AN ERROR ANALYSIS OF DESCRIPTIVE TEXT WRITTEN BY THE EIGHTH GRADE STUDENTS OF SMP N 1 POLANHARJO KLATEN IN ACADEMIC YEAR 2023/2024

THESIS

Submitted as A Partial Requirements Undergraduate Degree

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Assalamu'alaikum wa rahmatullahi wa barakaatuh

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Thank you for the attention

Wassalamu'alaikum wa rahmatullahi wa barakaatuh

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DEDICATION

This thesis is dedicated to:

1. My beloved mother (Anik Sihwati) and beloved father (Subagiyo) for uncountable endless love, big support system, prayers, help, and everything that she gives to the researcher
2. My self (Khoirunnisa Subagiyo) because me have struggled and survived so far to continue living and working on my thesis until finish.
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MOTTO

Jangan merasa tertinggal setiap orang punya proses

dan rezekinya masing-masing.

(Q.S Maryam: 4)

Hidup bukan salin mendahului,

bermimpilah sendiri-sendiri

(Hindia Baskara)

PRONOUNCEMENT

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I hereby sincerely that the thesis titled "An Error Analysis Of Descriptive Text Written By The Eight Grade Students Of SMP N 1 Polanharjo Klaten In Academic Year 2023/2024" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation referred in the bibliography.

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

Sukoharjo,   December 2023

Stated by,

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

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The researcher

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ABSTRACT

Subagiyo, Khoirunnisa 2019. *An Error Analysis of Descriptive Text Written By The Eight Grade Students of SMP N 1 Polanharjo Klaten In Academic Year 2023/2024.* Thesis. English Language Education Departement, Cultures and Language Faculty.

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The Students still found 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 still found to identify the types of grammatical error and to find the sources of grammatical error in writing descriptive text at the eight grade of SMP N 1 Polanharjo.

This study was case study. The data source was 26 document descriptive text of the students assignment from VIIIB of SMP N 1 Polanharjo. The research purposes is know what kinds of error in descriptive writing text and causes error of descriptive writing text. The techniques of collecting data in this study were documentation. The data which have been collected analyzed using Dulay theory of collecting data, identify the error and classifying. The researcher applied the trustworthiness of the data with a triangulation investigator and interview to obtain valid data from the data sources.

The result of this research to answer research question number 1 show that students of the eight grade of SMP N 1 Polanharjo Klaten commited fout categories of error. The showed 75 error from 26 students writing descriptive text.Almost all mistakes made by students are omissions due to a lack of understanding of the material. There are omission (41 error/ 54,66%), addition (13 error/ 17,33%), misinformation 14 error/ 18,66%) and misordering (7 error/ 9,3%).

Then to answer research question number 2 the causes error that influence students to make error are interlingual transfer, intralingual transfer, context of learning and communication of strategies. These error came from the influence of their first language rules (interlingual), some errors occurred because students generalized the rule and applied it incompletely (intralingual), the ways of delivering material from teacher that were not optimal for students (context of learning) and learning style that can cause students make an error (communication of strategies).

Keyword   :Grammatical Error, Writing, Descriptive Text

CHAPTER I

INTRODUCTION

A. Background of The Study

The writing is regarded as the most difficult skill than the other three skills and it also because of the difference between the learners native language rules and the language being learned. English structure is different from the Indonesian, where Indonesian there is no tense changes in English. For several students, they still have the problem when they try to write the sentences in English because the influence of mother tongue that makes them hard to write it in English sentence.

One of the text types which uses present tense is descriptive text because this tense also one of the language characteristic in writing descriptive text. As we know, the descriptive text that includes in Indonesia curriculum. It is uses to describe something such as a place, person, house, etc and also as the text that includes the specific description of the things or human being.

Based on pre research that was conducted by the researcher on Saturday, 11st February 2023,it is known that SMP N 1 Polanharjo use curriculum 2013 and has been accredited A. The researcher interview students and English teacher's of SMP N 1 Polanharjo. From the result of the interview with the teacher's SMP N 1 Polanharjo, the result were obtained :

The researcher :"what obstacles do students experience in writing descriptive text"?

The teacher : "use look/like, have/has, es/s, not yet able to distinguish single subject such as he, she, it, difficulty understanding singular or plural".

The researcher then asked students random from eight grade to make a example sentence about pet. For example: students describe about "My cat is very beautiful. Long hair". In addition, the problem is grammar of students write descriptive texts. The following are examples of grammatical errors made by students in writing descriptive text:

Firstly, the students make error in usage main must the ending.

It has long hair. She look nice

The students write *"she **look** nice"*. The sentence is not appropriate. It should be right if the sentence is *"she **looks** nice"*. The students must use the ending "s" and in the simple present tense which describes the function of the third person singular (she, he, it) which follows the verb. From the pre-research examples carried out by students, I analyzed that it was an addition due to an error in using "s" in a sentence due to a lack of mastery of the vocabulary.

The reasons why the researcher conducts the research in SMP N 1 Polanharjo, based on the researcher's observations at the school, there were still obstacles faced by the teacher in learning English, so the researcher was interest in conducting research.

The researcher found two previous studies which related to this study. The first study researcher is done by Rahmania Cahyaning Ayu Intan Pratiwi. 2019 from UIN Raden Mas Said Surakarta was about Grammatical Error

Analysis of Using Simple Present Tense in Descriptive Text Written By the Seven Grade Students of MTS N 2 Karanganyar. The researcher started from colleting data by came to class and asked the students to descriptive texts. Then, the researcher identified the error and analysis using Surface Stategy Taxonomy. The researcher identified and classified the types of errors in descriptive writing made by the sevent grade students. The result of the researcher showed that there are 4 types error made by the students on their descriptive writing.

The second researcher is Ria Ariani Amin (2022) from Borneo University was about An Analysis of Grammatical Errors in Writing Descriptive Text Made by Tenth Grades of SMA N 2 Tarakan. The researcher was conducted online on Friday 18 September 2020. The technique of data collection was a written test. It focused on classifying error, based on Surface Strategy Taxonomy. Based on the analysis, there were 153 errors, among of which are addition (18 errors or 12%), omission (33 errors or 21%), formation errors (101 or 66%), and placement error (1 or 1%) that occurred in a descriptive text made by the tenth grade students of MIA 4 from SMAN 2 Tarakan.

Based on the two previous studies the researcher found a different are to develop English teaching materials in general which include aspect of grammar in particular simple present tense using triangulation while the research that will be carried out by researchers is to that focus on grammar teaching material only.

The students do not master of grammar. The students have some error in grammatical when they write in English writing.The aim of this research is to find out what error made by students in writing descriptive text at the eight grade of SMP N 1 PolanharjoKlaten. Based on the problem above, the researcher is interested in conducting research with the title "An Error Analysis Of Descriptive Text Written By The Eight Students Of SMP N 1 PolanharjoKlaten In Academic Year 2023/2024"

B. Identification of the Problem

Linked to the title, the researcher will find the following problem to be addressed in this research:

1. Students did a grammatical error in their writing descriptive text.
2. Students have trouble constructing a sentence.
3. Students have trouble using tense in their writing.

C. Limitation of the Problem

The researcher limits and focused on analyzing kind of error were classified based on Surface Strategy Taxonomy from Dulay's theory they are: omission, addition, misinformation and misodering. While the causes of errors from Brown's theory they are: interlingual transfer, intralingual transfer, context of learning and communication strategies.

D. Formulation of The Problem

Previously, one the basis of the context of the problem, some issues are formulated as follows:

1. What kinds of error analysis of descriptive text written by the eight grade students of SMP N 1 Polanharjo Klaten in academic year 2023/2024?

2. What are the causes of the error analysis of descriptive text written by the eight grade students of SMP N 1 Polanharjo Klaten in academic year 2023/2024?

E. Objectives of the Problem

Based on the formulation of problem above, the objectives of this study mainly intend as follows:

1. To know the kinds of error analysis of descriptive text written by the eight grade students of SMP N 1 Polanharjo Klaten in academic year 2023/2024.

2. To know the causes of error analysis of descriptive text written by the eight grade students of SMP N 1 Polanharjo Klaten in academic year 2023/2024.

F. Benefits of the Study

The researcher finding was expected to be useful for the both theoretical and practical perfectives:

1. Theoretical perspectives

   a. The findings of the study could be ueful for teaching present tense in descriptive text

   b. The findings of this study could be useful as areferance those who are interested in doing the related study

2. Participial perspectives

   a. To the Teachers

      The finding of this study expect become a references and input for them, also for showing that more excercises and correction about simple present tense needed to improve students ability in writing and the teacher could rearrange the way to share material effectively based on the curriculum and students difficulties.

   b. To the Students

      It is important for the students to realize their mistakes after they have been given an explanation and then tested with simple tests of writing a descriptive text by usng simple present tense. The answers will be discussd together with the students; therefore, they will not make the second mistakes. By the end of the study, the students show the error , so that the students can know their error and make them more conscious in writing desriptive text

G. Definition of Key Terms

To avoid misunderstanding the terms of this research, the operational definitions are defined as follows:

1. Error

Error analysis has made a significant contribution to the theorecital consciousness-raising of applied linguistics and language practitioners Dulay et al, (1982, p.141).

Learning a target language (English) is different from learning one's tongue. Especially for the learners that learn English as a distant language. There are some experts' opinions about error analysis. Brown (2000).

2. Descriptive Text

Descriptive text is a form of text that we use to describe something or someone. It is studied in the first and second years of Junior High School. Descriptive describes a person or thing in detail (Sundari et al., 2023). Descriptive text describes something like a person, animal, and thing (Khasanah, 2019). From all the definitions above, the writer summarizes that descriptive text is a text which describes a specific person, animal, or thing. It describes the characteristics of the object in detail.

3. Writing

Writing is one of the four language abilities in the English language that is considered difficult to learn (Batubara et al., 2021).

Writing as a "simple graphic representation of spoken language," in which authors bring their ideas and feelings into word as a result of thinking and experience Brown (2001: 335).

CHAPTER II

LITERATURE REVIEW

A. Theoricital Review

1. The Origin of Error

a. Definition of Error

Error analysis is the study of kind and quantity of error that occurs, particularly in the fields of applied linguistics. Dulay et al, (1982, p.141) state that "Error analysis has made a significant contribution to the theoretical consciousness-raising of applied linguistics and language practitioners. It has brought the multiple origins of learners' errors to our attention. Finally, it has succeeded in elevating the status of error from complete undesirability to the relatively special status of research object, curriculum guide, and indicator of learning stage."

In learning English process, the students sometimes make mistake it causedby English is not the students' firts language. From the previous quantitation, it can be concluded that error analysis is a theory developed by the researcher to dig and acknowledge the learners' problems in learning second language.

Learning a target language (English) is different from learning one's tongue. Especially for the learners that learn English as a distant language. There are some experts' opinions about error analysis. Brown (2000) states errors will be observed, analyzed, and classified to reveal

something of the system operating within the learner, resulting in a surge of study of learners' errors, called error analysis.

Based on the definition above, it can be assumed that error analysis is a process to observe, classify, and analyze the errors that are always made by students both in speaking and writing. It is also brings information about students" difficulties in learning. Then, can help teacher or researcher in teaching and learning process to observe the background why learners make theerrors and to discover how far the learner"s knowledge the second language progressed (New York: Routledge, 2013)

Based on the definition from experts above, it can be concluded that error are common phenomena that occur systematically in language learning for new learners. In addition, error is not a mistake of themselves but the students do not know the rules of second language.

b. Differences between Error and Mistake

Error and mistakes are not the same thing. But most the people still misunderstand about the definition of both. To be more clarified between error and mistake. Julian/Edge suggests that mistake can be divided into two broad categories :"slips (that is mistake which students can correct themselves and which therefore need explanation), and attempts (that is when a student tries to say something but does not yet know the correct way to saying it).

Brown (2000) states that error and mistakes are two very different phenomena. It is crucial to create a distinction both of them. An error could be a deviation from the adult grammar of a utterer which reflect the learner's language competence, while a mistake refers to a performance error that's either a random guess or a "slip", in this may be a failure to utilize a known a system correctly.

Ellis (2008) states that errors reflect gaps in learner's knowledge that occurs because learners do not know what is correct and that they are within the learning process. Mistakes reflect occasional lapses in performance, they occur because, in a very particular instance, the learner is unable to perform what he or she knows. Mistakes check with performance errors or nonsystematic errors which are caused by inattention while errors confer with competence.

Based on quantitation above, it is clear that errors and mistakes are different. Error are systematic deviation from the target. If the same pattern of the wrong sentences occur regularly in students answer and they do not know system correctly so they make errors. Moreover, it can conclude of mistake may due to forget fullness or hesitation.

c. **Types of Error**

This category highlights the way surface structures are altered. Analysis errors from this taxonomy holds much promise for researchers as it is concerned with identifying cognitive processes that underline the learners' reconstruction of the new language. This also gives us consideration that students' errors are not the result of the learners' use

of interim principle to produce a new language (Dulay, et al, 1982, pp. 154-162). Those types of error which belong to surface strategy taxonomy are omission, addition, misinformation, and misodering.

1) Omission

Related to the seomission error Dulay, Burt, and Krasen (1982:155) state that The omission of content words in the second language usually occurs dueto insufficient vocabulary of students. Students cannot avoid this mistake,and they are often aware of it. Omission mistakes are characterized with the aid of using the absence of an object that must seem in a well-shaped utterance. Omission can arise in morphology. Learners frequently pass over the 1/3individual singular morpheme-s, the plural marker-s and the beyond traumatic inflection-ed.in syntax, learner may also miss sure element. Which is an compulsory element.

a) Omission of Content Morphemes

This type of omission is related to the major constituent of a   sentence such as: nouns, verbs, adjectives, and adverb. For example: *She .... him nothing.* In this sentence, the learner omits a needed verb and the third singular marker-s. It should be '*She gives him nothing'*

b) Omission of Grammatical Morphemes

This type of omission does not carry the burden meaning. In other words, it plays a minor role and verb inflections (e.g.

the -s in *birds,* the -s in *mother's,* the -ed in *looked,* the -in *laughing,* etc); preposition (in, on, at, under, etc); conjunction (and, or, but, because, if, although, etc); verb auxiliaries (is, will, can, etc); and article (a/an, the, those, these, etc). For example: *Marry is beautiful girl.* In this sentence, indefinite article before a singular countable noun is omitted. It should be '*Marry is a beautiful girl'*

2) Addition

This type of error is characterized by the presence of an item, which must not appear in a well-formed utterance. It means that learners not only omit element, which they regard as redundant, but they also add redundant elements.

This error type is divided into subcategories namely: double markings, regularization, and simple addition.

 a) Double Markings

This error is described as the failure to delete certain items which are required in some linguistic construction but in others. For example, *He doesn't knows your name.* This sentence shows the failure of deleting third singular person marker -s where the auxiliary does is required. This sentence should be *He doesn't know your name.*

b) Regularization

There are both regular and irregular in language in which students sometimes get confused to apply the correct in certain construction. Sometimes, they apply the rule used to produce the regular ones to those that are irregular. This type of error is called errors of regularization. For example, *I putted my bag on the table.* The word *putted* is the example of regularization in which the regular past tense -ed has been added to the items. It should be '*I put my bag on the table'.*

c) Simple Addition

This error is one of subcategories of addition that is neither a double marking nor regularization. For example: *We stay in over there.* The addition of preposition 'in' is not appropriate used before over. It should be '*We stay over there'.*

3) Misinformation

Misinformation errors are those characterized by the use of the wrong from of the morpheme or structure. Misinformation errors occur due to the use of different forms one of a morpheme or structure (Dulay et al., 1982: 157 - 158). This error has three subcategorized, namely: regularization, archi-forms, and alternating forms.

a) Regularization

A regular marker is used in place of an irregular one. For example, *She runned so fast.* The correct form of this sentence is *She ran so fast.*

b) Archi-Forms

The selection of one number of a class of forms to represent others in class is often made by the learners. The form chosen by the learners is called as archi-forms. For example, a learner may temporarily select just one of the English demonstrative adjectives this, that, these, and those. For example (Dulay, 1982, p.161):

The dog

The dogs

c) Alternating Form

Having his vocabulary and grammar grow and by using archi-forms, the learner can choose various members of class as an alternative to choose with each other. Thus, finding demonstratives is a need, as an example: *Those dog, This cats.*

4) Misordering

This type of error is characterized by the incorrect placement of morpheme in an utterance. The characteristic of this error is that the structure or the position of the morpheme in the sentence is incorrect, for example:

a) I not do eat a cake**.**

b) She not does wake up earlier every morning.

The sentences above show incorrect placement of structure. The sentences happen misordering of word ''not'' and ''does/do''. So the correct sentences must be:

a) I do not eat a cake.

b) She does not wake up earlier every morning.

Example: "where you do go?". That sentence is not grammaticaly. That should be "where do you go?". Based on the explanation above, the researcher concluded that there are four types of error such as ommision, addition, misformation and misordering.

d. Causes of Error

According to Brown (1987: 224 – 227), there are four causes of error they are: interlingual transfer, intralingual transfer, context of learning and communication strategies

1) Interlingual Transfer

As we have already seen, interlingual transfer is significant source of error for all learners. The beginning stages of learning a second language are especially vulnerable early stages, before the system of the second language is familiar, the native language is the only previous linguistic system upon which the learner can draw. We have all heard English learners say "sheep" for "ship," or "the book of Jack" instead of "Jack's book." All these errors are attribute to

negative interlingual transfer. While it is not always clear that can error are detectable in learner speech. Fluent knowledge or even familiarity with a learner's native language of course aids the teacher in detecting and analyzing such error.

2) Intralingual Transfer

One of the major contributions of learner language research has been its recognition of sources of error that extend beyond interlingual errors in learning second language. As learners progress in the second language, their previous experience and their existing subsume begin to include structures whitin the target language it self. Native intralingual transfer, has already been illustrated in such utterances as "He goed," "I don't know what time is it."

3) Context of Learning

Context refers for example, to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language. Two vocabulary items presented contiguously for example, point at and point out might in later recall be confused simply because of the contiguity of presentation.

4) Communication Strategies

Communication strategies were defined and related to learning styles. Learners obviously use production strategies in order to enhance getting their messages across, but at times these techniques can themselves become a source of error. once an ESL learner said, "Let us work for the well done of our country." While it exhibited a nice little twist of humor, the sentence had incorrect approximation of the word.

e. Concept of Error Analysis

Error although it is inseparable from the process of language learning, still important to be treated in order to help the learners to eliminate their errors production. To prepare the most appropriate treatment to be given, initially teacher needs to know specifically about students' error. In this case, teachers should make a careful study on it. The most common way used to study the error is through what we call ''Error analysis''.Step to conduct error analysis consist of describing, classifying and evaluating.

2. The Origin of Writing

a. Definition of Writing

Writing as a "simple graphic representation of spoken language," in which authors bring their ideas and feelings into word as a result of thinking and experience Brown (2001: 335).

Writing is one of the four language abilities in the English language that is considered difficult to learn (Batubara et al., 2021). When someone begins writing for the first time, he has already prepared and thought about what he wants to say and how he wants to say it. After completing this phase, he should review what he has written and make anynecessary changes. It is the process of organizing and arranging ideas into a well-written text. For new writers, the processes and acts which do not stand alone in writing might be substantial difficulties.

In other book, writing is a more global, complex process, involving a number of sub-process. Beside that writing is having ideas, organizing ideas, and communicating ideas. It means that writing is a process representing knowledge or message into text.

As they wrote, they generally focused on writing an appropriate title, choosing an appropriate topic sentence, expanding the topic sentence into a whole paragraph, creating grammatical sentences, organizing supporting sentences coherently, employing appropriate words or phrases, and applying appropriate writing mechanics (Khatoony & Nezhadmehr, 2020).

Based on definition above, anyone who intends to express their ideas, feelings, or other emotions can learn to write. We know writing is the result of our thinking, which we represent graphically. Furthermore, it is a form of communication, so writing is a difficult

skill to master because it is an unnatural act that requires conscious effort to learn.

b. The Types of Writing Text

Text is one of communicative act carried out by the sender in writing. -According to Beaugrande and Dressler in Isnaini (2014, p.1), text types are a set for producing and processing text occurenes, and hence acts as a prominent determine of efficiency, effectiveness and appropriateness. There are two types of text, literally and factual :

1. Literally text

Narrative text is a tool to help human to organize the ideas and explore new ideas and experiences.

2. Factual text

a) Explanation text is a text which tell processes relating to natural, social, scientific and cultural phenomena. Explanation commonly uses the passive voice in building the text.

b) Procedures text is a text that shows a process in order. It is a social function to describe how something completely done through a sequence of series. Procedure text describes the way to door to make something by steps.

c) Exposition text is to state a position with respect to an issue and argue a case for or against.

d) Information Repost text is a piece of text that present information about the subject. An information report is used as away to gain a better understanding of living or non-living subject.

e) Recount text is used to relate experiences or retell events for the purpose of informing, entertaining or reflecting. This text is written with the purpose to recountstructur past experiences by retelling events and incident in the order in which they have occurred.

c. **Process of Writing**

In writing process, there are many stages to writing. There are three stages in writing process.

1. Preparing to Write

Most writing requires some preparation. How long the writer spend on this preparation, and what writer do, largely depends on reader, purpose, the content and the writing situation.

2. Drafting

The drafting stage is where the writer really begin writing. The most important thing here is to get wors into paper. It is not the time to worry about spelling, grammar, punctuation or the best wording.

3. Revising

The revising stage is most important stage in the writing process revising might take place while the writer are drafting or after finished a draft. It involves checking the content and purpose are clear and appropriate for the reader in the particular writing situation.

3. The Origin of Descriptive Text

a. Definition of descriptive text

According to Gerot and Wignell (1994:208) descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sound etc.

Descriptive text is a form of text that we use to describe something or someone. It is studied in the first and second years of Junior High School. Descriptive describes a person or thing in detail (Sundari et al., 2023).

Descriptive text describes something like a person, animal, and thing (Khasanah, 2019). From all the definitions above, the writer summarizes that descriptive text is a text which describes a specific person, animal, or thing. It describes the characteristics of the object in detail.

Based on the definition above, can be concluded that descriptive text is the text that describes something which the readers are able to get the equal sense; looks, smells, feels, acts and sounds.

b. Generic Structure of descriptive text

The generic structure of descriptive includes identification and description (Nurfidoh & Kareviati, 2021).

a) Identification. It introduces the subject or thing which will be described. Learners who write an identification vividly will develop the ideas quickly in the description part. The sentence or paragraph can lead the learner to organize and develop ideas to be good writing.

b) Description. It is a brief explanation of who or what the object is by describing its features, forms, colors, or anything else that relates to what the writer is describing.

c. Language Feature of descriptive text

Adjectives, compound adjectives that are dominating, and the usage of the simple present tense are examples of linguistic characteristics of descriptive texts (Nurfidoh & Kareviati, 2021).

According to Rinastuty (2014, p.23), descriptive text has some significant features as follows :

1). Focuses on specific participants

2). Use of attributive and identifying processes

3).Frequent use of adjectives and classifiers in nominal groups

4). Use of present tense

5). Use of adverb

Table 2. 1 Example of Descriptive Text

Tittle	My Best Friend
Identification	I have a friend, her name is Marelyne. She is 18th years old. She is beautiful and cute girl. She is the tallest friend ever. She has 178 centimeters tall. She has short and black hair. Her nose is flat, but it that make her looks beautiful. Her cheeks are puffed-up.
Description	Merelyne is a diligent and creative girl. She likes spending her time to study together with me and teach me if I do not understand yet about the materials. She has unique hobby, her hobby is playing guitar. She ever won a competition in playing guitar when she was in junior high school. She is a good friend for me, she always accompany me in any condition. She always takes care on me and love me like her sister.

B. Previous Related Studies

There are some researcher who have condudted the similar study about different object of students ability. The researcher found five previous studies which related to this study. The first study researcher is done by Rahmania Cahyaning Ayu Intan Pratiwi (2019) from UIN Raden Mas Said Surakarta was about Grammatical Error Analysis of Using Simple Present Tense in Descriptive Text Written By the Seven Grade Students of MTS N 2 Karanganyar. The researcherstarted from colleting data by came to class and asked the students to descriptive texts. Then, the researcher identified the error and analysis using Surface Stategy Taxonomy. The researcher identified and classified the types of errors in descriptive writing made by the sevent grade

students. The result of the researcher showed that there are 4 types error made by the students on their descriptive writing.

The second researcher is Fadila Wahyu Ningtyas (2022) from Raden Mas Said State Islamic University of Surakarta was about An Analysis of Grammatical Error in Writing Descriptive Text at The Tenth Grade of SMA N 1 Bayat Klaten. The study was descriptive qualitative research. The data source was 30 document descriptive text of the student's assignment from XC of SMA N 1 Bayat. The techniques of collecting data in this study were documentation. The data which have been collected analyzed using Tarigan theory. The result show that the type of errors are classified into omission, addition, misinformation and misodering.

The third researcher is Moh. Firmansyah (2022) from Madako University was about Student's Errors In Using Simple Present Tense In Writing Descriptive Text. The researcher aimed to identify the students errors and to know the cause of students errors in using simple present tense in writing descriptive made by the elevent grade students of SMA N 2 Tolitoli. This used qualitative research design. The data was collected through test writing.

The fourth researcher is Ihda Atira Muis (2019) from State Islamic University North Sumatera Medan was about An Error Analysis Of Using Present Tense By The Tenth Grade Students Of Senior High School In Writing Descriptive Text At Man 2 Model Medan. The researcher collected the data analysis was six steps through : errors detection, locating error, describing error, classifiying error, counting error, and putting the result into table, it was

conducted in MAN 2 Model Medan, especially Tenth Grade. The data by students Tenth Grade to write descriptive text by using simple present tense then their the works was collected and analyzed to get the data as objective as possible, so they can be better in writing descriptive by using simple present tense.

The fifth researcher is Lisa Sersanawawi (2020) from State Islamic University of Nort Sumatera was about The Analysis of Student's Error in Using Simple Present Tense in Writing Descriptive Text at The Eight Grade Students of MTsN 2 Deli Serdang. The objective of this research is to identify the types of error in using simple present tense in writing descriptive text made by the eight grade students of MTsN 2 Deli Serdang. This research is qualitative research. The total of result from students errors are 49 errors. Then, the students make error in omission 21 students (42,85%), addition 11 students (22,44%), misinformation 15 students (30,61%) and misodering 2 students (4,08%).

Table 2. 2 Previous Related Study

Researcher	Title	Similiarities	Differences	Results
Rahmania Cahyaning Ayu Intan Pratiwi (2019)	Grammatical Error Analysis of Using Simple Present Tense in Descriptive Text Written By the Seven Grade Students of MTS N 2 Karanganyar	(**1**) Have the similiarities of use analysis using Surface Strategy Taxonomy	(**1**) Subject of research at MTS N 2 Karanganyar	The results of the study show that there is a collecting data by came to class and asked the students to descriptive text. Then, the researcher identified the error and analysis using Surface Strategy Taxonomy. The researcher showed that there are 4 types error made by the students on their descriptive writing.
Fadila Wahyu Ningtyas (2022)	An Analysis of Grammatical Error in Writing Descriptive Text at The Tenth Grade of SMA N 1 Bayat Klaten	(**1**)Have the similarities of using Tarigan Theory.	(1) Subject of research at SMA N 1 Bayat Klaten (2) The sample made by XC of SMA N 1 Bayat Klaten	The results show that the types of errors are classified into omission errors, addition errors, misformation errors and misodering errors.
Moh. Firmansyah (2022)	Student's Errors In Using Simple Present Tense In Writing Descriptive Text	(**1**) This used qualitative research design	(**1**) Subject of research at SMA N 2 Tolitoli (2) The sample made by the elevent grade students	The result is a aimed to identify the students errors. The data was collected through test writing.

Ihda Atira Muis (2019)	An Error Analysis Of Using Present Tense By Tenth Grade Students Of Senior High School In Writing Descriptive Text At MAN 2 Model Medan	**(1)** The researcher using collected the data : errors decection, locating error, describing errors, classifiying error, couting error, and putting the result into table	**(1)** The subject of research at MAN 2 Model Medan (2) The sample is tenth grade students	**(1)** The result is the data by students Tenth Grade to write descriptive text by using simple present tense then their the works was collected and analysed to get the data as objective as posibble, so they can be better in writing descriptive by using simple present tense.
Lisa Sersanawawi (2020)	The Analysis of Students' Error in Using Simple Present Tense in Writing Descriptive Text at The Eight Grade Students of MTsN 2 Deli Serdang	(1) This research is qualitative research.	The subject research at MTsN 2 Deli Serdang	The result of from students error are 49 error. Then, the students make error in omission are 21 students (42,85%), addition 11 are students (22,44%), misformation 15 are students (30,61%) and misodering 2 are students (4,08%).

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In writing a thesis, the researcher needed a method that is appropriate with the researcher done. In this research; the researcher used the descriptive method. It were kind of method using technique of seeking accurate and adequate description of activities, object, processes and person. The aim of this research was to describe the real situation and condition of the variable which was being observed.

The qualitative methodology applied in this study since the researcher wanted to identify the most dominant students' errors and to describe the factors causing students' errors in using simple present tense in writing descriptive text. For those purposes, the researcher collected the data from the students' writing products and questionnaire. Then, the researcher categorized the errors from the students' writing products into four types based on surface strategy taxonomy (omission, addition, misinformation, and misordering). Subsequently, the researcher distributed questionnaire to the students' in order to find out the factors causing the students' errors in using simple present tense in writing descriptive text. This research can be classified as qualitative methodology research since the techniques of qualitative in data analysis were used which analyze the students' writing products based on surface strategy taxonomy and analyze the questionnaire by using percentage formula.

B. Research Settings

1. Place of the research

   This research was carried out at SMP N 1 Polanharjo. Which was located at Selorejo, Kahuman, Polanharjo discrict, Klaten regency, Central Java province.

   a. Time for research

   This research was conducted in the academic year 2023/2024. This research started in June 2023 and until November 2023

Table 3. 1 Activities Schedule Research

No	Activities	August	August	September	October	November	December
1	Pre - Research	✓					
2	Write research Proposal		✓				
3	Presenting Proposal			✓			
4	Collecting Data				✓		
5	Analyzing Data					✓	
6	Submiting The Report						✓

C. Subject of The Research

The subject of this research are second grade students of SMP N 1 Polanharjo and the English teacher's of SMP N 1 Polanharjo academic year 2023/2024.

D. Data and Source of the Data

According to Lofland in Moelong (2013:157) the main source of data in qualitative research is the words and actions, the rest is additional data such as document and other. Thus, qualitative researchers do not usually collect the data in forms of numbers. Rather, they frequently conduct observations and interviews, and the data are usually in the form of words.

In this study the researcher collected data form document. Document is the previous event note in the form in writing, pictures, or other monumental works form certain students. The result is students worksheet and transkip. The data analysed in this research are derived form the object of the research by offline that is the text written by the students of the eight grade of SMP N 1 Polanharjo in the academic years 2023/2024. The researcher come to school and the researcher giving directions to write descriptive text by the students.

E. Techniques of Collecting the Data

As started earlier in the introduction, the purposes of this study were to identify the most dominant students' errors and to describe the factors causing their errors in using simple present tense in writing descriptive text which made by eight grade students' of SMP N 1 Polanharjo. So, in order to get the data, several steps were applied in collecting the data.

1. **Document analysis**

   The researcher document the data by testing the students to construct descriptive text. Sugiyono (2015:329) states that document can be both in the form of personal such a picture, personal diaries, and personal letter and in the formal form such as examination score, result of the report, and official letter. In this research, the researcher asked the students to construct descriptive text.

   In this research, the researcher used document analysis in the form of the students written descriptive text. Then the researcher analyses the students written descriptive text based on the language features, grammatical structure of descriptive text.

2. **Observation**

   Sugiyono (2013: 226) states that, observation is the basis of all science. Scientists can only work based on data, namely facts about the world of reality obtained through observation. The data is collected and often with the help of various very sophisticated tools, so that objects that are very small (protons and electrons) and very far away (space objects) can be observed clearly.

   After the researcher got the data, the researcher analyzed the students error by using Surface Strategy Taxonomy.

3. **Interview**

   The researcher used the result was interview students and the English teacher's. Techniques to gather the information about causes of student's

errors. The interview consisted some questions that related to the aspects that causes student's error.

F. Research Instrument

In doing research, an instrument must be set up. An instrument is a device to collect the data. Sugiyono (2015:305) states that the researcher is the key instrument. The researcher must understand qualitative research methodology and the procedures. The researcher as the human instrument can decide the focus of the research, choose the subject, collect the data, analyse the data and make a conclusion of this findings.

1. Document analysis

Document analysis was activity of collecting data from writing sources by the researcher in order to obtain data that support for analysis. Data collection through document analysis activity was carried out by viewing, recording, and collecting data from writing data sources, in this case the English test made by the teacher.

Table 3. 2 Blueprint Kind Of Error

No	Sentences	Omission	Addition	Misformation	Misodering
1	Sentence is an ideathat express ideas or thought about something that students written	The omission of concent words in the second language usually occurs duet insufficient vocabulary of students.	Addition error usually occur in the late stage of second language acquisition, when students have mastered some rules	Misformation error are those characterized by the use of the wrong from or the morpheme or structure.	Misdodering error are characterized by the wrong placement of morpheme or group or morphemes in a utterance.

			of the target language.		

2. Observation

The researcher data were collected through the observation. The observation data is needed to know the reason for the cause of error made by student and to find out the difficulties in writing descriptive text. The researcher took a observation with English teacher Mr. RT as the participants in this interview test is a sample of this research, and the researcher needs the data.

Table 3. 3 Observation Checklist

No	Indicators	Yes	No
1.	The most are dominant error made by the students writing in descriptive text.		
2.	They write the descriptive text by students.		
3.	The factors causing by students of writing error in descriptive text.		
4.	Students have trouble constructing a sentence by students.		
5.	Students have trouble using tense in their writing by students.		

3. Interview

The researcher need interview to gain information from informant. The researcher interviewed the English teacher of SMP N 1 Polanharjo Mr. Ridwan Tetuko. The researcher given four question about factors of error. The purpose of the interview in this research was to get the data and know

about the problem that students have when they are composing descriptive

text.

Table 3. 4 Blueprint of Interview Teacher

No	Questions
1.	Bagaimana pendapat Bapak tentang materi simple present tense dan descriptive text ? (What do you think about the material simple present tense and descriptive text?)
2.	Metode apa yang Bapak gunakan untuk mengajarkan materi tersebut ? (What method do you use to teach the material?)
3.	Apa kesulitan siswa dalam memahami materi yang Bapak ajarkan ? (What are students difficulties in understanding the material you teach ?)
4.	Bagaimana cara merangkai kalimat descriptive text ? (How to compose descriptive text?)
5.	Faktor apa saja yang mempengaruhi saat pembelajaran simple present tense ? (What factors influence learning simple present tense?)

Table 3. 5 Blueprint of Interview Students

No	Question
1.	Bagaimana pendapat kamu tentang materi simple present tense ? (What do you think about the material?)
2.	Apa kesulitan dalam memahami materi simple present tense dan juga descriptive text ? (What are the difficulties in understanding simple present tense and descriptive text material?)
3.	Apa cukup menyenangkan untuk dipelajari ? (Is it quiet fun to learn?)
4.	Bagian mana yang kamu suka saat mempelajari kedua materi tersebut ? (What part did you like when studying these two materials?)
5.	Bagaimana cara kamu memahami simple present tense dan juga descriptive text ? (How do you understand simple present tense and also descriptive text?)

G. **Trustworthiness of the Data**

Trustworthiness of data provides the researcher with the real research finding on students English program at the eight grade of SMP N 1 Polanharjo. The researcher used triangulation techniques. Based on Sugiyono (2015: 372) stated that triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures. They are data triangulation, investigator triangulation, theory triangulation and methodological triangulation.

1. **Data Triangulation**

The use of variety data sources including time, space, and person in research. Data triangulation is the process rechecked and compared information by researcher which obtained in differences source. For instance, it has done by comparing what the informant said, and comparing circumstance and perspective of different people toward the similar event.

2. **Investigator Triangulation**

The ability to confirm findings across investigator without prior discussion or collaboration between them can significantly enhance the credibility of findings. Investigator triangulation is particularly important for decreasing bias in gathering, reporting and analysing the data.

3. **Theory Triangulation**

Theory triangulation is the use of multiple theories when examining a situation or phenomenon. The idea is to look at a situation or phenomenon from different perfectives, through different lenses, with

different questions in mind. The different theories do not have to be similar or compatible, in fact the more divergent they are, more likely they are to identify different issues or concerns

4. **Methodological Triangulation**

Methodological triangulation is the use of multiple methods to conduct a situation or phenomenon. The intention is to decrease the deficiencies and biases that come from any single method. This type of triangulation is very similar to the mixed method appopaches used in social science research, where the result from one method are used to enhance, argument, and clarify the result of another.

Based on the types of triangulations above, the researcher used source of investigator triangulation to rechcek the data. After the researcher collected the data from documentation of writing, the data delivered to the prove investigator to gain the trust of the data. The data findings were consultand discussed with the English teacher of SMP N 1 Polanharjo, Ridwan Tetuko S.Pd, as a interated. The lecturer observed and rechecked the data that had been analyzed by the researcher. The researcher got suggestion related to the data findings.

H. **Techniques of Analyzing the Data**

In this research "qualitative descriptive research" was used by researcher. A qualitative method is kind of research using analyzation prodecure. Analyzing data refers to a method of treating the data that have been collected by the researcher. It made the reader easier to understand the

essential meaning and important parts of the data. Stated that analyse the data, researcher needs to go through some steps that is data reduction, data display, conclusion and verification.

1. **Data Reduction**

   Data reduction could be interpreted as the process of selecting, focusing, simplifying, abstracting, and transformaning the "raw" data in written field notes. In this way, the researcher choosen the data that are important to support the research.

2. **Data Display**

   The researcher defines a "display" as an organized and action taking looking at displays that helps the researcher to understand what is happening and going to do based on understanding. Data display means a descriptions of the data. Through the way, the data will be more prganized and arranged. This technique used in arranging information, description or narration in order to draw conclusion. So that, it helped the researcher to understand what is happening. Then, she could draw the conclusion easier.

3. **Conclusion Verification**

   Drawing conclusion and verification is the last step. The researcher concluded the result of data analysis. Then, the researcher described and interpreted the data as the outcome of interpretation. The researcher interpreted the data from the students, then she made conclusion. The conclusion of the study was the analysis result of the student score

distribution level and students problems in writing descriptive text at eight

grade of SMP N 1 Polanharjo.

To find out the dominant of error, the researcher used the techniques

for calculated the errors, the formula as follows:

$$P = \frac{F}{N} X\ 100\%$$

Where :

P = error percentage

F = the number of errors each students

N = the total number of students errors

CHAPTER IV

THE DATA AND ANALYSIS

A. Research Finding

Based on the surface strategy taxonomy, the kinds of errors are classified into four main categories, namely: omission errors, addition errors, misinformation errors, and misordering errors.

In analyzing the composition, each type of error is found is cycled and marked. After finishing this step, the errors are tabulated. Then, the frequency of each type and the total number of errors are counted. Based on the analysis, there are some errors in the student's composition of descriptive text at VIII B of SMP N 1 Polanharjo.

Twenty six texts of the students as the sources of the study were taken from twenty six students in Eight Grade of SMP N 1 Polanharjo Klaten. They wrote those texts is different topic but in one theme to avoid copying each other. Materials related to errors in students writing, theories about types and causes errors and former were used to analyze the data.

These errors were analyzed and summarized in the form of table. The total of errors was presented in the form of table in order to answer the first research question about causes of errors in writing descriptive text.

1. **The Kinds of Error Analysis Made by the Students in Writing Descriptive Text**

a. Omission

The omission of content words in the second language usually language occurs duet insufficient vocabulary of students. Students cannot avoid this mistake, and they are often aware of it.

1) Omission of Content Morphemes

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

This sentence is omitted in verb. Is third person singular (he, she, it or singular noun), we use "*front*" as the appropriate verb form. Gian always "*bicycle*" is noun we use "*rides*" as a verb. The omitted verb refers to be since the sentence connects to the text, it must be a refers from which at least has subject (S.5)

Table 4. 1
The error of Omission of Content Morphemes

Categories of Error	Error Analysis	Corrected Error
Omission of Content Morphemes	• The sea eagle has color feathers **is** light brown (S.1)	• The sea eagle has color feathers light brown (S.1)
	• Gian always bicycle **in of** the house with his friend (S.5)	• Gian always **rides in front of** the house with his friend (S.5)
	• This dish is very popular in Indonesia and is	• This dish is very popular in Indonesia and is often **served**

	often **a** breakfast or dinner menu (S.18)	breakfast or dinner menu (S.18)

2) Omission of Grammatical Morphemes

Omission of grammatical morphemes 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.

This sentence is omitted in verb as predicate. The omitted verb refers to predicate since the sentence connects to be text, it must be a proper from which at least has subject, verb as predicate. The last he "*like*" is less precise because "*likes*" as a verb in a sentence if the subject (he, she, it) so The last he use "*likes*".

Table 4. 2
The error Omission of Grammatical Morphemes

Categories of Error	Error Analysis	Corrected Error
Omission of Grammatical Morphemes	• The last he **like** modife motorcycle (S.17)	• The last he **likes** modife motorcycle (S.17)
	• I like her because, she a good person (S.3)	• I like her because, she **is** a good person (S.3)
	• He **so like** bicycle (S.5)	• He **really likes** bicycle (S.5)
	• **It's** eyes were green and looked frerce (S.6)	• **His** eyes were green and looked frerce (S.6)
	• Queen so beautiful (S.9)	• Queen **is** so beautiful (S.9)

b. Addition

Addition error usually occur in late stage of second language acquisition, when students have mastered some rules of the target language.

1) Regularization

A type of error in which a marker what a typically added to a linguistic item is erroneously added to exceptional items of given class that do not take a marker.

The sentence error in generalizing regular (general) rules to from certain word that are not regular (uncommon). In describing time and place "*at*" is used to describe a day with a fixed hour the student telling someone which school that for sure (S.11)

Table 4. 3
The Error Addition of Regularization

Categories of Error	Error Analysis	Corrected Error
Addition of Regularization	• I like **to** riding together (S.3)	• I like riding together (S.3)
	• I often **have** cats, but my previous cats died of disease (S.6)	• I often **keep** cats, but my previous cats died of disease (S.6)
	• I really like itam, when **is** was writing (S.6))	• I really like itam, when **I** was writing (S.6))
	• He study **in** SMP Negeri 2 Tulung, he is part of 8a (S.11)	• He study **at** SMP Negeri 2 Tulung, he is part of 8a (S.11)
	• On thursday, I visited the **temples** in Prambanan (S.13)	• On thursday, I visited the **temple** in Prambanan (S.13)

And example of other errors are in the appendix 2

c. Misinformation

Misinformation this type of error are those characterized by the use of the wrong form or morpheme structure. This error has three subcategorized, namely: regularization, archi-form, and alternating form.

1) Regularization

A regular marker is used in place of irregular one.

This sentence error that states the regular that is placed in irregular shape. People refers to groups of human beings and person leads tend to be more formal and tell someone. The student use "*person*" because she describing someone (S.11)

Table 4. 4
Error Misinformation of Regularization

Categories of Error	Error Analysis	Corrected Error
Misinformation of Regularization	• I really like him because he is a good **people,** he is type of random **people** (S.11)	• I really like him because he is a good **person,** he is type of random **person** (S.11)
	• I really like it when I cut something with it, it feels satisfying, and to achieve that it to sharp it **really** well (S.29)	• I really like it when I cut something with it, it feels satisfying, and to achieve that it to sharp it **very** well (S.29)

And example of other errors are in the appendix 2

2) Archi-Form

The selection of one number of a class of forms to represent others in class is often made by the learners. The form chosen by the learners is called as archi-form.

This sentence error that the subject "*he*" is used as the subject in a sentence. It could be said that he a personal pronoun. Meanwhile "*his*" is a pronoun ownership (S.5). This sentence error that the subject "*him*" is used as the subject in a sentence. It could be said that he a personal pronoun. Meanwhile "*he*" is a pronoun ownership (S.5)

Table 4. 5
Error Misinformation of Archi-Form

Categories of Error	Error Analysis	Corrected Error
Misinformation of Archi-Form	• I have a little brother, **he** name is Giantra Ramadhan Andalas (S.5)	• I have a little brother, **his** name is Giantra Ramadhan Andalas (S.5)
	• He is so cute and handsome because **him** have short hair, brown skin, and flat nose (S.5)	• He is so cute and handsome because **he** have short hair, brown skin, and flat nose (S.5)
	• Many people have crush on him because he is so handsome, tall, **he** skin is white (S.11)	• Many people have crush on him because he is so handsome, tall, **his** skin is white (S.11)
	• I think **she** became famous artist in the future, with **she** brain (S.29)	• I think **his** became famous artist in the future, with **his** brain (S.29)

And example of other errors are in the appendix 2

3) Alternating Form

Having his vocabulary and grammar grow and by using archi-forms, the learners can choose various members of class as an alternative to choose with each other. Thus, finding demonstrative is a need.

This sentence error that subject "*he*" the subject is used to refer to someone who perform the action. Meanwhile "*his*" possessive adjective use describe someone possession (S.8). This sentence error that verb "*is*" the verb must be used to make a correct sentence (S.9)

Table 4. 6
Error Misinformation of Alternating Form

Categories of Error	Error Analysis	Corrected Error
Misinformation of Alternating Form	• **He is attitude** funny (S.8)	• **His attitude is** funny (S.8)
	• Her fur is heavy, her **fur white** (S.9)	• Her fur is heavy, her **fur is white** (S.9)
	• I have friend in my class, **she is name** Ameta Sausan (S.10)	• I have friend in my class, **his name is** Ameta Sausan (S.10)
	• She's sweet smile will make boys crazy **him** (S.10)	• She's sweet smile will make boys crazy **her** (S.10)
	• I something have blush on check beside that he give support, that make **I** spirit (S.17)	• I something have blush on check beside that he give support, that make **me** spirit (S.17)

And example of other errors are in the appendix 2

d) Misordering

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

This sentence must be preposition correct, error in arranging morphemes in sentence. Really is the level of words that follow each word. Really, it can be followed by a verb or and adjective. The student use "*really*" because after really is a verb (S.23)

Table 4. 7
Error Misordering

Categories of Error	Error Analysis	Corrected Error
Misordering	• **Is love Gian,** Gian so smart, he have so many friend because him friendly (S.5)	• **Is Gian love,** Gian so smart, he have so many friend because him friendly (S.5)
	• I **visited only** Brahmana and Syiwa temples, because Wisnu temple is being rerovaled (S.13)	• I **only visited** Brahmana and Syiwa temples, because Wisnu temple is being rerovaled (S.13)
	• **I am so love** Putri, she is smart because she can standing on 7 month old and eat the food so fast (S.23)	• **I really love** Putri, she is smart because she can standing on 7 month old and eat the food so fast (S.23)
	• She **like cow milk too** (S.23)	• She **also likes cow's milk too** (S.23)
	• Cat **me aged one month** (S.25)	• **My cat is aged one month** (S.25)

And example of other erors are in the appendix 2

2. The Causes of Error

The second formulation of the problem is about the causes that influence students to make error. In this study, the researcher used interview to answer the formulation of the problem. Based on theory from (Brown, 2000) and theory from James (1998) there are fourth main causes of errors, Interlingual transfer, Intralingual transfer, Context of learning and Communication of strategies. Interlingual error is an error which result from language transfer, which is caused by learner's negative language. Intralingual error is one which result from faulty or partial learning of the target language, rather than from language transfer. Context of learning error refers to the classroom with its teacher and its material in the case of school learning. While, Communication of strategies are defined and relate to learning style.

a. Interlingual Error

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 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 from

of the phrase or sentence into the first language to see if similarities exist.

Interlingual error are errors which occur as a result of transfer from the native language into second language. The student usually transfer the system of mother tongue into the second language. It is evident from the interview with students:

First student stated that descriptive text, tense (simple present tense) and construct the word is hard to be understood:

"*Kurang memahami materi sehingga untuk merangkai sebuah paragraf agak sedikit sulit*"*(I don't understand the material so putting together a paragraph is a little difficult)*

Also the second student said:

"*Masih bingung untuk memahami simple present tense terlebih minimnya pengetahuan tentang kosakata Bahasa Inggris*" *(Still confused about understanding simple present tense especially with minimal knowledge of English vocabulary)*

Based on students statement, say "*don't understand the material and masih still confused understanding simple present tense*" included in interlingual error because the students are caused by the inference coming from the students' native language. Interlingual inference occurred because students did not master second language that has been learned.

b. Intralingual error

Intralingual error are those coming from the structure a deviant structure on the basis of the target that intralingual error are produced by the user who does not reflect the structure of the mother tongue. It is evident from the interview with students:

The third students said:

"Saya merangkai kalimat dengan cara membuat dulu kalimat dengan Bahasa Indonesia lalu mengubahnya ke dalam bahasa inggris. Untuk kalimat yang saya tidak mengerti masih menggunakan Bahasa Indonesia" (I compose sentences by first making sentences in Indonesian and then changing them into English. For sentence that I don't understand, I still use Indonesian).

The fourth students said:

"Sedikit terpengaruh, Bahasa Indonesia jika langsung di artikan Bahasa Inggris verb nya kurang tepat dan kalimatnya menjadi sedikit aneh" (Slightly affected, if the Indonesian language is directly interpreted in English the verb are not quite right and the sentences become a little strange).

Based on students statement, *I compose sentence by first making sentence in Indonesian and the Indonesian language is directly interpretd"* included in intralingual error because the students are

those coming from the structure a deviant structure on the basis of the target that intralingual error are produced by the user who does not reflect the structure of the mother tongue. Some errors occurred because students generalized the rule and applied it incompletely.

c. Context of learning

Context of learning is the source of error caused by the learners misinterpretation of the teacher explanation and textbook or an inappropriate pattern contextualization. It is evident from the interview with students:

The fifth students said:

"Saya belum bisa menguasai materi dengan baik karena guru memberikan penjelasan yang saya kurang paham, sehingga masih bingung untuk mengetahui tentang simple present tense" (I haven't been able to master the material well because the teacher gave explanations that I didn't understand, so I'm still confused about knowing about simple present tense).

The sixth students said:

"Untuk menyusun sebuah kalimat dengan baik masih kesulitan karena kurangnya memahami materi yang diberikan oleh guru" (It

still difficult to compose a sentence well due to a lack of understanding of the material provided by the teacher).

Based on students statement, say "*I haven't been able to master the material well because the teacher gave explanation*" included in context of learning because the students misinterpretation of the teacher explanation and textbook or an inappropriate pattern contextualization. The ways of delivering material from teacher that were not optimal for students.

d. Communication of strategies

Communication of strategies are defined and related to learning style. Learners obviously use production strategies in order to enhance getting their message across but at times, these techniques can themselves become a source of error. It is evident from the interview with students:

The seventh students said:

"Metode yang diajarkan oleh guru yaitu memberikan penjelasan tentang materi lalu contoh setelah itu mengerjakan soal untuk waktunya sangat kurang sehingga terkadang tidak selesai"(The method taught by the teacher is to provide an explanation of the material then give examples and then work on the question for very little time so that sometimes they don't finish).

Based on students statements, say " *the method taught by teacher*" included in communication of strategies because the student

obviously use production strategies in order to enhance getting their message across but at times, these techniques can themselves become a source of error. Learning style that can cause students make an error.

B. Discussion

This research was conducted from 8th to 23th October 2023 using descriptive qualitative techniques. Research collected 26 descriptive text papers by writing them repeatedly. The data collected were students' errors in writing their descriptive text. The research purposes is know what kinds of error in descriptive writing text and causes error of descriptive writing text. The errors classified based Dulay theory (1982). The research purposes is know what kinds of error analysis in descriptive writing text and causes error of descriptive writing text. Based on the result of data analysis, it is concluded that the grade VIIIB of SMP N 1 Polanharjo in the academic year 2023/2024 made some errors in writing descriptive text.

1. Based on the formulation of the problem kinds of error analysis in descriptive text written by the eight grade students of SMP N 1 Polanharjo Klaten in academic year 2023/2024. 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 (1982), there are four type of errors in surface strategy taxonomy: Omission, Addition, Misinformation, and Misordering. This surface strategy taxonomy clarifies the surface elements of language that are modified in specific and systematic ways where the error always occurs. The most common error made by the students is Omission (41 Errors) and while the least error is Misordering (7 Errors). The number of total 75 error. it is result of four types of error. The researcher discovers that a omission error account for 54,66% of the total error.

2. Based on the causes of the error analysis of descriptive text written by the eight grade students of SMP N 1 Polanharjo Klaten in academic year 2023/2024. There are several reasons why students make mistakes. According to Brown (2000) 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. Eight-grade students in class VIIIB of SMP N 1 Polanharjo continue to make errors in their composition, according to the findings. The learner must follow the proper English rules in order to produce writing. They must comply with

all written guidelines in order to using correct English. Error will cause the writing to be ineffective and the message are not conveyed well by the reader. So, accuracy and understanding of grammatical writing are needed to produce well structure writing.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussions in the previous chapter, the research purposes is know what kinds of error analysis in descriptive writing text and causes error of descriptive writing text. The kinds of errors are usually made by the eight grade students of SMP N 1 Polanharjo and causes of errors made by the eight grade students of SMP N 1 Polanharjo. The conclusions are as follows:

The kinds of error are usually made by the eight grade students of SMP N 1 Polanharjo in writing descriptive text. Based on the description in previous chapter, it can be concluded that the VIIIB SMP N 1 Polanharjo still made the errors when the students were asked to descriptive text about animal, person, place, and food. The types of errors made by students on writing descriptive text are based on surface strategy taxonomy which are classified into omission, addition, misinformation, and misordering. After identifying the errors, the researcher found 81 total of errors consisting of 30 errors of omission, 28 errors of addition, 10 errors of misinformation and 13 errors of misordering. From the data above, it can be seen that omission was the highest number of errors made by the students.

The sources of error made by the eight grade students of SMP N 1 Polanharjo Klaten in writing descriptive text. After analyzing each the types of errors found in decriptive text in students writing of the eight grade students of

SMP N 1 Polanharjo Klaten, the researcher find some the sources of errors. They are interlingual inference, intralingual inference, context of learning and communication of strategies. 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. Intralingual error are those coming from the structure a deviant structure on the basis of the target that intralingual error are produced by the user who does not reflect the structure of the mother tongue. Context of learning is the source of error caused by the learners misinterpretation of the teacher explanation and textbook or an inappropriate pattern contextualization. Communication of strategies are defined and related to learning style. Learners obviously use production strategies in order to enhance getting their message across but at times, these techniques can themselves become a source of error.

B. Suggestion

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

1. To the English teacher

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 discus and analyzed the students errors deeply. Meanwhile, hopefully, this research will be able to be a kinds 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
THE STUDENT ATTENDANCE

Kelas : VIIIB

No	Nama	Jenis Kelamin
1	AISYAH ZAHRANI PUTRI	P
2	ALI BADARUDDIN	L
3	ALKIAN PRATAMA WIJAYA	L
4	AMETA SAUSAN	P
5	ARYA PRATAMA ATMAJA	L
6	CANTIKA LAILATUL MUBAROKAH	P
7	DHAFIYA AQILA FAJARI PUTRI	P
8	DIRA GEISHA NABILA	P
9	ELYA FASZYA RAYI PRAMESTY	P
10	FANIA EKA WIBOWO	P
11	FIONA NUR SALAMAH	P
12	IZZATUL ARIFAH	P
13	KAVILA ANAYA MEILANI	P
14	KEJORA ENDAH SEKAH ARUM	P
15	KEMI ABDULLAH	L
16	KEYSHA AINUN NAFISAH	P
17	LATISYA NUR RAMADHANI	P
18	MUFIDATUL HASANAH	P
19	MUHAMMAD FAIZ ALWAN FADILLAH	L
20	MUHAMMAD FAZA INDRA WIJAYA	L
21	NABILA NUR HIDAYAH	P
22	NAUFAL RAMADHAN HARIYANA	L
23	RADHITYA LUCKY FADHILAH	L
24	RAFI NAFIS NUR IHSAN	L
25	REZA ADITYA RIZQI KURNIAWAN	L
26	SHAFA NUR ARIFIAH HANANI	P
27	SYAFA KHOIRUN NISSA	P
28	VALENTINO ARDIANSYAH	L
29	VEINALDI ARGO SASMITO	L

30	ZACKY IZZA AHZA	L
31	ZAKA AL FARISY	L

Appendix 2
KINDS ERROR STUDENTS WRITING DESCRIPTIVE TEXT

Table 4.1 The error of Omission of Content Morphemes

Categories of Error	Error Analysis	Corrected Error
Omission of Content Morphemes	• The sea eagle has color feathers **is** light brown (S.1)	• The sea eagle has color featherslight brown (S.1)
	• My crocodile is **like ken** in water and in land (S.2)	• My crocodile is **likesdive** in water and in land (S.2)
	• Gian always bicycle **in of** the house with his friend (S.5)	• Gian always bicycle **in front of** the house with his friend (S.5)
	• Gian always bicycle **in of** the house with his friend (S.5)	• Gian always bicycle **in front of** the house with his friend (S.5)
	• This dish is very popular in Indonesia and is often **a** breakfast or dinner menu (S.18)	• This dish is very popular in Indonesia and is often **served** breakfast or dinner menu (S.18)

Table 4.2 The error Omission of Grammatical

Morphemes

Categories of Error	Error Analysis	Corrected Error
Omission of Grammatical Morphemes	• My crocodile is **like** ken in water and in land (S.2)	• My crocodile is **likes** ken in water and in land (S.2)
	• Sometimes he usually scratches out my arm when I play with (S.2)	• Sometimes he usually scratches out my arm when I play with **him** (S.2)
	• His grey (S.2)	• His **color body is** grey (S.2)
	• I like her because, she a good person (S.3)	• I like her because, she **is** a good person (S.3)
	• Sometimes she bad mood and easy to angry (S.3)	• Sometimes she **is** bad mood and easy to **be** angry (S.3)
	• Sometimes I and she **go** to school together and also play together (S.3)	• Sometimes I and she **went** to school together and also play together (S.3)
	• He **so like** bicycle (S.5)	• He **really likes** bicycle (S.5)

	• He **so** happy if play bicycle with his friend (S.5)	• He **is really** happy if play bicycle with his friend (S.5)
	• **Cat** (S.6)	• **My cat** (S.6)
	• **It's**eyes were green and looked frerce (S.6)	• **His** eyes were green and looked frerce (S.6)
	• **It's**fur is short because he is only avillage cats (S.6)	• **His**fur is short because he is only avillage cats (S.6)
	• Queen so beautiful (S.9)	• Queen **is** so beautiful (S.9)
	• Queen run so fast, **herso like** run in house (S.9)	• Queen run so fast,**she really likes** run in house (S.9)
	• I have boyfriend, he is a **tall** than me (S.11)	• I have boyfriend, he is a **taller** than me (S.11)
	• Klaten also known as kabupaten 1000 umbul, is a regency located in central Java, Indonesia (S.12)	• Klaten**is** also known as kabupaten 1000 umbul, is a regency located in central Java, Indonesia (S.12)
	• I lucky because I led by a smart and friendly guide (S.13)	• I **was** lucky because I led by a smart and friendly guide (S.13)
	• On Thursday, I visited the **temples** in Prambanan (S.13)	• On Thursday, I visited the **temple** in Prambanan (S.13)
	• His smile **so** sweet and his attitude is sweet (S.17)	• His smile **is** sweet and his attitude is sweet (S.17)

	• He my universe, he is my world (S.17)	• He **is** my universe, he is my world (S.17)
	• He **hobbiest** is football, he **likeplay** in yard with he friend beside he **too like** sunset (S.17)	• He **hobby** is football, he **likesplaying** in yard with he friend beside he **too likes** sunset (S.17)
	• I really like him because he cute and he **have** good attitude (S.17)	• I really like him because he **is** cute and he **has** good attitude (S.17)
	• We usually **talking** things, beside that **look** so adult (S.17)	• We usually **talk** things, beside that **looks** so adult (S.17)
	• **Someone** (S.17)	• **My someone** (S.17)
	• His cream and white (S.19)	• His cream and white **fur** (S.19)
	• My fish placed in aquarium, he likes to eat crickets (S.20)	• My fish **are** placed in aquarium, he likes to eat crickets (S.20)
	• **The** chana is cute (S.20)	• **My** chana is cute (S.20)
	• **Her like eat**and sleep, so her body is fat and cute (S.21)	• **She like eating** and sleep, so her body is fat and cute (S.21)
	• **Her like** sleepy, she usually **sleep**on the sofa in the living room, or	• **She likes** sleepy, she usually **sleeps** on the sofa in the living

	sometimes under the table and on stan (S.21)		room, or sometimes under the table and on stan (S.21)
	• Oyen **so like** hiking tree in front of my aunty house (S.21)		• Oyen **really likes** hiking tree in front of my aunty house (S.21)
	• **Her**always **cooking** already for children (S.22)		• **She** always **cooks** already for children (S.22)
	• **A** mommy (S.22)		• **My** mommy (S.22)
	• Mommy **have** body so fat (S.22)		• Mommy **has a** body so fat (S.22)
	• And sometimes if she happy, she will smile and her smile is so sweet and I am so love him everyday (S.23)		• And sometimes if she **is** happy, she will smile and her smile is so sweet and I am so love him everyday (S.23)
	• She so beautiful and smart, I think she can became famous artist in the future with the brain (S.28)		• She **is** so beautiful and smart, I think she can became famous artist in the future with the brain (S.28)
	• I have little sister, **she's** name is Killan (S.28)		• I have little sister, **her** name is Killan (S.28)
	• There **are**story behind this knife (S.29)		• There **is**story behind this knife (S.29)
	• Overall it **was** a good knife really easy to sharp and very easy to carry		• Overall it **is** a good knife really easy to sharp and very easy to carry around and

	around and beside cooking (S.29)	beside cooking (S.29)

Table 4.3 The Error of Addition of Double Marking

Categories of Error	Error Analysis	Corrected Error
Addition of Double Marking	• I and **son** always eat many because cooking mommy I lezat (S.22)	• I and **my brother** always eat many because cooking **my mom** lezat (S.22)

Table 4.4 The Error Addition of Regularization

Categories of Error	Error Analysis	Corrected Error
Addition of Regularization	• I like **to** riding together (S.3)	• I likeriding together (S.3)
	• I often **have** cats, but my previous cats died of disease (S.6)	• I often **keep** cats, but my previous cats died of disease (S.6)
	• I really like itam, when **is** was writing (S.6))	• I really like itam, when **I** was writing (S.6))
	• He study**in** SMP Negeri 2 Tulung, he is part of 8a (S.11)	• He study**at**SMP Negeri 2 Tulung, he is part of 8a (S.11)

	• On thursday, I visited the **temples** in Prambanan (S.13)	• On thursday, I visited the **temple** in Prambanan (S.13)
	• His body is long, I buy my fish **in** cokro market (S.20)	• His body is long, I buy my fish **at**cokro market (S.20)
	• **Mommy I** usually like traveling on Sunday **in** swimming pool (S.22)	• **My mom** usually like traveling on Sunday **at**swimming pool (S.22)
	• And sometime if she happy, she will smile and her smile is so sweet and I am **so** love **him** everyday (S.23)	• And sometime if she happy, she will smile and her smile is so sweet and I am **really**love**her** everyday (S.23)
	• **I am so love**Putri, she is smart because she can standing on 7 month old and eat the food so fast (S.23)	• **I really love** Putri, she is smart because she can standing on 7 month old and eat the food so fast (S.23)
	• Sometimes he usually scratches out my arm when I play with him, my dog **eat is meet** (S.24)	• Sometimes he usually scratches out my arm when I play with him, my dog **eats meat** (S.24)
	• I like play **is** oyen (S.25)	• I like play **with**oyen (S.25)
	• I often **using** it to cut something like paper and other things (S.29)	• I often **use** it to cut something like paper and other things (S.29)
	• The beautiful natural panorama	• The beautiful natural panorama

	accompanied with beautiful white **sandys**beaches (S.31)	accompanied with beautiful white **sand** beaches (S.31)

Table 4.5 Error Misinformation of Regularization

Categories of Error	Error Analysis	Corrected Error
Misinformation of Regularization	• I really like him because he is a good **people,** he is type of random **people** (S.11)	• I really like him because he is a good **person,** he is type of random **person** (S.11)
	• I really like it when I cut something with it, it feels satisfying, and to achieve that it to sharp it **really** well (S.29)	• I really like it when I cut something with it, it feels satisfying, and to achieve that it to sharp it **very** well (S.29)

Table 4.6 Error Misinformation of Archi-Form

Categories of Error	Error Analysis	Corrected Error
Misinformation of Archi-Form	• I have a little brother, **he**name is Giantra Ramadhan Andalas (S.5)	• I have a little brother, **his**name is Giantra Ramadhan Andalas (S.5)
	• He is so cute and handsome because **him** have short hair,	• He is so cute and handsome because **he** have short hair, brown

	brown skin, and flat nose (S.5)	skin, and flat nose (S.5)
	• Many people have crush on him because he is so handsome, tall, **he**skin is white (S.11)	• Many people have crush on him because he is so handsome, tall, **his** skin is white (S.11)
	• I think **she** became famous artist in the future, with **she** brain (S.29)	• I think **his** became famous artist in the future, with **his**brain (S.29)

Table 4.7 Error Misinformation of Alternating Form

Categories of Error	Error Analysis	Corrected Error
Misinformation of Alternating Form	• **He is attitude** funny (S.8)	• **His attitude is** funny (S.8)
	• Her fur is heavy, her **fur white** (S.9)	• Her fur is heavy, her **fur is white** (S.9)
	• I have friend in my class, **she is name** Ameta Sausan (S.10)	• I have friend in my class, **his name is**Ameta Sausan (S.10)
	• She's sweet smile will make boys crazy **him** (S.10)	• She's sweet smile will make boys crazy **her** (S.10)
	• I really like him because he is a good people, **he is**	• I really like him because he is a good

	typerandom people (S.11)	people, **he is a type** random people (S.11)
	• He treat**I** so good (S.17)	• He treat**me** so good (S.17)
	• I something have blush on check beside that he give support, that make **I** spirit (S.17)	• I something have blush on check beside that he give support, that make **me** spirit (S.17)
	• **Mommy I have hair chocolate, skit momycoller wait (S.22)**	• **My mom has brown hair, her skin is white colors (S.22)**

Table 4.8 Error Misordering

Categories of Error	Error Analysis	Corrected Error
Misordering	• **Is love Gian,** Gian so smart, he have so many friend because him friendly (S.5)	• **Is Gian love,** Gian so smart, he have so many friend because him friendly (S.5)
	• I **visited only** Brahmana and Syiwa temples, because Wisnu temple is being rerovaled (S.13)	• I **only visited** Brahmana and Syiwa temples, because Wisnu temple is being rerovaled (S.13)
	• **I am so love**Putri, she is smart because she can standing on 7 month old and eat the food so fast (S.23)	• **I really love** Putri, she is smart because she can standing on 7 month old and eat the food so fast (S.23)

	• She **like cow milk too** (S.23)	• She **also likes cow's milk too** (S.23)
	• Cat **me aged one month** (S.25)	• **My cat is aged one month** (S.25)
	• **The is cat like hiking** (S.25)	• **My cat likes hiking** (S.25)
	• I hope she become the good girl and **can make proud of my parents** (S.28)	• I hope she become the good girl and **can make my parent proud** (S.28)

Appendix 3
INSTRUMENT OF INTERVIEW

1. Bagaimanapendapat Bapak tentangmateri simple present tense dan descriptive text ?(What do you think about the material simple present tense and descriptive text?)
2. Metode apa yang Bapak gunakanuntukmengajarkanmateritersebut ?(What method do you use to teach the material?)
3. Apakesulitansiswadalammemahamimateri yang Bapak ajarkan ?(What are students difficulties in understanding the material you teach ?)
4. Bagaimanacaramerangkaikalimat descriptive text ?(How to compose descriptive text?)
5. Faktor apasaja yang mempengaruhisaatpembelajaran simple present tense ?(What factors influence learning simple present tense?)
6. Bagaimanapendapatkamutentangmateri simple present tense ?(What do you think about the material?)
7. Apakesulitandalammemahamimateri simple present tense dan juga descriptive text ?(What are the difficulties in understanding simple present tense and descriptive text material?)
8. Apacukupmenyenangkanuntukdipelajari ?(Is it quiet fun to learn?)
9. Bagian mana yang kamusukasaatmempelajarikeduamateritersebut ?(What part did you like when studying these two materials?)
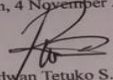
Appendix 4 MEMBER CHECK

MEMBER CHECK

Saya yang bertanda tangan di bawah ini:

Nama : Ridwan Tetuko S.Pd
Jenis Kelamin : Laki-laki
Jabatan : Guru Bahasa Inggris
Unit Kerja : SMP N 1 Polanharo Klaten

Dengan ini, saya menyatakan bahwa telah dilaksanakan penelitian dan data yang diperoleh peneliti atas nama Khoirunnisa Subagiyo dengan NIM 196121195, dalam penelitiannya yang berjudul "**An Error Analysis of Descriptive Text Written by The Eight Grade Students of SMP N 1 Polanharjo Klaten in Academic Year 2023/2024**" adalah benar berasal dari siswa-siswi kami sebagai subjek penelitian, yang mana telah dilaksanakan pada 23 Oktober – 4 November 2023.

Demikianlah, guna keperluan dalam keabsahan data dalam penelitian ini. Semoga data ini dapat dipergunakan sebagaimana mestinya untuk bahan penelitian.

Klaten, 4 November 2023

Ridwan Tetuko S.Pd

Appendix 5 Observation Checklist

No.	Indicators	Observed Aspects	Score			
			1	2	3	4
1.	Diligently facing the task	Students focus on answering questions given				✓
2.	Resilient in facing difficulties	Students ask or discuss when encountering difficulties			✓	
3.	Show interest in learning descriptive text	Students prepare the learning descriptive about things				✓
4.	Prefer to work independently	Students work assignment independently			✓	
5.	Happy to answer the task	Students work on assignment given				✓

Appendix 6 DOCUMENTATION

Appendix 7
LESSON PLAN

ALUR TUJUAN PEMBELAJARAN

TAHUN PELAJARAN 2023/2024

Mata Pelajaran : Bahasa Inggris	Fase : D
Kelas/Semester : VIII / Ganjil	Alokasi Waktu :

A.   CAPAIAN PEMBELAJARAN

Pada fese ini, peserta didik mampu:

▪ Menggunakan teks lisan, tulisan dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Peserta didik menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual Bahasa Inggris.

B. ELEMEN CAPAIAN PEMBELAJARAN

ELEMEN	CAPAIAN PEMBELAJARAN
Menyimak – Berbicara	• Pada akhir Fase D, peserta didik menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana. • *By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar, formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion, such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.*
Membaca – Memirsa	• Pada akhir Fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesiik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentiikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.

ELEMEN	CAPAIAN PEMBELAJARAN
	• *By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and speciic information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inferences to comprehend implicit information in the text.*

Menulis – Mempresentasikan	• Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesiik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat. Mereka juga menyertakan informasi dasar dan detail, dan memvariasikan konstruksi kalimat mereka dalam tulisan mereka. Peserta didik mengungkapkan ideide dalam bentuk sekarang, masa depan, dan masa lalu. Mereka menggunakan penanda waktu, kata keterangan frekuensi dan konjungsi umum untuk menghubungkan ide. Upaya mereka untuk mengeja kata-kata baru didasarkan pada hubungan bunyi-huruf Bahasa Inggris yang diketahui dan mereka menggunakan tanda baca dan kapitalisasi dengan konsisten. • *By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of speciic vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and details, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English lettersound relationships and they use punctuation and capitalization with consistency.*

Tujuan Pembelajaran	Materi	ITP	Profil Pelajar Pancasila	Kata Kunci	Kegiatan Pembelajaran	Glosarium	Alokasi Waktu	Sumber Belajar	Penilaian
1.1 Talk about personal experiences in the past; 1.2 Identify speciic information about personal experiences; and 1.3 Write the main events of personal experiences.	Celebrating Independence Day	Unit 1. The Champion of Panjat Pinang Unit 2. Going to a Parade Unit 3. Independence Day at SMP Merdeka	• Beriman, bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia. • Berkebinekaan global. • Bergotong royong. • Mandiri. • Bernalar kritis. • Kreatif	celebrate (base form), hold (base form) - held (past form), win (base form) - won (past form), amazing, congratulation, during.	**Unit 1. The Champion of Panjat Pinang** • Section 1 − Say What You Know • Section 2 − Listening • Section 3 − Listening • Section 4 − Language Focus • Section 5 − Fun Time: Bingo • Section 6 − Speaking • Section 7 − Your Turn: Speaking • Section 8 – Enrichment **Unit 2. Going to a Parade** • Section 1 − Say What You Know • Section 2 − Listening • Section 3 − Reading	celebrate (base form), hold (base form) - held (past form), win (base form) - won (past form), amazing, congratulation, during.		• Buku Panduan Guru dan Siswa English For Nusantara Kelas VIII Kemendikbud Pusat Kurikulum dan Perbukuan. • Sumber lain yang Relevan • Internet (Google, Youtube) • Dan Lingkungan	• Sikap • Pengetahuan • Keterampilan

Tujuan Pembelajaran	Materi	ITP	Profil Pelajar Pancasila	Kata Kunci	Kegiatan Pembelajaran	Glosarium	Alokasi Waktu	Sumber Belajar	Penilaian
					• Section 4 − Viewing • Section 5 − Language Focus • Section 6 − Fun Time: Picture the Past • Section 7 − Your Turn: Reading • Section 8 – Enrichment **Unit 3. Independence Day at SMP Merdeka** • Section 1 − Say What You Know • Section 2 − Reading • Section 3 − Language Focus • Section 4 − Writing • Section 5 − Your Turn: Writing • Section 6 − Fun Time			sekitar dan Lain-lain.	

Tujuan Pembelajaran	Materi	ITP	Profil Pelajar Pancasila	Kata Kunci	Kegiatan Pembelajaran	Glosarium	Alokasi Waktu	Sumber Belajar	Penilaian
					• Section 7 − Enrichment: Creating a Comic				
2.1 Connect and sequence events in an imaginative story; 2.2 Explain characters' actions, feelings, and behavior in an imaginativ	Kindness Begins with Me	Unit 1. Kindness towards Differences Unit 2. Kindness and Happiness	• Beriman, bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia. • Berkebinekaan global. • Bergotong royong. • Mandiri. • Bernalar kritis. • Kreatif	begin (base form)/began (past form), hatch (base form)/hatched (past form), shake (base form)/shook (past form), wait (base form)/waited (past form), wobble (base form)/wobbled (past form),	**Unit 1. Kindness towards Differences** • Section 1 − Say What You Know • Section 2 − Viewing • Section 3 − Listening • Section 4 − Language Focus • Section 5 − Fun Time: Mime It! • Section 6 − Retelling • Section 7 − Your Turn: Perform Your Storytelling • Section 8 − Enrichment	begin (base form)/began (past form), hatch (base form)/hatched (past form), shake (base form)/shook (past		• Buku Panduan Guru dan Siswa English For Nusantara Kelas VIII Kemendikbud Pusat Kurikulum dan Perbukuan. • Sumber lain yang Relevan	• Sikap • Pengetahuan • Keterampilan

Tujuan Pembelajaran	Materi	ITP	Profil Pelajar Pancasila	Kata Kunci	Kegiatan Pembelajaran	Glosarium	Alokasi Waktu	Sumber Belajar	Penilaian
e story; and 2.3 Retell and rewrite an imaginative story.		Unit 3. Kindness and Friendship		wings, shy, warm, gracefully, once upon a time, at last.	**Unit 2. Kindness and Happiness** • Section 1 − Say What You Know • Section 2 − Viewing • Section 3 − Reading • Section 4 − Language Focus: Describing Feelings • Section 5 − Language Focus • Section 6 − Fun Time • Section 7 − Enrichment: Act it Out! **Unit 3. Kindness andFriendship** • Section 1 − Say What You Know • Section 2 − Reading • Section 3 − Language Focus • Section 4 − Reading	form), wait (base form)/waited (past form), wobble (base form)/wobbled (past form), wings, shy, warm, gracefully, once upon a		• Internet (Google, Youtube) • Dan Lingkungan sekitar dan Lain-lain.	

Tujuan Pembelajaran	Materi	ITP	Profil Pelajar Pancasila	Kata Kunci	Kegiatan Pembelajaran	Glosarium	Alokasi Waktu	Sumber Belajar	Penilaian
					• Section 5 − Your Turn: Writing • Section 6 − Enrichment	time, at last.			
3.1 Ask and give opinion about familiar topics around the school; 3.2 Categorise actions based on a given situation; and	Love Our World	Unit 1. Look Around You Unit 2. This is the Way	• Beriman, bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia. • Berkebinekaan global. • Bergotong royong. • Mandiri. • Bernalar kritis. • Kreatif	reduce, container, environment, trash, trash can, plastic waste, full.	**Unit 1. Look Around You** • Section 1 − Say What You Know • Section 2 − Listening • Section 3 − Listening • Section 4 − Language Focus • Section 5 − Your Turn: Listening • Section 6 − Fun Time: What Do You Think? • Section 7 − Your Turn • Section 8 − Enrichment	reduce, container, environment, trash, trash can, plastic waste, full.		• Buku Panduan Guru dan Siswa English For Nusantara Kelas VIII Kemendikbud Pusat Kurikulum dan Perbukuan. • Sumber lain yang Relevan	• Sikap • Pengetahuan • Keterampilan

Tujuan Pembelajaran	Materi	ITP	Profil Pelajar Pancasila	Kata Kunci	Kegiatan Pembelajaran	Glosarium	Alokasi Waktu	Sumber Belajar	Penilaian
3.3 Write instructions on posters.		Unit 3. Act Now			**Unit 2. This is the Way** • Section 1 − Say What You Know • Section 2 − Listening • Section 3 − Reading • Section 4 − Language Focus • Section 5 − Fun Time: What's the Word? • Section 6 − Your Turn: Reading • Section 7 − Enrichment **Unit 3. Act Now** • Section 1 − Say What You Know • Section 2 − Reading • Section 3 − Viewing • Section 4 − Language Focus			• Internet (Google, Youtube) • Dan Lingkungan sekitar dan Lain-lain.	

Tujuan Pembelajaran	Materi	ITP	Profil Pelajar Pancasila	Kata Kunci	Kegiatan Pembelajaran	Glosarium	Alokasi Waktu	Sumber Belajar	Penilaian
					• Section 5 − Fun Time • Section 6 − Your Turn: Making a Poster • Section 7 − Enrichment				

Mengetahui   Polanharjo,   Juli 2023

Kepala Sekolah   Guru Mapel Bahasa Inggris

Drs. Waluyo Raharjo   **M. Ridwan Tetuko, S.Pd**

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Appendix 8
VALIDATION

VALIDATION
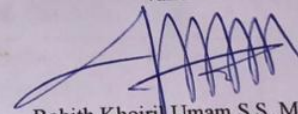
The thesis data Khoirunnisa Subagiyo (196121195) entitled

"AN ERROR ANALYSIS OF DESCRIPTIVE TEXT WRITTEN BY THE EIGHT GRADE STUDENTS OF SMP N 1 POLANHARJO KLATEN IN ACADEMIC YEAR 2023/2024" has been validated by Robith Khoiril Umam, S.S., M.Hum in:

Day : Tuesday

Date : November, 21st 2023

Surakarta, November 21st 2023

Validator

Robith Khoiril Umam S.S.,M.Hum

NIP 19871011 201503 1 006

Appendix 9
THE VALIDITY DATA

Categories of Error	Error Analysis	Corrected Error	Checklist	
			Yes	No
Omission of Grammatical Morphemes	• The sea eagle has color feathers **is** light brown (S.1)	• The sea eagle has color feathers light brown (S.1)	1	⊗
	• I like her because, she a good person (S.3)	• I like her because, she (is) a good person (S.3)	✓ 2	
	• Sometimes she bad mood and easy to angry (S.3)	• Sometimes she (is) bad mood and easy to angry (S.3)	✓ 3	
	• My crocodile is **like** ken in water and in land (S.2)	• My crocodile is **likes** ken in water and in land (S.2)	4	⊗ ?
	• **Cat** (S.6)	• **My Cat** (S.6)	✓ 5	
	• Queen so beautiful (S.9)	• Queen (is) so beautiful (S.9)	✓ 6	
	• On Thursday, I visited the **temples** in Prambanan (S.13)	• On Thursday, I visited the **temple** in Prambanan (S.13)	7	⊗
	• His smile **so** sweet and his attitude is sweet (S.17)	• His smile **is** sweet and his attitude is sweet (S.17)	✓ 8	
	• He my universe, he is my world (S.17)	• He **is** my universe, he is my world (S.17)	✓ 9	
	• He hobbiest is football, he like play in yard with	• He hobbiest is football, he likes play in yard with	✓ 10	

(handwritten annotations: "Omission of content", "No error", "Addition (S)")

	he friend beside he **too like** sunset (S.17)	he friend beside he **too likes** sunset (S.17)		
	• The last he **like** modife motorcycle (S.17)	• The last he **likes** modife motorcycle (S.17)	✓	4
	• We usually talk**ing** things, beside that **look** so adult (S.17)	• We usually talking things, beside that **looks** so adult (S.17)	L	✗ 12
	• **Someone** (S.17)	• **My Someone** (S.17)	✓	13
	• **Hold** chana fish (S.20)	• **My** chana fish (S.20)	✓	14
	• **The** chana is cute (S.20)	• **My** chana is cute (S.20)	✓	15
	• **Her like** eat and sleep, so her body is fat and cute (S.21)	• **She like** eat and sleep, so her body is fat and cute (S.21)	L	16
	• **Her like** sleepy, she usually sleep on the sofa in the living room, or sometimes under the table and on stan (S.21)	• **She likes** sleepy, she usually sleep**s** on the sofa in the living room, or sometimes under the table and on stan (S.21)	✓	17
	• **A** mommy (S.22)	• **My** mommy (S.22)	✓	18
	• And sometimes if she happy, she will smile and her smile is so sweet and I am so love him everyday (S.23)	• And sometimes if she **is** happy, she will smile and her smile is so sweet and I am so love him everyday (S.23)	✓	19

Addition
→ We usualy talk.

	• I have little sister, she's name is Killan (S.28 *(her)*	• I have little sister, *(his)* name is Killan (S.28	✓ 70
	• She __ so beautiful and smart, I think she can became famous artist in the future with the brain (S.28)	• She (is) so beautiful and smart, I think she can became famous artist in the future with the brain (S.28)	✓ 21
	• Mommy **have** body so fat (S.22)	• Mommy has a body so fat (S.22)	✓ 22
	• Overall it **was** a good knife really easy to sharp and very easy to carry around and beside cooking (S.29)	• Overall it is a good knife really easy to sharp and very easy to carry around and beside cooking (S.29	✓ 23
	• There **are** story behind this knife (S.29)	• There (is) story behind this knife (S.29)	✓ 24
Addition	• The beautiful natural panorama accompanied with beautiful white **sandys** beaches (S.31)	• The beautiful natural panorama accompanied with beautiful white **sand** beaches (S.31)	(X) 25

Categories of Error	Error Analysis	Corrected Error	Checklist	
			Yes	No
Addition of Regularization	• Sometimes he usually scratches out my arm when I play with (S.2)	• Sometimes he usually scratches out my arm when I play with **him** (S.2)		26 (X)
Omision	• Sometime I and she **go** to school together and also	• Sometime I and she **went** to school together and also		27 (X)

Like + to infinf **like + gerund** **ok**	play together (S.3)	play together (S.3)		
	• I like ~~to~~ riding together (S.3)	• I like riding together (S.3)	✓	28
Omission	• He **so** like bicycle (S.5)	• He **really** likes bicycle (S.5)	⊗ 29	
Omission	• He **so** happy if play bicycle with his friend (S.5)	• He **really** (is) happy if play bicycle with his friend (S.5)	⊗ 30	
Omission	• I often **have** cats, but my previous cats died of disease (S.6)	• I often **keep** cats, but my previous cats died of disease (S.6)	✓ 31	
	• **It's** eyes were green and ~~looked~~ frerce (S.6)	• **His** eyes were green and looked frerce (S.6)	⊗ 32	
	• **It's** fur is short because he is only avillage cats (S.6)	• **His** fur is short because he is only avillage cats (S.6)	⊗ 33	
	• I really like itam, when **is** was writing (S.6))	• I really like itam, when **I** was writing (S.6))	✓ 34	
Omission	• Queen run so fast, her **so** like run in house (S.9)	• Queen run so fast, her (She) **really** likes run in house (S.9)	⊗ 35	
Omission	• I have boyfriend, he is a **tall** than me (S.11)	• I have boyfriend, he is a **taller** than me (S.11)	⊗ 36	
Omission	• He study **in** SMP Negeri 2 Tulung, he is part of 8a	• He study **at** SMP Negeri 2 Tulung,	37	

(S.11)	he is part of 8a (S.11)It (S.17)		
• Klaten also known as kabupaten 1000 umbul, is a regency located in central Java, Indonesia (S.12)	• Klaten (is) also known as kabupaten 1000 umbul, is a regency located in central Java, Indonesia (S.12)	38	(X)
• I lucky because I led by a smart and friendly guide (S.13	• I was lucky because I led by a smart and friendly guide (S.13	39	(X)
• I really like him because he cute and he have good attitude (S.17)	• I really like him because he is cute and he was good attitude (S.17)	40	(X)
• This dish is very popular in Indonesia and is often a breakfast or dinner menu (S.18)	• This dish is very popular in Indonesia and is often served breakfast or dinner menu (S.18)	91	(X)
• His cream and white (S.19)	• His cream and white fur (S.19)	92	(X)
• His body is long, I buy my fish in cokro market (S.20)	• His body is long, I buy my fish at cokro market (S.20)	93	✓
• My fish placed in aquarium, he likes	• My fish are placed in aquarium, he	94	(X)

Omission

Omission

Omission
Content transfer

Omission

Omission

	to eat crickets (S.20)	likes to eat crickets (S.20)	95
omission	• Oyen ~~so like~~ hiking tree in front of my aunty house (S.21)	• Oyen **really like** hiking tree in front of my aunty house (S.21)	96 ⊗
	• Her always **cooking** already for children (S.22)	• Her always **cooks** already for children (S.22) *she omission*	47 ⊗
	• **Mommy I** usually like traveling on Sunday **in** swimming pool (S.22)	• **My mom** usually like traveling on Sunday **at** swimming pool (S.22)	48 ✓
	• And sometime if she happy, she will smile and her smile is so sweet and I am so love **him** everyday (S.23)	• And sometime if she happy, she will smile and her smile is so sweet and I am **really** love **her** everyday (S.23)	49 ✓
	• Sometimes he usually scratches out my arm when I play with him, my dog **eat is meet** (S.24)	• Sometimes he usually scratches out my arm when I play with him, my dog **eats meat** (S.24)	50 ✓
	• I like play **is** oyen (S.25)	• I like play **with** oyen (S.25)	51 ✓
	• I often **using** it to	• I often **use** it to cut	✓ 52

	cut something like paper and other things (S.29)	something like paper and other things (S.29)		

Categories Errpr	Error Analysis	Corrected Error	Checklist	
			Yes	No
Misinformation of Regularizati	• I really like him because he is a good **people**, he is type of random **people** (S.11)	• I really like him because he is a good **person**, he is type of random **person** (S.11)	✓ *S3*	
	• I really like it when I cut something with it, it feels satisfying, and to achieve that it to sharp it **really** well (S.29)	• I really like it when I cut something with it, it feels satisfying, and to achieve that it to sharp it **very** well (S.29)	*S4* ✓	

Categories of Error	Error ANalysis	Corrected Error	Checklist	
			Yes	No
Misinformation of Archi-Forms	• His grey (S.2)	• His (color body grey (S.2)	*S5*	⊗
omission	• I have a little brother, **he** name is Giantra Ramadhan Andalas (S.5)	• I have a little brother, **his** name is Giantra Ramadhan Andalas (S.5) •	*S6* ✓	
	• He is so cute and handsome because **him** have short hair, brown skin, and flat nose (S.5)	• He is so cute and handsome because **he** have short hair, brown skin, and flat nose (S.5)	*S7* ✓	

| | Many people have crush on him because he is so handsome, tall, **he** skin is white (S.11) | Many people have crush on him because he is so handsome, tall, **his** skin is white (S.11) | ✓ | C8 |
| | I think she became famous artist in the future, with **she** brain (S.29) | I think she became famous artist in the future, with **his** brain (S.29) | ✓ | 59 |

Categories of Error	Error Analysis	Corrected Error	Checklist Yes	No
Misinformation of Alternating Forms	She's sweet smile will make boys crazy **him** (S.10)	She's sweet smile will make boys crazy **her** (S.10)	✓	60
	I something have blush on check beside that he give support, that make **I** spirit (S.17)	I something have blush on check beside that he give support, that make **mr** spirit (S.17)	✓	61
	He treat **I** so good (S.17)	He treat **me** so good (S.17)		

Categories of Error	Error Analysis	Corrected Error	Checklist Yes	No
Misordering	Gian always bicycle **in of** the house with his	Gian always bicycle **in front of** the house with his		62 ✗

rides

omission content

	friend (S.5)	friend (S.5)		
	• **Is love Gian,** Gian so smart, he have so many friend because him friendly (S.5)	• **Is Gian love,** Gian so smart, he have so many friend because him friendly (S.5)	✓	66
	• **He is attitude** funny (S.8)	• **He attitude iz** funny (S.8)	⊗	69
	• Her fur is heavy, her **fur white** (S.9)	• Her fur is heavy, her **fur** is **white** (S.9) omision	⊗	65
	• I have friend in my class, **she** is **name** Ameta Sausan (S.10	• I have friend in my class, **his** is **name** Ameta Sausan (S.10	⊗	66
	• I really like him because he is a good people, **he is type** random people (S.11)	• I really like him because he is a good people, **he is a type** random people (S.11) omission	⊗	67
	• I **visited only** Brahmana and Syiwa temples, because Wisnu temple is being rerovaled (S.13)	• I **only visited** Brahmana and Syiwa temples, because Wisnu temple is being rerovaled (S.13)	✓	68

[handwritten annotations: "His", "S", "omision", "omission", "This information Alternating form"]

	• **Mommy I have hair chocolate, skit momy coller wait** (S.22)	• My mom has brown hair, her skin is white colors (S.22)	⊗	69
M.Sininformati **Alternating form** **Addition**	• **I am so** love Putri, she is smart because she can standing on 7 month old and eat the food so fast (S.23)	• I really love Putri, she is smart because she can standing on 7 month old and eat the food so fast (S.23) *omission*	⊗	70
	• **She like cow milk too** (S.23)	• She also likes cow's milk (S.23)	✓	71
	• **Cat me aged one month** (S.25)	• My cat is aged one month (S.25)	✓	72
	• **The is cat like hiking** (S.25)	• My cat likes hiking (S.25)	✓	73
	• I hope she become the good girl and **can make proud of my parents** (S.28)	• I hope she become the good girl and **can make my parent proud** (S.28)	✓	74

z