9th or 10th century, from the Mataram Kingdom.

- b) Misinformation of archi form in passive sentence agreement

Various geometric decorations found in the reliefs of the temple.

The sentence states in passive sentence since the sentence appears where the subject does not perform the action of the verb. In fact, the action of the verb is done to the subject. Therefore, the correct sentence is recommended to be:

Various geometric decorations **are found** in the reliefs of the temple.

- c) Misinformation of archi form in tense agreement

Combination ornaments are a mixture of geometric rhombuses and plant decoration, these ornament are found on the seams at the foot of the temple.

The sentence must be stated in a simple present tense description on singular present verb since it describes a present general situation used to talk about a completed action in a present. The simple present tense is the basic form of past tense in English. The time of the action is in the recent situation and in the general truth. Therefore, the correct sentence is recommended to be:

The combination of the ornaments is a mixture of geometric rhombuses and plant decoration, these ornament are found on the seams at the foot of the temple.

Data from student 28

- a) Misinformation of archi form in passive sentence agreement

*Some floating enteries are also **see** on it.*

The sentence states in passive sentence since the sentence appears where the subject does not perform the action of the verb. In fact, the action of the verb is done to the subject. Therefore, the correct sentence is recommended to be:

Some floating enteries are also seen on it.

Data from student 15

- a) Misinformation of archi form in verb agreement

The outside of the walls on all four sides are decorated with carved images of men and women in almost the same size as reality.

The verb must be stated in a singular form since the subject refers to *the outside* which means singular. It describes a present general situation used to talk about a completed action in a present. The simple present tense is the basic form of past tense in English. The time of the action is in the recent situation and in the general truth. Therefore, the correct sentence is recommended to be:

The outside of the walls on all four sides is decorated with carved images of men and women in almost the same size as reality.

- b) Misinformation of archi form in verb agreement

The number of niches on each side is 3 places, so the total number is 9 pieces, currently none of them contain statues.

The verb must be stated in a singular form since the subject refers to *none* which means singular. It describes a present general situation used to talk about a completed action in a present. The simple present tense is the basic form of past tense

in English. The time of the action is in the recent situation and in the general truth. Therefore, the correct sentence is recommended to be:

The number of niches on each side is 3 places, so the total number is 9 pieces, currently none of them contains statues.

Data from student 8

- a) Misinformation of archi form in passive sentence agreement

The relief sculptures found at Borobudur, Sewu ud Sari Temples.

The sentence states in passive sentence since the sentence appears where the subject does not perform the action of the verb. In fact, the action of the verb is done to the subject. Therefore, the correct sentence is recommended to be:

The relief sculptures are found at Borobudur, Sewu ud Sari Temples.

Data from student 14

- a) Misinformation of archi form in pronoun

Bukit Cinta is a tour in Gunung Gajah Village, Klaten District.

This tourist attraction has beautiful view. This tourist attraction is also commonly used a place for refreshing and for photos.

The sentences requires the place pronoun that has been mentioned previously as the subject of the sentence. Therefore, the correct sentence is recommended to be:

Bukit Cinta is a tour in Gunung Gajah Village, Klaten District.

*This tourist attraction has beautiful view. **It** is also commonly used a place for refreshing and for photos.*

2) Alternating Form

Data form student 3

a) Alternating form of preposition error

*If you come in the afternoon, you will be presented **with** a beautiful sunset that is so charming and if you come before sunrise you will also be presented **with** a beautiful view of the sunrise with a very majestic temple background.*

The preposition indicates to answer the question on *how*.

Therefore, the correct sentence is recommended to be:

*If you come in the afternoon, you will be presented **by** a beautiful sunset that is so charming and if you come before sunrise you will also be presented **by** a beautiful view of the sunrise with a very majestic temple background.*

b) Alternating form of preposition error

*You will be presented **with** a view of the sky changing color to orange, and also served **with** cold air so that it will make the atmosphere more pleasant.*

The preposition indicates to answer the question on *how*.

Therefore, the correct sentence is recommended to be:

*You will be presented **by** a view of the sky changing color to orange, and also served **by** cold air so that it will make the atmosphere more pleasant.*

Data from student 15

- a) Alternating form of subject pronoun

***This** is known from the shape of the perwara temples which are similar to the perwara temples in Sewu, namely the roof is in the form of a stupa.*

The subject **this** means nothing since the word **this** must be followed by noun. Therefore, the correct sentence is recommended to be:

***It** is known from the shape of the perwara temples which are similar to the perwara temples in Sewu, namely the roof is in the form of a stupa.*

- b) Alternating form of subject pronoun

***This** also shows that the Lumbung temple has a Buddhist temple background.*

The subject **this** means nothing since the word **this** must be followed by noun. Therefore, the correct sentence is recommended to be:

***It** also shows that the Lumbung temple has a Buddhist temple background.*

Data form student 2

- a) Alternating form of subject pronoun

***That** means everyone should take care of the trash and avoid littering at all cost.*

The subject **this** means nothing since the word **this** must be followed by noun. Therefore, the correct sentence is recommended to be:

***It** means everyone should take care of the trash and avoid littering at all cost.*

d. Misordering

- 1) Interference

Interference of mother tongue is one of causes that happen in writing. It is caused by the habitual action where the students are accustomed to applying the first language to the second language.

For instances:

- a) *In the middle of this 180 hectare reservoir **there is a floating restaurant that serves** a variety of processed fresh fish caught from the cages in the reservoir. (Student 1)*

It must be a comma before the subject if the adverb is in the first sentence. Therefore, the correct sentence is recommended to be:

*In the middle of this 180 hectare reservoir, **a floating restaurant serves** a variety of processed fresh fish caught from the cages in the reservoir. (Student 1)*

- b) *The travellers also eat while **being treated to** panoramic views of Mount Merbabu and Merapi from a distance. (Student 1)*

It must be a simpler vocabulary to fix the situation *eating* and the *panoramic view*. Therefore, the correct sentence is recommended to be:

*The travellers also eat while **being enjoying** panoramic views of Mount Merbabu and Merapi from a distance.*

- c) *For the shape of this Plaosan temple, we can see that its peak is **the form a stupa, this is** reinforced by the presence of Budha statue. (Student 3)*

It must be a simpler sentence to fix the object and the adverb of the sentence. Therefore, the correct sentence is recommended to be:

*For the shape of this Plaosan temple, we can see that its peak is **the form of a stupa** reinforced by the presence of Budha statue.*

- d) ***There is** a dome **located** on the top center of the temple and is surrounded by 72 Buddha statues, each seated insed a perforated stupa. (Student 26)*

It must be a simpler sentence to fix the subject and the passive verb of the sentence. Therefore, the correct sentence is recommended to be:

*A dome **is located** on the top center of the temple and is surrounded by 72 Buddha statues, each seated insed a perforated stupa.*

- e) *It is said that if you please your hand into the stupa through to one of its hole **and** Riva Putra **be able to** make one of your dream come true. (Student 26)*

It must be a future sentence since the first sentence is stated in present time. Therefore, the correct sentence is recommended to be:

*It is said that if you please your hand into the stupa through to one of its hole, Riva Putra **will** make one of your dream come true.*

- f) *Called Watu Sepur or Chariot Rock because the stone is shaped like a train carriage. (Student 21)*

There must be a subject and the passive verb. Therefore, the correct sentence is recommended to be:

***It is called as** Watu Sepur or Chariot Rock because the stone is shaped like a train carriage.*

- g) ***Providing** entertainment and the best spot to find the atmosphere. (Student 9)*

There must be a subject in the sentence. Therefore, the correct sentence is recommended to be:

***It provides** entertainment and the best spot to find the atmosphere.*

- h) ***There is how** many destination in Central Java, **the one of them** is CHICKEN CHRUCH. (Student 7)*

There must be a proper subject and a connected singular present verb belonged to the subject in the sentence. Therefore, the correct sentence is recommended to be:

***One of** many destinations in Central Java **is** CHICKEN CHRUCH.*

- i) ***On** the seventh floor **which** is the last floor **despicts** that humans should be grateful. (Student 22)*

There must be a connector to relate main clause and sub clause.

Therefore, the correct sentence is recommended to be:

*The seventh floor is the last floor **which** despicts that humans should be grateful.*

- j) *To reach Bukit Cinta Watu Prah, you can travel about 16 km about **35 minutes drive**. (Student 22)*

It must be a proper adjective to modify the noun. Therefore, the correct sentence is recommended to be:

*To reach Bukit Cinta Watu Prah, you can travel about 16 km about **35-minute drive**.*

- k) *Not only about an hour's drive.* (Student 22)

It must be a subject for the sentence and a proper adjective to modify the noun. Therefore, the correct sentence is recommended to be:

It is not only about one-hour drive.

- l) *Starting from the wide parking area, musala, toilet, to food stalls.* (Student 22)

It must be a subject which states by pronoun and a verb for the sentence. Therefore, the correct sentence is recommended to be:

Those start from the wide parking area, musala, toilet, to food stalls.

- m) **Even with vehicles** such as swimming pools, fish therapy pools, children's playgrounds, and entertainment stages.
(Student 22)

It must be a proper complete sentence. Therefore, the correct sentence is recommended to be:

There are also some other facilities, such as swimming pools, fish therapy pools, children's playgrounds, and entertainment stages.

- n) **There** we can ride horses by only paying Rp 10.000. (Student 12)

It must be a proper place for the adverb of place. Therefore, the correct sentence is recommended to be:

*We can ride horses **there** by only paying Rp 10.000.*

- o) *BAYAT district very cleary fresh air and beautiful scenery will make us feel at home **for long there** we can also take photos there because there are many spots to take photos. (Student 12)*

It must be a proper place for the preposition and the adverb of place. Therefore, the correct sentence is recommended to be:

*BAYAT district **with** very cleary fresh air and beautiful scenery will make us feel at home **for a long time there.** We can also take photos there because there are many spots to take photos.*

- p) *The monument **houses** a couple of museums. (Student 18)*

It must be a proper noun phrase with the preposition.

Therefore, the correct sentence is recommended to be:

*The monument **are the houses of** a couple of museums.*

- q) ***Besides that,** the unique thing **that is owned** by the **merak Temple is that it has** geometric motifs and various ornamental plants found in the Merak Temple. (Student 6)*

It must be a connector engaged with both two sentences and the previous statements. Therefore, the correct sentence is recommended to be:

Besides the unique thing **owned** by the **Merak temple, it has** geometric motifs and various ornamental plants found in the Merak Temple.

- r) The temple is **compound comprising** of two building complexes, Plaosan Lor (north) and Plaosan Kisul (south).
(Student 19)

It must be a clear object and the adjective. Therefore, the correct sentence is recommended to be:

The temple is **comprising compound** of two building complexes, Plaosan Lor (north) and Plaosan Kisul (south).

- s) **It is likely Klaten regency has become** one of the best vacation destinations in Central Java province. (Student 28)

It must be a subject for the sentence. Therefore, the correct sentence is recommended to be:

Klaten regency has likely become one of the best vacation destinations in Central Java province.

- t) Lumbung temple **is a temple that is not much different** from or related to the Sewu Temple. (Student 15)

It must be a proper placement of the linking verb and the adjective in simpler sentence. Therefore, the correct sentence is recommended to be:

Lumbung temple **is not much different** from or related to the Sewu Temple.

3) Overgeneraliation

- a) *Looking for a comfortable tourist spot to **be visited** by a crowd and at the same time **have** culinary delights in Klaten?*

(Student 1)

It must be a proper form of an English question. Therefore, the correct sentence is recommended to be:

***Are you** looking for a comfortable tourist spot **to visit** by a crowd and at the same time **having** culinary delights in Klaten?*

- b) *Travelling, **let's recomend** Rowo Jombor for you to visit.*

(Student 1)

It must be a proper form of a sentence since it is engaged with a text of description. Therefore, the correct sentence is recommended to be:

***It is** travelling, **and** Rowo Jombor **is recommended** for you to visit.*

- c) *Plaosan Temple, **this temple is also** known as the Twin Temple.* (Student 17)

It must be a fixed verb in the sentence. Therefore, the correct sentence is recommended to be:

*Plaosan Temple **is** known as the Twin Temple.*

- d) *At Watu Sepur, the rock is at the top of a hill no higher than Bukit Cinta in Gununggajah and Bukit Pertapan in Kebon Village.* (Student 21)

It must be a fixed verb and the object placement in the sentence. Therefore, the correct sentence is recommended to be:

At Watu Sepur, the rock at the top of a hill is not higher than Bukit Cinta in Gununggajah and Bukit Pertapan in Kebon Village.

- e) *Although cool for recreation, this place is not a tourist attraction, but rather an educational building.* (Student 28)

It must be a proper subject, verb and object placement in the English sentence. Therefore, the correct sentence is recommended to be:

Although it is cool for recreation, this place is not a tourist attraction, but rather an educational building.

- f) *Don't worry, there are already some signs that will direct you to Bukit Cinta.* (Student 27)

It must be a proper subject, verb and connector placement in the English sentence. Therefore, the correct sentence is recommended to be:

You should not worry because there are some signs that will direct you to Bukit Cinta.

- g) *For photo spots, don't ask, there are many. Even from the entrance to the tourist area.* (Student 22)

It must be a proper subject, verb and object placement in the English sentence. Therefore, the correct sentence is recommended to be:

You should not ask for photo spots because there are many, even from the entrance to the tourist area.

- h) *Umbul Ponggok is natural pool that was developed into a snorkeling tour which is quite famous in Klaten.* (Student 5)

It must be a passive form of adverb. Therefore, the correct sentence is recommended to be:

Umbul Ponggok is natural pool developed for a snorkeling tour which is quite famous in Klaten.

- i) *Near Merak temple there are several temple ruins and archeological sites, however unlike merak temple most are in ruins and incomplete, such as kriyan temple, Bekelan temple.* (Student 20)

It must be a proper subject, verb and object placement in the English sentence. Therefore, the correct sentence is recommended to be:

Near Merak temple, there are several temple ruins and archeological sites. However, unlike Merak temple, there are

some temple ruins and incomplete architectures, such as Kriyan temple, Bekelan temple.

- j) Don't worry, there are already some signs that will direct you to bukit cinta. (Student 27)

It must be a proper subject, verb and object placement in the English sentence. Therefore, the correct sentence is recommended to be:

You should not worry, there are some signs that will direct you to Bukit Cinta.

- 4) Incomplete of The Rule Restriction

- a) *This place is not always crowded everyday, but there in lies the advantage that a traveler gets.* (Student 1)

It must be a proper subject, verb and object placement in the English sentence. Therefore, the correct sentence is recommended to be:

This place is not always crowded everyday, but there is in lies with the advantage that a traveler gets.

- b) *The chicken chruch becomes of the tours in Central Java.* (Student 7)

It must be a proper agreement of the object placement in the English sentence. Therefore, the correct sentence is recommended to be:

The chicken chruch becomes one of the tours in Central Java.

- c) *This natural pool **has existed** since the Dutch era, with a size of 50x25 meters and an average depth of 1.5-2.6 meters.*
(Student 5)

It must be a proper agreement of the passive verb placement in the English sentence. Therefore, the correct sentence is recommended to be:

*This natural pool **has been existed** since the Dutch era, with a size of 50x25 meters and an average depth of 1.5-2.6 meters.*

5) Ignorance of The Rule Restriction

- a) *This belief cannot be separated from the life story of the figure of Sunan Bayat, who **during his life** was known as a rich person.* (Student 4)

It must be a proper agreement of the adverb of time placement in the English sentence. Therefore, the correct sentence is recommended to be:

*This belief cannot be separated from the life story of the figure of Sunan Bayat who was known as a rich person **during his life**.*

- b) *The middle level is Bhuvanloka, **that** is the world of enlighten where human lean to see the truth or living in the holy way.*
(Student 10)

It must be a proper agreement of the modifier in the English sentence. Therefore, the correct sentence is recommended to be:

*The middle level is Bhavarloka, **there** is the world of enlighten where human lean to see the truth or living in the holy way.*

- c) **This** is the place for people who already get the perfection of life. (Student 10)

It must be a proper agreement of the subject in the English sentence. Therefore, the correct sentence is recommended to be:

It is the place for people who already get the perfection of life.

- d) **His hand felt** 'itchy' to immdiately take out the camera. (Student 22)

It must be a proper subject, verb and object placement in the English sentence. Therefore, the correct sentence is recommended to be:

The visitors' hands seem 'itchy' to immdiately take out the camera.

6) False Concept Hypothesis

The students usually failed to use the correct concept since they have not really understood the target language. The example of the error sentences are:

- a) *Under the management of the local village-owned enterprise parking **are**, tourists seem the community turned the hills of Gunung Gajah village into favorite tourist destination full of instagramable photo spots. (Student 25)*

It must be a proper subject, verb and object placement in the English sentence. Therefore, the correct sentence is recommended to be:

Under the management of the local village-owned enterprise parking, tourists seem the community turned the hills of Gunung Gajah village into favorite tourist destination full of instagramable photo spots.

- b) *It's no wonder that many tourists make Plaosan temple a tourist destination, and it's not uncommon for tourists to use this temple as the place to take pictures, especially in the area of verdant meadows with a temple background **is so dashing**. (Student 3)*

It must be a proper subject, verb and object placement in the English sentence. Therefore, the correct sentence is recommended to be:

It's no wonder that many tourists make Plaosan temple a tourist destination, and it's not uncommon for tourists to use this temple as the place to take pictures, especially in the area

of verdant meadows with a temple background. It is so dashing.

- c) *There is a belief that anyone who performs ritual behavior in this place, then everything that is expected will come true.*

(Student 4)

It must be a proper subject, verb and object placement in the English sentence. Therefore, the correct sentence is recommended to be:

There is a belief that if anyone performs ritual behavior in this place, then everything that is expected will come true.

- d) *Apart from being inside the temple where you can see the beautiful refeils, from of the outside of this temple, the beauty of the temple's towering upwards is often used as photo with sunrise in the morning and sunset in the afternoon. (Student*

17)

It must be a proper subject, verb and object placement in the English sentence. Therefore, the correct sentence is recommended to be:

Apart from being inside the temple, you can see the beautiful refeils. Apart from of the outside of this temple, the beauty of the temple's towering upwards is often used as photo with sunrise in the morning and sunset in the afternoon.

- e) *Spending Rp. 50.000,- We can explore around it all the day we want to enjoy the beauty, take some picture and learn something historical about it.* (Student 10)

It must be a proper subject and the choice connector placement in the English sentence. Therefore, the correct sentence is recommended to be:

Spending Rp. 50.000,-, we can explore around it all the day we want to enjoy the beauty, or take some picture and learn something historical about it.

- f) *Which means, Watu is rock and Sepur is train, so Watu Sepur is Chariot Rock.* (Student 21)

It must be a proper subject, verb and object placement in the English sentence. Therefore, the correct sentence is recommended to be:

It means that Watu is rock and Sepur is train Therefore, Watu Sepur is Chariot Rock.

- g) *This object is located on the south side of Rowo Jombor, namely in the Bogoran hamlet which is still in the Jiwo Mountains area or the slope of Karangpandan Hill.* (Student 21)

It must be a proper subject placement agreement in the English sentence. Therefore, the correct sentence is recommended to be:

*This object is located on the south side of Rowo Jombor, namely in the Bogoran hamlet. **It** is still in the Jiwo Mountains area or the slope of Karangpandan Hill.*

- h) *This tourist spot not only presents rocks shaped like a train **but, also** provides bamboo gazebos with roofs such as reed leaves, prayer rooms several stalls, two toilet facilities, as well as an arena for learning archery. (Student 29)*

It must be a proper adverb placement agreement in the English sentence. Therefore, the correct sentence is recommended to be:

*This tourist spot not only presents rocks shaped like a train, **but also** provides bamboo gazebos with roofs such as reed leaves, prayer rooms several stalls, two toilet facilities, as well as an arena for learning archery.*

- i) ***Not only that,** various photo objects and art performances are also available at street corners. (Student 9)*

It must be a proper adverb placement agreement in the English sentence. Therefore, the correct sentence is recommended to be:

***In addition,** various photo objects and art performances are also available at street corners.*

- j) *In 1989, Daniel and his family visited the Borobudur area **and met** the original youth of the region named Jito. (Student 7)*

It must be a proper connector placement agreement in the English sentence. Therefore, the correct sentence is recommended to be:

*In 1989, Daniel and his family visited the Borobudur area, **and met** the original youth of the region named Jito.*

- k) *An officer **who met, Yulianto said,** before it become a tourist spot, Bukit Cinta was just an ordinary hilly area it is the head of Gunung Gajah Village, Yoyok Kartika Cahyo who took the initiative to conjure up the place. (Student 22)*

It must be a proper adverb placement agreement in the English sentence. Therefore, the correct sentence is recommended to be:

*An officer, **who met Yulianto, said** before it become a tourist spot, Bukit Cinta was just an ordinary hilly area it is the head of Gunung Gajah Village, Yoyok Kartika Cahyo who took the initiative to conjure up the place.*

- l) *Cemoro Sewu is a hilly tourist spot **there are** many fir trees at the top of Cemoro Sewu, **in addition** to many cypress trees, **there are** also several animals such as horses, rabbits, snakes, turtles, etc. (Student 12)*

It must be a proper modifier and a clear adverb placement agreement in the English sentence. Therefore, the correct sentence is recommended to be:

*Cemoro Sewu is a hily tourist spot. **There are** many fir trees at the top of Cemoro Sewu. **In addition** to many cypress trees, **There are** also several animals such as horses, rabbits, snakes, turtles, etc.*

- m) *Merak Temple **since its discovery** has undergone several restorations. (Student 6)*

It must be a proper adverb placement agreement in the English sentence. Therefore, the correct sentence is recommended to be:

*Merak Temple, **since its discovery**, has undergone several restorations.*

- n) *Lumbung Temple is a Buddhist temple **which is estimated** to have been built around the 9th to 10th centuries. **Precisely** when it was still controlled by the ancient Mataram Kingdom. (Student 15)*

It must be a proper adverb placement agreement in the English sentence. Therefore, the correct sentence is recommended to be:

*Lumbung Temple is a Buddhist temple **estimated** to have been built around the 9th to 10th centuries, **precisely** when it was still controlled by the ancient Mataram Kingdom.*

- o) *The sanctuary compound **which is compared** as an UNESCO World Heritage site in Indonesia. (Student 29)*

It must be a proper passive verb placement agreement in the English sentence. Therefore, the correct sentence is recommended to be:

*The sanctuary compound **is compared** as an UNESCO World Heritage site in Indonesia.*

- p) *An officer **who met, Yulianto said,** before it became a tourist spot, **bukit cinta** was just an ordinary hilly area. (Student 27)*

It must be a proper adverb placement agreement in the English sentence. Therefore, the correct sentence is recommended to be:

*An officer, **who met Yulianto, said that** before it became a tourist spot, **Bukit Cinta** was just an ordinary hilly area.*

- q) ***Utilizing** the village fund, **start** the development of the bukit cinta watu prahu area at the beginning of 2017. (Student 27)*

It must be a proper adverb placement agreement in the English sentence. Therefore, the correct sentence is recommended to be:

***By utilizing** the village fund, the development of the bukit cinta watu prahu area **started** at the beginning of 2017.*

- r) *The Borobudur conservation Center on its Website **States.** History JG de Casparis believes that the older of Borobudur Temple was King Samatunjya who ruled in 482-812 AD*

during the Syallendra Dynasty Borobudur Temple was built to glorny Mahayana Buddhism. (Student 11)

It must be a proper passive past verb placement agreement in the English sentence. Therefore, the correct sentence is recommended to be:

The Borobudur conservation Center on its Website states. History JG de Casparis belves that the older of Borobudur Temple was King Samatunjya who ruled in 482-812 AD during the Syallendra Dynasty Borobudur Temple built to glorny Mahayana Buddhism.

Table 4. 1 Table of Recapitulation of the Student's Type of Error

Students	Error Classification			
	Omission	Addition	Misinformaton	Misordering
Student 1	2	-	-	6
Student 2	2	-	1	-
Student 3	-	-	2	2
Student 4	-	-	2	2
Student 5	1	-	-	2
Student 6	-	-	-	2
Student 7	-	1	2	3
Student 8	-	-	1	-
Student 9	3	-	-	2
Student 10	2	-	1	2
Student 11	-	1	-	1
Student 12	-	-	-	3
Student 13	1	-	-	-
Student 14	-	-	1	-
Student 15	-	-	4	2
Student 16	-	-	-	-
Student 17	-	-	-	2
Student 18	3	-	-	1
Student 19	-	-	3	1
Student 20	2	-	4	1
Student 21	1	1	-	4

Student 22	2	4	3	8
Student 23	-	-	1	-
Student 24	1	-	-	-
Student 25	-	2	-	1
Student 26	-	-	1	2
Student 27	-	-	-	4
Student 28	3	1	1	2
Student 29	-	-	-	2
Student 30	-	-	2	-
Total	23	10	29	55
Total of Error	117 Error			

2. The Source of Errors

The researcher analyzes source of error on the theory of Brown that the learners errors arise from several possible general sources, namely: Interlingual error, Intralingual errors, Context Learning, and Communicative Strategy. From the data analysis, the researcher only finds two sources of error. Those are interlingual and intralingual errors.

a. Interlingual Errors

Interlingual errors are those by interference of the learners' mother tongue. The students make the errors are caused by the inference coming from the students' native language. Sentence in the target language may exhibit interference from mother tongue Almost of the students get faulty in producing sentence because of interlingual error. For Indonesian students, they just translate Indonesian into English without knowing the grammatical structure first. The researcher finds out that the students transfer Indonesian grammar into English

grammar. The students usually translate the grammatical form of the phrase or sentence into the first language to see if similarities exist.

Interlingual errors are errors which occur as a result of transfer from the native language into second language. The students usually transfer the system of mother tongue into the second language.

From the data, the researcher found these errors in sentences bellow :

- 1) **Let's** recomend Rowo Jombor for you to visit.
- 2) There in lines the advantage that a traveler gets.
- 3) Once arriving at Rowo Jombor, tourist may see the beautiful lake and mountain view right away.
- 4) Still, many tourist also come to Klaten for others purposes.
- 5) In the middle of this 180 hectare reservoir there is a floating restaurant that serves a variety of processed fresh fish caught from the cages in the reservoir.

The form of the sentence above can be accepted in Indonesia, but in English, the sentences have misordering of clause. Grammatically, there is a noun as the head which is placed after modifier. The students do not know the rules of noun clause.

The other sentences are:

- 1) Various geometric decorations found in the reliefs of the temple.
- 2) **Called** Watu Sepur or Chariot Rock because the stone is shaped like a train carriage.

- 3) *There is how* many destination in Central Java, *the one of them* is CHICKEN CHRUCH.
- 4) Plaosan Temple, *this temple is also* known as the Twin Temple.

In the sentence above, the students produce an interlingual error because the target language is still reflected by their native language in the sentence.

The students do not put “to be” in the nominal sentence above, because they do not know the rule of grammar in English.

b. Intralingual Errors

Intralingual errors are those coming from the structure of the target that intralingual errors are produced by the user who does not reflect the structure of the mother tongue. The following as quoted by Ellis (1994), state that are over generalization, ignore of rule restriction, incomplete application of rule, and false concept hypothesized.

1) Over Generalization

This error arises when the learner creates a deviant structure on the basis of the other structure in the target language. It generally involves the creation of one deviant structure in place of target structure. The type of this error is found in the sentence bellow

- a) At Watu Sepur, the rock *is* at the top of a hill *no higher* than Bukit Cinta in Gununggajah and Bukit Pertapan in Kebon Village.

- b) Plaosan Temple, *this temple is also* known as the Twin Temple.
- c) *Although cool for recreation*, this place is not a tourist attraction, but rather an educational building

This error occurs because the students are confused with the meaning of the words. They are influenced by the Indonesian sentences without paying attention to grammatical.

2) Ignorance of Rule Restriction

The examples of ignorance of rule restriction are as follow:

- a) This belief cannot be separated from the life story of the figure of Sunan Bayat, who *during his life* was known as a rich person.
- b) The middle level is Bhuvarloka, *that* is the world of enlighten where human lean to see the truth or living in the holy way.
- c) *This* is the place for people who already get the perfection of life.
- d) *His hand felt* 'itchy' to immdiately take out the camera.

3) Incomplete Aplication of Rule

The examples of ignorance of rule restriction are as follow:

- a) This place is not always crowded everyday, but *there in lies the advantage* that a traveler gets.
- b) The chicken chruch becomes *of the tours* in Central Java

- c) This natural pool has existed since the Dutch era, with a size of 50x25 meters and an average depth of 1.5-2.6 meters.
- 4) False Concept Hypothesis
 - a) There is a belief that anyone who performs ritual behavior in this place, then everything that is expected will come true
 - b) Spending Rp. 50.000,- We can explore around it all the day we want to enjoy the beauty, take some picture and learn something historical about it.
 - c) Which means, Watu is rock and Sepur is train, so Watu Sepur is Chariot Rock.
 - d) Not only that, various photo objects and art performances are also available at street corners.

B. Discussion

According to the explanation of the previous data analysis, students committed every type of writing error. The errors that were committed were omission, addition, misformation, and misordering.

The purpose of written language is to convey information effectively, appropriately, and accurately. The written product must be grammatically correct. The teaching and learning process cannot be error-free. According to the observed phenomena, there are deficiencies in the writing skills of students, particularly in composition writing. Although students are required to take writing courses, there are still a significant number of students who struggle with writing compositions.

According to Dulay, Burt, and Krashen, there are four types of errors in surface strategy taxonomy: Misformation, Misordering, Omission, and Addition. This surface strategy error taxonomy clarifies the surface elements of language that are modified in specific and systematic ways where the error always occurs.

There are several reasons why students make mistakes. First, their native language continues to influence their descriptive writing. Second, they will not have understood the use of English sentence structures, which are notably distinct from Indonesian structures. Third, the majority of students literally translate their native language sentences into English.

Tenth-grade students in class X C of SMAN 1 BAYAT continue to make errors in their composition, according to the findings. The number of total errors is 117. It is the result of four types of error. The researcher discovers that a misordering error accounts for 55 % of the total errors.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussions in the previous chapter, the researcher concluded the type of errors are usually made by the tenth grade students of SMAN 1 BAYAT and the cause of errors made by the tenth grade students of SMAN 1 BAYAT. The conclusions are as follows:

1. The types of error are usually made by the tenth grade students of SMAN 1 BAYAT in writing descriptive text Based on the description in previous chapter, it can be concluded that the XC SMAN 1 BAYAT still made the errors when the students were asked to a descriptive text about animal. The types of errors made by the students on writing descriptive text are based on surface strategy taxonomy which are classified into omission, addition, misformation, and misordering. After identifying the errors, the researcher found 117 total of errors consisting of 23 errors of omission, 10 errors of addition, 29 errors of misformation and 55 errors or of misordering. From the data above, it can be seen that misordering error was the highest number of errors made by the students. It was followed by addition error, misformation error and the last as the lowest is misordering error.
2. The sources of error made by the tenth grade students of SMAN 1 BAYAT in writing descriptive text.

After analyzing each types of errors found in descriptive text in students writing of the tenth grade of SMAN 1 BAYAT, the researcher can find some sources of errors. They are interlingual and intralingual transfer. Interlingual transfer is errors that are influenced by the interference of users' mother tongue. The users still apply Indonesian pattern into English when they translate the sentences. Then intralingual transfer occurs when students get difficulty learn the second language. There are four causes of errors in intralingual transfer, namely: errors caused by overgeneralization, errors caused by ignorance of rule restriction, incomplete application of rule and errors false concept hypothesis.

B. Suggestion

The researcher finds that there were still some errors made by the students in written text. Therefore, she wants to give suggestions follows:

1. To the English teachers

After knowing the area which the students often make the errors in writing descriptive text, the teacher should pay more attention to the writing teaching and learning process and also stress on the material in which difficult for students. May use a new method in teaching learning process.

2. To the students

Since there are still so many errors made by the students in writing descriptive text, they should pay more attention to it. The students should learn harder and do exercises in writing text. It is also important for them

to know their own errors because by knowing their own errors, they will not make similar errors.

3. To the other researcher

Since this research is far from being perfect, it is hoped that the other researcher can discuss and analyzed the students' errors deeply. Meanwhile, hopefully, this research will be able to be a kind of reference for them to make further researches in concerning error analysis with deeper analysis and shaper results.

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APPENDICES

Appendix 1 Students' Name List**DAFTAR PESERTA DIDIK SMAN 1 BAYAT
TAHUN PELAJARAN 2022**

Mata Pelajaran : Bahasa Inggris
 Guru : Eni Kusumawati, S.Pd
 Kelas : XC
 Semester : Ganjil

NO	NIS	NAMA	L/P
1	3205	ADVENTINE CHERLY MAHARANI	P
2	3206	ALEXANDREA KARIN	P
3	3207	ALFAREL ANUGRAH MUHARAM	L
4	3208	ALFAT AVRIAN WUDJITO	L
5	3209	ANANG WAHYU SAPUTRA	L
6	3210	ANASTASIA RIMBA MAHARANI	P
7	3211	ANGELICA NOELIA NATALINE YUWONO	P
8	3212	ANTONI YOGA PRATAMA	L
9	3213	ARIANA	P
10	3214	ARIANI	P
11	3215	ARIEL GILANG RAMADHAN	L
12	3216	DANAR ARMASKA TAMAM AHMAD	L
13	3217	DEVANA RESTU HANDOYO	L
14	3218	DINASTI NADIA WINDRAWATI	P
15	3219	ELEONORA CALISTA PUTRI ASTUTI	P
16	3220	ENJIE ENJIEAN PRIASMANA	P
17	3221	ESA MUHAMMAD FIRDAUS	L
18	3222	FRISTYA AFRIZAN FAROSI	L
19	3223	GREYSSIA JOLANDA PRATIWI	P
20	3224	JASMINE BETA FILIA	P
21	3225	KORINDO CHAESA FERNANDA	L
22	3226	LATIFAH KHOIRUN NISA	P
23	3227	MAGDALENA NOVITA SARI	P
24	3228	MAULIDIAH SITI KHAIRUNNISA	P
25	3229	MUHAMMAD RIFKY JANUARTA	L
26	3230	RIVA PUTRA ADI PRATAMA	L
27	3231	SALWA NABILLA ROSSADA	P
28	3232	SATRIO ARYOTEJO	L
29	3233	STEFANIA SEFTA ARYADI	P
30	3234	SUGANDHA WAHYU NUGRAHA	L

Appendix 2 Document Descriptive Text of Student

Document Descriptive Text of Student

Document 1

Nama : Adventine Chery M

No : 1

Kelas : XC

Rowo Jombor

Rowo Jombor is the name of a tourist attraction in Klaten regency for those who are looking for a place of recreation with natural nuances as well as culinary. In the middle of this 180 hectare reservoir there is a floating restaurant that serves a variety of processed fresh fish caught from the cages in the reservoir. The travellers also eat while being treated to panoramic views of Mount Merbabu and Merapi from a distance.

Looking for a comfortable tourist spot to be visited by a crowd and at the same time have culinary delights in Klaten? Travelling, let's recommend Rowo Jombor for you to visit. This reservoir area is located between Yogyakarta and Solo, precisely in Krakitan Village, Bayat, Klaten, Central Java. This reservoir seems to be an oasis in the middle of the limestone mountains which are the typical topography of the south mountain region.

This place is not always crowded everyday, but there in lies the advantage that a traveler gets. So if you come on a weekday, you will get a calm atmosphere and be able to enjoy the beauty of the reservoir and the surrounding nature with satisfaction, it just feels like private property. The busiest time in place is during the month of Ramadan, where tourists generally come for iftar and reunion events.

Document 2

Nama: Alexandra Karin

No: 2

Kelas: XC

Green Village

Green Village is located in the border between Klaten and Gunung Kidul regency. Not to mention it resides on the highland, featuring both comfy and refreshing air.

At night, the sparkling light can be seen clearly from up there. Those are the lights of buildings located in Klaten city, actually. During the bright day, on the other hand, visitor may see beautiful panoramas including hills and lush green trees. In the afternoon, the romantic sunset appears and the site offers a soother nuance to visitors. The site has several facilities for tourist to use, as well, including gazebos and resting places.

The first thing to enjoy while exploring Green Village is definitely the trekking experience. In order to reach the site, it takes a challenging route, after all the route is considered narrow. The unique part is that it features a bridge like path that connects a hill to another! on this area, tourist usually enjoy photography and sightseeing. No wonder Green Village starts attracting those who love adventure and hiking.

As mentioned earlier, Green Village has some gazebos up there. And visitors should take advantage of the facility to enjoy relaxation or other relaxing activities. It is even allowed to carry foods and conduct eating together. That means everyone should take care of the trash and avoid littering at all cost. Before going down, it is recommended to wait for the sunset to appear in the afternoon. The nuance becomes soother at the time.

Document 3

Nama: Alfarel Anugerah Muhoram

No: 3

Kelas: XC

Plaosan Temple

Plaosan Temple which is quite unique because it has twins. Plaosan Temple itself is located on jalan Candi Plaosan, Bugisan, Prambanan, Klaten Regency.

This temple itself is located not far from Prambanan Temple, only a few km away. However, this temple is less prestige than the Prambanan temple which is already world wide. But in terms of beauty, this temple is also not inferior to other temples in Indonesia.

For the shape of this Plaosan temple, we can see that its peak is the form a stupa, this is reinforced by the presence of Budha statue. You can come to the historical tourist attraction of the Plaosan temple in the morning until the afternoon. If you come in the afternoon, you will be presented *with* a beautiful sunset that is so charming and if you come before sunrise you will also be presented with a beautiful view of the sunrise with a very majestic temple background. You will be presented *with* a view of the sky changing color to orange, and also served with cold air so that it will make the atmosphere more pleasant.

It's no wonder that many tourists make Plaosan temple a tourist destination, and it's not uncommon for tourists to use this temple as the place to take pictures, especially in the area of verdant meadows with a temple background is so dashing.

Document 4

Nama: Alfat Avrian W

No: 4

Kelas: XC

Makam Sunan Bayat Ki Ageng Pandanaran

The tomb of Sunan Pandanaran is located in Paseban Village, Bayat District, Klaten, Central Java. The tomb of Sunan Pandanaran became one of the religious tourism destinations that was quite famous among pilgrims because he was one of the guardians of the spread of Islam in the Tembayat area during the Demak Kingdom. He is also one of Sunan Kalijaga's student. There are 2 barrels that have dragon carvings, therefore they are called Sinogo Gentongs near the gate. Near the Sinogo Gentong, glass has been provided for those who want to drink the water in the Sinogo Gentong.

Although not as famous as the figures who are part of Walisongo, Sunan Bayat is one of the most respected propagators of Islam in Java. Before studying with Sunan Kalijaga, the first regent of Semarang had a dark story during his life. For some people the figure of the guardian whose body is now lying on Mount Jabaikat in the Paseban village area, Bayat District, Klaten Regency, Central Java is considered special. Therefore his tomb is almost never empty of pilgrims.

There is a belief that anyone who performs ritual behavior in this place, then everything that is expected will come true. This belief cannot be separated from the life story of the figure of Sunan Bayat, who during his life was known as a rich person. Sunan Bayat's name is actually Ki Ageng Pandanaran. He was the first regent of Semarang who during his life time was known to be very rich," explained Sambudi, one of the caretakers of the Sunan Bayat tomb complex.

Document 5

Nama: Anang Wahyu Saputra

No: 5

Kelas: XC

Umbul Ponggok

Umbul Ponggok is natural pool that was developed into a snorkeling tour which is quite famous in Klaten. This natural pool has existed since the Dutch era, with a size of 50x25 meters and an average depth of 1.5-2.6 meters. You don't need to be afraid of being carried away by the waves. Because the sea is a natural spring that is fresh and very clear. Unlike the swimming pool which is basically a *tiles floor*, the base of Umbul Ponggok is still very natural in the form of a wide expanse of sand, rocks, and colorful fish so that atmosphere is really like under the sea. Although filled with fish, the water in Umbul Ponggok is not wrong because the water flows continuously, apart from being a place for snorkeling. Umbul Ponggok is also often used as a diving training location for beginners before they actually dive in the sea. As for children, there is a short pool that can be used as a location for swimming or limited water play.

Document 6

Nama: Anastasia Rimba Maharani

No: 6

Kelas: XC

Merak Temple

Merak temple, or locally known as Candi Merak, is a 10th – Century Javanese Shivaist Hindu temple complex located in Karangnongko Village, in Klaten Regency, northwest Klaten town, Central Java, on southeast slopes of Mount Merapi. The temple complex consisted of a main building and three perwara temples, dating from 9th or 10th century, from the Mataram Kingdom. Near Merak temple there are several temple ruins and archeological sites, however unlike merak temple most are in ruins and incomplete, such as kriyan temple, Bekelan temple. Merak temple has a length of 8,86 meters, a width of 13,5 meters, and a height of 12 meters. The name merak is thought to have been taken because in the area around, the temple there are many Peacock nests. Merak temple consists of 1 main temple with a square plan facing east and there are also Perwara temples facing west. In addition, there is also an entrance staircase to the east of the temple which has the cheeks of the stairs decorated with kalamakara. In the body there are five niches, one of which is a statue of Durgamahisasuramardhini. The roof of the temple consists of three levels and is in the form of a square decorated by 12 niches. There is a niche that has a statue relief sitting on a Padmasana. Besides that, the unique thing that is owned by the merak Temple is that it has geometric motifs and various ornamental plants found in the Merak Temple. Various geometric decorations found in the reliefs of the temple. It has the shape of a circle, an oval, an a square outside which is framed by flower petals. ornamental plants are usually in the form of plant ornaments found in the temple. This decoration is found on the temple reliefs in the form of a lotus flower called Purnakalasa as a symbol of happiness and luck. Combination ornaments are a mixture of geometric rhombuses and plant decoration, these ornament are found on the seams at the foot of the

temple. Merak Temple since its discovery has undergone several restorations. The first restoration took place on the legs and body which was carried out in 2007 and 2010. The restoration of the roof of the temple was carried out in 2011. The restoration was carried out by replacing the rotting and damaged building stones of the temple with suitable new stones. Currently the Merak Temple has been neatly arranged and maintained.

Document 7

Nama: Angelica Nolia Nataline Yuwono

No: 07

Kelas:XC

Chicken Chruch

There is how many destination in Central Java, the one of them is CHICKEN CHRUCH. The chicken chruch is located in Karangrejo Gombong, Kurahan, Kembanglimus, sub-district Borobudur, Regency Magelang, Central Java. The chicken chruch it becomes of the tours in Central Java. In Central Java, the chicken-shaped has a long history to become a chruch.

So let's get started!!

In the film Rangga (Nicholas Saputra) and Love (Dian Sastrowardoyo) Entered the chruch to the "upperhead". The chruch was built by Daniel Alamsyah, a man who was born in Lampung Oktober 17 1943. Daniel had the inner collection until he got a dream hint to build a house praying in foreign hills he had never been to visit. In 1989 Daniel and his family visited the Borobudur area and met the original youth of the region named Jito. From Jito, Daniel knows there's a hill Ghong Hamlet. Meanwhile, Daniel said the building was named Rhema Hill Prayer House, but local residents prefer to call it the chicken chruch more often.

After praying last night, he seemed to get a magic massage that was then a day called Bukit Rhema for Christians to mean word that life. "I pray all night there than I got the revelation that I had to build a prayer house in that place" he said. One year later, the owner of the land offered a 3.000 square meter on Rhema Hill. In 1992, prayer houses on Rhema Hill began to be built.

It's no wonder that Rhema Hill has managed the juvenile delinquency, drugs and mental disorders. The first floor, it means a holy man who was born to learn to know the world from stringing till walking. The second floor, it means that human have grown up can distinguish which is good and bad that are faced in life. The third floor, this describes the delinquency and quent interactions including

teenagers and drugs. The fourth floor describes the diversity, arts, and cultures in Indonesia. The fifth floor tells the story of a fall and sees the scenery around the hill, then motivated to get up and have beliefs and hopes. The sixth floor depicts the mouth in Rhema Hill as open. On the seventh floor which is the last floor depicts that humans should be grateful.

Document 8

Nama: Antoni Yoga Pratama

No: 08

Kelas: XC

Plaosan Central Java

Plaosan Temple is situated in Bugisan Village, Prambanan Sub-district, Klaten District, 1,5 kilometers to the east of Sewu Temple, The temple is an ancient building compound comprising of two building complexes, Plaosan Lor Temple Complex (lor is a Javanese word that means north) and Plaosan Kidul Temple complex (kidul is a Javanese word for south). The relief sculptures found at Borobudur, Sewu and Sari Temples.

Experts claim that Plaosan Temple, a Buddhist shrine, was built during the area of Mataram Hindu Kingdom, when Rakai Pikaton was at the helm at the dawn of the 9th Century, De Casparis, one of the proponents of the claim, based his viewpoint on the inscription stone states that Plaosan Lor Temple was built by Queen Sri Kahulunan, with the support from the husband. De Casparis argued further that Sri Kahulunan was a designation entitled to Pramodhawardani, the daughter of the King Samaratunja of Syailendra Dynasty, the princess, a Buddhist, married Rakai Pikaton of Syailendra Dynasty, the princess, a Buddhist, married Rakai Pikaton of Sanjaya Dynasty, who was a Hindu.

Document 9

Nama: Ariana

No: 09

Kelas: XC

Malioboro Tample

Malioboro is the main icon of Yogyakarta tourism. Malioboro is a street in the center of Yogyakarta. Even though it is only a Malioboro Street, it has many meanings and attractions that make along the side of Malioboro road a tourist destination of choice for local, and foreign tourist.

Malioboro is the main road to various tourist destinations in Yogyakarta. Those are the Yogyakarta Palace, Zero Paint and Beringharjo Market. Jalan Malioboro is quite large, it can be passed by two cars and several motorbikes at the same time. On the side of Malioboro Street there are various old shops, malls, hotels, and several official offices.

As a tourist destination, the outskirts of Malioboro Street are made wide enough for pedestrians. There are various facilities such as benches, bus stops, and a stopover for pedestrians to just sit and enjoy the atmosphere of the city of Yogyakarta. In addition, there are many street vendors selling souvenirs from Yogyakarta and also various kinds of culinary delights for tourists kinds of culinary delights for tourist to enjoy.

Malioboro sells the old atmosphere of the city of Yogyakarta with various old buildings that have not been renovated much, tourists can feel the impression of Yogyakarta. With various old buildings that have not been renovated much, tourists can feel the impression of Yogyakarta as an old city full of culture. Not only that, various photo objects and art performances are also available at street corners. Providing entertainment and the best spot to find the atmosphere.

Document 10

Nama: Ariani

No: 10

Kelas: XC

Prambanan Temple

For anyone who likes history, Prambanan Temple is the historical tourism place that must be visited. The location is in Yogyakarta, around 10 minutes from Adisucipto Airport. Spending Rp. 50.000,- We can explore around it all the day we want to enjoy the beauty, take some picture and learn something historical about it.

Prambanan is the biggest Hindu temple site in the mid-9th century during the regime of Sanjaya Dynasty. The history explains that Rakai Pikaton is the one who initiated the building of that giant temple.

The original name of Prambanan Temple is Shivagrha because the temple was built to dedicate the God of Shiva. Equal with Borobudur temple, the Prambanan temple at every main building recognize the three world hierarchy which spanned from the lower world of to the haist place. At the first level of the world, it is called Bhurioka or the world in which human being are still bound by their desire, lust, sins, and unholy way of life or stupidity. The middle level is Bhuvarloka, that is the world of enlighten where human lean to see the truth or living in the holy way. The top level is Svarloka or the highest and the holiest world. This is the place for people who already get the perfection of life.

Document 11

Nama: Ariel Gilang R

No: 11

Kelas: XC

Sejarah Candi Borobudur

History of Borobudur Based on information from the cultural Heritage site of the ministry of Education and Culture. Borobudur Temple was allegedly founded during the reign of the Syallendra Dynsty between 750-842 AD. Its establishment.

Is expected to be gradual and mutual cooperation as a from of worsip of Buddhist teachings. the Borobudur conservation Center on its Website States. History JG de Casparis belves that the older of Borobudur Temple was King Samatunjya who ruled in 482-812 AD during the Syallendra Dynasty Borobudur Temple was built to glorny Mahayana Buddhism.

Therefore, Borobudur Temple has a diversity of function to glory the ancnument to glory the ancestone of the founders of the Syailendra Dynasty and glorify Buddhism.

Document 12

Nama: Danar Armaska T.A

No: 12

Kelas: XC

Cemoro Sewu

For those who like adventure, Cemoro Sewu is a must-visit tourist spot. The location is in the village of Tegalmiri, Banyuripan, Bayat, Klaten. By paying IDR 5000 we can enjoy the beauty of a very beautiful nature.

Cemoro Sewu is a hily tourist spot there are many fir trees at the top of Cemoro Sewu, in addition to many cypress trees, there are also several animals such as horses, rabbits, snakes, turtles, etc. There we can ride horses by only paying Rp 10.000. BAYAT district very cleary fresh air and beautiful scenery will make us feel at home for long there we can also take photos there because there are many spots to take photos. there is also a place to rest. the place is very comfortable and cool.

Document 13

Nama: Devana R.H.

Kelas: XC

Waduk Rowo Jombor

Still talking about water tourism in Klaten, Central Java, this time we move to the Rowo Jombor Reservoir which has a lot of visitors. Not only ordinary reservoirs, in Rowo Jombor, visitors can enjoy the variety of fun holiday activities, such as climbing the Rowo Jombor hill.

In addition, we can enjoy special culinary delights at Warung Apung Rowo Jombor, fishing, or you can just jog around the reservoir and enjoy the surrounding scenery with the beauty of the place we can spoil our eyes while enjoying the beauty of the panorama.

Document 14

Nama: Dinasti Nadia

No: 14

Kelas: XC

Bukit Cinta

Bukit Cinta is a tour in Gunung Gajah Village, Klaten District. This tourist attraction has beautiful view. This tourist attraction is also commonly used as a place for refshing and for photos. There are lots of nice and suitable places for photos.

If we go to hill of love, we have to buy an entrance ticket, the entrance there is only IDR 5000,00. When we think about going there we have to park our vehicle below because if we take it to the hill it won't work because the road to the hill is uphill.

At the Bukit Cinta tourist attraction, there are many sellers of tradisional foods. The tradisional foods include tiwul, fried cassava and many more. There are also sellers of pop noodles and drinks.

Document 15

Nama: Eleonore Calista Putri

No: 15

Kelas: XC

Temple Lumbung

Lumbung Temple is a temple located in the Prambanan area, Klaten district, Central Java. This temple is one of the temples that is included in the Prambanan world heritage area. Lumbung Temple is a Buddhist temple which is estimated to have been built around the 9th to 10th centuries. Precisely when it was still controlled by the ancient Mataram Kingdom. Lumbung temple is a temple that is not much different from or related to the Sewu Temple. This is known from the shape of the perwara temples which are similar to the perwara temples in Sewu, namely the roof is in the form of a stupa. This also shows that the Lumbung temple has a Buddhist temple background.

The name of the Lumbung itself is still not clearly known for sure. The name is off the community around it because its shape is like a born (a building where rice is stored). Lumbung temple is not yet known, whether it was founded by Sri Maharaja Rakai Panangkaran like the Sewu temple, cannot be explained. Lumbung temple is a temple complex consisting of a main temple surrounded by 16 perwara temples. The main temple, which itself is now in ruins, is in the form of a 20 sided polygon with a ground plan of 350m². The body of the temple stands on a rock as high as about 2,5m. The stairs and entrance are located on the east side. The entrance is equipped with a viewing booth and a hallway leading to the interior of the temple. The outside of the walls on all four sides are decorated with carved images of men and women in almost the same size as reality. The pictures on the wall flanking the entrance are kuwera and hariti. On the outer wall on north, west and south sides there are niches where the Dhyani Buddha statues are placed. The number of niches on each side is 3 places, so the total number is 9 pieces, currently none of them contain statues.

Document 16

Nama: Engie Enjiean Priasmana

No: 16

Kelas: XC

Rawa Jombor

Rawa Jombor is a culinary tourism spot located in Dukuh Jombor, Krakitan Village, Bayat District, +8 km (eight kilometers) to the southeast from the center of Klaten City, Central Java, Indonesia.

Rawa Jombor has a length of 7,5 km. The shape is not rectangular, but an irregular polygon. This swamp has a depth of 4,5 m and can hold 4.000.000 m³ of water. Befor becoming

Around Rawa Jombor there are beautiful natural scenery, ancient heritage sites which are believed to have historical value, agricultural museums, craft centers, floating stalls, sports arenas.

Before it was built into a swamp, Rawa Jombor was a village. In the past, Rawa Jombor was built to conect water from the surrounding rivers. In addition, Rawa Jombor also functions to control flooding. Until now, Rowo Jombor has many functions and not only to control floods. The Jombor swamp is used for fishing.

There is a tourist boat the is used to surround the Jombor Rawa. Use Rawa Jombor for 10-15 minutes. The average size of tourist boats in Rawa Jombor is large enough to accommodate 20. On the boat, there are chairs and spots for selfies, to ride this tourist boats, visitors have to pay around IDR 5.000 per person. Tour boat operating hours start at 09.00 to 21.00 WIB.

Document 17

Nama: Esa Muhammad F

No: 17

Kelas: XC

Plaosan Temple

Plaosan Temple, this temple is also known as the Twin Temple. This Temple is one of the Buddhist temples in Indonesia located in Plaosan Hamlet, Bugisan Village, Prambanan District, Klaten Regency, Central Java. This Temple is located approximately 1 kilometer to the northeast of Sewu Temple and Plaosan Temple.

Although this Plaosan Temple is a Buddhist temple, this temple is in the architectural style of Hinduism and Buddhism. This temple is estimated to have been built in the 9th century AD during the reign of Rakai Pikaton of the Hindu Mataram Kingdom. The temple, which has recently been visited by domestic and foreign tourists, has its beauty appeal. Apart from being inside the temple where you can see the beautiful refeils, from of the outside of this temple, the beauty of the temple's towering upwards is often used as photo with sunrise in the morning and sunset in the afternoon.

Many tourists capture the moment of sunset in the afternoon with the expanse of nice fields of residents who are also around this Plaosan Temple. There are also those who just gather in front of the temple entrance with friends because it is quite spacious too. Not infrequently Plaosan Temple is also used as place for Pre-wedding.

Document 18

Nama: Faistya Afrizan F

No: 20

Kelas: XC

Monas National Monument

The national monument or "Monas" as it is popularly called, is one of the monument built during the Sukarno era of fierce nationalism. The top of National Monument (Monas) is freedom square. It stands for the people's determination to achieve freedom and the crowing of their efforts in the proclamation of independence in August 1945. The 137 meter tall marble obelisk is topped with a flame coated with 35 kg of gold. The base houses a historical museum and a hall for meditations. The monument is open to the public and upon request the lift can carry visitors to the top, which offers a bird's etc view on the city and the sea.

Go early to beat the crowds and the haze. It is easy for the less physically able as lifts take visitors to the top. The diorama exhibition in the basement gives such a distorted of Indonesian history.

This imposing obelisk a Jakarta's famous landmark. Construction started in 1961 under president Soekarno but was not completed until 1975, under president Soeharto. The monument houses a couple of museums. The freedom hall depicts Indonesia's struggle for independence through a seris of dioramas. Whereas the hall of contemplation displays the original declaration of independence document and recording of the speech.

Document 19

Nama: Greyssia Jolanda P

Kelas: XC

Plaosan Temple

Plaosan temple is a temple located in Bugisan Village, Prambanan, Klaten, Central Java. Plaosan temple is a Buddhist temple. The temple is compound comprising of two building complexes, Plaosan Lor (north) and Plaosan Kisul (south).

In Plaosan Temple there are so many plants such as flowers and grasses. Plaosan Lor (north), there are six big stupas and a rectangular stone terrace surrounded by rows of stone pedestals. Plaosan Lor (north) is also a large complex of the temples. At the center, there are two storied buildings that constitute the main temple. Plaosan Kidul (south) doesn't have the main temple but there are some temples and stupas.

For the ticket, we only have to pay IDR, 3.000/person. Plaosan temple is open every day starting from 08.00 AM until 05.00 PM.

Document 20

Nama: Jasmine Beta Fira

Kelas: XC

Prambanan Temple

Prambanan Temple is a Hindu Temple in special region of Yogyakarta, Indonesia. The Temple compound is located approximately 17 kilometers northeast of the city of Yogyakarta on the boundary between Central Java and Yogyakarta provinces, legend tells that it is a temple built by Bondowoso as a promise to marry Roro Jonggrang. However the construction of this temple was not completed because the ruse of Roro Jonggrang. Finally Bondowoso cursed Roro Jonggrang become a statue today complete the temple.

As a temple which is very beautiful, the building complex of Prambanan Temple located at an altitude of 154 m above sea level and becomes one of the tourist destinations in Yogyakarta. It is located in Prambanan Village, District Bokoharjo. The height of Prambanan Temple is about 47 meters. It is 5 meter higher than Borobudur. The complex of Prambanan Temple shaped rectangular seconds of 4 main parts: The Outer Courtyard, Jaba Yard (Outer Court), Central Court, and Njeron Court (Back Court). The outdoor courtyard surrounds the outer court which shaped square with an area of 390 m². It doesn't have any single temple inside. After the outer court, there is a Central courtyard which shaped rectangular with an area 222 m². In the middle of central courtyard there are 4 terraces in which the deeper of the terrace location, the higher it is. The first terrace which is the lowest terrace has 68 smal temples which are lined and divided into four lines that connect between entrances to every yard. The second terrace, there are 60 temple, in the third terrace, there are 52 temple, and the fourth terrace of the only remain the ruins because of natural disasters. Back court is the highest.

Document 21

Nama: Korindo Chaesa F

Kelas: XC

Watu Sepur Bayat

Watu Sepur Bayat is a tourist attraction located in Bogor, Jatangan, Bayat, Klaten, Central Java. Watu Sepur comes from 2 words, Watu and Sepur. Which means, Watu is rock and Sepur is train, so Watu Sepur is Chariot Rock. Called Watu Sepur or Chariot Rock because the stone is shaped like a train carriage. The rocks are as old as the rocks in the surrounding villages in Kebon Village and Gununggajah Village. At Watu Sepur, the rock is at the top of a hill no higher than Bukit Cinta in Gununggajah and Bukit Pertapan in Kebon Village. This object is located on the south side of Rowo Jombor, namely in the Bogor hamlet which is still in the Jiwo Mountains area or the slope of Karangpandan Hill. The location is also easy to find because it can be searched on Google with the name "Watu Sepur Bayat".

The stones are about 100 meters long and shape rectangular. Those stones continue to connect shaped like a train. This tourist spot not only presents rocks shaped like a train but, also provides bamboo gazebos with roofs such as reed leaves, prayer rooms several stalls, two toilet facilities, as well as an arena for learning archery. Besides that, this tourist spot is located around shady trees, which makes the atmosphere in the place cool and shady. There is also a little field surrounded by mahogany trees. The location is often used for camping, seminars, reunions, meetings, and nature gatherings. And there is also one location to take pictures. Watu Sepur Bayat entrance ticket price is only Rp.2.000,00 per person. The vehicle parking fee is only Rp.2.000,00 for motorbikes and Rp.5.000,00 for cars. With such a cheap budget, visitors can explore the forest area to limestone.

Document 22

Nama: Latifah Khoiru Nisa

No: 22

Kelas: XC

Bukit Cinta Watu Prahu

Bukit Cinta Watu Prahu is located in Gunung Gajah Village, Bayat District, Klaten Regency. To reach Bukit Cinta Watu Prahu, you can travel about 16 km about 35 minutes drive.

This tourist spot is also easily accessible from Solo or Yogyakarta. Not only about an hour's drive. The easiest route is via Jalan Raya Cawas-Bayat. Don't worry, there are already some signs that will direct you to Bukit Cinta.

An officer who met, Yulianto said, before it become a tourist spot, Bukit Cinta was just an ordinary hilly area it is the head of Gunung Gajah Village, Yoyok Kartika Cahyo who took the initiative to conjure up the place. The idea is to come to other villages ground Klaten that successfully manage the potential of their villages. One of them is Ponggok Village which is famous for its umbul tourism of natural springs.

Utilizing of the village fund, start the development of the Bukit Cinta Watu Prahu area at the beginning of 2017. The development and arrangement of the Bukit Cinta Watu Prahu area took four months. In April 2017, this tourist spot was inaugurated and began to receive visitors.

Since then, the existance of Bukit Cinta Watu Prahu began to be known, at least by the people of Klaten and the surrounding areas, such as Solo, Sukoharjo, Wonogiri, and Yogyakarta. This tourists destination also went viral on social media. It is easy to find photos of visitors who share their travel experience and enjoy the beauty of Bukit Cinta Watu Prahu.

Support facilities at Bukit Cinta Watu Prahu which open from 07.00 WIB are quite complete. Starting from the wide parking area, musala, toilet, to food stalls. Even with vehicles such as swimming pools, fish therapy pools, children's playgrounds, and entertainment stages.

Interestingly, there is an interesting site that in the forerunner of the naning of this tourist spot. It is nothing but a large rock mound that is unique and different from the general type of rock. For photo spots, don't ask, there are many. Even from the entrance to the tourist area. his hand felt 'itchy' to immdiately take out the camera. But before entering, visitors must wash their hands. Then the officer will check the visitor's body temperature while reminding them to keep a distance from the other visitors.

No: 23

Kelas: XC

Joglo Tumiyono Bayat

Joglo entrepreneur or officially called Joglo Tumiyono Bayat is a pavilion that holds the largest Joglo house in Klaten. Because the building with a typical Javanese architecture is standing on a 2.2 hectare land. The existence that has actually been built since October 2017 is now attracting the attention of netizens. Although it has a function as an educational facility, especially to print an entrepreneurial-minded generation, its beauty is often used as a place for photos. Some even call it a selfie tourist spot. The attractiveness of this place is not separated from the artistic value of the building, where the red-brick building complex is glued together without a layer of cement. In addition, if you look into the main pavilion, you can clearly see the carvings that are required for artistic value.

It turns out that the building with dimensions of 30x30 meters is PT. Widodo Makmur Group under the Kesatriaan Entrepreneur Foundation. The name of the foundation is also attached to this area, which is also often called the Joglo Kesatriaan. The foundation which was founded by the sons and daughters of the late Tukimin Tri Widodo and Hj Sumiyem, assigned Joso Architect as the designer. In the middle of this pavilion there is a pavilion/joglo which is the main icon. In addition to having a very wide courtyard, on the side of the pavilion there is also a joglo-shaped building but with a different design. The back side is a 2 story building built with bricks, red tiles, and glass that resembles a dormitory. Later, through the Kesatriaan Entrepreneur Foundation his party will hold entrepreneurial training for the younger generation. This free education aims to produce young generations who have an entrepreneurial spirit which has an impact on economic equality throughout Indonesia. Joglo Tumiyono Klaten is located in Ngerangan Village, Bayat District. The layout is in the East Rowo Jombor which is heading towards Jl. Bayat Tancep. The location is also easy to find, if you want to use Google Map, you can tipe the

keyword "Joglo Tumiyono". Although cool for recreation, this place is not a tourist attraction, but rather an educational building. Therefore, there is no entry ticket for this Joglo Tumiyono Bayat Klaten. The existence of Joglo Tumiyono as a training center for prospective young entrepreneurs is not 100 percent perfect. However, the charm of the biggest Joglo Klaten is not in doubt. Even from this typical Javanese building, it could have the largest Joglo in the world.

Document 24

Nama: Maulidyah Siti Khairunnisa

No: 27

Kelas: XC

Bukit Cinta

Bukit Cinta is a hilly tourist area located in Gunung Gajah Village, Bayat District, Klaten Regency, Central Java.

The distance from the city of Klaten to the hill of love is about 17 kilometers with a travel time of 40 minutes. The hill of love is not far from Yogyakarta and Surakarta, the travel time from the city is only about 1 hour 15 minutes.

The easiest route to reach Bukit Cinta is via the Cawas-Bayat main road which is also the Yogyakarta-Wonogiri route. Later, the signpost for directions to this destination will be on the side of the road when you reach Bayat District.

Under the management of the local Village-Owned Enterprise (BUMDES), the community turned the hills of Gunung Gajah Village into a favorite tourist destination full of instagramable photo spots.

As soon as they step out of the parking area, tourists seem to be immediately impatient to take out their camera devices. The manager has indeed arranged the tourist area since around the vehicle parking area.

Document 26

Nama: Riva Putra Adi P

No: 32

Kelas: XC

Borobudur Temple

Borobudur is one of historical buildings in Indonesia. It is considered to be the world's largest Buddhist temple for its size (15129 m²) and height (34.5 m). It is located in Magelang, Central Java. No only it became a well know tourism destination to a lot of travellers around the world. Borobudur temple is also included in UNESCO list of world heritage site.

Borobudur temple consists of six square floors and three circular floors which arranged accordingly and make it to be stair-like layers that you have to climb on by Riva Putra to reach the toe of the temple. In the middle of the floor, you will find small stairwell with couples of starits connecting each floor that you can use as a passage to go to the top. On each level of the floor, there are a lot of relief panels and Buddha statues spread around it. Based on the data, there are 2.672 panels and panels and 504 statues in total. There is a dome located on the top center of the temple and is surrounded by 72 Buddha statues, each seated insed a perforated stupa. It is said that if you please your hand into the stupa through to one of its hole and Riva Putra be able to make one of your dream come true.

Document 27

Nama: Salwa Nabilla

No: 33

Kelas: XC

Bukit Cinta Watu Prah

Bukit Cinta Watu Prah is located in Gununggajah Village, Bayat District, Klaten Regency. To reach Bukit Cinta Watu Prah, you can travel about 16 km or about 35 minutes drive. This tourist spot is also easily accessible from Solo or Yogyakarta. Only about an hour's drive. The easiest route is via jalan raya cawas-bayat. Don't worry, there are already some signs that will direct you to bukit cinta.

An officer who met, Yulianto said, before it became a tourist spot, bukit cinta was just an ordinary hilly area. It is the head of Gununggajah Village, Yoyok Kartiko Cahyo who took the initiative to conjure up the place. The idea is to come to other villages around Klaten that successfully manage the potential of their villages. One of them is Ponggok Villages wich is famous for its Umbul tourism or natural springs.

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Document 28

Nama: Satrio AryoTejo

No: 34

Kelas: XC

Rowo Jombor

It is likely Klaten regency has become one of the best vacation destinations in Central Java province. In a nutshell, the region is known for its serene and beautiful natural baths. Still, many tourist also come to Klaten for others purposes. For instance, they want to visit the famous reservoir called Rowo Jombor. The locals call it Waduk Jombor and the location is in Krakitan Village of Bayat Sub-District.

Once arriving at Rowo Jombor, tourist may see the beautiful lake and mountain view right away. Some floating enteries are also see on it. These wooden buildings reside on big drums, so they are able to float on the water in a sturdy manner. The location of this eating area is on the north part of lake, having a width of about 4 hectares.

Rowo Jombor becomes more popular over time these days, especially among local families. These people want to spend a vacation or holiday with her family members. It is common sense. They would choose Rowo Jombor as their vacation destination due to its serenity and excellent facilities. The size of the lake is around 180 hectares and it feauteres lots of floating eateries. This, visitors don't need to carry foods or snack to the location. They can simply carry some money and buy delicious foods from available enteries.

Document 29

Nama: Satrio AryoTejo

No: 34

Kelas: XC

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Document 30

Nama: Suganda Wahyu N

No: 30

Kelas: XC

Pilgrimage tour to Sunan Pandanaran

Tourist attractions around Klaten are not only for recreation. There is also a pilgrimage tour namely the tomb of Sunan Pandanaran. The tomb lempex is gated with typical arsitektur of Majapahit Kingdom era.

The tomb of Sunan Pandanaran is located in Paseban village, Bayat district, Klaten, pricisely 15 kilometers southeast of Canter Klaten city. This tomb also has many names including the tomb of Sunan Pandanaran, Sunan Bayat or Sunan pembayat because of its position in the Bayat area.

Sunan Pandanaran who has known as Ki Ageng Pandan Arang during his life time, was closely related to the history of the city of Semarang and the spread of Islam Java.

Because of his supernatural power he was able to cunuince them to embrace Islam. Therefore Tembayat, Sunan Bayat, and Sunan Pandanaran will at Bayat despite being known as a respected religions figure. Ki Ageng Pandanaran continued to study the theaangs of islam under the guidance of Sunan Kalijaga (Ali).

Appendix 3 Alur Tujuan Pembelajaran Bahasa Inggris Fase E-F (SMA) (Syllabus)

TUJUAN PEMBELAJARAN			ACUAN KEBAHASAAN
NO (Kelas, Sub Keterampilan, Urutan Aktivitas)	A. MENYIMAK dan BERBICARA	ALOKASI WAKTU	
10. A.1	<p>Mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan serta merancang teks interaksi transaksional lisan yang melibatkan ungkapan <i>kebutuhan, perasaan, dan sikap (needs, feelings and attitudes)</i> secara kritis, kreatif dan santun terkait topik <i>fenomena alam dan sosial</i> dengan tingkat kelancaran dan ketepatan yang optimal.</p> <p>(Perhatikan intonasi, nada, kecepatan ujaran, volume suara, penekanan untuk memengaruhi makna, penggunaan <i>personal preference, feelings and emotions</i> serta strategi inisiasi dan pemertahanan pertuturan)</p>	8 JP	<p>1. TOPIK</p> <ul style="list-style-type: none"> Natural & Social phenomena Effective learning Interest, hobby, and Leisure time activities Digital technology & Social Media Usage in Learning Indonesia Cultural Diversity The Physical & Social Environment of Community Academic & Social Activities Life styles & Current affairs Human, Flora & Fauna Personal History Biography Indonesia history World history <p>2. FUNGSI</p> <ul style="list-style-type: none"> Asking & giving opinion Expressing agreement and disagreement
10. A.2	<p>Mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan serta merancang teks interaksi transaksional lisan yang melibatkan tindakan <i>memberi dan meminta pendapat (asking & giving opinion)</i> serta <i>menyetujui dan tidak menyetujui (agree & disagree)</i> secara kritis, kreatif dan santun terkait topik <i>fenomena alam dan sosial</i> dengan tingkat kelancaran dan ketepatan yang optimal.</p> <p>(Perhatikan intonasi, nada, kecepatan ujaran, volume suara, penekanan untuk memengaruhi makna, penggunaan <i>thinking verbs</i> serta strategi inisiasi dan pemertahanan pertuturan)</p>	8 JP	
10. A.3	<p>Mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan atau tulis berbentuk <i>lagu dan puisi</i> secara kritis, kreatif dan santun terkait topik <i>kehidupan remaja</i> dengan tingkat kelancaran dan ketepatan yang optimal.</p>	8 JP	
10. A.4	<p>Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk <i>naratif fiksi dan non fiksi</i></p>	8 JP	

	(<i>narrative</i>) secara kritis, kreatif dan santun terkait topik keanekaragaman budaya Indonesia dengan tingkat kelancaran dan ketepatan yang optimal.		<ul style="list-style-type: none"> • Asking questions to clarify or follow up information • Justifying personal preferences • Expressing needs and feelings • Showing strategies • Promoting • Relaxing • Entertaining • Reporting • Educating • Inviting • Informing
10. A.5	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk <i>deskriptif (descriptive)</i> secara kritis, kreatif dan santun terkait topik lingkungan fisik dan sosial masyarakat dengan tingkat kelancaran dan ketepatan yang optimal.	8 JP	
10. A.6	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk <i>prosedur (procedure)</i> secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.	8 JP	
10. A.7	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk <i>recount</i> secara kritis, kreatif dan santun terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah dengan tingkat kelancaran dan ketepatan yang optimal.	8 JP	
NO (Kelas.Sub Keterampilan. Urutan Aktivitas)	B. MEMBACA dan MEMIRSA	ALOKASI WAKTU	<p>3. TIPE TEKS</p> <ul style="list-style-type: none"> • Song • Poem • Advertisement, Invitation & Announcement • Narrative • Descriptive • Procedure • Recount <p>4. GRAMATIKA</p> <ul style="list-style-type: none"> • Past tenses • Present tenses • Passive forms • Articles (countable & uncountable) • Figurative language • Cohesive devices • Gerunds & Infinitives • Connective words • Thinking verbs to express opinion • Sequential words/phrases
10. B.1	Menganalisis: menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk <i>iklan (advertisement)</i> , <i>undangan (invitation)</i> dan pengumuman (<i>announcement</i>) secara kritis, kreatif dan jujur terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.	8 JP	
10. B.2	Menganalisis: menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk <i>naratif fiksi dan nonfiksi (narrative)</i> secara kritis, kreatif dan jujur terkait topik keanekaragaman budaya Indonesia dengan tingkat kelancaran dan ketepatan yang optimal.	8 JP	

10.B.3	Menganalisis menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk deskriptif (<i>descriptive</i>) secara kritis, kreatif dan jujur terkait topik lingkungan fisik dan sosial masyarakat dengan tingkat kelancaran dan ketepatan yang optimal.	8 JP	<ul style="list-style-type: none"> • Descriptive words • Aspects of literature • Stylistic word • Prepositional phrases and some technical vocabularies to communicate meaning • Conversational gambits • Intonation, tone, pacing, volume and emphasis to affect meaning.
10.B.4	Menganalisis menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk prosedur (<i>procedure</i>) secara kritis, kreatif dan jujur terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.		
10.B.5	Menganalisis menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk recount secara kritis, kreatif dan jujur terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah dengan tingkat kelancaran dan ketepatan yang optimal.	8 JP	
NO (Kelas.Sub Keterampilan. Urutan Aktivitas)	C. MENULIS dan MEMPRESENTASIKAN	ALOKASI WAKTU	
10.C.1	Merancang dan mempresentasikan teks lisan dan tulis berbentuk iklan (<i>advertisement</i>), undangan (<i>invitation</i>) dan pengumuman (<i>announcement</i>) terkait topik fenomena alam dan sosial dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.	12 JP	
10.C.2	Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk naratif fiksi dan non fiksi (<i>narrative</i>) terkait topik keanekaragaman budaya Indonesia dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.	8 JP	<ul style="list-style-type: none"> • Personality description • Nature description • Art & Cultural issue • Information & Communication Technology • Hardware & software • Things in town, village, mountain, sea, suburb • Habitat • Physical & Social Environment • Food & drink • Life style • Social media • Hobby & Leisure activity • Books & Literature • Shopping, painting, cooking, gardening • Travel & holiday • Project research
10.C.3	Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk deskriptif (<i>descriptive</i>) terkait topik lingkungan fisik dan sosial masyarakat dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks	8 JP	
			<p>5. KOSAKATA</p> <p>6. ASESMEN</p> <ul style="list-style-type: none"> • Listening & Speaking performances • Understanding & Constructing conversation • Reading comprehension • Writing & Presenting performances

	secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.		7. ALOKASI WAKTU <ul style="list-style-type: none"> • 4 JP/Pertemuan (JP: Jam Pelajaran) • Secara umum tiap tujuan pembelajaran berdurasi 8 JP (2 pertemuan) • Terdapat 12 JP untuk teks undangan, iklan, pengumuman dan Recount. • Total 17 Tujuan pembelajaran • Total JP selama setahun 144 JP
10.C.4	Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk prosedur (<i>procedure</i>) terkait topik fenomena alam dan sosial dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.	8 JP	
10.C.5	Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk recount terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.	12 JP	

Appendix 4 Validation Sheet

VALIDATION

The thesis data titled "An Analysis of Grammatical Error in Writing Descriptive Text at The Tenth Grade of SMAN 1 Bayat Klaten" has been validated by Prof. Dr. H. Sujito, M.Pd in:

Day : Friday

Date : November 11th 2022

Surakarta, November 11th 2022

Validator

A handwritten signature in black ink, appearing to be 'H. Sujito', written over a horizontal line.

Prof. Dr. H. Sujito, M.Pd.